

CAMBRIDGE

SUPER Minds

Teacher's Book 1

Melanie Williams with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

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Contents

Map of the course	iv
Introduction	
<i>About Super Minds</i>	viii
<i>Super Minds 1 components</i>	ix
Tour of a unit	xi
Teaching with <i>Super Minds 1</i>	
Working with large classes	xiv
Effective use of L1	xv
Monitoring	xv
Assessment	xvi
Using the <i>Super Minds</i> songs	xvi
Using the <i>Super Minds</i> stories	xvii

Teaching notes

 Friends	T4
 At school	T10
 Let's play!	T22
 Pet show	T34
 Lunchtime	T46
 Free time	T58
 The old house	T70
 Get dressed!	T82
 The robot	T94
 At the beach	T106

Map of the course

1 Friends (pages 4–9)

Vocabulary Numbers: <i>one, two, three, four, five, six, seven, eight, nine, ten</i> Colours: <i>yellow, red, orange, purple, green, blue</i>	Grammar <i>What's your name? I'm (Thunder). How old are you? I'm (seven).</i>	Story and value <i>Meet the Super Friends Making friends</i>	Thinking skills • Matching
▶ Song: A, B, C, D, E, F, G			

1 At school (pages 10–21)

Vocabulary Classroom objects: <i>pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case</i>	Grammar <i>What's this? It's a (pencil). Is it a (pen)? Yes, it is. / No, it isn't. Open your book, please. Pass me a (ruler), please. Sit at your desk, please.</i>	Story and value Phonics <i>Watch out, Flash! Helping each other The letter sound a</i>	Skills • Listening for specific information YLE • Reading for specific information YLE • Interactive speaking • Writing a description from a model	Thinking skills • Matching • Hypothesising and predicting	English for school Art: Colours Project: Make your own picture
▶ Song: What's this?		▶ Creativity		▶ Revision	

2 Let's play! (pages 22–33)

Vocabulary Toys: <i>kite, doll, monster, plane, computer game, train, car, ball, bike, go-kart</i>	Grammar <i>What's his/her name? His/Her name's (Ben/Sue). What's his/her favourite toy? His/Her favourite toy's his/her ball. How old is he/she? He's/She's (seven). It's a (new kite). It's an (ugly monster).</i>	Story and value Phonics <i>The go-kart race Fair play – cheating is wrong The letter sound e</i>	Skills • Reading for specific information YLE • Listening for specific information YLE • Interactive speaking • Writing a description from a model	Thinking skills • Comparative thinking • Analysis of statements • Hypothesising Evaluating strategies	English for school Maths: Tangrams Project: Make a tangram
▶ Song: Hey, Emma! What's your favourite toy?		▶ Creativity		▶ Revision	

3 Pet show (pages 34–45)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals: <i>elephant, rat, lizard, frog, spider, duck, dog, cat</i>	<i>The (lizard) is in/on/ under the (bag). I like / don't like (dogs).</i>	<i>The spider Being brave The letter sound i</i>	<ul style="list-style-type: none"> • Reading for specific information • Listening for specific information YLE • Writing a description from a model • Speaking about a picture YLE 	<ul style="list-style-type: none"> • Matching verbal and visual information • Applying world knowledge • Matching 	Science: Camouflage Project: Draw a camouflage
▶ Song: Look at the spiders		▶ Creativity		▶ Revision	

4 Lunchtime (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food: <i>banana, cake, cheese sandwich, apple, pizza, sausage, chicken, steak, peas, carrots</i>	<i>I've got / haven't got a (sandwich). Have we got any (cheese)? Yes, we have. / No, we haven't.</i>	<i>The pizza Waiting your turn The letter sound o</i>	<ul style="list-style-type: none"> • Listening for specific information • Spelling YLE • Reading for specific information YLE • Productive speaking 	<ul style="list-style-type: none"> • Categorising • Applying world knowledge • Matching • Predicting 	Science: Fruit and veg Project: Make a fruit and vegetable diary
▶ Song: Tommy's in the kitchen		▶ Creativity		▶ Revision	

5 Free time (pages 58–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Days of the week: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>	<i>I (play football) on (Saturdays). Do you (watch TV) at the weekend? Yes, I do. / No, I don't.</i>	<i>We're lost! Asking for help when you need it The letter sound u</i>	<ul style="list-style-type: none"> • Listening for specific information YLE • Reading for specific information • Writing a poem from a model 	<ul style="list-style-type: none"> • Interpreting and understanding 	Social science: I'm healthy! Project: Do a class survey
▶ Song: It's a busy, busy week		▶ Creativity		▶ Revision	

6 The old house (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The home: <i>bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar</i>	<i>There's a (monster). There are (four cats). Is there a (plane)? Yes, there is. Are there any (rats)? No, there aren't. How many (cars) are there? There are (four cars).</i>	<i>At the house</i> Looking after your friends The letter sound <i>h</i>	<ul style="list-style-type: none"> • Reading for specific information YLE • Interactive speaking • Listening for specific information YLE • Writing a description from a model 	<ul style="list-style-type: none"> • Interpreting pictures • Applying world knowledge • Matching 	Geography: Habitats Project: Make a habitat

▶ **Song:** In my little house

▶ **Creativity**

▶ **Revision**

7 Get dressed! (pages 82–93)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Clothes: <i>jeans, sweater, jacket, skirt, shorts, cap, shoes, socks, T-shirt, trousers</i>	<i>Do you like this (hat) / these (shoes)? Yes, I do. / No, I don't. (Olivia)'s wearing (a red sweater). Is he/she wearing (a blue T-shirt)? Yes, he/she is. / No, he/she isn't.</i>	<i>The cap</i> Saying sorry The letter sounds <i>sp</i> and <i>st</i>	<ul style="list-style-type: none"> • Reading for specific information YLE • Interactive speaking • Listening for specific information • Writing a description from a model 	<ul style="list-style-type: none"> • Interpreting visual information • Matching • Selecting relevant information • Applying world knowledge 	Science: Materials Project: Make a poster with different materials

▶ **Song:** I'm a cool, cool cat

▶ **Creativity**

▶ **Revision**

8 The robot (pages 94–105)






Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The body: <i>head, arm, fingers, hand, knee, leg, toes, foot</i>	<i>I can/can't (stand on one leg). He/She can/can't (skip). Can you (swim)? Yes, I can. / No, I can't.</i>	<i>The problem</i> Teamwork The letter sound <i>g</i>	<ul style="list-style-type: none"> • Listening for specific information YLE • Interactive speaking about a survey • Reading for specific information • Writing a description from a model 	<ul style="list-style-type: none"> • Problem solving • Identifying 	Science: The skeleton Project: Make a skeleton

▶ **Song:** Can you guess who we are?

▶ **Creativity**

▶ **Revision**

 **At the beach** (pages 106–117)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
<p>Holidays: catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle</p>	<p>Let's (play the guitar). Good idea. Where's the (blue book)? It's in the (green bag). Where are the (orange books)? They're in the (black bag).</p>	<p>The top of the hill Modesty The letter sounds ee and ea</p>	<ul style="list-style-type: none"> • Reading for specific information  • Listening for specific information • Writing a description from a model • Speaking about a picture  	<ul style="list-style-type: none"> • Inferring meaning • Applying world knowledge • Interpreting visual information 	<p>Geography: Holiday weather Project: Write a weather diary</p>
<p> Song: Let's go to the beach</p>		<p> Creativity</p>		<p> Revision</p>	

Introduction

About Super Minds

What is Super Minds?

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

A flexible approach

Super Minds offers maximum flexibility:

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

Building solid foundations

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

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



Expanding young minds

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

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

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

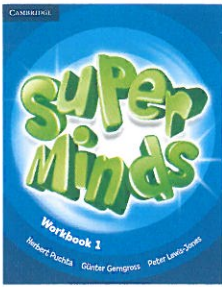
Kindling the imagination

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

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

Fostering positive values

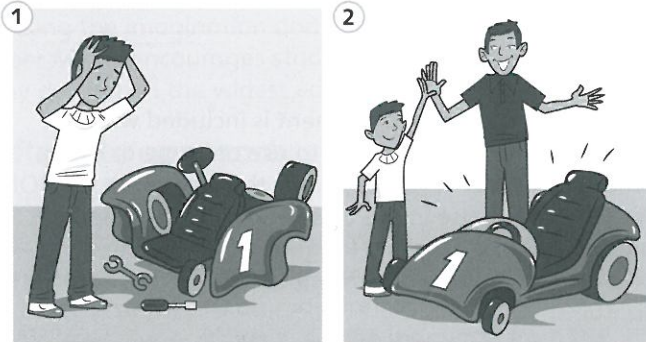
Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Super Minds* also uses stories as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper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



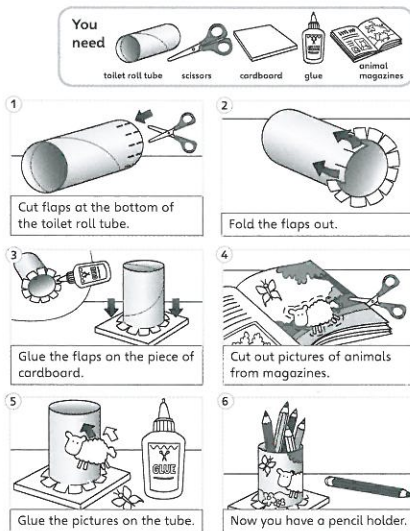
Workbook

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

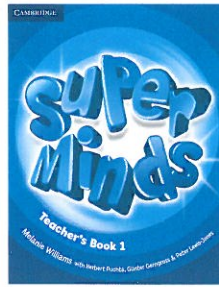
- Reading, matching and colouring puzzles, written practice at word and sentence level, listening input and opportunities for oral work
- A values activity for each unit drawn from the message in the Student's Book story



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



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



Teacher's Book

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

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

Flashcards

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

Class CDs

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

Classware CD-ROM

This whiteboard software features:

- The Student's Book pages
- The audio material

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

Teacher's Resource Book

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

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

Tour of a unit

Super Minds 1 begins with an introductory 6-page *Friends* unit in both the Student's Book and the Workbook. This presents the Super Friends characters together with the alphabet and consolidates greetings, colours and numbers 1–10. If the students have studied English before, for example with *Super Minds Starter*, this unit acts mainly as a revision focus. For students new to English, it encompasses the basic blocks with which they can build their foundation in English.

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

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

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

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

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

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

Lesson 1

Vocabulary presentation

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


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

Lesson 2

Grammar 1

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

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

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

Lesson 3

Song

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

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

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit.

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



Lesson 5

Story

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

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

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

Lesson 6

Story follow-up and values

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

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



Lessons 7 and 8

Skills work

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

The varied activities include:

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

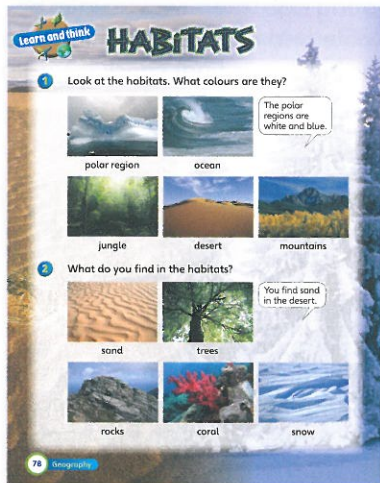
Lessons 9 and 10



English for school

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

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



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



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

Lesson 11

Creativity

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



Guided visualisation

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



TPR action sequences

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

Lesson 12

Revision

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

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

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

Picture dictionary activities review key vocabulary of the unit.

Teaching with *Super Minds* 1

Working with large classes

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

Finding the right resources

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

The right book

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

The right page

- Write the page number on the board in figures as you say it in English. Students learn numbers 1–10 in the *Friends* unit and 11–20 in Unit 4 but it helps to foster an English-speaking environment if you use English, provided you give the support on the board.
- Again, asking students to hold their books open at the right page can be a faster way of checking that everyone is ready.

Checking instructions

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

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

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

Involving everyone

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

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

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

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

Working in groups

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

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

This can be extended into other aspects of classroom management by establishing general class groups.

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

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

Effective use of L1

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

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

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

You may find these general principles useful:

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

Monitoring

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

As you circulate:

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

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

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

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

Drafting stage

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

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

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

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

Assessment

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

Using the Workbook Revision page

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

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

Using the *Super Minds* songs

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

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

Before playing a song

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

While playing a song

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

After playing a song

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

Learning a song

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

Performing the songs

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

Using the *Super Minds* stories

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

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

Before playing a story

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

While listening to a story

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

After listening to a story

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

Performing the stories

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

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

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

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

Friends

1 CD1
02

Listen and look. Then listen and say the words.



1 Whisper

2 Thunder

3 Misty

4 Flash

2 CD1
03

Listen and chant.

Hi, I'm Whisper.
What's your name?
Hi, I'm Thunder.
What a nice name!

Hi, I'm Flash.
What's your name?
Hi, I'm Misty.
What a nice name!

4

Greetings

Aims:

- to present the names of the characters
- to present and practise *Hello, Hi, What's your name? I'm (name)*.
- to say a chant with the class

New language: *Hi, What's your name? I'm (name), nice, character names*

Materials: CD, flashcards (colours), pieces of card (optional)


Language competences: Your students will be able to ask and answer about names.

Warm-up

Aim: to review students' names

- Point to yourself and say your name.
- Ask a student to stand up.
- Elicit his/her name from the student. Use L1 to prompt the student's response if necessary.
- Repeat with about six other students.

Presentation

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

Aim: to introduce the names of the characters

- Students look at the picture in their Student's Books.
- Play the recording.
- Students point to the character names when they hear them.

CD1 Track 02

Thunder: What's your name?

Whisper: I'm Whisper.

Thunder: Hi, Whisper. I'm Thunder.

Whisper: Hi, Thunder.

Misty: Hi, I'm Misty. What's your name?

Flash: I'm Flash.

Misty: Hi, Flash.

Flash: Hi, Misty.

Now say the words.

1 Whisper, 2 Thunder, 3 Misty, 4 Flash

- Play the recording again.
- Point to the character names / pictures in turn. Students say the names.
- Students practise pointing and naming in pairs.

2  **SB p4** Listen and chant.

Aim: to present *Hi, What's your name? I'm (name)*.

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each line for students to repeat.
- Practise the chant as a class.
- Invite four students to come to the front of the class. Give each one a character name. They do the chant for the class. Repeat with other students.

Practice

Aim: to personalise and practise the new language

- Invite a pair of students to the front of the class.
- Prompt them to do the chant using their real names.
- Repeat with two more pairs of students.
- Make pairs. Students practise the chant, taking turns to start.
- Students do a mingling activity, introducing themselves to the students in the class using *Hi, I'm (name). What's your name? Hi, I'm (name). What a nice name!*

1  **WB p4** Match the sentences with the pictures. Colour the circles.

Aim: to review colours and character names

Key: I'm Flash: 4th picture, I'm Thunder: 2nd picture, I'm Misty: 1st picture.

Ending the lesson

Aim: to review key language from the lesson

- Make a circle of eight students.
- Invite two into the centre of the circle.
- The students in the circle start clapping rhythmically.
- The two students in the centre do the chant from SB Activity 2, using their real names.
- The two students join the outer circle and two other students go into the middle.
- Repeat twice more.
- If there is space, have more than one circle chanting at the same time.

Extension activity

Aim: to enable students to make a name label

- Tell students they are going to make a name label.
- Hand out some card to each student. They fold it in half lengthways.
- They write their name on one side and colour it.
- They stand the card on their desks.

Aims:

- to present and practise numbers *one–ten*
- to present and practise *How old are you? I'm (age)*.

New language: *one, two, three, four, five, six, seven, eight, nine, ten, How old are you? I'm (age)*.

Recycled language: *What's your name? I'm (name)*.

Materials: CD, flashcards (numbers *one–ten*)

Language competences: Your students will be able to count from *one* to *ten*.

Your students will be able to ask and answer about ages.

Warm-up

Aim: to review asking and answering about names

- Ask Student A *Hello. What's your name?*
- Student A answers, e.g. *Hi. I'm (name)*.
- Student A asks Student B and Student B answers.
- Student B asks Student C and so on around the class.
- Encourage students to ask other students at random.

1  **SB p5** Listen and point to the numbers.

Aim: to present and practise numbers *one–ten*

- Teach numbers *one–ten* using the flashcards.
- Display the flashcards around the room or against the board.
- Play the recording. Students listen and point to the flashcard numbers.
- Students open their Student's Books. Play the recording again. Students point to the numbers in their Student's Books.

2  **SB p5** How old are the Super Friends? Listen and write.

Aim: to practise the written form of numbers *one–ten*

- Play the recording. Give students thinking and writing time.

CD1 Track 05

Teacher: How old are you, Misty?

Misty: I'm six.

Teacher: How old are you, Whisper?

Whisper: I'm eight.

Teacher: How old are you, Flash?

Flash: I'm eight.

Teacher: How old are you, Thunder?

Thunder: I'm seven.

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

Key: Misty: I'm six. Flash: I'm eight. Whisper: I'm eight. Thunder: I'm seven.

3 **SB p5** Ask and answer.

Aim: to present and practise *How old are you? I'm (age)*.

- Teach the question *How old are you?* and the response.
- Students practise the question and answer in open pairs around the class.
- Demonstrate the conversation with a student: *What's your name? I'm (name). How old are you? I'm (age)*.
- Students practise around the class in open pairs or in groups of four.

1 **WB p5** Match the numbers with the words.

Aim: to review numbers *one–ten*

Key: three – 3, ten – 10, eight – 8, nine – 9, one – 1, four – 4, five – 5, two – 2, six – 6

2 **WB p5** Write the numbers.

Aim: to review spelling of numbers *one–ten*

Key (in two columns): 1, 6, 2, 7, 9, 8, 4, 10, 5

Ending the lesson

Aim: to review numbers *one–ten*

- Use the flashcards to review numbers *one–ten*.
- Show the flashcards at random and have students say the number.
- Invite ten students to the front of the class and hand out the flashcards at random.
- Students quickly arrange themselves into the correct number sequence.
- Ask the class to say if the sequence is correct by calling out the numbers together.
- Repeat.

Extension activity

Aim: to review spelling of numbers

- Write numbers *one–ten* in scrambled letter order on the board.
- Students work in pairs to unscramble the words. They use their Student's Books or the flashcards to help them.

Listen and point to the numbers.



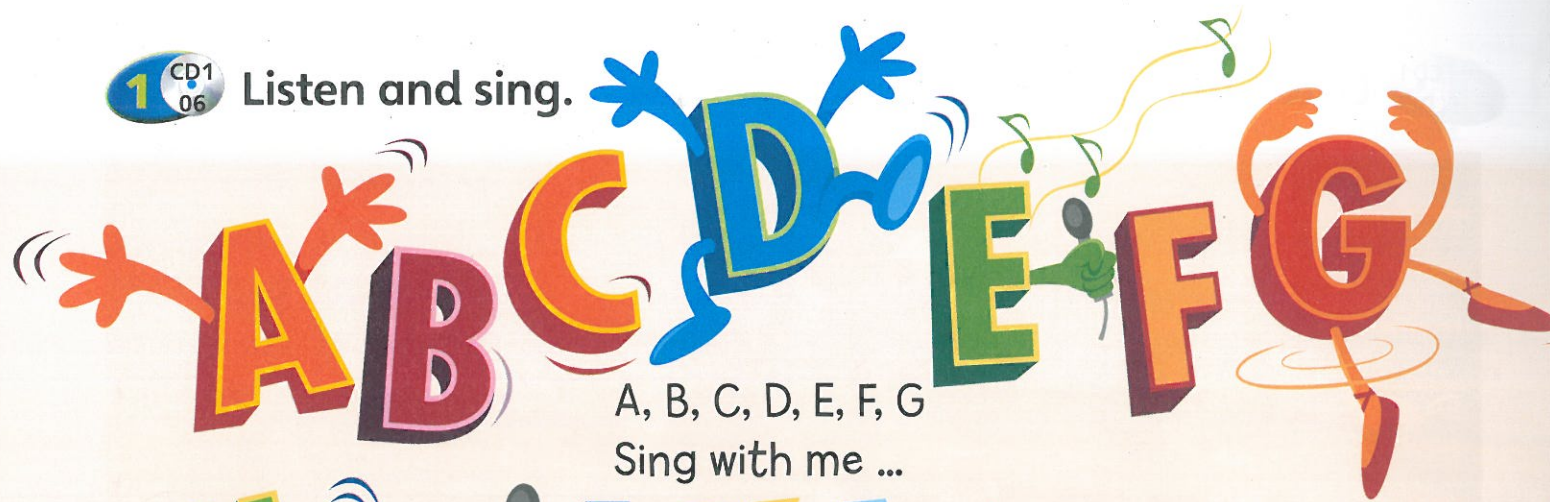
How old are the Super Friends? Listen and write.



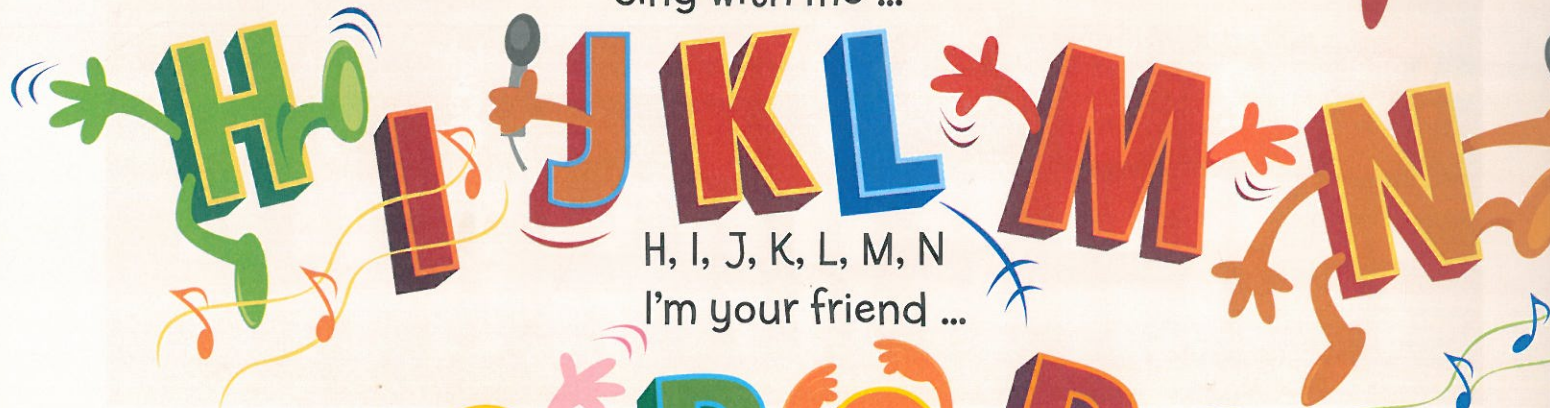
Ask and answer.



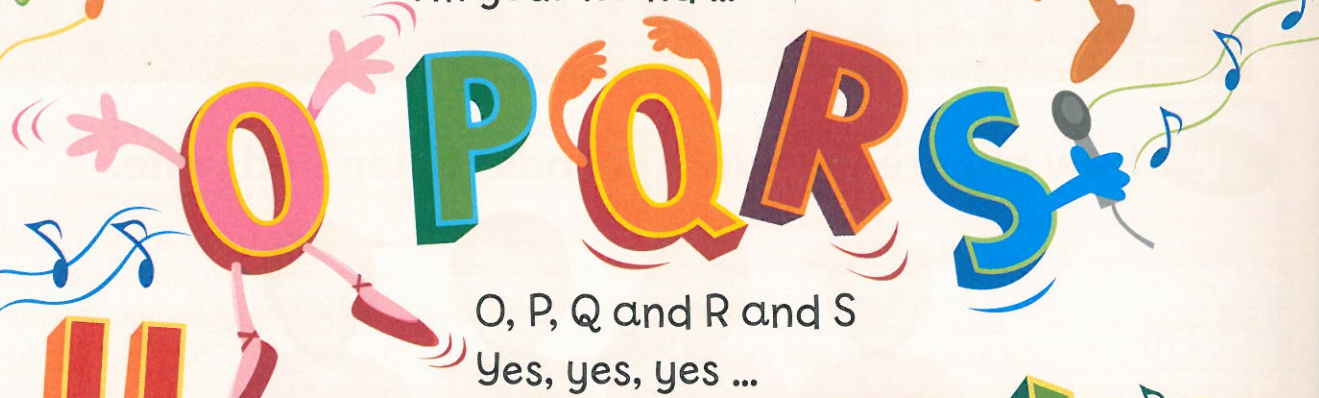
Listen and sing.



A, B, C, D, E, F, G
Sing with me ...



H, I, J, K, L, M, N
I'm your friend ...



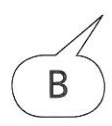
O, P, Q and R and S
Yes, yes, yes ...
T, U, V and W
Me and you ...



X, Y and Z
Let's sing and dance.
X, Y and Z
The alphabet ...



2 Say the alphabet.



Aims:

- to present and practise the letters of the alphabet
- to present lower and upper case letters
- to sing a song with the class

New language: *sing with me, me and you, let's sing and dance*

Recycled language: *I'm (your friend)*

Materials: CD, alphabet cards: one for each letter of the alphabet (write the capital letter on one side and the small letter on the other)

Language competences: Your students will be able to write and say the letters of the alphabet. Your students will be able to join in with a song.

2 SB p6 Say the alphabet.

Aim: to give students further practice saying the alphabet

- Point to letters of the alphabet in sequence around the room for students to repeat. Then choose letters at random.
- Students work in pairs. They do the same, but use the alphabet in their Student's Books, taking turns to say the letters.
- Monitor to check they are saying the letters correctly.

1 WB p6 Write the missing letters.

Aim: to present and practise lower and upper case letters

Key: E, G, n, Q, T, x

Warm-up

Aim: to raise awareness of the alphabet

- Call to the front of the class four students whose names start with the first four letters of the alphabet. If this sequence is not possible, any four-letter sequence in the alphabet, e.g. *d, e, f, g*, will do.
- Stand the students in alphabetical order according to the first letters of their names. Say their names, repeating the first letter, e.g. *Anna, A; Boris, B*.
- Tell students the lesson is about the alphabet.

1 CD 06 07 SB p6 Listen and sing.

Aim: to present and practise the letters of the alphabet

- Stick the alphabet cards around the room, capital letter side showing. Group them as in the Student's Book activity.
- Point to each card in turn, saying the letter for students to repeat.
- Repeat two or three times.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, in sections. Students repeat.
- Use the karaoke version of the song for students to sing in groups.

Ending the lesson

Aim: to review the letters of the alphabet

- Hand out the alphabet cards at random to students around the room.
- Invite the 26 students to come to the front and arrange themselves in alphabetical order.
- For smaller classes, use only some of the alphabet cards.
- Do the activity once with lower case and again with upper case.
- Repeat.

Extension activity

Aim: to practise alphabet sequence

- Make groups of six students.
- Students arrange themselves in alphabet sequence of the first letter of their names.
- Have other groups check that each group's sequence is correct.
- Put students into new groups of six and repeat.

Aims:

- to present and practise colours

New language: *colour, yellow, orange, red, purple, blue, green, balloon, My hat is (colour).*

Recycled language: character names, *I'm (name)*

Materials: CD, coloured pencils

Language competences: Your students will be able to recognise, say and write some colours.

Warm-up

Aim: to review the letters of the alphabet

- Sing the alphabet song from SB page 6 again with students.

1 ^{CD1}₀₈

SB p7 Listen and point to the balloons.

Aim: to present the colours

- Use the picture in the Student's Book to present the colours.
- Point to each balloon in turn and say the colour.
- Students repeat.
- Play the recording. Students listen and point. Repeat.

CD 1 Track 08

Yellow, red, orange, purple, green, blue

- In pairs, students take turns to point to the balloons and say the colours.

2 ^{CD1}₀₉

SB p7 Listen and colour. Then follow the lines and say.

Aim: to practise saying the colours

- Tell students to take out their coloured pencils.
- Play the recording. Students make a dot of the right colour in each hat.

CD1 Track 09

Hat number 1 is blue.

Hat number 2 is purple and red.

Hat number 3 is orange and green.

Hat number 4 is yellow.

- Play the recording again for students to check. They compare answers in pairs.
- Check answers with the class.
- Students colour the hats.
- Demonstrate the activity by giving an example sentence, e.g. *I'm x. My hat is x (and x).*
- Students say the other sentences in pairs.
- Elicit the sentences in turn and write them on the board.

Key: 1 c blue, 2 d purple and red, 3 a orange and green, 4 b yellow

1 **WB p7** Colour the words.

Aim: to practise reading the colours

2 **WB p7** Write and draw.

Aim: to practise writing the colours

Ending the lesson

Aim: to review spelling of the colours

- Write the six colours in scrambled letter order on the board.
- Students work in pairs to unscramble them.
- Students then put the colours in alphabetical order: *blue, green, orange, purple, red, yellow.*

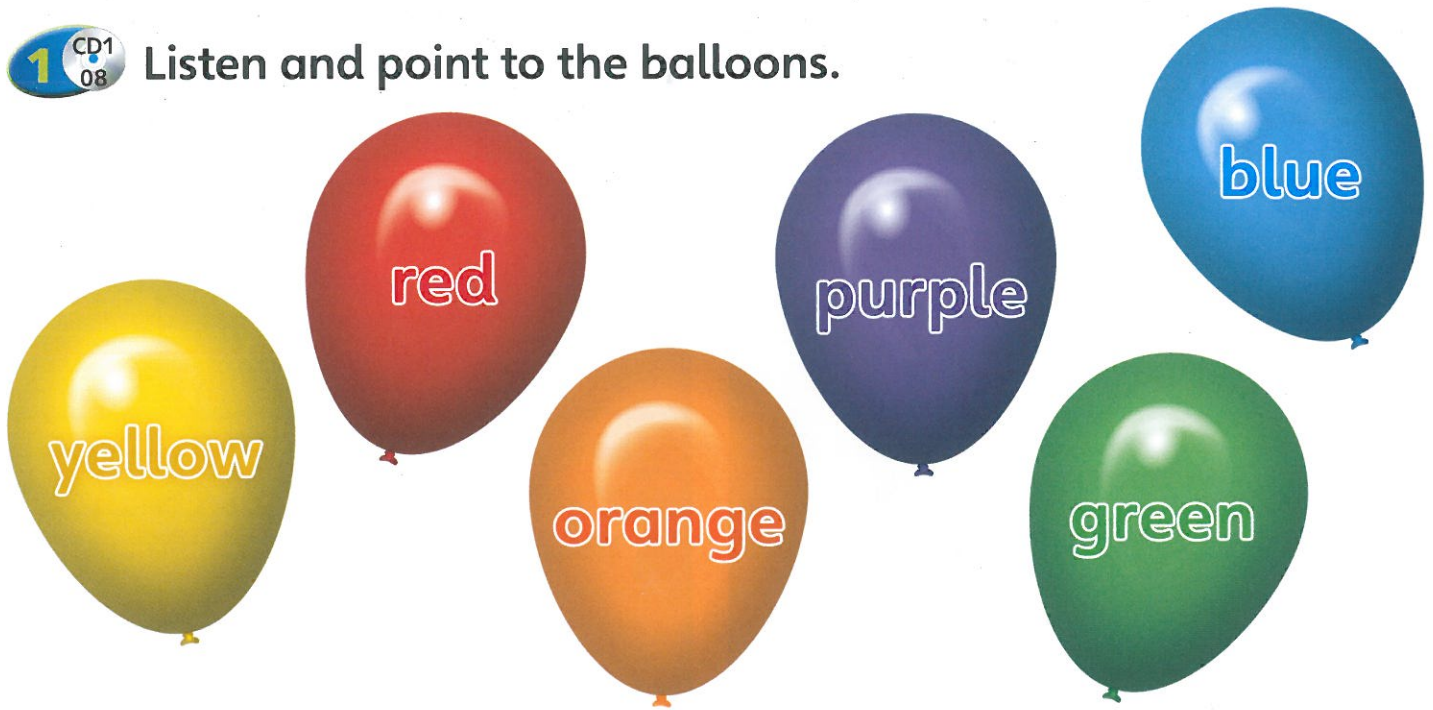
Extension activity

Aim: to find the colours in the classroom

- Say, e.g. *Find something red.* Demonstrate by pointing to / touching something red.
- Students do the same. Repeat for the other colours.
- Students can do this from their seats or move around the room to find the colours.

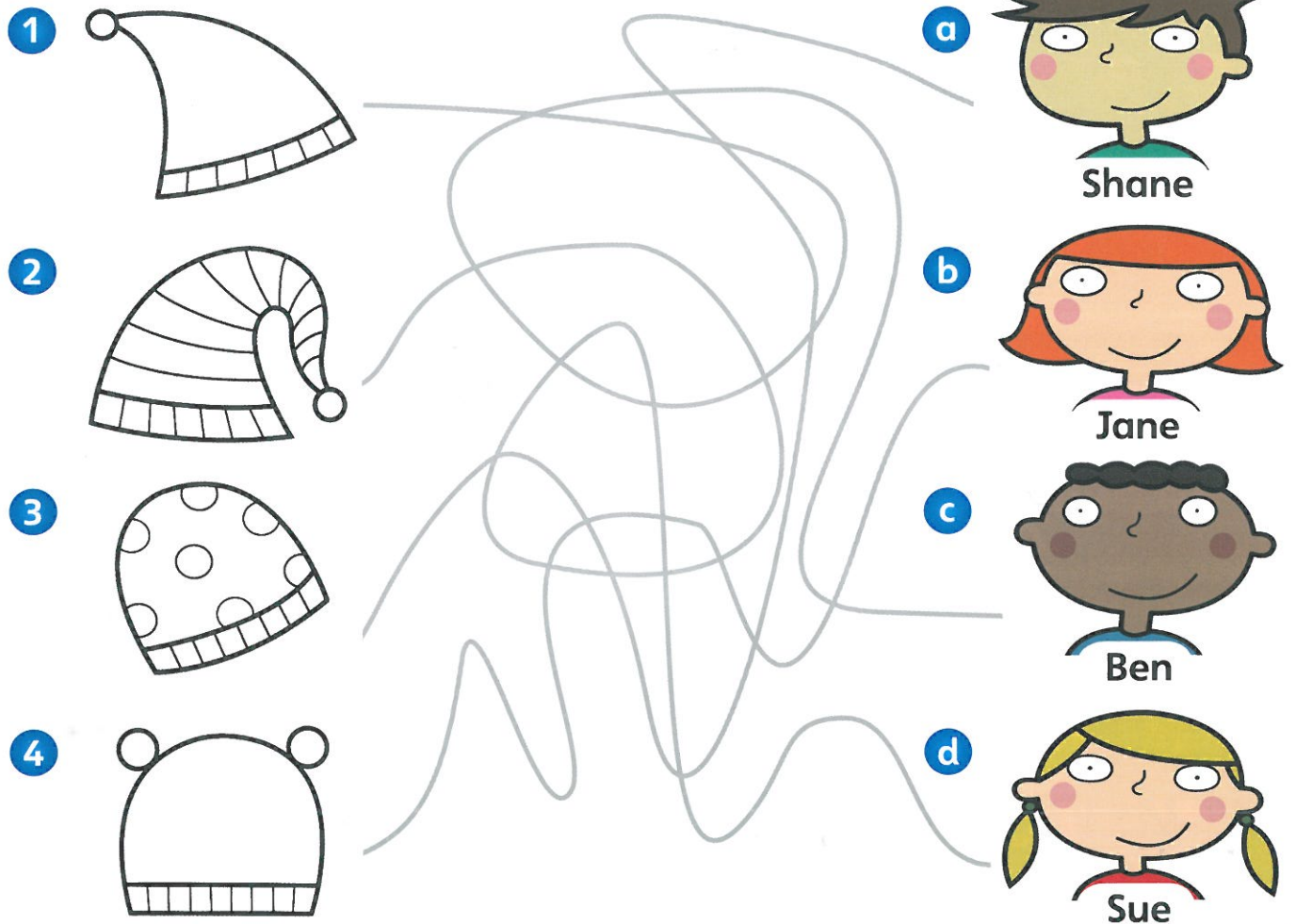
1 CD1 08

Listen and point to the balloons.

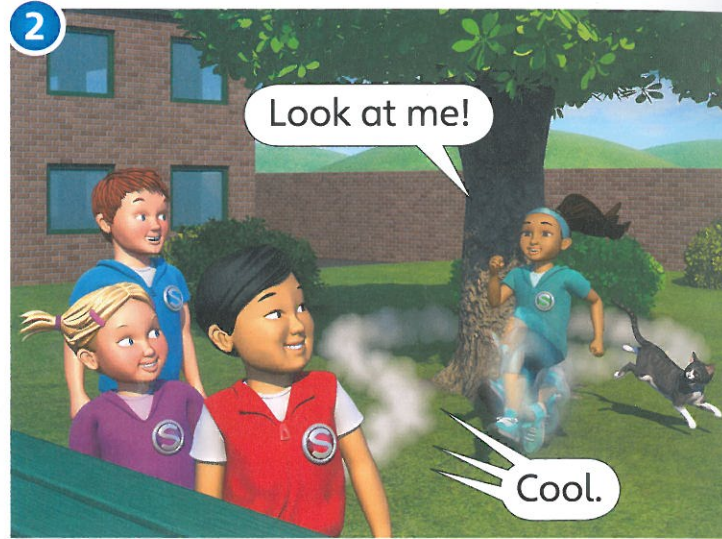
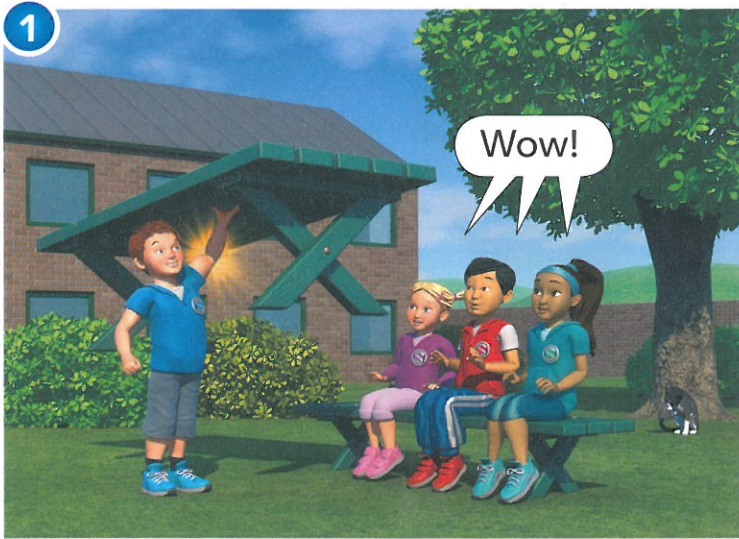


2 CD1 09

Listen and colour. Then follow the lines and say.



Meet the Super Friends



Aims:

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

New language: *look at me, my turn, What about you? I speak to animals, cool, power, cat*

Recycled language: character names, *I'm (name/age), What's your name? How old are you?*

Materials: CD

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

Your students will be able to act out a story.

Warm-up

Aim: to review *What's your name? How old are you?*

- Say, e.g. *Hello, Jim* to a student, not using his/her real name.
- When the student looks confused, say, e.g. *Are you Jim?* Then say *What's your name?*
- Repeat with other students and other names.
- Ask some students *How old are you?* They reply, e.g. *Seven.*

1 ^{CD1}₁₀ SB pp8-9 Meet the Super Friends

Aim: to present a picture story

- Review the names of the four Super Friends using the pictures in the Student's Book.
- Play the recording. Students listen and read to find the name and age of the cat (Tabby, four).
- Play the recording again. Pause after frame 2. Point to Flash running and ask *Who's this?*
- Repeat for the other Super Friends. Teach the word (*super*)*power.*
- Play the recording again. Pause after each frame. Students listen and repeat.

1 ^{CD1}₁₁ WB p8 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD1 Track 11

- 1 **Flash:** Look at me!
- 2 **Whisper:** I speak to animals.
- 3 **Cat:** I'm four.

Key: 1 Flash: 1st picture, 2 Whisper: 2nd picture, 3 Cat: 1st picture

2 WB p8 Match the Super Friends with the powers.

Aim: to review the story

Key: 2 d, 3 c, 4 a

Ending the lesson

Aim: to practise the story

- Put students into groups of five.
- Students each take a role of one of the characters (including the cat).
- Play the recording. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play for the class.

Note: Students mime powers, e.g. pretending a book is very heavy and trying to lift a desk (without success).

Extension activity

Aim: to review phrases from the story

- Call out phrases from the story in turn, e.g. *Look at me!*
- Students say who is speaking.

Aims:

- to talk about the meaning of a story
- to review language from the unit
- to enable students to reflect on what they have learnt

Recycled language: vocabulary and grammar from the unit

Materials: CD, flashcards (numbers *one-ten*)

Language competences: Your students will be able to identify phrases from a story. Your students will be able to demonstrate what they have learnt in the unit.

Warm-up

Aim: to refresh students' memory of the story

- Mime running very fast. Elicit from students who in the story can do this.
- Repeat for the other Super Friends.
- Students take turns to come to the front and mime for the class to say the name.

2**Think!****SB p9** Read and number the pictures.

Aim: to practise phrases from the story

Thinking skill: matching

- Play the recording of the story with Student's Books closed.
- Students try to do the activity in pairs.
- Pairs check with other pairs.
- Check answers with the class. Have students say the names of the characters as a response.

Key: 2, 5, 1, 4, 3

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

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to review numbers *one-ten* and colours

- Students look at the Picture dictionary page for numbers 1–10 (WB page 118).
- In pairs, they take turns to point to a number and say the word.

Extension activity

Aim: to review the letters of the alphabet

- Spell out some of the words from the unit, e.g. *H A T*.
- Students say the word, e.g. *hat*, and find it on a page of the unit.
- Repeat for *cat*, colours, etc.



2 Think! Read and number the pictures.

1 Look at me!

2 My turn. Look!

3 I'm Tabby.



4 How old are you?

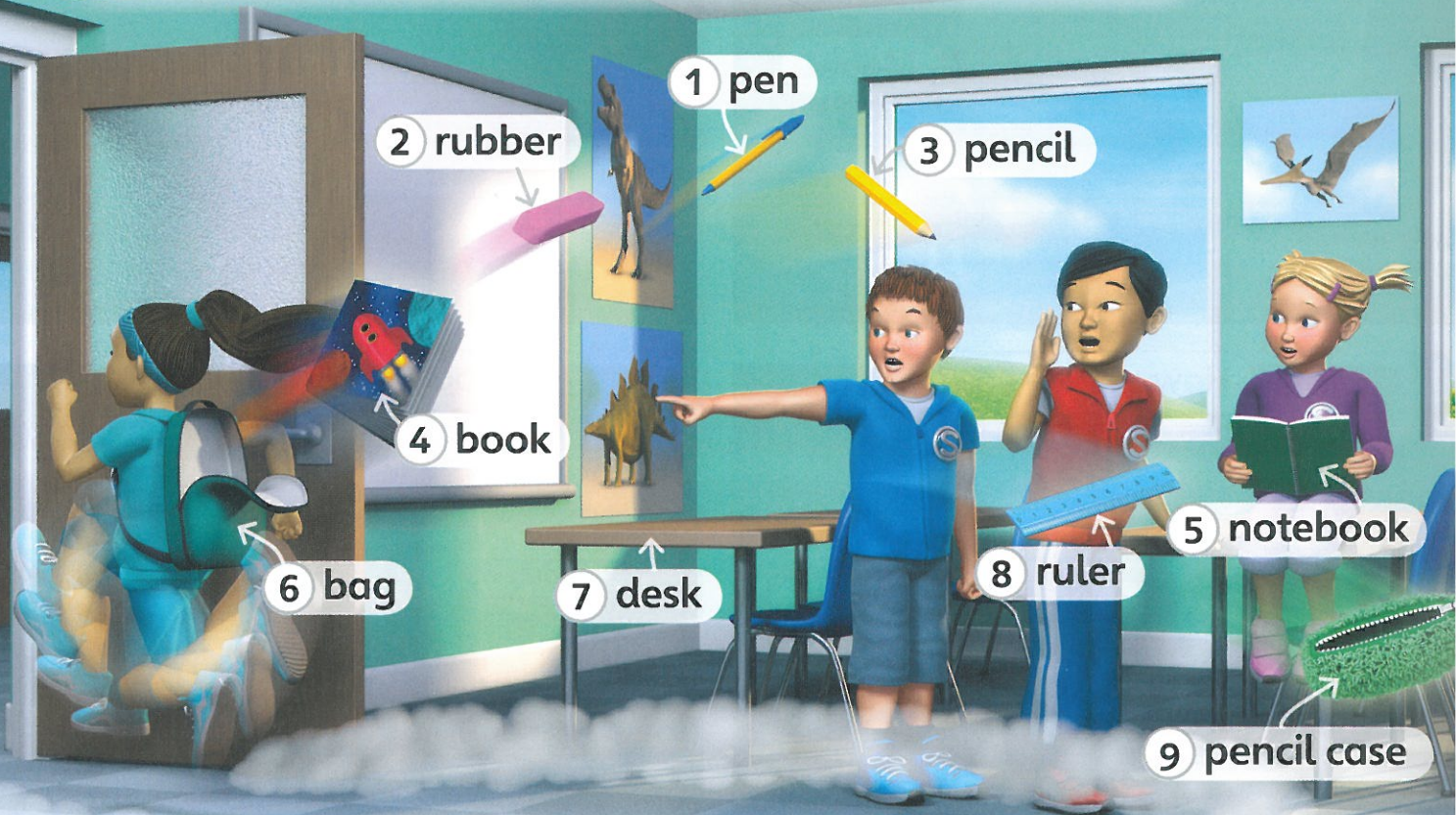
5 No. Listen to me!

1

At school

1 CD1
12

Listen and look. Then listen and say the words.

2 CD1
13

Listen and chant.

Hey, Flash! Hey, Flash!
Come back, come back!

Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

Hey, Flash! Hey, Flash!
Close your bag, close your bag!

Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

Aims:

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

New language: pen, rubber, pencil, book, notebook, bag, desk, ruler, pencil case, school, come back, close your bag

Recycled language: colours

Materials: CD, flashcards (classroom objects)

Language competences: Your students will be able to identify and name classroom objects.

Warm-up

Aim: to review colours

- Play a true/false game to review colours.
- Students stand up when the sentence is true and sit down when it is false.
- Point to, e.g. a green object in the classroom, and say *It's red*. Students don't stand.
- Repeat for other colours in the room. Make some sentences true and some false.

Presentation

Aim: to present classroom objects

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board or around the room.



CD1 12 SB p10 Listen and look. Then listen and say the words.

Aim: to practise classroom objects

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

CD1 Track 12

Flash: Oh no! My notebook!

Misty, Thunder, Whisper: Wow! Look at Flash!

Now say the words.

1 pen, 2 rubber, 3 pencil, 4 book, 5 notebook, 6 bag, 7 desk, 8 ruler, 9 pencil case

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



SB p10 Listen and chant.

Aim: to give students further practice saying the classroom words

- Elicit which character students can see running in the picture (Flash).
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Students put the objects, e.g. pen and pencil case, on their desks.
- Students do the chant again, holding up the relevant objects when they say them.

Practice

Aim: to personalise and practise the new language

- Students close their Student's Books.
- In pairs, they take turns to name the classroom objects on their desks from SB Activity 2.



WB p10 Match the words with the pictures.

Aim: to practise matching words with pictures

Key: 2 c, 3 g, 4 i, 5 e, 6 d, 7 h, 8 f, 9 b



WB p10 Look and colour.

Aim: to review colours and classroom objects

Key: 1 yellow bag, 2 green ruler, 3 purple rubber, 4 orange pencil case, 5 red pen, 6 blue notebook

Ending the lesson

Aim: to review key language from the lesson

- Display the flashcards around the room.
- Say an object and students point to the flashcard.
- Say words quickly one after another, repeating some more than once.
- Point to flashcards at random for students to say the words.

Extension activity

Aim: to play a game to practise the new vocabulary

- Students draw a 2 x 2 grid in their notebooks.
- Display the flashcards on the board.
- Students draw one object in each square. Each student chooses which to draw.
- Say the objects at random. When students hear the object, they cross it out.
- The student(s) who cross(es) out all four first is/are the winner(s).

Aims:

- to present and practise *What's this? It's a (ruler). Is it a (ruler)? Yes, it is, No, it isn't*
- to play a game with the class

New language: *What's this? It's a (ruler). Is it a (ruler)? Yes, it is, No, it isn't*

Recycled language: classroom objects

Materials: CD, flashcards (classroom objects), blindfold (optional)

Language competences: Your students will be able to ask and answer about classroom objects.

Warm-up

Aim: to review classroom objects

- Stick the flashcards on the board (picture side).
- Write the wrong word under each flashcard, e.g. picture of ruler, word: *pen*.
- Invite students to come up in turn and swap two flashcards so that the word and picture are a match for one.
- Repeat until all the words and pictures match.

1 ^{CD1}₁₄ **SB p11** Listen and number the pictures.

Aim: to present *What's this? It's a (ruler). Is it a (ruler)? Yes, it is. No, it isn't.*

- Give students time to look at the pictures first.
- Play the recording. Students listen and number.

CD1 Track 14

- 1 Girl: What's this?
Boy: Is it a rubber?
Girl: Yes, it is.
- 2 Boy: What's this?
Girl: It's a ruler.
- 3 Girl: What's this?
Boy: Is it a pencil?
Girl: No, it isn't. It's a pen.
- 4 Girl: What's this?
Girl: Is it a pencil case?
Girl: Yes, it is.

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

- Students check in pairs.
- Play the recording again. Check answers with the class.
- Read each set of questions and answers for students to repeat.

2 ^{CD1}₁₅ **SB p11** Listen and say.

Aim: to focus students on grammatical form

- Play the recording.
- Hold up a pencil for the first question and answer.
- Hold up a pen and another object for the second question and answers.
- Play the recording again. Students repeat in chorus.
- Students repeat the questions and answers three or four times.

3 **SB p11** Play the guessing game.

Aim: to give students practice with questions and answers

- Demonstrate the activity with one or two students.
- Put students into groups of four. They take turns to ask and answer, using the language pattern from SB Activity 2.

1 ^{CD1}₁₆ **WB p11** Listen and write the words.

Aim: to review classroom objects

CD1 Track 16

- 1 What's this?
[Someone scribbling with a pencil.]
- 2 What's this?
[Someone flicking through a book.]
- 3 What's this?
[Someone rubbing out with a rubber.]
- 4 What's this?
[Someone unzipping a pencil case.]

Key: 2 book, 3 rubber, 4 pencil case

2 **WB p11** Read and tick (✓) the box.

Aim: to practise the new grammar

Key: 2 Yes, it is. 3 No, it isn't. 4 No, it isn't.

Ending the lesson

Aim: to review new language from the lesson

- Ask *What's this?* and start drawing, e.g. a cat, on the board.
- Do the drawing slowly for students to guess.
- Repeat for other words, e.g. *classroom* and *hat*.
- Prompt students to guess by asking, e.g. *Is it a book?*

Extension activity

Aim: to play a game to practise the new grammar

- Blindfold a student. Put, e.g. a pen, in his/her hand.
- Say *What's this?* The student guesses.
- Repeat with other objects.
- Students play in pairs, closing their eyes rather than using a blindfold.

1 ^{CD1}₁₄ Listen and number the pictures.



2 ^{CD1}₁₅

Grammar focus

Listen and say.

What's this?
No, it isn't.
Yes, it is.

It's a pencil.
Is it a pen?



3 Play the guessing game.



Listen and sing.

What's this?

Look at the desk,
Look at the desk,
The desk is in a mess!

Is it your pen?
Is it your book?
Is it your pencil case?

Yes or no?
Tell me, Joe.

It isn't my pen.
It isn't my book.
It isn't my pencil case.
Oh no, no!
No, no, no!

Look at the desk ...



2

Look at Joe's desk. Draw lines from the school things to the correct desk.

Aims:

- to sing a song with the class
- to present and practise *It isn't my (pen)*.

New language: *It isn't my (pen), look at (the desk), in a mess, tell me*

Recycled language: classroom objects

Materials: CD, flashcards (classroom objects)

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

Your students will be able to ask and answer questions about classroom objects.

2 **SB p12** Look at Joe's desk. Draw lines from the school things to the correct desk.

Aim: to practise recognition skills

- Students look at the picture and match the objects with the correct child's desk.
- Make sure that students understand that Joe has two extra items from each of the other desks on his desk.
- Students compare answers in pairs.
- Check with the class.

Key: blue book and rubber – Anna's desk, yellow pencil case and pencil – Tom's desk, red pen and ruler – Maria's desk

1 **WB p12** Follow the lines and make sentences.

Aim: to practise comprehension of *It's / It isn't*

Key: 1 It isn't my rubber. 2 It isn't my bag. 3 It's my pen. 4 It isn't my pencil case. 5 It's my notebook. 6 It's my book.

Warm-up

Aim: to review classroom objects and questions and answers

- Flash each flashcard very quickly in front of the class and ask *What's this?*
- Students respond.

1 **CD 1** **SB p12** Listen and sing.

Aim: to sing a song with the class

- Students look at the picture. Elicit what they can see on the desks.
- Pre-teach *in a mess*.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version to practise it with the whole class and then in groups.

Practice

Aim: to play a game to practise the language from the song

- Demonstrate the game to students.
- Invite four students to the front. Each one brings two classroom objects.
- Students put the objects on a desk.
- Sing the first four lines of the song. Continue the song, but ask about the objects on the desk.
- The four students take turns to answer truthfully, e.g. *It isn't my ruler*.
- Students repeat the activity in groups of four, using the song structure each time.

Ending the lesson

Aim: to review key language from the lesson

- Students sing the song from SB Activity 1 again.
- Collect different objects and put them on your desk.
- As students sing the song, point to different objects for students to substitute the words.

Extension activity

Aim: to practise the spelling of classroom objects

- Students close their Student's Books.
- Write the words for the classroom objects with letters missing on the board for students to complete in pairs, e.g. *de_k, _ook*.

Aims:

- to present and practise positive imperatives
- to play a game with the class

New language: imperatives, *please, sit (at your desk), open your (bag), close your (book), pass me a (pen)*

Recycled language: classroom objects

Materials: CD, Unit 1 stickers, scissors

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

Warm-up

Aim: to review classroom objects

- Hold up each of the set of classroom objects in turn.
- Students write the words in their notebooks.
- Students check answers and spelling in pairs before the class check.

1  **SB p13** Listen and stick. Then write the words.

Aim: to present imperatives

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

- Give students time to look at the pictures first.
- Students prepare their stickers.
- Play the recording. Students listen and choose the correct stickers.

CD1 Track 19

1 Teacher: Sit at your desk, please.

2 Teacher: Open your bag, please.

3 Teacher: Close your book, please.

4 Teacher: Pass me a pen, please.

Boy: Here you are.

- Students check in pairs.
- Play the recording again. Check answers with the class.
- Students stick the stickers on the pictures and write the words.
- Read and mime each instruction. Students copy the action as you give the instruction. Repeat two or three times.

Key: 1 desk, 2 bag, 3 book, 4 pen

2  **SB p13** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Play the recording again. Students mime the action for each one.
- Vary the instructions for students to mime the actions, e.g. *Pass me a notebook, please.*

- Students around the class give instructions for the rest of the class to act out, e.g. *Open your pencil case, please.*

3  **SB p13** Play the chain game.

Aim: to give students practice with giving and following instructions

- Demonstrate the activity with a small group of students.
- Put students into small groups. One student gives an instruction to the student on his/her left. The student carries out the instruction and then gives a new instruction to the student on his/her left.
- If students repeat an instruction or if a mistake is made in the instruction or the acting out, the game changes direction.

1  **WB p13** Read and write the words.

Aim: to give students practice in writing words for classroom objects

Key: 2 bag, 3 book, 4 pen, 5 desk

2  **WB p13** Read and match. Write numbers.

Aim: to give students practice with reading and matching

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

Ending the lesson

Aim: to practise key language from the lesson

- Demonstrate the game 'Please'.
- When you say *please* after an instruction, students do it.
- When you don't say *please*, students don't do it.
- Give instructions quickly one after the other, practising the imperatives and the classroom objects.

Extension activity

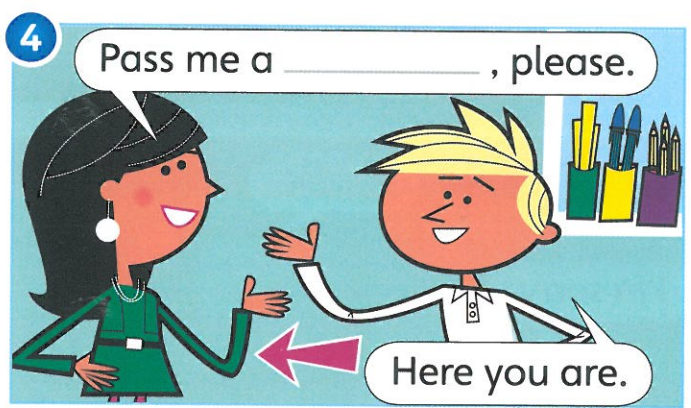
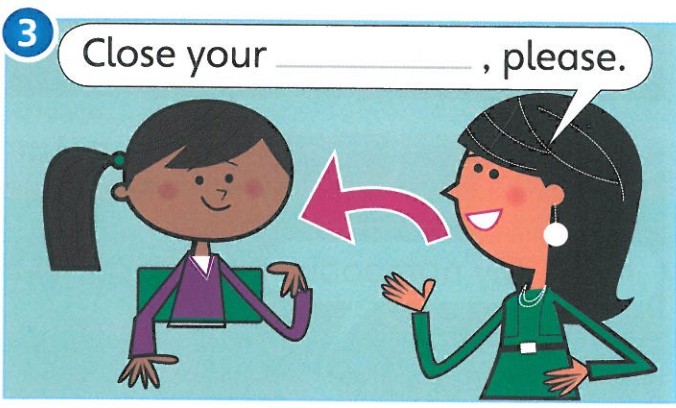
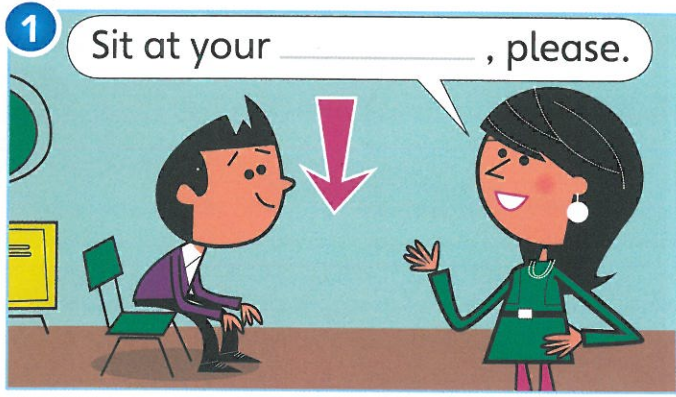
Aim: to give students further practice with imperatives

- Volunteer students come to the front of the class in turn.
- Each student gives instructions for the class to follow.

1 CD1 19
Sticker

Listen and stick.
Then write the words.

pen book bag desk



2 CD1 20

Grammar focus

Listen and say.

Open your book, please. Pass me a ruler, please.
Sit at your desk, please. Close your bag, please.



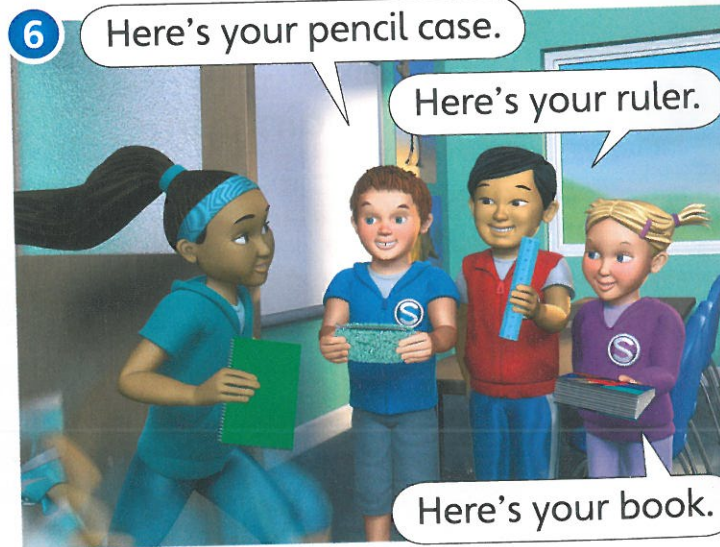
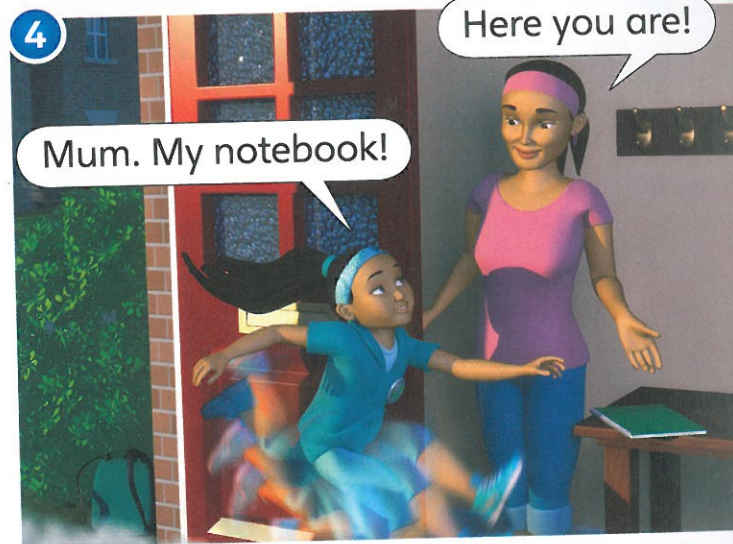
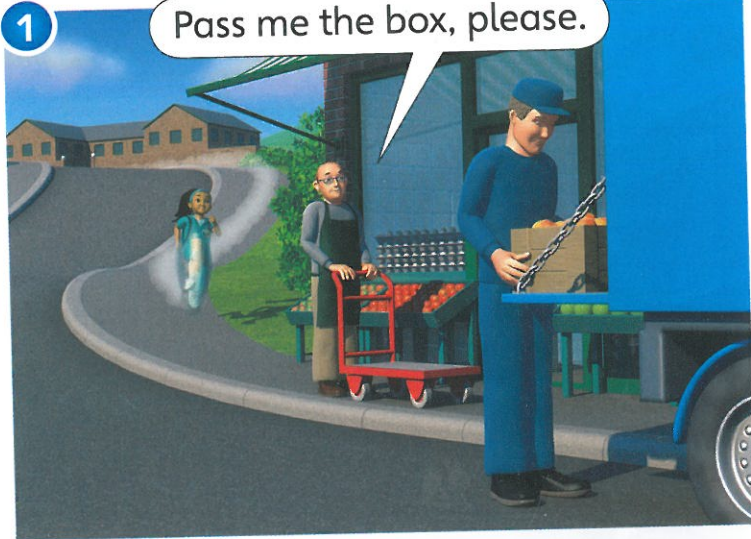
3

Play the chain game.





Watch out, Flash!



Aims:

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

New language: *watch out, I'm sorry, it's OK, Mum, here you are, thank you, come back, here's (your pencil case)*

Recycled language: classroom objects, imperatives

Materials: CD, flashcards (classroom objects)

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

Your students will be able to act out the story.

Value: helping each other

3 **Think!** WB p14 Write the numbers.

Aim: to check comprehension of key phrases

Thinking skill: matching

Key: 2 It's OK. 3 Thank you.

Ending the lesson

Aim: to practise the story

- Put students into groups of seven.
- 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 for the class.

Warm-up

Aim: to review the characters and the story

- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their special powers.
- Elicit the cat's name and age.
- Elicit who their favourite character is.

Extension activity

Aim: to review phrases from the story

- Students close their Student's Books.
- Write short sequences from the story on the board, but put them in the wrong order, e.g. *Pass me the box, please. / I'm sorry. / Watch out! / It's OK.*
- In pairs, students put the sequences in the correct order.

1 CD1 21 SB pp14-15 Watch out, Flash!

Aim: to present a picture story

- Elicit which characters students can see in the pictures.
- Stick the flashcards on the board.
- Play the recording. Students listen for the classroom objects mentioned.
- Students compare their answers in pairs before the class check.
- Play the recording again. Pause after frames 3, 5 and 8 to check comprehension.
- Talk with the class about the value (helping each other).
- Play the recording a third time. Students listen and repeat.

1 CD1 22 WB p14 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD1 Track 22

- 1 Flash: Mum. My notebook!
- 2 Flash: I'm sorry.
- 3 Man: It's OK.

Key: 1 Flash – 1st picture, 2 Flash – 2nd picture, 3 Man – 1st picture

2 WB p14 Look at the story. Find Flash and write the number.

Aim: to review the storyline

Key: b 3, c 7, d 8

Aims:

- to talk about the meaning of a story
- to practise saying the short vowel sound *a*
- to review language from the story and the unit

New language: *peaches, worm, fat rat, dog*

Recycled language: *bag, cat, black*

Materials: CD

Language competences: Your students will be able to identify phrases from a story.

Phonics focus: Your students will be able to identify and say the letter sound *a* in the sound sentence.

Value: helping each other

Warm-up

Aim: to review phrases from the story

- Go around the class. Pick up several objects and pass them to students, saying, e.g. *Here's your pencil case*. Students respond: *Thank you*.
- Students practise in groups of four.

2 Think! SB p15 Find and circle the same pictures in the story.

Aim: to focus on detail in the story

Thinking skill: matching

- Give students time to re-read the story as you play the recording.
- Students do the activity individually and then check in pairs.
- Check with the class.

Key: Bag – frame 4. Dog – frame 8. Cat – frame 5. Peaches – frame 3.

3 SB p15 Find who says ...

Aim: to present the letter sound *a*

- Write *bag* on the board, using a red pen for the *a*. Separate out the three phonemes in the word and say each one separately (*b – a – g*) before saying the whole word.
- Students repeat *My bag!* after you and find the speech bubble in the story (frame 8).

Key: Flash

4 CD1 23 SB p15 Listen and say.

Aim: to practise the letter sound *a*, a short vowel sound

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

CD1 Track 23

a - a - a

A fat rat in a black bag.

A fat rat in a black bag!

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

1 Values WB p15 Look and circle.

Aim: to focus students on the value of helping each other

Key: Picture 2

2 CD1 24 WB p15 Write and match. Listen and say.

Aim: to give further practice reading and saying words with the letter sound *a*

CD1 Track 24

a A black bag. b A cat. c A black hat. d A fat rat.

Key: a 3, c 4, d 2

Ending the lesson

Aim: to review and write decodable words with the letter sound *a*

- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Have a spelling test. Individually or in pairs, students write words from the unit which include the letter sound *a* as you read them out: *thank, Flash, back, bag, fat, rat, black, cat, hat*.

Note: In British English, *pass* (see story frame 1) is pronounced /pa:s/ (rhyming with *class*). It is a special word and must be learnt separately.

Extension activity

Aim: to discuss the values of apologising and helping each other

- Focus on the parts of the story where the characters apologise and help each other.
- Elicit from students why these values are important and elicit examples from the students when they have apologised and helped people.

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



2 **Think!** Find and circle the same pictures in the story.



3 Find who says ... **My bag!**



4 **CD 1**
23 Listen and say.



A fat rat in a black bag.



1 CD1
25

Listen and draw lines.



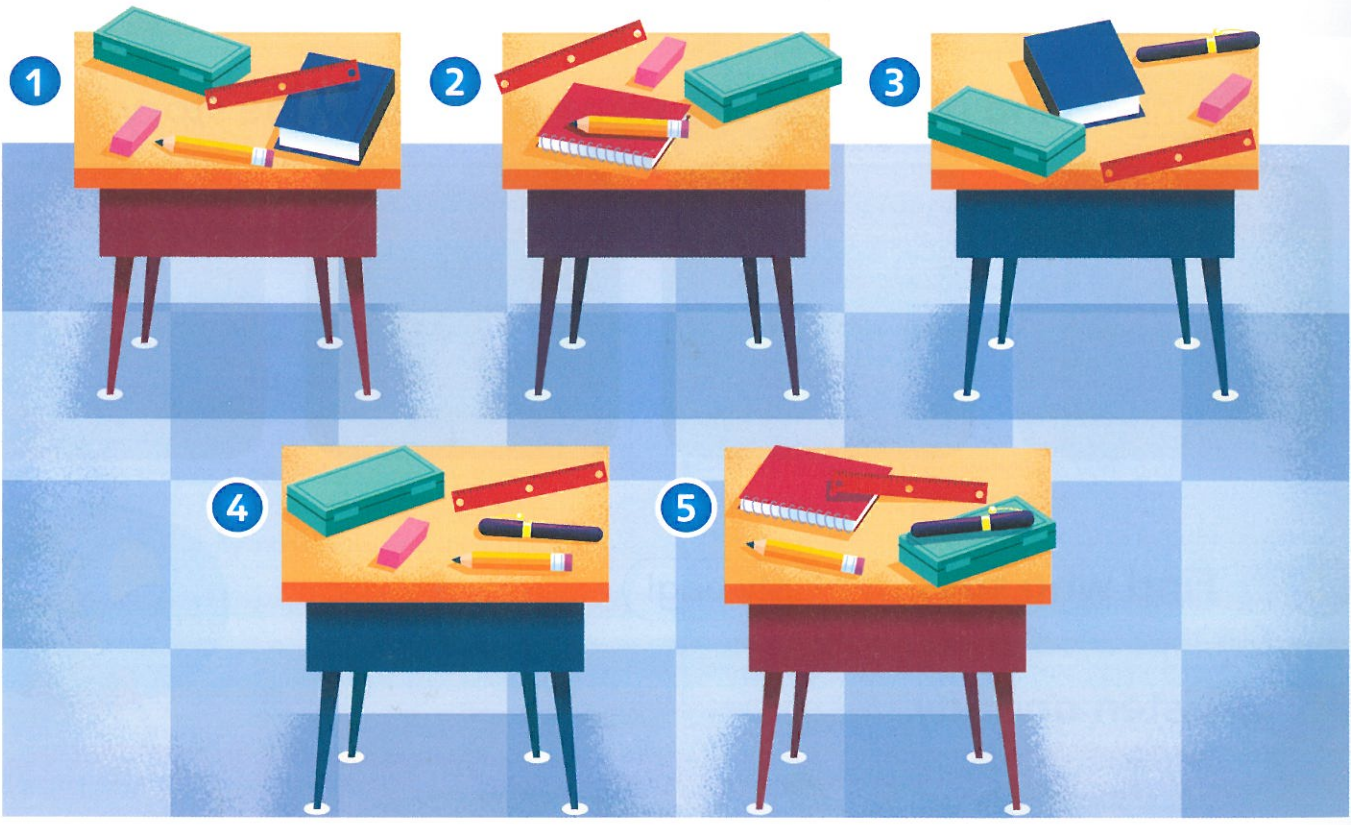
Sam



Fred



Kim



Mia



Jane

Aims:

- to practise listening and reading skills
- to present *This is (my desk), There's a (bag)*
- to review the vocabulary for classroom objects

Skills: listening and reading for specific information

New language: *Fred, Sam, Kim, Mia, Jane, this is (my desk), there's a bag*

Recycled language: classroom objects

Materials: CD, flashcards (classroom objects)

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

Warm-up

Aim: to review classroom objects

- Display the flashcards on the board.
- Elicit what the objects are.
- Draw one of the objects in a corner of the board, hiding it so students cannot see.
- Students have three guesses. They ask, e.g. *Is it a bag?* You respond.
- The student who guesses does the next drawing.
- Repeat four or five times.



SB p16 Listen and draw lines.

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

- Read out the names of the five children.
- Tell students to look carefully at the objects on the desks.
- Make sure students know what to do. Read the instructions aloud.
- Play the recording through without stopping.

CD1 Track 25

Fred: Hi, I'm Fred. This is my desk. There's a pencil case, a pencil, a rubber, a ruler and a book.

Mia: Hello, I'm Mia. This is my desk. There's a pencil case, a pencil, a rubber, a ruler and a pen.

Kim: Hi, I'm Kim. This is my desk. There's a pencil case, a pencil, a rubber, a ruler and a notebook.

Jane: Hello, I'm Jane. This is my desk. There's a pencil case, a ruler, a rubber, a pen and a book.

Sam: Hi, I'm Sam. This is my desk. There's a pencil case, a pencil, a ruler, a pen and a notebook.

- Give students time to check with their friends.
- Play the recording through again without stopping.
- Students compare answers again in pairs. Check with the class.

Key: 1 Fred, 2 Kim, 3 Jane, 4 Mia, 5 Sam

1 **WB p16** Look and read. Put a tick (✓) or a cross (X) in the box.

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

Key: 3 X, 4 X, 5 ✓, 6 ✓

Ending the lesson

Aim: to give students speaking practice through a chain game

- Start the chain by saying, e.g. *This is my desk. There's a bag.*
- Student A says, e.g. *This is my desk. There's a bag and a pencil.*
- Student B says, e.g. *This is my desk. There's a bag, a pencil and a hat.*
- Continue until there are about eight objects in the chain. Then start a new chain.
- Choose students at random to continue the chain.

Extension activity

Aim: to give students writing practice

- Students place several objects of their choice on their desks.
- They draw a picture of their desks with the objects in their notebooks.
- They write about it, using the language pattern from the Ending the lesson activity.

Aims:

- to practise reading, speaking, writing and listening skills
- to review imperatives and present *Put away (your book), Take out (your ruler)*
- to review numbers and the vocabulary for classroom objects

Skills:

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

New language: *put away (your book), take out (your ruler), look for (the rubber), can you see (the pencil)? find (the ruler), what number? write (number one) on the (pencil)*

Recycled language: classroom objects, imperatives

Materials: CD

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

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

Your students will be able to ask and answer about pictures.

Warm-up

Aim: to review imperatives

- Play the game 'Please' again from page T13.
- Vary the classroom objects and the instructions.

1 **SB p17** Read and circle the correct pictures.

Aim: to practise reading for specific information (scanning)

- Tell students to look carefully at the sentences and at the pairs of pictures.
- Make sure students know what to do. Read the instructions aloud.
- Do the first one as an example.
- Students complete the activity individually and silently.
- Give students time to compare answers with their friends.
- Check with the class. Have students mime the correct answers.

Key: 1 1st picture, 2 1st picture, 3 2nd picture, 4 1st picture

2 **SB p17** Ask and answer.

Aim: to give students practice in asking and answering questions

- Students take turns to ask and answer in pairs.
- Check and give further practice using open pairs.

3 **SB p17** Draw and write about your bag.

Aim: to give students practice in writing a description

- Elicit a description of the bag in the Student's Book and write it on the board.
- Students draw a bag in their notebooks and write a description of it on paper.
- Check students' descriptions before they write a final version next to their pictures.

1 **CD1 26** **WB p17** Listen and number.

Aim: to practise listening for specific information

CD1 Track 26

Woman: Can you see the pencil?

Boy: Yes.

Woman: Write a number one on the pencil.

Now find the ruler and write number two on it.

Boy: OK.

Woman: Next, find the pencil case.

Boy: What number is it?

Woman: Three.

Now find the notebook and write number four on it.

Boy: Got it.

Woman: Look for the rubber and write number five on it.

Boy: OK.

Woman: Can you see the book?

Boy: Yes.

Woman: Write the number six on it.

Boy: Number six.

Woman: And now the bag.

Write number seven on it.

Boy: Yes.

Woman: The last one.

Boy: Is it the pen?

Woman: Yes, it is. Write number eight on the pen.

Key: 2 ruler, 3 pencil case, 4 notebook, 5 rubber, 6 book, 7 bag, 8 pen

Ending the lesson

Aim: to practise productive speaking

- Volunteer students take turns to show to the class the pictures of their bag from SB Activity 3 and to read their descriptions aloud to the class.
- Set a listening activity to keep students' attention, e.g. How many things in each bag?

Extension activity

Aim: to practise word order of instructions

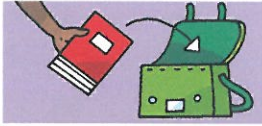
- Write some of the imperatives on the board in jumbled word order, e.g. *book, please. / away your / Put.*
- Students put the words in the correct order.

Skills

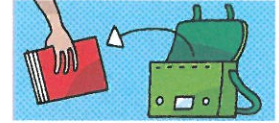
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Read and circle the correct pictures.

1



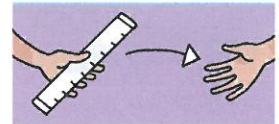
Put away your book, please.



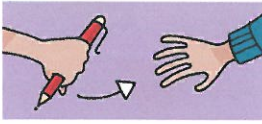
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Take out your ruler, please.



3



Pass me a pencil, please.



4



Open your bag, please.



2

Ask and answer.

What's number 1?

It's a bag.

1



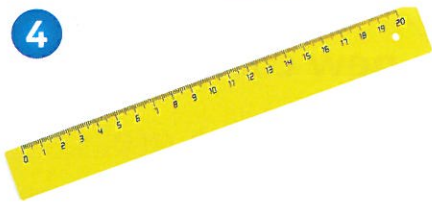
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3



4



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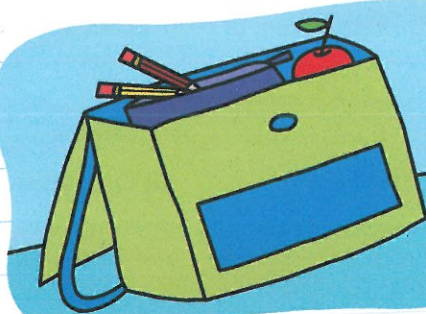


6



3

Draw and write about your bag.



This is my bag.
It is green and blue.

Colours

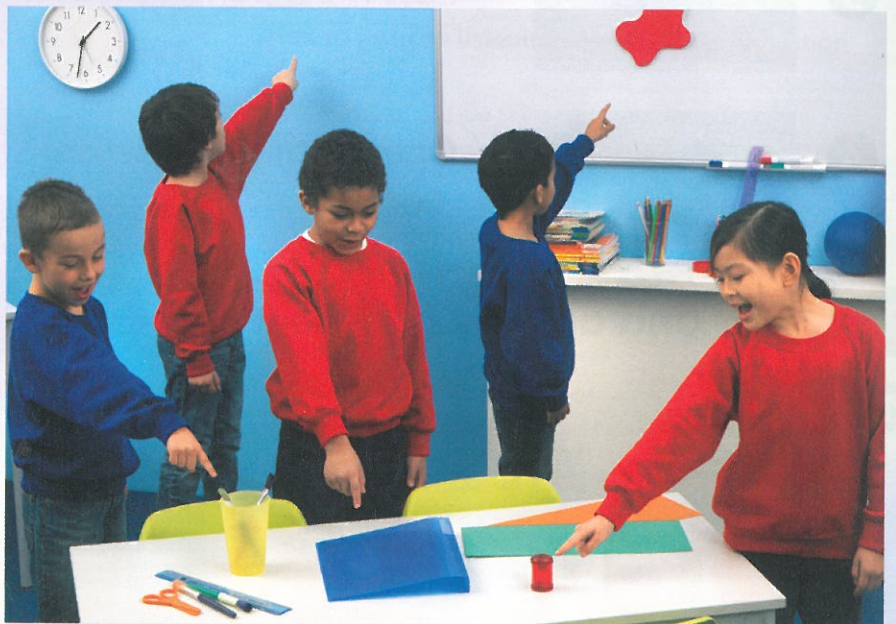
1

Read and answer the questions.

- a There are three primary colours. What are they?



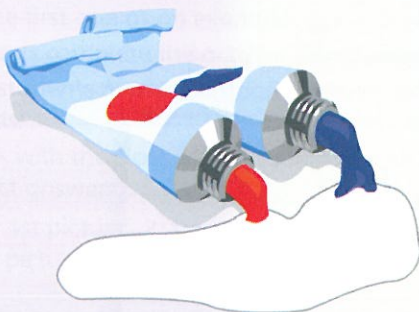
- b Look at your classroom. What objects are blue, red or yellow?



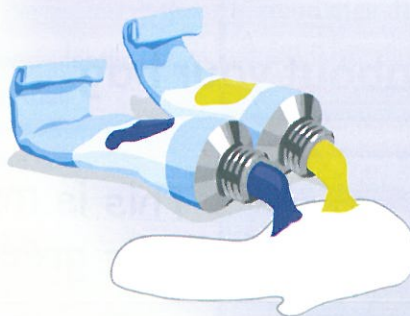
2

Look and read. Mix the colours to make new colours.

We mix the primary colours to make new colours. These are called secondary colours.



purple



green



orange

Aims:

- to integrate other areas of the curriculum through English: Art
- to practise reading for information and instruction

New language: *primary (colours), objects, mix, new, secondary (colours)*

Recycled language: classroom objects, colours

Materials: paints (optional)

Language competences: Your students will have learnt specific language to be able to talk about Art in English.

Warm-up

Aim: to review colours

- Write *Colours* in the centre of the board and draw a circle around it.
- Brainstorm the colours that students know and create a mind map.
- Take each colour in turn and elicit objects which are that colour.
- Students can answer in L1 if appropriate.

1 **SB p18** Read and answer the questions.

Aim: to enable students to identify primary colours

- Read the instruction for Activity 1a aloud.
- Elicit from students what the three colours are.
- Prompt them to guess what the word *primary* means.
- Read the instruction for Activity 1b aloud.
- In pairs, students identify as many objects of these colours as they can.
- Make groups of four for students to share ideas.
- Check and discuss.

2 **SB p18** Look and read. Mix the colours to make new colours.

Aim: to enable students to identify and mix secondary colours

- Read the instruction aloud.
- Ask students to read the text about primary and secondary colours.
- Prompt students to guess what the word *secondary* means.
- Elicit what colours are used to make purple, green and orange.

1 **WB p18** Complete the colour chart.

Aim: to give practice in classifying

Key:

Primary colours	Secondary colours
red	purple
blue	green
yellow	orange

2 **WB p18** Read, write and colour.

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

Note: If possible, let students mix real paints to check their predictions.

Key: 2 orange, 3 purple

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *primary and secondary colours / mixing colours.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of colour

- Draw a colour wheel on the board.
- Students copy it into their notebooks and write the colours next to or within the wheel.

Aims:

- to extend the focus on Art through English
- to practise reading for information and instruction
- to complete a project

New language: *lighter, white, black, pink, grey*

Recycled language: *primary (colours), mix, secondary (colours), colours*

Materials: coloured pencils, paints (optional), photocopies of a simple outline picture (optional)

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

Warm-up

Aim: to review colours

- Elicit the colours from the previous lesson and write them on the board.
- Underline *red, blue* and *yellow*.
- Elicit from students why you have underlined them.

1 **SB p19** Look at the picture. Read and answer.

Aim: to review what students have learnt about colours

- Read the instruction for Activity 1 aloud (*Look at the picture. Read and answer.*).
- Put students into pairs for the rest of the activity.
- They read the instructions for 1a together and discuss their answers. They then do the same for 1b.
- Make groups of four for students to share answers and ideas.
- Check and discuss.

Key: a Red, blue, yellow.

b Purple (red and blue), green (blue and yellow), orange (red and yellow).

2 **Think!** **SB p19** When you mix white with a different colour, the colour gets lighter. Look, think and colour.

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

Thinking skill: hypothesising and predicting

- Read the activity instruction aloud and encourage students to guess what *lighter* means. If they can't guess, demonstrate using coloured objects in the classroom.
- Students guess what the answers are before they mix paints (if appropriate).
- Check with the class before students colour the pots in the appropriate colours.

Key: 1 pink, 2 grey

3 **Project** **SB p19** Make your own picture.

Aim: to enable students to apply what they have learnt about colours

- Ask students to draw and colour or paint a painting, inspired by the painting in SB Activity 1. They use primary and secondary colours.
- If they are using paint, encourage them to mix colours.
- The class can have their own exhibition to show the rest of the school their work.

1 **WB p19** Colour the picture.

Aim: to give students practice in following a code

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they did today, e.g. *learnt about making colours lighter and I've made a picture.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to make colour-code pictures

- Hand out the outline pictures to students.
- Tell them to choose colours for their picture.
- They code the picture and write a key using WB Activity 1 as a model.
- Students swap pictures and colour according to their friend's code.

1 Look at the picture. Read and answer.



- a Find the primary colours. What are they?
- b Find the secondary colours. Do you remember how to make them?

2 **Think!** When you mix white with a different colour, the colour gets lighter. Look, think and colour.



3 **Project** Make your own picture.





1 CD 1 27

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



2

Read and number the sentences from the story.

- Look down and catch it.
- Turn around.
- Take out your pencil case.
- Stand up.
- Put the pencil case on your head.
- Stretch.

3

Listen to your friend and act out.

Put the ruler on your head.



Aim:

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

New language: look down and catch it, on your head, turn around, stretch, pencil holder, toilet roll tube, scissors, cardboard, glue, animal magazines, cut flaps at the bottom, cut out pictures, fold, on the tube, glue the flaps on the piece of cardboard

Recycled language: classroom objects, imperatives

Materials: CD, toilet roll tubes, scissors, cardboard, glue, animal magazines

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

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

Aim: to give students practice in reading for detail

- Read the six instructions aloud.
- Students individually match the instructions with the pictures.
- They compare their answers in pairs.
- Check by asking one student to read an instruction aloud, another to mime the action and another to say the letter.

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

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

Aim: to give students practice in giving and following instructions

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

- 1** **WB p20** Make a pencil holder.

Aim: to enable students to follow a set of instructions to make a pencil holder

Warm-up

Aim: to review instructions

- Give students some simple instructions, e.g. *Stand up. Sit down. Pass the ruler to your friend. Close your book. Put your pen in your bag.*
- Students take turns to give other instructions to the class.

- 1** **CD1 27 SB p20** Listen and act out with your teacher. Then listen again and number the pictures.

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

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

CD1 Track 27

- 1 Take out your pencil case.
- 2 Stand up.
- 3 Put the pencil case on your head.
- 4 Stretch.
- 5 Turn around.
- 6 Look down and catch it.

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

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

Ending the lesson

Aim: to give students practice in writing instructions

- Students work in pairs. They write a set of four instructions, similar to those in the Warm-up, to give to another pair.
- Pairs swap instructions, read them silently and then act them out.

Extension activity

Aim: to give students further practice in giving and responding to instructions

- Students put their empty pencil holders on their desks.
- In pairs, they take turns to tell each other what to put in the pencil holder, e.g. *Put three coloured pencils, one pen, a rubber and a ruler in your pencil holder.*
- Students then tell each other what to take out, e.g. *Now take out your ruler and one coloured pencil.*

Aims:

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

New language: poster

Recycled language: vocabulary and grammar from the unit

Materials: poster paper for each pair/group of students, felt tips, the Internet or brochures, scissors, glue

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

Warm-up

Aim: to review colours

- Write the ten colours in scrambled letter order on the board.
- Students work in pairs and write each colour correctly.

1 SB p21 Make a poster.

Aim: to enable students to consolidate their knowledge of colours and classroom objects

- Read through all the stages of the poster activity with students first.
- Make sure they know what they have to do.
- Hand out the poster paper to pairs of students. Students complete Part a of the activity.
- Give one brochure to each pair/group. Alternatively, they find pictures on the Internet. Students complete Part b of the activity.
- Give some scissors and glue to each pair/group. Students complete Part c of the activity.

2 SB p21 Count the school objects. Close your eyes. What colour are they?

Aim: to give students practice with memorising classroom objects and their colours

- Demonstrate the activity first with the class, using one of the posters.
- Look at the poster, close your eyes and say, e.g. *There are two bags. One is red and one is green.*
- Students do the same, talking about other pairs' posters.

Picture dictionary

Aim: to review vocabulary for classroom objects

- Students look at the Picture dictionary page for classroom objects (WB page 119).

- In pairs, they take turns to point to one of the pictures and say the word.
- Then students write the words under the pictures.

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

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to enable students to share what they have learnt

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

Colours at school

1 Make a poster.

a Write the colour words on your poster.



b Think of school objects and find pictures in different colours.



c Cut out the pictures and stick them on your poster.



2 Count the school objects. Close your eyes.

What colour are they?

There are nine pencils. Two are blue and two are red ...

2

Let's play!

1 ^{CD 1} 28 Listen and look. Then listen and say the words.

1 kite



2 doll



3 monster



4 plane



**Go-kart
race**



Sports centre
1 team – 1 go-kart

5 computer game



6 train



7 car



9 bike



10 go-kart



8 ball



2 ^{CD 1} 29 Listen and chant.

Toy shop, toy shop,
Let's go to the toy shop.
Look!

A doll, a car, a bike, oh yes,
A go-kart and a train,

A ball, a computer game,
A monster and a plane.

Yes.
And there's a kite!
That's right!

Aims:

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

New language: kite, doll, monster, plane, ball, bike, go-kart, let's go, toy shop, that's right, there's a (kite), race

Recycled language: colours, numbers one-ten

Materials: CD, flashcards (toys)

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

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



SB p22 Listen and chant.

Aim: to give students further practice saying the toys

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Make ten groups. Hand out a flashcard to each group.
- Students do the chant again, holding up the relevant flashcard when they say the word.



WB p22 Listen and number.

Aim: to give students practice in hearing the new words

CD1 Track 30

- Number one: ball
- Number two: car
- Number three: computer game
- Number four: bike
- Number five: doll
- Number six: plane
- Number seven: kite
- Number eight: go-kart
- Number nine: monster
- Number ten: train

Key: 2 car, 3 computer game, 4 bike, 5 doll, 6 plane, 7 kite, 8 go-kart, 9 monster, 10 train



WB p22 Join the dots.

Aim: to review toys

Key: A go-kart

Warm-up

Aim: to review colours

- Tell students to point to different-coloured objects in the room.
- Say, e.g. *Find something blue.*
- Repeat for the other known colours.
- Go around the room pointing to or touching objects and asking *What colour is it?*

Presentation

Aim: to present toys

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board or around the room.



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

Aim: to practise toys

- Students look at the picture in their Student's Books.
- Elicit who they can see (the four Super Friends) and where they are (outside a toy shop).
- Play the recording.

CD1 Track 28

Thunder: Wow! Look at the go-kart!

Misty: Cool! It's my favourite toy.

Flash: It's a go-kart race. Let's join in!

Whisper: OK.

Now say the words.

1 kite, 2 doll, 3 monster, 4 plane, 5 computer game, 6 train, 7 car, 8 ball, 9 bike, 10 go-kart

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

Ending the lesson

Aim: to review key language from the lesson

- Display the flashcards on the board. Write a number under each one.
- Say the word, e.g. *Doll*. Students write the number in their notebooks.
- Students compare answers in pairs before you elicit the words from the class.

Extension activity

Aim: to play a game to practise the new vocabulary

- Students close their books.
- Display nine flashcards on the board.
- Elicit what is missing.
- Collect the flashcards. Display eight, then seven, then six flashcards and repeat the activity.

Aims:

- to present and practise *his, her, he, she, he's, she's*
- to practise asking and answering questions

New language: *his, her, he, she, he's, she's, favourite*

Recycled language: numbers *one–ten*, toys

Materials: CD, flashcards (toys), Unit 2 stickers, scissors

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

Warm-up

Aim: to review toys

- Flash each flashcard very quickly in front of the class.
- Elicit what the word is and give the flashcard to the student who says it correctly.
- Invite the ten students to come and stick the flashcards on the board, repeating the word.
- Pre-teach *favourite* by asking students which their favourite toy is.

1 CD1
31

SB p23 Listen and stick.

Aim: to present *his, her, he, she, he's, she's*

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

- Give students time to look at the pictures. Point to each child and say his/her name.
- Students prepare their stickers and look at them.
- Play the recording. Students listen and choose the correct stickers.

CD1 Track 31

- | | |
|---|---|
| 1 What's her name?
This is Sophie.
How old is she?
She's seven.
What's her favourite toy?
Her favourite toy is her bike. | 3 What's her name?
This is Olivia.
How old is she?
She's six.
What's her favourite toy?
Her favourite toy is her ball. |
| 2 What's his name?
This is Alex.
How old is he?
He's six.
What's his favourite toy?
His favourite toy is his train. | 4 What's his name?
This is Mark.
How old is he?
He's seven.
What's his favourite toy?
His favourite toy is his kite. |

- Students check in pairs.
- Play the recording again and check answers with the class.
- Students stick the stickers under the pictures.
- Play the recording again with the stickers in place.

Key: 1 bike, 2 train, 3 ball, 4 kite

2 CD1
32

SB p23 Listen and say.

Aim: to focus students on grammatical form

- Play the first question and answer. Students repeat. Focus on *his* for a boy/man.
- Repeat for each question and answer. Focus on *her, he / he's, she / she's*.
- Students practise the questions and answers in open pairs.

3

SB p23 Ask and answer.

Aim: to give students practice in asking and answering questions

- Demonstrate the activity by drawing two pictures, of a boy and a girl, on the board and responding to students' questions.
- Students draw a picture of a female friend or a male friend.
- They go around the class taking turns to ask and answer about the friends.

1

WB p23 Follow the lines. Write the words.

Aim: to practise writing the toys

Key: 2 bike, 3 computer game, 4 car

2

WB p23 Read and match. Write numbers.

Aim: to give students practice in matching questions and answers

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

Ending the lesson

Aim: to review new language from the lesson

- Invite a boy to come to the front and choose a flashcard.
- The student holds it up. Ask *What's his favourite toy? What's his name? How old is he?*
- Repeat with a girl.
- Repeat with other boys and girls and have students ask and answer the questions in open pairs.

Extension activity

Aim: to give students practice in word order of questions and answers

- Write some of the questions and answers from the lesson on the board in jumbled word order, e.g. *his toy computer game His favourite is.*
- Students work in pairs to unjumble the questions and answers and then to match them with each other.

1 CD1 31
Sticker

Listen and stick.

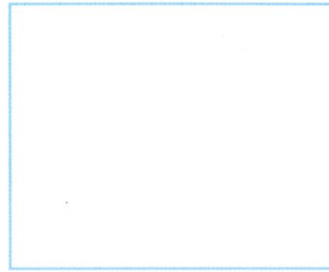
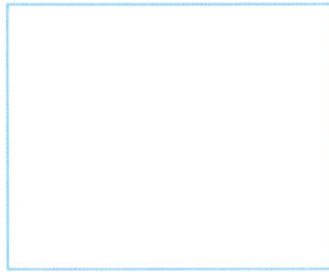


Sophie

Alex

Olivia

Mark



2 CD1 32

Grammar focus

Listen and say.



What's his name? His name's Ben.
 How old is he? He's seven.
 What's his favourite toy? His favourite toy's his ball.

What's her name? Her name's Lisa.
 How old is she? She's six.
 What's her favourite toy? Her favourite toy's her doll.

3

Ask and answer.



What's ... ?



How ... ?

Listen and sing.

Hey, Emma! What's your favourite toy? ...

My favourite toy isn't a plane.
It isn't a kite or a computer game.
My favourite toy!

Hey, Mike! What's your favourite number? ...

My favourite number isn't three.
Can you find it? Look at me!
My favourite number!

Hey, Emma! What's your favourite toy? ...

My favourite toy ...
My favourite toy's a go-kart.
That's smart!

Hey, Mike! What's your favourite number? ...

My favourite number ...
My favourite number's eight.
That's great!



2

Look at the picture. Find and circle Emma and Mike.

Aims:

- to sing a song with the class
- to practise talking about favourite things

New language: *that's smart, that's great*

Recycled language: numbers *one-ten*, toys

Materials: CD

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

Warm-up

Aim: to review toys

- Tell students you are thinking of a toy. They have to guess.
- Say, e.g. *It isn't a monster. It isn't a go-kart.* Mime to help them guess.
- The student who guesses correctly thinks of the next toy.



1 SB p24 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture. Elicit what toys and numbers they can see.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class and then in groups.
- Use the karaoke version of the song for students to sing in three groups.



2 SB p24 Look at the picture. Find and circle Emma and Mike.

Aim: to check students' comprehension of the song

- Students read the song silently to find Emma and Mike.
- They check in pairs and then in fours before the class check.

Key: Emma is the girl walking towards the go-kart. Mike is the boy with '8' on his T-shirt.



1 WB p24 Look at the song. Circle the picture.

Aim: to further check students' comprehension of the song

Key: Emma – a go-kart, Mike – 8



2 WB p24 Write a new verse about you. Draw a picture.

Aim: to enable students to personalise what they have learnt

Ending the lesson

Aim: to review key language from the lesson

- Students sing the song from SB Activity 1 again.
- Alternatively, in groups of four, students take turns to sing their new verses from WB Activity 2 to the class.

Extension activity

Aim: to give students practice in ranking

- Demonstrate the activity for the class.
- Write the toys and games on the board and write 1, 2, 3 next to the ones you like best (1 being your favourite).
- Students do the same individually and then compare their answers in threes.
- Elicit from students which their favourites are.
- Make a bar chart on the board or on a piece of paper displaying this information.

Aims:

- to present and practise adjective order with nouns
- to present and practise *a/an*
- to practise asking and answering questions

New language: *a/an, long, short, big, small, ugly, beautiful, old, new*

Recycled language: numbers *one–ten*, toys

Materials: CD

Language competences: Your students will be able to use adjectives to describe objects.

Warm-up

Aim: to review toys and games

- Do a clapping game to review the vocabulary.
- Clap twice and then say a toy.
- Students repeat.
- Clap twice and repeat the toy. Clap twice more and add another toy.
- Students repeat.
- Continue until all the toys are in the chain.

1 ^{CD1}₃₅ SB p25 Listen and number the pictures.

Aim: to present the new set of adjectives

- Give students time to look at the pictures and to say what they can see.
- Play the recording. Students listen and number.

CD1 Track 35

- 1 A small yellow ball.
 - 2 An ugly purple monster.
 - 3 A new pink go-kart.
 - 4 A big green ball.
 - 5 A long blue train.
 - 6 An old black go-kart.
 - 7 A short red train.
 - 8 A beautiful orange monster.
- Students check in pairs. Play the recording again.
 - Check with the class.
 - Encourage students to guess what the new adjectives mean by looking at the pictures.

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

Practice

Aim: to give students practice with adjectives and adjective order

- Give students 30 seconds to look at the pictures in SB Activity 1.
- They close their Student's Books.
- In pairs, they try to remember the pictures.
- Elicit from the class, gently correcting adjective order.

2 ^{CD1}₃₆ SB p25 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Ask students to guess why *a* is used in one and *an* in the other.
- Ask students to find the other use of *an* in SB Activity 1 (with *old*).
- Give the reason if they don't guess, e.g. *We use an before words beginning with a, e, i, o or u (vowels).*
- Play the recording again for students to repeat a second time.

3 SB p25 Draw a toy. Ask and answer.

Aim: to give students practice asking and answering questions

- Demonstrate the activity by secretly drawing a toy.
- Students ask questions to guess.
- Students do the activity in pairs. Remind them not to show their picture to their friend.

1 ^{CD1}₃₇ WB p25 Listen and tick (✓) the box.

Aim: to give students practice in listening and matching

CD1 Track 37

- 1 A beautiful boat.
- 2 A small book.
- 3 A short ruler.
- 4 A big plane.
- 5 An ugly doll.

Key: 2 1st picture, 3 2nd picture, 4 2nd picture, 5 2nd picture

2 WB p25 Write the words in order.

Aim: to practise adjective/noun order

Key: 2 a long train, 3 an ugly monster, 4 a new bike

Ending the lesson

Aim: to practise memory strategies

- Together with students, create a mime for each of the new adjectives: *long, short, big, small, ugly, beautiful, old, new.*
- Do each mime together as a class.

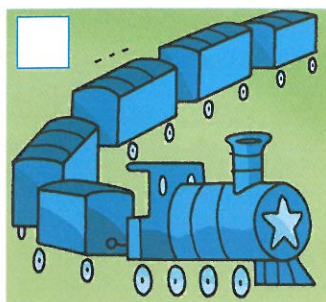
Extension activity

Aim: to give further practice with adjectives

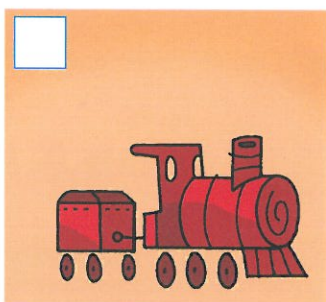
- Have students look again at WB Activity 1.
- They write the correct phrases for the objects they didn't tick, e.g. *An ugly boat.*

1 CD1 35

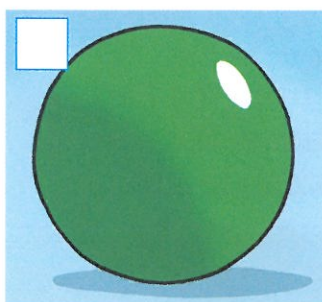
Listen and number the pictures.



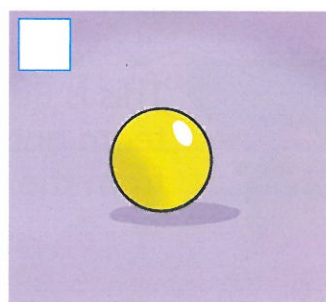
A long blue train.



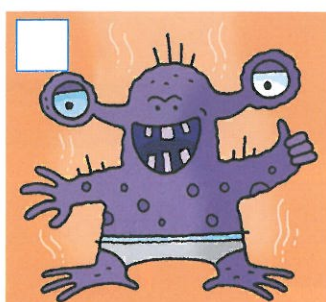
A short red train.



A big green ball.



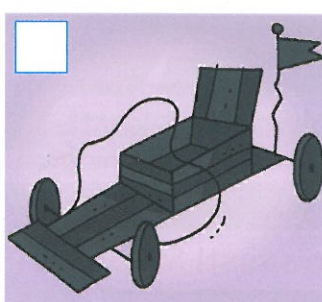
A small yellow ball.



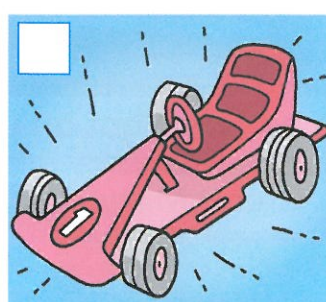
An ugly purple monster.



A beautiful orange monster.



An old black go-kart.



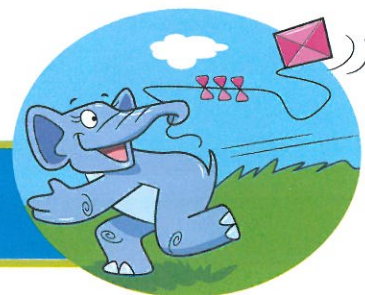
A new pink go-kart.

2 CD1 36

Grammar focus

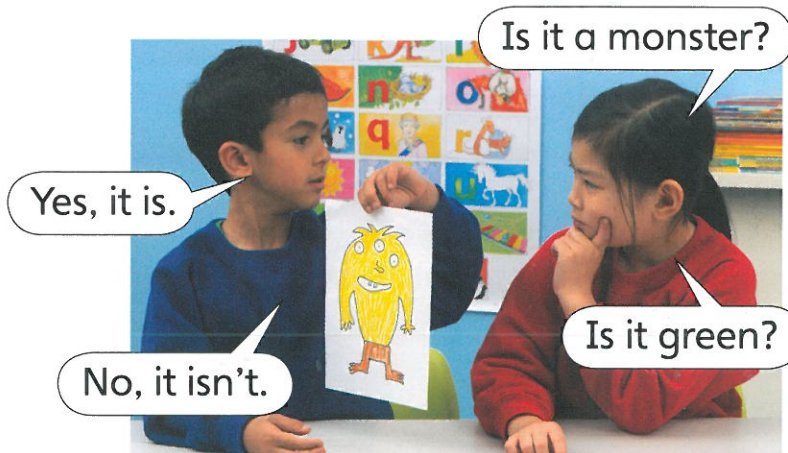
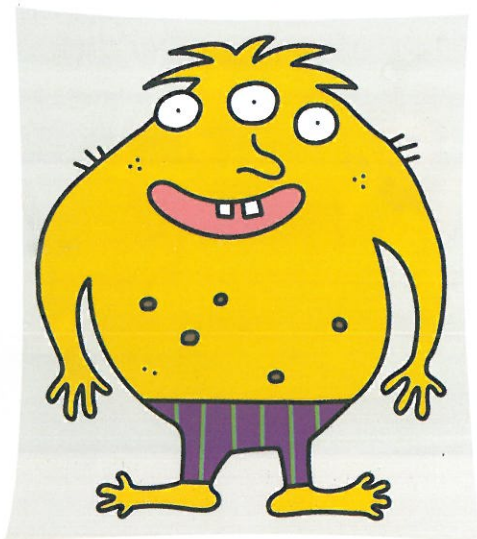
Listen and say.

It's a new kite. It's an ugly monster.

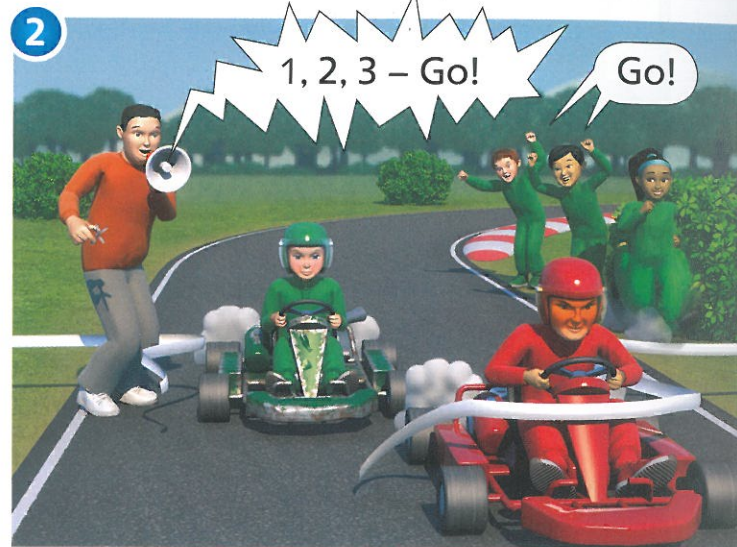


3

Draw a toy. Ask and answer.



The go-kart race



Aims:

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

New language: *What a/an (ugly old go-kart)! first, go, that isn't fair, just a minute, hold on, congratulations*

Recycled language: colours, numbers, toys

Materials: CD

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

Your students will be able to act out the story.

Value: fair play – cheating is wrong

2

Think! WB p26 Put the story in order.

Aim: to review the storyline

Thinking skills: paying attention to visual detail, sequencing

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

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Prompt what Flash said in the previous episode: *I'm (sorry).*

1 CD1 38 SB pp26-27 The go-kart race

Aim: to present a picture story

- Check understanding of *go-kart race*.
- Elicit which characters students can see in the pictures.
- Play the recording. Students listen and read to find out who wins the race (Misty).
- Students compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension.
- Talk briefly with the class about the value (fair play – cheating is wrong).
- Play the recording a third time. Students listen and repeat.

1 CD1 39 WB p26 Listen and tick (✓) the box.

Aim: to review phrases from the story

CD1 Track 39

- 1 **Misty:** That isn't fair!
- 2 **Ben:** What an ugly old go-kart!
- 3 **Thunder:** Hold on, Misty!

Key: 1 Misty – 1st picture, 2 Ben – 1st picture, 3 Thunder – 1st picture

Ending the lesson

Aim: to practise the story

- Put students in groups of six.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the values of fair play and cheating being wrong

- Focus on the parts of the story where Ben tries to cheat.
- Elicit from students why the value of fairness is important and elicit examples from the students of when they have experienced unfairness.

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

Aims:

- to talk about the meaning of a story
- to practise saying the short vowel sound e
- to review language from the story and the unit

New language: nouns

Recycled language: language from the story

Materials: CD

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

Phonics focus: Your students will be able to identify and say the letter sound e and contrast it with the previously learned letter sound a.

Value: fair play – cheating is wrong

Warm-up

Aim: to review the story

- Write *Ben* and *Misty* on the board.
- Say phrases from the story, spoken by Ben or Misty.
- Students call out either *Ben* or *Misty*.

2 Think! SB p27 Read and number the go-karts.

Aim: to review adjectives

Thinking skills: comparative thinking, analysis of statements

- Students look at the pictures and read the three phrases silently.
- They match phrases with pictures and compare answers in pairs.
- Check with the class. Elicit why *an* is used in phrase 2.

Key: 3, 1, 2

3 SB p27 Find who says ...

Aim: to present the letter sound e

- Write *Ben* and *red* on the board, using a red pen for the e. Separate out the three phonemes in the words and say each one separately (e.g. *B – e – n*) before saying the whole word.
- Students repeat *This is Ben from the Red team* after you.
- Students find the speech bubble in the story (frame 1).

Key: The man in the orange sweater

CD1 40 SB p27 Listen and say.

Aim: to practise the letter sound e, a short vowel sound

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

CD1 Track 40

e - e - e

Ken and his ten red pens.

Ken and his ten red pens!

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

1 Values WB p27 Look and circle.

Aim: to focus students on the value of fair play and cheating being wrong

Key: Picture 2

CD1 41 WB p27 Write e or a. Listen and say.

Aim: to practise reading and saying words with the letter sounds e and a

CD1 Track 41

1 cat, 2 pen, 3 pencil, 4 bag, 5 desk, 6 ten, 7 black, 8 Flash

Key: See CD script above.

Ending the lesson

Aim: to review and write decodable words with the letter sound e and distinguish it from the previous letter sound a

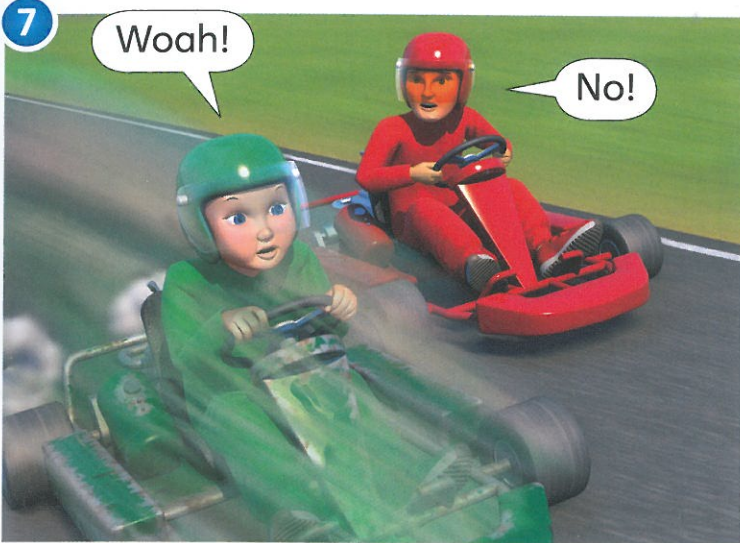
- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Students write two columns in their notebooks: e and a. Say the words *cat, red, pen, hat, black, ten, desk, bag*. Pupils write the words in the correct column. You could also use the CD script for WB Activity 2 for this exercise.

Extension activity

Aim: to discuss the values of fair play and cheating being wrong

- Focus students on the pictures in WB Activity 1.
- Elicit why this value is important and elicit examples from them.

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

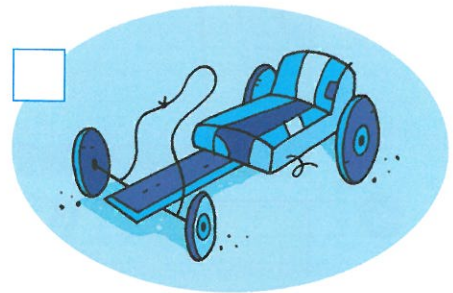
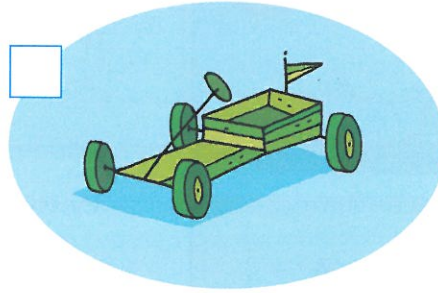
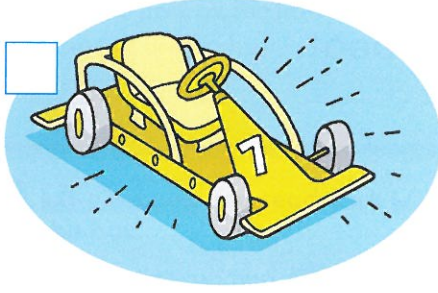


2 Think! Read and number the go-karts.

1 A small go-kart.

2 An old go-kart.

3 A big go-kart.



3 Find who says ...

This is Ben from the Red team.



4 ^{CD 1}₄₀ Listen and say.



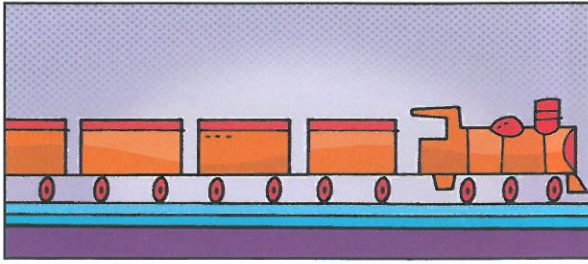
Ken and his ten red pens.



1

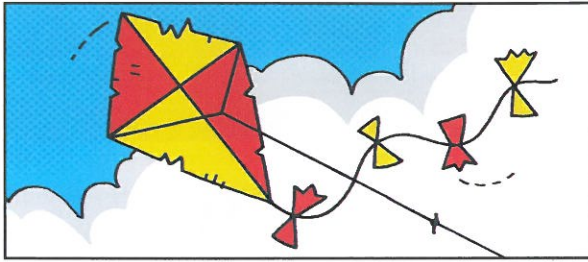
Look and read. Tick (✓) or cross (X) the box.

1



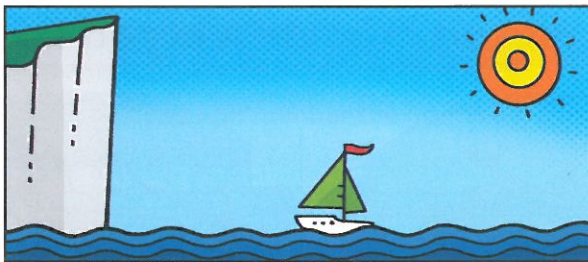
It's a long train.

2



It's a new kite.

3



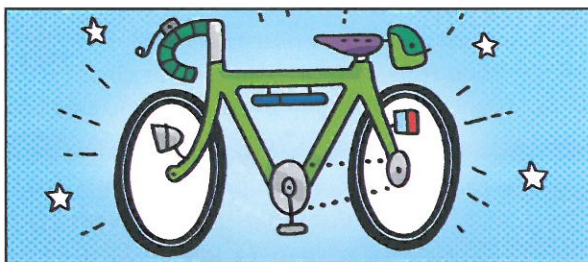
It's a big boat.

4



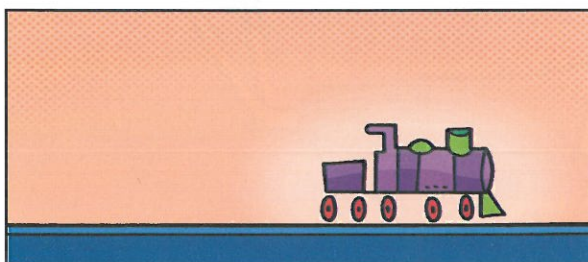
It's an ugly doll.

5



It's an old bike.

6



It's a short train.

Aims:

- to practise reading and listening skills
- to review the vocabulary for toys and games

Skills: reading and listening for specific information

New language: *colour it (grey), What colour? show me (the computer game), fantastic, very good*

Recycled language: toys, adjectives

Materials: CD, flashcards (toys)

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

1 ^{CD1}₄₂

WB p28 Listen and colour.

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

CD1 Track 42

Man: OK, look at the bike. Colour it grey.
Girl: OK.
Man: Now, the train. Can you see it?
Girl: Yes.
Man: Colour it yellow.
Girl: OK. A yellow train. Great.
Man: Now find the plane.
Girl: The plane. Here it is.
Man: Good. Colour the plane blue.
Girl: A blue plane. That's cool.
Man: Next, colour the car.
Girl: What colour?
Man: Orange.
Girl: OK, an orange car.
Man: And now show me the computer game.
Girl: The computer game. Here it is.
Man: Good. Colour it green.
Girl: OK. A green computer game.
Man: And now look for the go-kart and colour it red.
Girl: A red go-kart. Fantastic!
Man: Very good. Thank you.

Key: train: yellow, plane: blue, car: orange, computer game: green, go-kart: red

Warm-up

Aim: to review toys

- Place the flashcards in a row on the board. Draw a square around each one.
- Elicit the word for each one, working from left to right.
- Take one flashcard away.
- Elicit the word for each one, working from left to right, including the missing flashcard.
- Continue until all the flashcards are missing.
- Hand out the flashcards to ten students.
- They come and place them in the correct space on the board.

1 **SB p28** Look and read. Tick (✓) or cross (X) the box.

Aim: to practise reading **YLE**

- Tell students to look carefully at the pictures and the sentences.
- Pre-teach *boat*.
- Read the instructions aloud.
- Make sure students know what to do. Do an example with the class.
- Students complete the activity individually and silently.
- Give students time to compare answers with their friends.
- Check with the class.

Key: 1 ✓, 2 X, 3 X, 4 ✓, 5 X, 6 ✓

Ending the lesson

Aim: to give students speaking and writing practice through a game

- In pairs, students draw four pictures using the Student's Book activity as a model.
- They colour the pictures and then write four sentences, one about each picture. Some are true and some are false.
- Pairs swap pictures with another pair and tick or cross the sentences.

Extension activity

Aim: to play a game

- Review with students the mimes from Ending the lesson on page T25 for the new set of adjectives.
- Demonstrate the game. Mime, e.g. an old plane.
- Students ask *yes/no* questions to try to guess, e.g. *Is it big? Is it a plane?*
- The student who guesses correctly and who says the sentence correctly comes to the front to mime.

Aims:

- to practise listening, speaking, writing and reading skills
- to present *What's your favourite (colour/ number/toy)?*
- to review the vocabulary for toys

Skills:

- reading and listening for specific information
- interactive speaking
- writing about favourite things from a model

New language: *things, What's your favourite (colour)?*

Recycled language: toys, adjectives

Materials: CD, coloured pencils

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

Your students will be able to write about favourite things from a model.

Your students will be able to ask and answer about their favourite things.

Warm-up

Aim: to review colours

- Say *I can see something in this room. It's red.*
- Students take turns to guess.
- Repeat with the other colours.

1  CD1
43

SB p29 Listen and write the names.

Aim: to give students practice in listening for specific information

- Tell students to look carefully at the two monsters and the two cars.
- Read the four names aloud.
- Make sure students know what to do. Read the instructions aloud.
- Tell students to write just the first letter of the names.
- Play the recording through once without stopping.

CD1 Track 43

Boy: My favourite toy is Beep. Beep's a big red car. Beep's friend is a blue car. The blue car is Star.

Girl: My favourite toy is Nessie. Nessie's a red and pink monster. Nessie's friend is Dino. Dino's green and yellow, and Dino's small and ugly!

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

Key: 1 Nessie, 2 Star, 3 Dino, 4 Beep

2 **SB p29** Ask and answer.

Aim: to give students practice in asking and answering questions

- Demonstrate the activity.
- Give students thinking time to prepare their ideas.
- Students take turns to ask and answer in pairs.
- Check and give further practice in open pairs.

3 **SB p29** Draw and write about your favourite toy.

Aim: to give students practice in writing from a model

- Read the text to the class.
- Elicit from some students what their favourite toys are.
- Remind them to use adjectives.
- Students draw a picture of their favourite toy and write about it on paper.
- Check students' descriptions before they write a final version next to their picture.

1 **WB p29** Read, number and colour.

Aim: to practise reading for detail

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

Ending the lesson

Aim: to practise productive speaking

- Volunteer students take turns to show their pictures from SB Activity 3 and to read out what they have written.
- Set a listening activity to keep students' attention, e.g. the number of toys/games mentioned.

Extension activity

Aim: to practise listening for detail

- Do a simple colour dictation with the class, e.g. *On the desk there's a big blue ruler, a green book, a small toy train and a beautiful monster.*
- Read the dictation through once while students listen.
- Read it a second time in short phrases for them to draw and colour.

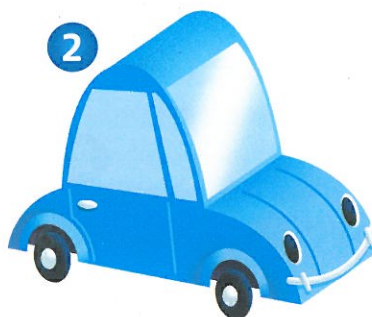
Skills

1 CD 1
43

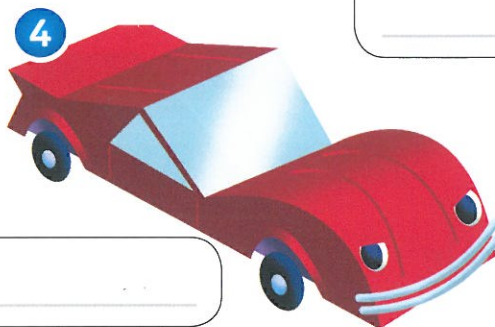
Listen and write the names.

Beep Dino Nessie Star









2 Ask and answer.



What's your favourite

toy?
colour?
number?

My favourite ...

3 Draw and write about your favourite toy.

My favourite things.
My favourite toy is my blue doll.

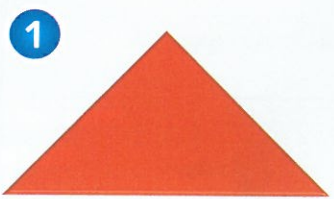


Tangrams

1 CD 1
44

Listen and look at the shapes.

Can you see them in your classroom?



1

triangle



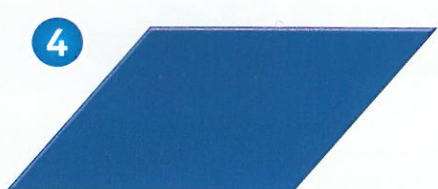
2

square



3

circle



4

parallelogram



5

rectangle

My book is a rectangle.



2

Read and answer.

The tangram is an old Chinese toy. Look at the tangram. What shapes can you see? What shapes can't you see?

I can see a square. I can't see a circle.

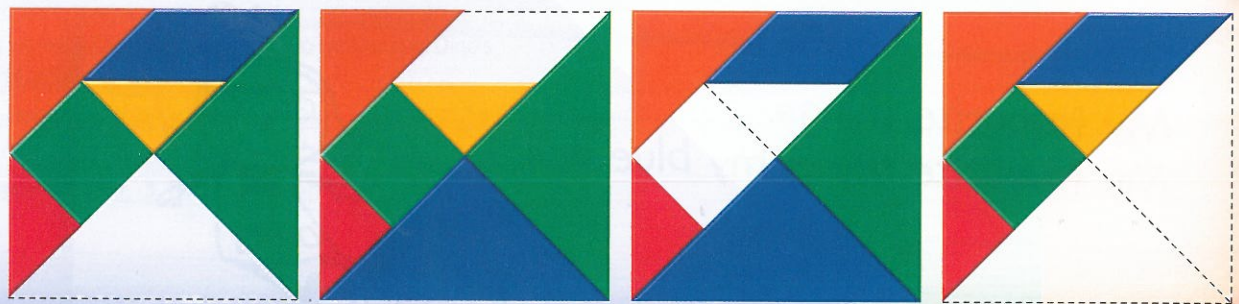


3

Think!

Look at the tangrams. What shapes are missing?

The blue triangle is missing.



Aims:

- to integrate other areas of the curriculum through English: Maths
- to practise reading for information and instruction

New language: *tangram, shape, Chinese, What shapes are missing? triangle, square, circle, parallelogram, rectangle*

Recycled language: colours, toys

Materials: CD

Language competences: Your students will have learnt specific language to be able to talk about Maths in English.

Warm-up

Aim: to raise awareness of shapes

- Draw a circle and a square on the board.
- Elicit/teach the word *shape*.
- Ask students what other shapes they know. Volunteer students come and draw them.
- If students don't come to the board, draw a triangle, a parallelogram and a rectangle.
- Write the words under the shapes.

1 ^{CD1}₄₄ SB p30 Listen and look at the shapes.

Aim: to enable students to identify shapes

- Read the activity instruction aloud.
- Elicit from students what the shapes are.
- Students look for the shapes in the classroom and compare in threes.
- Check and discuss as a class.

2 SB p30 Read and answer.

Aim: to enable students to learn about tangrams

- Read the first sentence aloud and check students understand what a tangram is.
- Use the picture to support understanding.
- Check students know what to do.
- Elicit one or two shapes they can see.
- Students look for more shapes in pairs.
- Check answers with the class.

Key: I can see a triangle, a square, a parallelogram. I can't see a circle, a rectangle.

3 Think! SB p30 Look at the tangrams. What shapes are missing?

Aim: to encourage students to pay close attention to visual images

Thinking skill: analysing

- Read the instruction aloud.
- Elicit what students think *are missing* means.
- Students do the activity individually and then compare what they notice in fours.
- Check and discuss with the class.

Key: the blue parallelogram; the green square and the yellow triangle; the blue and the green triangles

1 ^{CD1}₄₅ WB p30 Listen and number.

Aim: to enable students to make use of their world knowledge

CD1 Track 45

- Write number 1 in the square.
- Write number 2 in the circle.
- Write number 3 in the parallelogram.
- Write number 4 in the rectangle.
- Write number 5 in the triangle.

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

2 WB p30 Read and draw.

Aim: to give practice in reading for detail

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

Aim: to reinforce students' awareness of shapes

- Put students into pairs.
- Students look around the room and write down all the shapes they can see in two minutes.
- Give one or two examples to help them, e.g. *the board, the door (rectangle)*.
- Elicit ideas and encourage students to compare their ideas.

Aims:

- to extend the focus on Maths through English
- to practise reading for information and instruction
- to complete a project

New language: *fish, bird, kite, boat*

Recycled language: *tangram, shape, triangle, square, circle, parallelogram, rectangle*

Materials: Unit 2 cut-outs SB page 31, paper for the project

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

Warm-up

Aim: to review shapes

- Write the words for the shapes in jumbled letter order on the board.
- Students unjumble them and then draw the shapes in their notebooks.

1 Project **SB p31** Make a tangram.

Aim: to enable students to apply what they have learnt about shapes and tangrams

- Elicit what students can see in the four pictures.
- Encourage them to use their imagination, e.g. *a fish, a bird, a kite, a boat*.
- Provide words in English if students do not know them.
- Each student prepares a set of Unit 2 cut-outs. They cut the tangram up and try to make the four pictures in turn.
- Students then try to make other things from the tangram, e.g. a car, a rocket, a monster.
- Students show each other their pictures and they guess what they are.

1 Think! **WB p31** Tick (✓) the picture you can make with the pieces of the tangram.

Aim: to promote thinking and analytical skills

Thinking skill: analysing

Key: Picture a

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *made a tangram and made pictures from the different shapes*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

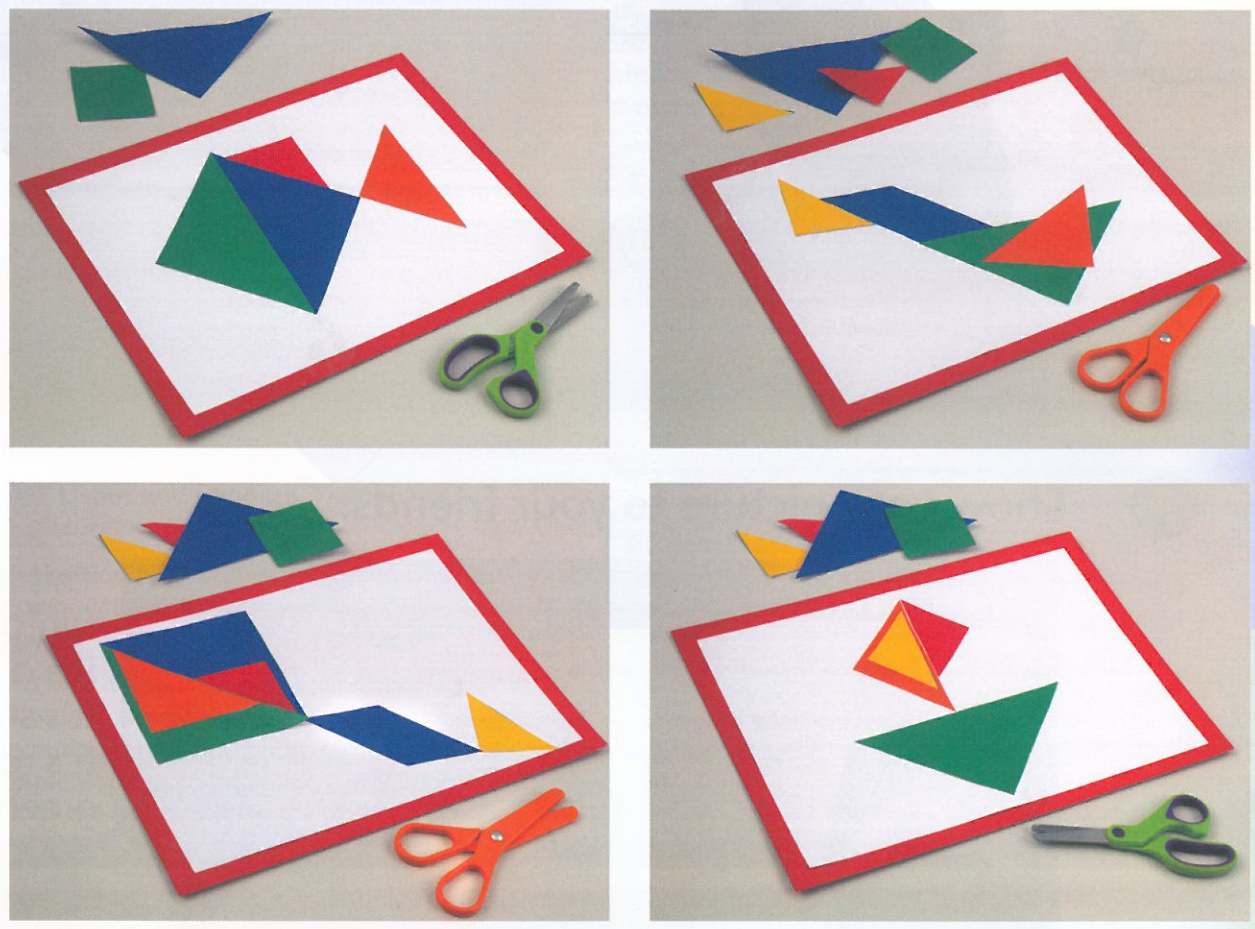
Aim: to make a shape picture

- Students use the shapes from their tangram to make their own picture.
- They stick the shapes in their notebooks and write what the picture is underneath.

1
Page
125

Project Make a tangram.

- a Use your tangram to make the pictures.



- b Use your tangram to make a new picture.

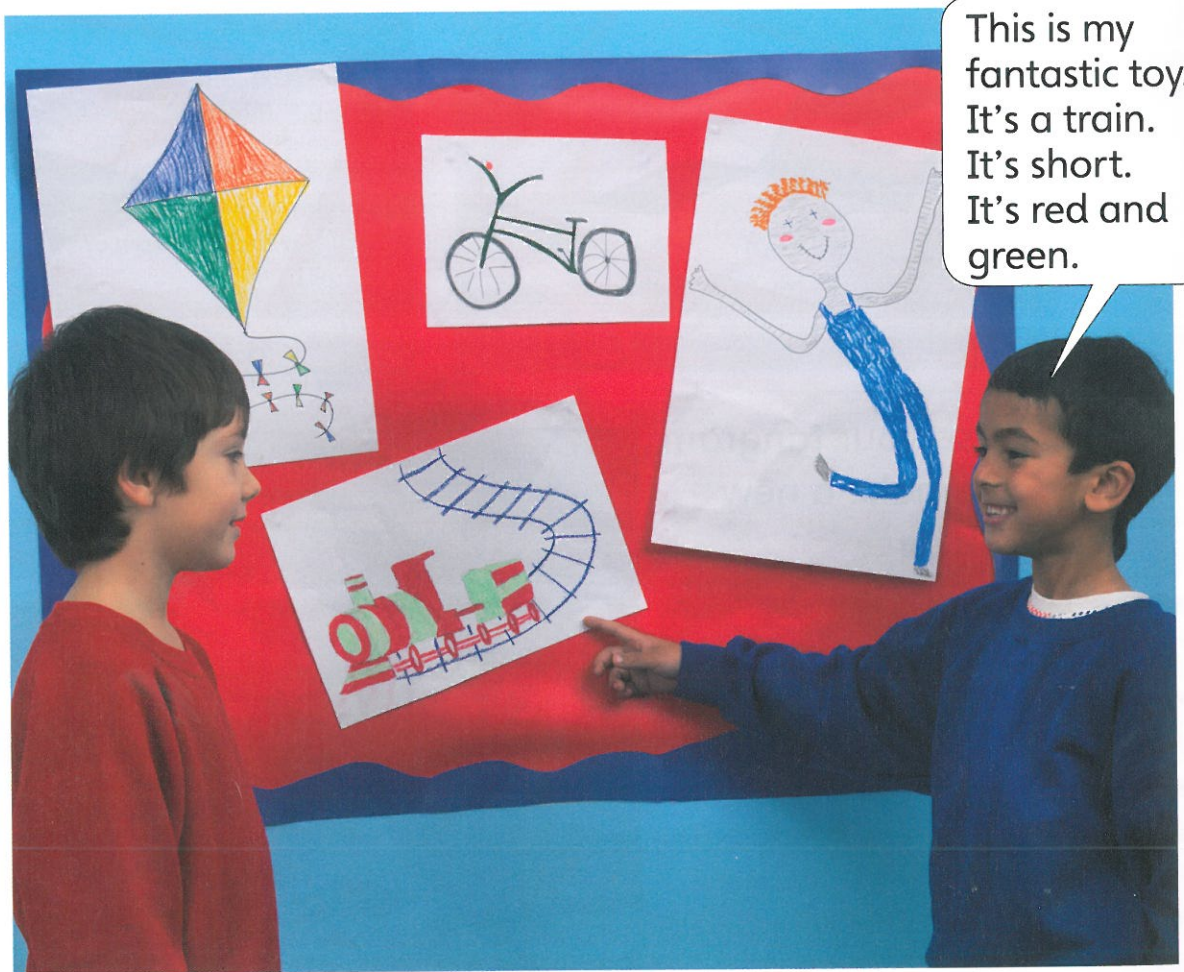


Listen and imagine. Then draw your picture.



2

Show your picture to your friends.



Aims:

- to draw out the students' creativity through mental imagery
- to practise following a set of instructions

New language: *screen, imagine, string, stapler, hole punch, fold in half, bend one side, corner, hole, tie a knot*

Recycled language: colours, toys, imperatives

Materials: CD, paper, coloured pens, staplers, hole punches, string

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

Warm-up

Aim: to review instructions

- Give students some simple instructions, e.g. *Point to a square. Hold up a rectangle.*
- Students take turns to give other instructions to the class.

1 CD1 46

SB p32 Listen and imagine. Then draw your picture.

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

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

CD1 Track 46

Close your eyes and listen.

Imagine a computer.

Look at the screen.

Draw a toy on the computer screen.

What is it? Is it a monster? A car? A doll?

What colour is your toy? Is it big or small?

Is it ugly or is it beautiful?

Is it old or is it new?

Now draw your fantastic toy.

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

2

SB p32 Show your picture to your friends.

Aim: to give students practice in describing a picture

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

1

WB p32 Make a paper kite.

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

Ending the lesson

Aim: to enable students to compare their pictures

- Display students' pictures from SB Activity 1 on tables or on the walls.
- Have students go around and see how many different things they can find.
- Ask the students which pictures are similar and which are very different.

Extension activity

Aim: to enable students to try out their kites

- Go into the school playground with the students.
- Let them try out their kites in small groups.
- Talk with each group about how the kites fly.

Aims:

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

New language: *start, finish*

Recycled language: vocabulary and grammar from the unit

Materials: dice and counters

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

Warm-up

Aim: to review toys

- Write the toys in scrambled letter order on the board.
- Students work in pairs and write each word correctly.

1 **SB p33** The spelling game

Aim: to enable students to review vocabulary and spelling by playing a game

- Demonstrate the game for students by playing it with one or two students at the front.
- Students take turns to roll the dice and then say and spell the word in the square they land on. If they can't say the word or spell it correctly, they miss a turn.
- Students play the game in groups of four.
- Monitor and help as and when necessary.
- If time, make new groups for students to play the game again.

Key: book, one, computer game, pen, ten, four, bike, seven, ruler, eight, go-kart, bag, pencil case, train, six, plane, kite, five, monster, pencil, doll, three, car, two, rubber, nine, notebook, ball

Picture dictionary

Aim: to review vocabulary for toys

- Students look at the Picture dictionary page for toys (WB page 120).
- In pairs, they take turns to point to one of the pictures and say the word.
- Then students write the words under the pictures.

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

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to enable students to share what they have learnt

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

The spelling game

The grid consists of 30 squares arranged in 6 rows and 5 columns. The path starts at the bottom right and ends at the top right. The path is marked with numbers 1 through 10 and various school-related illustrations. Arrows indicate the direction of the path.

	9			Finish
2		3		
6			5	
				8
10	4		7	
		1		Start

3

Pet show

1 CD 1
47

Listen and look. Then listen and say the words.



2 CD 1
48

Listen and chant.

Pet show, pet show,
Look at all the pets.

Whisper and his spider,
Daisy and her dog,
Lenny and his lizard,
Sandra and her frog.

Donnie and his duck,
Katie and her cat,
Thunder and his elephant,
Misty and her rat.

Pet show, pet show,
Look at all the pets ...



Aims:

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

New language: *elephant, rat, lizard, frog, spider, duck, dog, cat, pet show, all, bring your pets, What's the problem? I don't know*

Recycled language: *look at (all the pets), and, his, her, animals, favourite*

Materials: CD, flashcards (animals)

Language competences: Your students will be able to identify and name real animals and toy animals.

Warm-up

Aim: to activate vocabulary

- Elicit the names of the four Super Friends and their powers.
- Focus on what Whisper can do (speak to animals).
- Write *Animals* on the board in a circle.
- Elicit the animal he speaks to (a cat) and start a word map.
- Elicit other animals students know and write them on the board.

Presentation

Aim: to present animals

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board or around the room.



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

Aim: to practise animals

- Students look at the picture in their Student's Books.
- Elicit who they can see (the four Super Friends) and that there are other children and an adult there. Elicit where they are (at the pet show).
- Pre-teach *pet* and *pet show*.
- Play the recording. Students point to the animals and the words when they hear them.

CD1 Track 47

Teacher: Welcome to the pet show.

Flash: A spider! Aagh!

Flash, Thunder, Misty, Teacher: Aagh!

Spider: What's the problem?

Whisper: I don't know.

Now say the words.

1 elephant, 2 rat, 3 lizard, 4 frog, 5 spider, 6 duck, 7 dog, 8 cat

- Play the recording again. Students repeat the words.
- Students practise pointing and naming in pairs.



2 **SB p34** Listen and chant.

Aim: to give students further practice saying the animals

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Make eight groups. Hand out a flashcard to each group.
- Students do the chant again, holding up the relevant flashcard when they say the animal.
- Elicit which of the animals in the picture isn't a pet (the toy elephant) and which one everyone in the pictures is frightened of (the spider).



1 **WB p34** Look and write the words.

Aim: to give students practice in writing the new words

Key: 2 lizard, 3 frog, 4 spider, 5 duck, 6 cat, 7 dog, 8 rat



2 **WB p34** Write and draw.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to review key language from the lesson

- Hold a flashcard so students cannot see it.
- Students try to guess, e.g. *Is it a frog?*
- The student who guesses correctly comes and chooses a flashcard for the class to guess.

Extension activity

Aim: to personalise the chant

- Elicit which students want their names in the chant.
- Do the chant again with the class, substituting students' names, e.g. *Paolo* for *Daisy*.
- When students hear their names, they mime holding the animal.

Aims:

- to present and practise the prepositions *in*, *on*, *under*
- to play a game with the class

New language: *in*, *on*, *under*, *draw (a rat)*

Recycled language: numbers *one–ten*, *toys*, *classroom objects*, *animals*

Materials: CD, flashcards (animals), Unit 3 stickers, scissors

Language competences: Your students will be able to say where things are using *in*, *on*, *under*.

Warm-up

Aim: to review animal vocabulary

- Make four teams. Students in each team stand one behind the other facing the board.
- Whisper a different animal to the first student in each team. They whisper it back to the end of the line.
- The student at the end of the line runs to the board and writes the animal.
- This student then stands at the front of the line.
- Repeat for different animals three or four times.
- The team(s) who wrote the most animal names correctly *is/are* the winners.

Presentation

Aim: to present *in*, *on*, *under*

- Present and teach the prepositions using a classroom object, e.g. a pencil.
- Put the pencil *on*, *in* and *under* a bag and say the relevant sentence each time, e.g. *It's on the bag*.
- Students repeat.
- Then place the pencil *on*, *in* and *under* the bag again and elicit the sentence.

1 ^{CD1}₄₉

SB p35 Listen, read and stick.

Aim: to practise *in*, *on*, *under*

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

- Give students time to look at the pictures in the Student's Book.
- Students prepare their stickers.
- Play the recording. Students listen and choose the correct stickers.
- Students check in pairs.
- Play the recording again and check answers.
- Students stick the stickers on the pictures.

- Play the recording again with the stickers in place.

Key: 1 green frog on desk, 2 yellow frog in desk, 3 red frog under desk

2 ^{CD1}₅₀

SB p35 Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence.
- Students mime where the lizard is, e.g. they put their hands in their bags, and say the sentence.
- Repeat for the other two sentences.
- Students practise in pairs. One says a sentence and the other mimes *in*, *on* or *under*.

3

SB p35 Play the description game.

Aim: to give students further practice with the prepositions

- Demonstrate the activity by making a statement about a picture for students to say the number, e.g. *The spider is under the book (Number five)*.
- Students practise in open pairs and then in closed pairs.

1

WB p35 Look and tick (✓) the box.

Aim: to give students extended practice with prepositions

Key: 2 No, 3 No, 4 Yes, 5 Yes

2

WB p35 Read and draw.

Aim: to enable students to evidence their understanding

Ending the lesson

Aim: to review new language from the lesson

- A student turns to face the board and closes his/her eyes.
- Hide an animal flashcard *in*, *on* or *under* a known object, e.g. a book.
- The student walks around the room. Say *No/Yes* to indicate when they are near the object.
- The student tries to guess, e.g. *Is it under the desk?*
- Repeat with other students and flashcards.

Extension activity

Aim: to give students a personal record of the prepositions

- Students each write three sentences about three animals in their notebooks, e.g. *The elephant is under the desk*.
- Students don't write the same sentences as are in the Workbook.
- Students draw pictures to illustrate their sentences.

1 CD1
49
Sticker

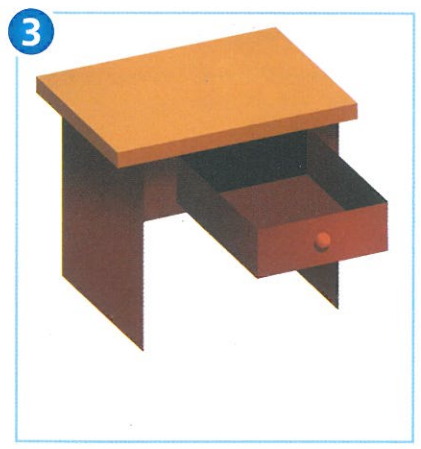
Listen, read and stick.



The green frog is on the desk.



The yellow frog is in the desk.



The red frog is under the desk.

2 CD1
50

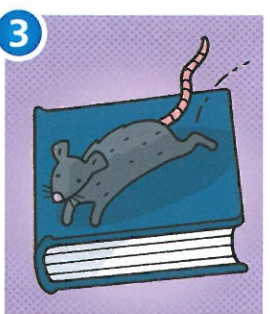
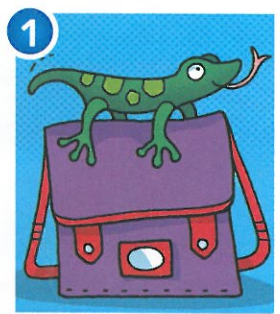
Grammar focus

Listen and say.

The lizard is | in | on | under | the bag.



3 Play the description game. The spider ... Number ...



Listen and sing.

Look at the spiders,

Look at the rats,

Look at the lizards,

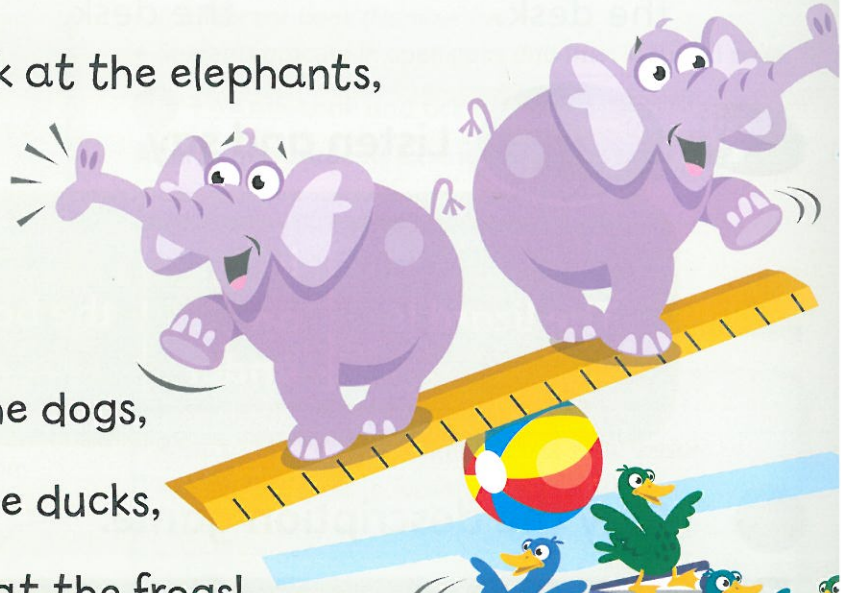
And look at the cats!

Look at the elephants,

Look at the dogs,

Look at the ducks,

And look at the frogs!





Aims:

- to sing a song with the class
- to present and practise regular plurals
- to present and practise *are*

New language: plural nouns, e.g. *rats*

Recycled language: animals, numbers, prepositions

Materials: CD

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

Your students will be able to use plural nouns.

1 **WB p36** Match the pictures with the words.

Aim: to give further practice with plurals

Key: 2 cats, 3 dogs, 4 a rat, 5 rats, 6 elephants, 7 an elephant, 8 frogs, 9 a frog, 10 a dog

Ending the lesson

Aim: to review key language from the lesson

- Students sing the song from SB Activity 1 again.

Extension activity

Aim: to give students practice in distinguishing between singular and plural

- Students stand up.
- Say an animal. When you say the plural, e.g. *dogs*, students hold their hands in the air.
- When you say a singular, e.g. *elephant*, they put their hands by their sides.
- Repeat for other animals, singular and plural.

Warm-up

Aim: to review animals

- In pairs, students take turns to mime one of the animals for their partner to guess.

1 **CD1**
SB p36 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in the Student's Book. Elicit what animals they can see and where some of them are. Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after every four lines for students to repeat.
- When students have learnt the song, practise it with the whole class and then in groups.
- Focus students on the plural nouns. Write, e.g. *one elephant, two elephants* on the board.
- Write the *s* for the plural using a different colour.
- Say each plural noun for students to repeat.
- Use the karaoke version of the song for students to

Aims:

- to present and practise *I like / don't like*
- to practise asking and answering questions

New language: *I like / don't like, happy mouth, sad mouth, What about you?*

Recycled language: plural nouns, animals

Materials: CD, coloured pencils

Language competences: Your students will be able to express preferences using *like* and *don't like*.

Warm-up

Aim: to review plurals of animals

- Write the plurals of the animals on the board in jumbled letter order.
- Students unjumble the words in pairs.

Practice

Aim: to present *like* and *don't like*

- Hold the flashcard of, e.g. the lizard, close to you and say *I like lizards*. Look happy.
- Put the flashcard of, e.g. the cat, on the other side of the room and say *I don't like cats*. Look unhappy.
- Repeat for two other animals.

1 ^{CD1}₅₃ **SB p37** Listen and point to the pictures.

Aim: to practise *like* and *don't like*

- Students look at the pictures in their Student's Book. Elicit who and what they can see.
- Play the recording. Students listen and point.

CD1 Track 53

1 Girl: I like cats.

2 Girl: I don't like spiders.

3 ^{CD1}₅₅ **SB p37** Listen and say.

Aim: to focus students on grammatical form

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

4 **SB p37** Ask and answer.

Aim: to give students practice asking and answering questions and expressing preferences

- Demonstrate the activity with a student, e.g. Teacher: *I like frogs. What about you?* Student: *I like frogs too.*
- Give students more practice in open pairs.
- Students do the activity in closed pairs.

1 ^{CD1}₅₆ **WB p37** Listen and draw a happy mouth or a sad mouth.

Aim: to give practice in hearing *like* and *don't like*

CD1 Track 56

Boy: Fiona, I like dogs. What about you?

Girl: Dogs? No, I don't like dogs. I like cats.

Boy: Cats? I don't like cats. What about spiders?

Girl: No, no. I don't like spiders. What about you?

Boy: I like spiders. Spiders are great.

Girl: I like elephants. They are great.

Boy: Yes. I like elephants too.

Key: Fiona: ☹, ☺, ☹, ☺; Andrew: ☺, ☹, ☺, ☹

2 **WB p37** Match the pictures with the sentences. Colour the circles.

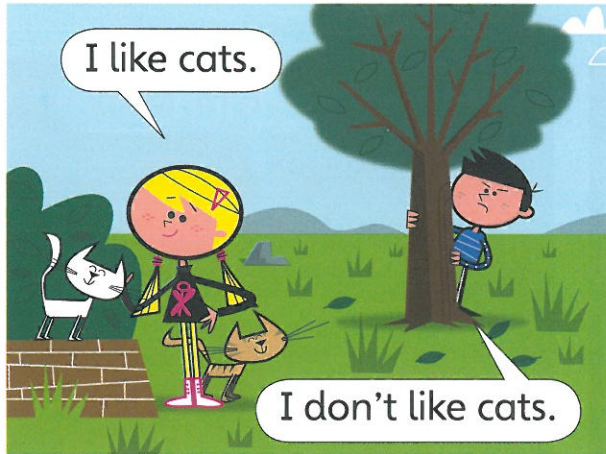
Aim: to give further practice with the concept of *like* and *don't like*

Key (from left to right): I don't like lizards. I like frogs. I don't like ducks. I like lizards. I don't like frogs. (I like ducks.)

Ending the lesson

1 CD1
53

Listen and point to the pictures.



2 CD1
54

Listen and circle what the spider says.



1



2



3



4



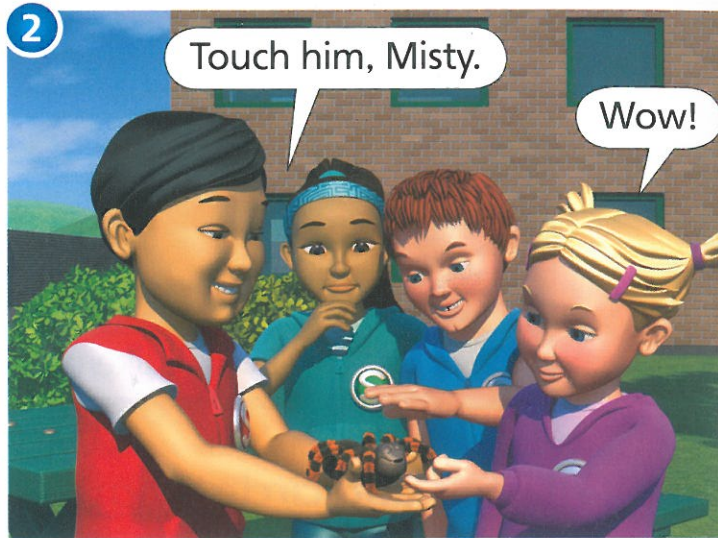
3 CD1
55

Grammar
focus

Listen and say.



The spider





Aims:

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

New language: *come back, touch (him), clever, amazing, I've got an idea, brothers and sisters, tree, they like (spiders)*

Recycled language: character names

Materials: CD

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

Value: being brave

- 2** **WB p38** Look at the story. Find the pictures and write the number.

Aim: to review the storyline

Key: b 3, c 8, d 7

- 3** **Think!** **WB p38** Match the pictures with the sentences.

Aim: to check comprehension of text and pictures

Thinking skill: matching linguistic and visual information

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

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what Whisper can do (speak to animals).
- Write *I like animals* and *I don't like animals* on the board. Elicit which Whisper says.

1 **CD1**
57

SB pp38–39 The spider

Aim: to present a picture story

- Check understanding of *tree*.
- Play the recording. Students listen and read to find out what is in the tree (spiders).
- Students compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension.
- Talk with the class about the value (being brave) and

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of being brave

- Focus on the parts of the story where the characters overcome their fear of spiders and how they do it.
- Elicit from students why this value is important and elicit examples from the students of when they have been brave.

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

Aims:

- to talk about the meaning of a story
- to practise saying the short vowel sound *i*
- to review language from the story and the unit

New language: *In picture (eight) ... , silly sister*

Recycled language: language from the story, animals, classroom objects, colours

Materials: CD, flashcards (animals)

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

Phonics focus: Your students will be able to identify and say the letter sound *i* and contrast it with the previous units' letter sounds *a* and *e*.

Value: being brave

Warm-up

Aim: to review the story

- Write *Whisper* and *Flash* on the board and draw a spider.
- Say phrases from the story, spoken by *Whisper*, *Flash* and the spider, e.g. *I like spiders. I don't like spiders. They like spiders.*
- Students call out *Whisper*, *Flash* or *Spider*.

2 **SB p39** Read and circle *yes* or *no*.

Aim: to check comprehension of pictures in the story

- Check students know what to do.
- Students read the four sentences silently.
- They circle *yes* or *no* and compare answers in pairs.
- Check with the class.

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

4 **CD1**
59

SB p39 Listen and say.

Aim: to practise the letter sound *i*, a short vowel sound

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

CD1 Track 59

i - i - i

This is Tim and his silly sister Kim.

This is Tim and his silly sister Kim!

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

1

Values

WB p39

Look and circle.

Aim: to focus students on the value of being brave

Key: Picture 2

2 **CD1**
60

WB p39

Read, draw and colour. Listen and say.

Aim: to practise reading and saying words with the letter sounds *i*, *e* and *a*

CD1 Track 60

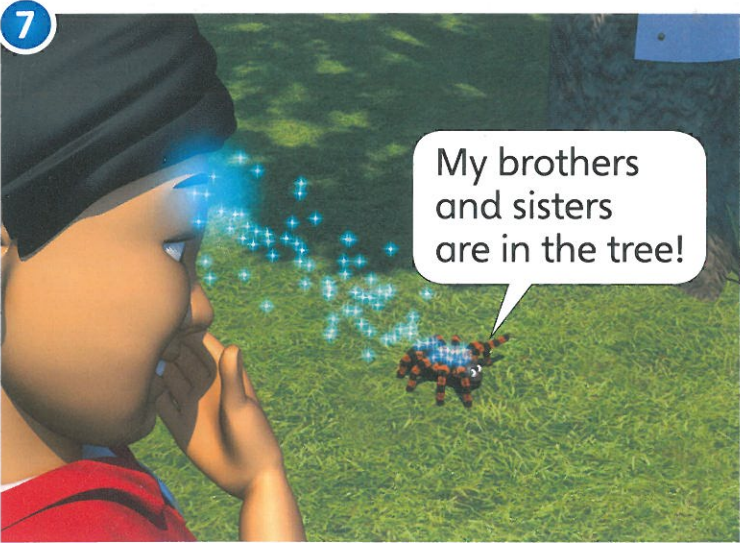
1 a big pan, 2 six pens, 3 a pink desk, 4 a black rat, 5 a red cat, 6 ten bags

Key: See CD script above.

Ending the lesson

Aim: to review and write decodable words with the letter sound *i* and distinguish it from the previous letter sounds *a* and *e*

- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Dictate the following words: *big, bag, sit, bad, bed*.



2 Read and circle *yes* or *no*.

- 1 In picture one Flash and Whisper like the spider. yes / no
- 2 In picture three the spider is under the table. yes / no
- 3 In picture four the spider is clever. yes / no
- 4 In picture eight Misty, Thunder and Flash like the spiders. yes / no

3 Find who says ...





1

Think!

Read and circle the correct picture.

Pet Show

Come and see the cats, dogs, rats, ducks and lizards.



2 CD 1
61

Listen and stick.

Sticker





Aims:

- to practise listening and reading skills
- to practise writing from a model
- to review the vocabulary for animals and expressing preferences

Skills: listening and reading for specific information

New language: *come and see, you like, you don't like, first place, second place, third place, our*

Recycled language: classroom objects, animals

Materials: CD, flashcards (animals), Unit 3 page 40 stickers, scissors (optional)

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

Warm-up

Aim: to review animals

- Place the flashcards on the board and write a number between 1 and 8 under each one.
- Students draw a 2 x 2 grid in their notebooks and write a number of their choice in each square.
- Call out the animals at random. Students cross out the numbers as they hear the animals.
- The first student(s) to cross out all four is/are the winner(s).

1

Think!

SB p40 Read and circle the correct picture.

Aim: to practise reading and finding information in a picture

Thinking skill: matching verbal and visual information

- Tell students to look carefully at the pictures and at

CD1 Track 61

Welcome to the pet show!

Our number one animal in first place is Lucy the lizard!

Our number two animal in second place is Donald the dog!

Our number three animal in third place is Sally the spider!

- Play the recording again. Check with the class.

Key: lizard 1, dog 2, spider 3

3

SB p40 Write about the animals you like and don't like.

Aim: to enable students to personalise the language

- Read the model sentences with the class.
- Check they know what to do and remind them to choose animals.
- Go around the class to check and help.

1

CD1
62

WB p40

Listen and draw lines.

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

CD1 Track 62

Woman: Put the ruler in the bag.

Boy: Sorry?

Woman: Put the ruler in the bag.

Boy: OK.

Woman: Now put the notebook on the desk.

Boy: Right.

Woman: Put the book under the desk.

Boy: OK.

Woman: Put the pen in the pencil case.

Boy: Right.

Woman: And put the pencil under the bag.

Boy: Sorry?

Woman: Put the pencil under the bag.

Boy: OK.

Key: notebook on the desk, book under the desk, pen in the pencil case, pencil under the bag

Ending the lesson

Aim: to give students speaking and writing practice through a game

- To revise, students draw three pictures and describe

Aims:

- to practise listening, speaking, reading and writing skills
- to practise the vocabulary for animals
- to practise plurals

Skills:

- listening and reading for specific information
- writing about a picture from a model

New language: zoo

Recycled language: animals, plurals, toys

Materials: Unit 3 page 41 stickers, scissors

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

Your students will be able to write about a picture from a model.

Warm-up

Aim: to review toys and games

- Students write down as many toys and games as they can in one minute.
- Pairs and then fours compare their lists.
- Elicit from the class onto a word map on the board. Check spelling.

1 **SB p41** Listen to your teacher and stick.

Aim: to give students practice in listening for specific information **YLE**

Note: In order to carry out Activities 1 and 2, students will first need to cut out their stickers with the backs attached.

- Students prepare the following Unit 3 stickers: cat, dog,

1 **WB p41** Look and write the numbers.

Aim: to give students practice in paying close attention to pictures and in writing key information

Key: nine ducks, eight frogs, six lizards, one spider

Ending the lesson

Aim: to practise productive speaking

- Students try to remember where they placed their stickers for SB Activity 1.
- Elicit from the class where the stickers are, e.g. *The cat is in the tree.*
- Give the instructions from SB Activity 1 again if necessary.
- Students stick the stickers in the correct places in the Student's Books.

Extension activity

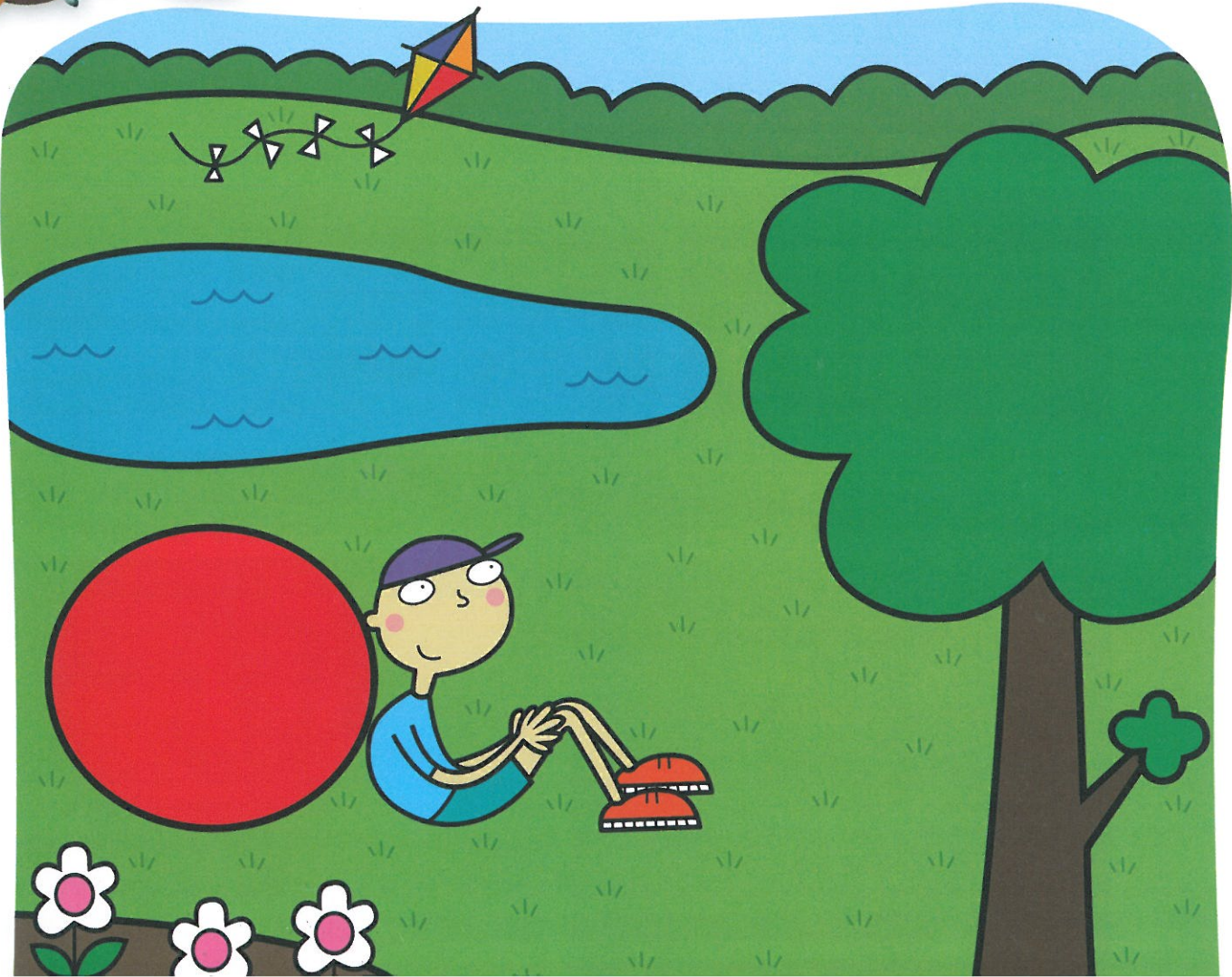
Aim: to practise listening for detail

- Play a chain game. Say, e.g. *In the zoo there are four elephants.*
- Student A says: *In the zoo there are four elephants and six lizards.*
- Continue the chain around the class, choosing students at random. They can't repeat animals or numbers.
- Start another chain when all eight animals have been mentioned.



1
Sticker

Listen to your teacher and stick.



Learn and think

Camouflage

1 What colours are the animals? Ask and answer.

What colour is the snake?

The snake is green and black.



snake



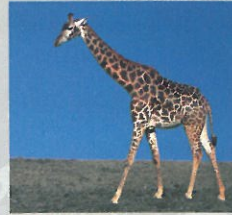
crocodile



butterfly



tiger



giraffe

2 What animals are in the pictures? There's a ... in picture 1!





Aims:

- to integrate other areas of the curriculum through English: Science
- to practise interactive speaking and information exchange

New language: *camouflage, snake, crocodile, butterfly, tiger, giraffe, say why it is difficult to (see the animals), hide, grass, leaf, ground, find the differences*

Recycled language: animals, colours

Materials: strips of green paper, flashcard of frog, coloured pencils

Language competences: Your students will have learnt specific language to be able to talk about Science in English.

Value: animals and their environments

- Elicit what animals they can see.
- Check understanding of new words.

Key: 1 crocodile, 2 spider, 3 frog, 4 snake

3 **SB p42** Say why it is difficult to see the animals.

Aim: to promote thinking and reasoning skills

- Read the instruction aloud and check understanding.
- Students compare their ideas in fours.
- Check and discuss with the class.

Key: The spider is white and the ground is white. The frog is brown and the leaf is brown. The snake is brown and the ground is brown.

1 **Think!** **WB p42** Colour the picture. Hide the lizard.

Aim: to enable students to apply what they have learnt about camouflage

Thinking skills: searching systematically

2 **WB p42** Find the differences.

Aim: to promote thinking and analytical skills

Key: Picture one. Three birds. Picture two. Two birds.
Picture one. One giraffe. Picture two. Two giraffes.
Picture one. Five tigers. Picture two. Three tigers.
Picture one. Eight crocodiles. Picture two. Ten crocodiles.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *camouflage and animal colours.*
- Write it on the board for students to copy.

Warm-up

Aim: to raise awareness of camouflage

- Stick the flashcard of the frog on the board.
- Elicit what it is.
- Stick some green strips of paper (like grass) over the frog to hide it.
- Tell students this is grass and the frog is hiding.
- Elicit/teach the word *camouflage*. Write it on the board.
- Ask students what other animals use camouflage, e.g. zebras and tigers.
- Pre-teach *hide*.

1 **SB p42** What colours are the animals?
Ask and answer.

Aims:

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

New language: *leaves, tall (grass), Where do the animals hide?*

Recycled language: *camouflage, animals*

Materials: paper, coloured pens

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

Warm-up

Aim: to review the concept of camouflage

- Elicit some of the examples of camouflage from the previous lesson.
- Encourage students to add other examples they may have thought of since then.

1

Think!

SB p43 Where do the animals hide?

Aim: to enable students to apply their knowledge and experience

Thinking skills: applying world knowledge, matching

- Read the instruction aloud and check understanding.
- Check students know what to do.
- They match the animals with the places and talk about their ideas in pairs.
- Elicit sentences from the students and write them on the board.
- Check understanding of new words.

Key: 2 Lizards hide on leaves. 3 Birds hide in trees.
4 Spiders hide in logs.

2

Project

SB p43 Draw a camouflaae.

2

WB p43 Match the pictures with the words.

Aim: to enable students to consolidate new vocabulary

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

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board:
Today I've ...
- Elicit from students what they learnt today, e.g. *made a camouflage and learnt where animals hide.*
- Write it on the board. Students copy it into their notebooks.

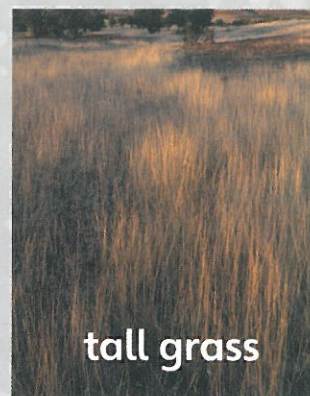
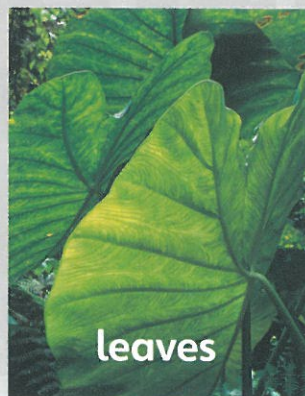
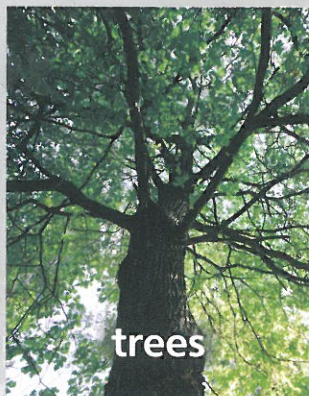
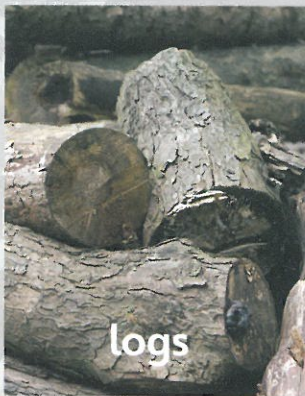
Extension activity

Aim: to reinforce and extend students' understanding of camouflage

- Put students into pairs.
- They think about other examples of camouflage. Give them examples/prompts to help them, e.g. soldiers' clothes, green tents (in green fields).
- Elicit ideas and encourage students to compare their ideas.

1 **Think!** Where do the animals hide?

Tigers hide in tall grass.



2 **Project** Draw a camouflage. Show it to your friends.



Find and count the butterflies.



Do that!

1 CD 1
63

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



2

Read and number the sentences from the story.

- Hug the little dog. Listen. Go to the door.
 He's cold. Pick him up. There's a little dog under a tree.
 Open the door.

3

Listen to your friend and act out.

There's a big spider under your book!





Aims:

- to stimulate the students' imagination through listening and acting out
- to practise following a set of instructions

New language: *hug, cold, pick him up, go to, open, paper plate, elastic, face, mark, eyes, hole, side, tie, nose, mask, now*

Recycled language: animals, imperatives

Materials: CD, music CD (optional), paper plates, pencils, scissors, coloured pens, elastic

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

- 2** **SB p44** Read and number the sentences from the story.

Aim: to enable students to match sentences with pictures

- Students look at the sentences and try to match them with the pictures.
- They compare their ideas in pairs.
- Play the recording again for them to check their answers.

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

- 3** **SB p44** Listen to your friend and act out.

Aim: to give students practice in saying sentences and acting out

- Demonstrate the activity for the class. Students say a sentence for their partner to act out. They don't tell a story.
- Give students time to prepare their sentences.
- Do the activity first in open pairs.
- Then students practise in closed pairs.

- 1** **WB p44** Make an animal mask.

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

Warm-up

Aim: to review instructions

- Give students some simple instructions for them to carry out, e.g. *Point to the door. Put your book on your desk.*
- Students take turns to give other instructions to the class.

- 1** **CD1 63** **SB p44** Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to enable students to listen and mime

- Pre-teach *cold* and *hug*.
- Play the recording. Act out the story to the class.

CD1 Track 63

- 1 Listen.
- 2 Go to the door.
- 3 Open the door.
- 4 There's a little dog under a tree.
- 5 He's cold. Pick him up.
- 6 Hug the little dog.

- Play the recording again. Students act out the story with you.
- Students look at the pictures in their Student's Books and try to sequence them.
- Play the recording a third time for students to sequence the pictures.
- They compare the order in pairs. Check with the class.

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

Ending the lesson

Aim: to enable students to create their own stories from a model

- Students work in groups of four. They adapt the story from SB Activity 1, changing the animal or some of the instructions, e.g. *Open your desk. Pick up the big spider.*
- Groups mime and then read their stories.

Extension activity

Aim: to enable students to use their masks

- Find a large space, e.g. the gymnasium.
- Play the music CD. Say, e.g. *Let's see the tigers.*
- The tigers come to the middle of the room and parade around.
- Repeat for the other animal masks that students have made.

Aims:

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

Recycled language: vocabulary and grammar from the unit

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

Warm-up

Aim: to review animals

- Write the animals in scrambled letter order on the board.
- Students work in pairs and write each word correctly.

1 **SB p45** Quiz time

Aim: to enable students to review language from the unit by doing a quiz

- Students do the quiz in pairs. The first time they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

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

Picture dictionary

Aim: to review vocabulary for animals

- Students look at the Picture dictionary page for animals (WB page 121).
- In pairs, they take turns to point to one of the pictures and say the word.
- Then students write the words under the pictures.

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

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

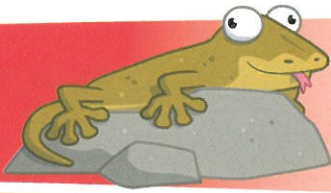
- Ask students what their favourite song, chant or game is from the unit.
- Do the song, chant or game again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

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

Quiz time



- 1 This is _____ .
 a a spider b a frog c a lizard

- 2 The cat is _____ the bag.
 a on b in c under



- 3 I _____ rats.
 a like b don't like

- 4 There are _____ ducks in the song.
 a seven b eight c nine



- 5 Whisper's pet is _____ .
 a a rat b a spider c a frog

- 6 Circle the word with the different sound.
 a Tim b him c spider



- 7 This is _____ .
 a a log b a leaf c grass

- 8 Tigers are _____ .
 a orange, white and black
 b red, yellow and brown
 c orange, black and brown



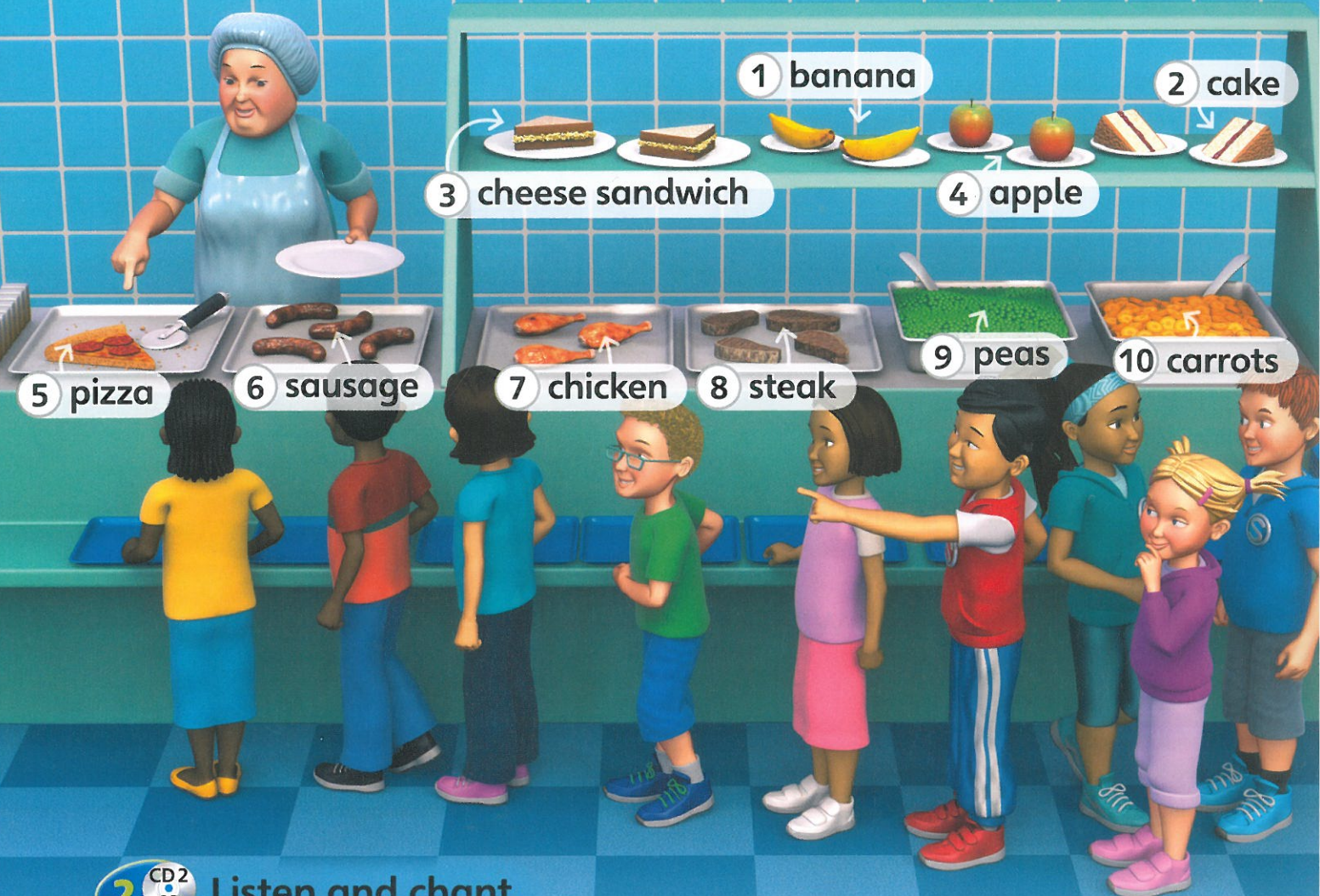
4

Lunchtime



1 CD2
02

Listen and look. Then listen and say the words.



2 CD2
03

Listen and chant.

Lunchtime! Lunchtime!
What's for lunch?

I don't like chicken,
And I don't like cheese.
I don't like pizza,
And I don't like peas.

Lunchtime! Lunchtime!
What's for lunch?

Oh, I like apples,
And I like steak.
Oh, I like carrots,
And I like cake!
Yummy!

Aims:

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

New language: *banana, cake, cheese, sandwich, apple, pizza, sausage, chicken, steak, peas, carrots, lunchtime, What's for lunch? queue*

Recycled language: plurals, toys, animals

Materials: CD, flashcards (food)

Language competences: Your students will be able to identify and name different foods.

- Students practise pointing and naming the foods in pairs.

2 ^{CD2} 03

SB p46 Listen and chant.

Aim: to give students further practice saying the foods

- Students look at the chant in the Student's Book.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Make sure students use singulars, e.g. *cake*, and plurals, e.g. *carrots*, correctly.
- Do the chant as a class and then in groups.
- Make eight groups. Hand out a flashcard to each group.
- Students do the chant again, holding up the relevant flashcard when they say the food.
- Elicit which of the foods in the picture the students like and don't like.

1

WB p46 Write the numbers.

Aim: to give students practice in matching words with pictures

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

2

Think! WB p46 Find the words.

Aim: to give practice in spelling and word recognition

Thinking skill: sequencing

Key: steak, kite, carrot, train(s), sausage, elephant, pizza, apple

Warm-up

Aim: to activate vocabulary

- Draw a happy face and a sad face on the board.
- Say, e.g. *I like ... elephants. (Student name), what about you?*
- Ask other students.
- Draw a picture of a cake on the board / show the flashcard. Rub your tummy and say *I like cake*. Elicit from students as above.

Presentation

Aim: to present foods

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Write the word *Food* in the middle of the board and stick the flashcards around it to make a word map.

1 ^{CD2} 02

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

Aim: to practise foods

- Students look at the picture in their Student's Books.
- Elicit who they can see (the four Super Friends and other children) and where they are (in the school canteen).
- Pre-teach *lunchtime*.
- Play the recording. Students point to the food and the words when they hear them.

CD2 Track 02

Dinner lady: Steak, chicken, sausages and pizza!

Whisper: Pizza. Yum.

Flash: Are you hungry, Thunder?

Thunder: Yes, I am.

Misty: Look at the queue!

Now say the words.

1 banana, 2 cake, 3 cheese sandwich, 4 apple, 5 pizza, 6 sausage, 7 chicken, 8 steak, 9 peas, 10 carrots

- Play the recording again. Students repeat the words.

Ending the lesson

Aim: to review key language from the lesson

- Hold a flashcard so students cannot see it.
- Students try to guess, e.g. *Is it cake?*
- The student who guesses correctly comes and chooses a flashcard for the class to guess.

Extension activity

Aim: to personalise the chant

- Students work in groups of four.
- They personalise the chant by changing the foods to ones they like and don't like. Students practise the chant in their groups.
- Volunteer groups perform their chants for the class.

Aim:

- to present and practise *I've got, I haven't got*

New language: *sandwich, I've got, I haven't got, the same lunch*

Recycled language: food

Materials: CD, flashcards (food), Unit 4 stickers

Language competences: Your students will be able to say which foods they've got and haven't got.

Warm-up

Aim: to review food vocabulary

- Stick the flashcards around the room.
- Say food words at random, e.g. *Sandwiches or Chicken and peas*.
- Students point to the correct flashcard(s).

Presentation

Aim: to present *have got and haven't got*

- Present and teach *have got* and *haven't got* using the flashcards.
- Take some in your hand and say what you have got. Then say what you haven't got.
- Hand flashcards to students for them to repeat the structure, substituting the food word for the flashcard they have/haven't got.

1 **SB p47** Read and draw lines.

Aim: to practise *have got and haven't got*

- Read the speech bubbles aloud with the students.
- Then give them time to look at the pictures and match.
- Students check in pairs.
- Check with the class.

Key: 3, 4, 1, 2

2 **CD2 04** **SB p47** Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence.
- Hold up the flashcards of sandwiches and apple. Students point and repeat.
- Play the second sentence. Hold out your empty hands. Students repeat.
- Students practise in pairs.

3 **SB p47** Choose your lunch. Find a friend with the same lunch.

Aim: to give students further practice with *I've got / I haven't got*

- Students look at their stickers.

- Students each choose their lunch and stick the sticker on their trays.
- Demonstrate the activity first.
- Students do a mingling activity, but they don't look at each other's books.
- They go around the room, taking turns to say what they have got to find a friend with the same lunch.

1 **CD2 05** **WB p47** Listen and write the letters A–F on the rats.

Aim: to give students extended practice with *have got*

CD2 Track 05

Rat A

Rat A: I've got a banana and a carrot. I haven't got an apple.

Rat B

Rat B: I've got a banana and an apple. I haven't got a carrot.

Rat C

Rat C: I've got an apple and a carrot. I haven't got a banana.

Rat D

Rat D: I've got two bananas. I haven't got a carrot and I haven't got an apple.

Rat E

Rat E: I've got two apples. I haven't got a carrot and I haven't got a banana.

Rat F

Rat F: I've got two carrots. I haven't got a banana and I haven't got an apple.

Key: 1 C, 2 B, 4 E, 5 D, 6 F

2 **WB p47** Look and circle the words.

Aim: to enable students to evidence their understanding

Key: 2 haven't got, 3 've got, 4 haven't got, 5 've got, 6 've got

Ending the lesson

Aim: to review new language from the lesson

- Make sentences using the flashcards. Some are true and some are false.
- Hold up two or three flashcards and make a sentence, e.g. *I've got cake, cheese sandwiches and apples*.
- Students write *Yes* or *No* in their notebooks. Use all the food words and *have* and *haven't got*.

Extension activity

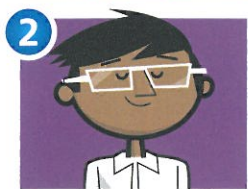
Aim: to give students a personal record of the new language

- Students choose their lunch and draw the food on a tray in their notebooks.
- They write sentences under the picture, e.g. *I've got steak and bananas. I haven't got pizza*.

1 Read and draw lines.



1 I've got a sandwich and an apple.



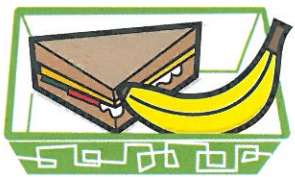
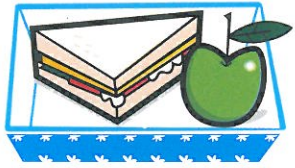
2 I've got a sandwich and a banana.



3 I've got pizza and a banana. I haven't got an apple.



4 I've got pizza and an apple. I haven't got a banana.

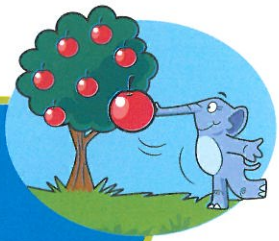


2 CD 2 04

Grammar focus

Listen and say.

I've got a sandwich and an apple. I haven't got a banana.

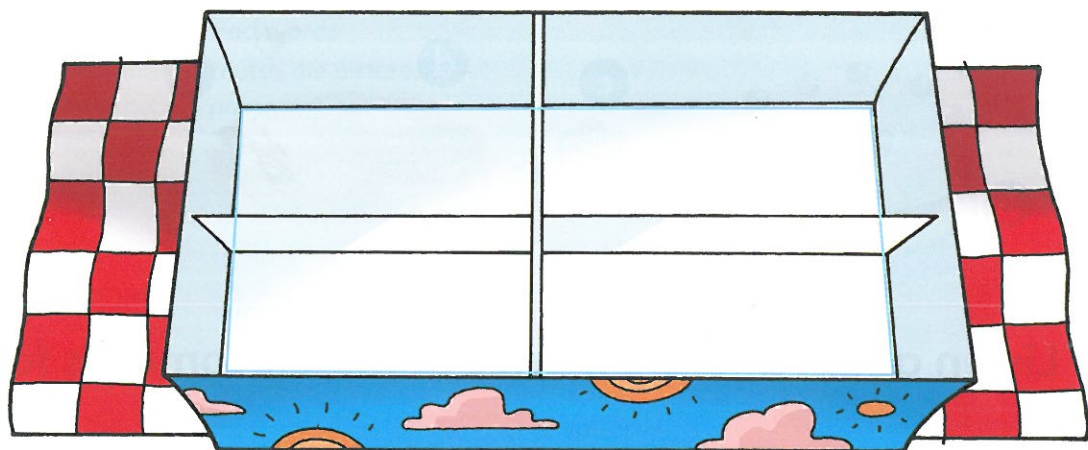


3 Choose your lunch. Find a friend with the same lunch.

Sticker

I've got ...

Me too!



Listen and sing.

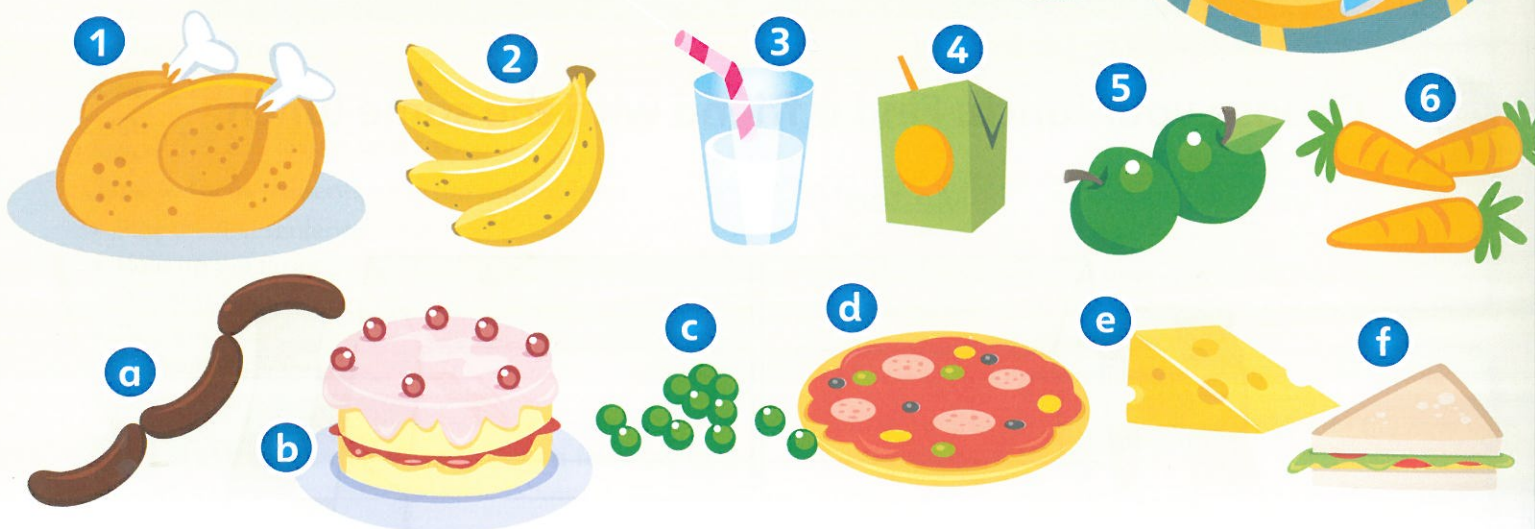
Tommy's in the kitchen,
Come and take him out!
Tommy's in the kitchen,
Come and take him out!

I've got an apple in my sandwich.
I've got milk on my peas.
I've got juice on my sausage.
Help! Oh, help me, please!

Tommy's in the kitchen ...

I've got carrots on my pizza.
And a banana on my cheese.
I've got chicken with my cake.
Help! Oh, help me, please!

Tommy's in the kitchen ...



Listen again and draw lines to match Tommy's food.

Aims:

- to sing a song with the class
- to give further practice with countable and uncountable nouns

New language: *kitchen, come and take him out, milk, juice, help*

Recycled language: food

Materials: CD

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

Warm-up


Aim: to review food words and *have/haven't got*

- Demonstrate the game.
- Take, e.g. the cake flashcard, and say *I haven't got cake*.
- Students stand up if the sentence is true and sit if it is false.
- Repeat using *have/haven't got* and other flashcards.

1  **SB p48** Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in their Student's Book. Elicit what food they can see and who they can see on the chair (Tommy).
- Pre-teach *kitchen, milk* and *juice*.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.

2  **SB p48** Listen again and draw lines to match Tommy's food.

Aim: to give further practice with food words

- Play the recording again. Students match the pictures.
- They draw lines and then check in pairs.
- Elicit and check.

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

1  **WB p48** Number the pictures in the order of the song.

Aim: to give further practice with food words and memorisation

Key: 7, 2, 3, 6, 4, 5, 9, 10, (1), 8

2  **WB p48** Look at the pictures and write the words.

Aim: to review spelling of the food words

Key: 2 bananas, 3 cheese, 4 carrots

Ending the lesson

Aim: to review key language from the lesson

- Students sing the song from SB Activity 1 again.

Extension activity

Aim: to give students further practice with the new language

- Students use WB Activity 2 as a model.
- They draw four strange food pictures in their notebooks and write sentences underneath.

Aims:

- to present and practise *Have we got any (cheese)? Yes, we have, No, we haven't*
- to practise asking and answering questions

New language: *Have we got any (cheese)? Yes, we have, No, we haven't, orange juice, great (juice), terrible*

Recycled language: food

Materials: CD

Language competences: Your students will be able to ask and answer using *have got*.

Warm-up

Aim: to review food and drink

- Draw two circles on the board. Write *Food* in one and *Drink* in the other.
- In pairs, with books closed, students create word maps using known words.
- Elicit and complete word maps on the board to check.

Presentation

Aim: to present *Have you got ... ? Yes, we have. / No, we haven't.*

- Put five flashcards face up on a desk at the front. Two students come to the desk.
- Say, e.g. *Have you got any cheese?* Students look for the card and hold it up if they have it.
- Prompt the correct answer: *Yes, we have* or *No, we haven't*.
- Repeat with other students and other food words.
- Then students take turns to ask the questions and to answer.

2 ^{CD2}₀₉ **SB p49** Listen and tick (✓) or cross (X) the box.

Aim: to practise *Have we got any ... ? Yes, we have. / No, we haven't.*

- Students look at the pictures. Elicit what they can see.
- Play the recording. Students listen and point.

CD2 Track 09

- 1 **Boy:** Have we got any apples?
Mother: Yes, we have.
Boy: Have we got any orange juice?
Mother: Yes, we have.
Boy: Have we got any bananas?
Mother: Yes, we have.
Boy: What a great juice!
- 2 **Girl:** Have we got any cheese?
Father: No, we haven't.
Girl: Have we got any chicken?
Father: No, we haven't.

Girl: Have we got any sausages?

Father: No, we haven't.

Girl: Oh, dear. What a terrible pizza!

- Play the recording again. Students tick or cross the boxes.
- Students check in pairs.
- Play the recording again. Check with the class.

Key: 1 apple ✓, orange juice ✓, banana ✓
2 cheese X, chicken X, sausage X

2 ^{CD2}₁₀ **SB p49** Listen and say.

Aim: to focus students on grammatical form

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

3 **SB p49** Ask and answer.

Aim: to give students practice asking and answering questions using *have got*

- Demonstrate the activity with a student, using the picture in the Student's Book.
- Give students more practice in open pairs.
- Students do the activity in closed pairs, e.g. Student A: *Have we got any sausages?* Student B: *Yes, we have.* Student B: *Have we got any pizza?* Student A: *No, we haven't.*

1 **WB p49** Look at the picture and answer the questions.

Aim: to give students practice in reading and writing the new language

Key: 3 Yes, we have. 4 Yes, we have. 5 No, we haven't.
6 Yes, we have. 7 No, we haven't. 8 Yes, we have.

Ending the lesson

Aim: to review new language from the lesson

- Ask questions about objects which are / are not in the classroom, e.g. *Have we got any animals in our classroom?*
- Students respond.
- Students take turns to ask questions of the class about what is in / not in the classroom, using their own ideas.

Extension activity

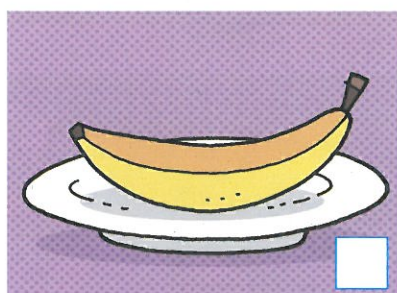
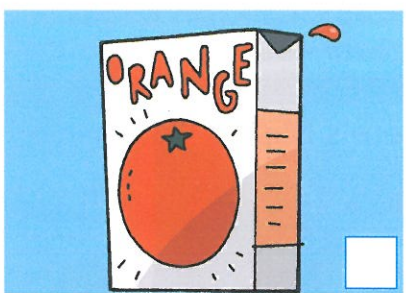
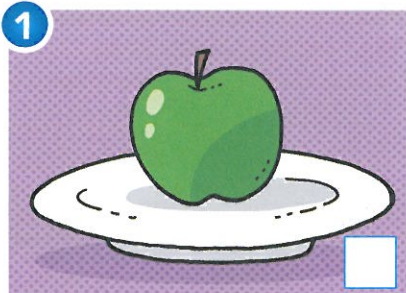
Aim: to review vocabulary

- Students work in pairs. They make word sausages of at least six words, using WB page 46 Activity 2 as a model.
- Pairs exchange word sausages with other pairs and circle the words.

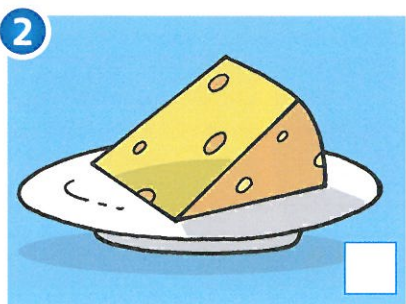
1 CD2 09

Listen and tick (✓) or cross (X) the box.

1



2



2 CD2 10

Grammar focus

Listen and say.

Have we got any cheese?

Yes, we have.

No, we haven't.

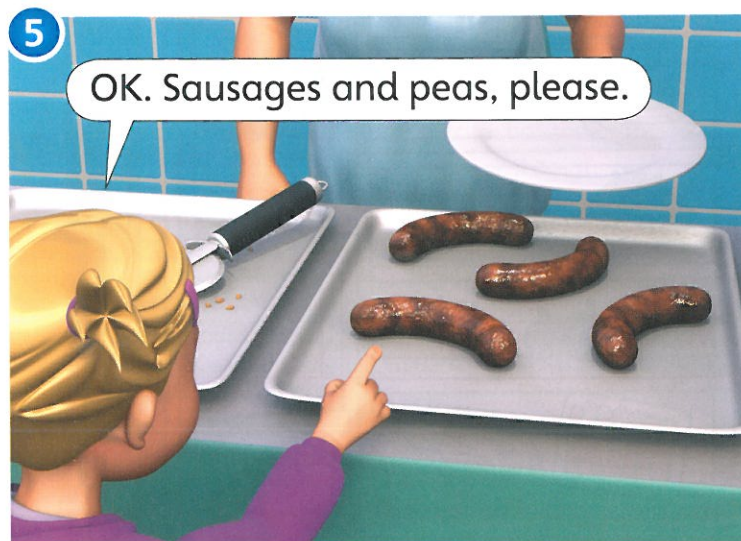
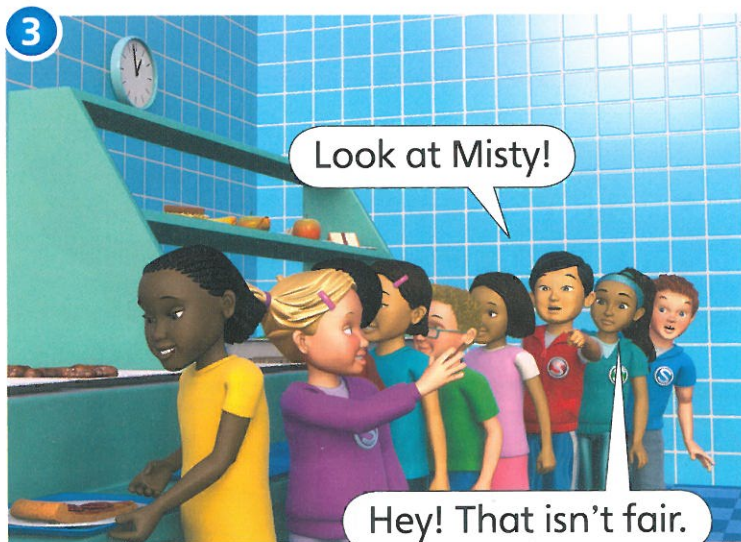
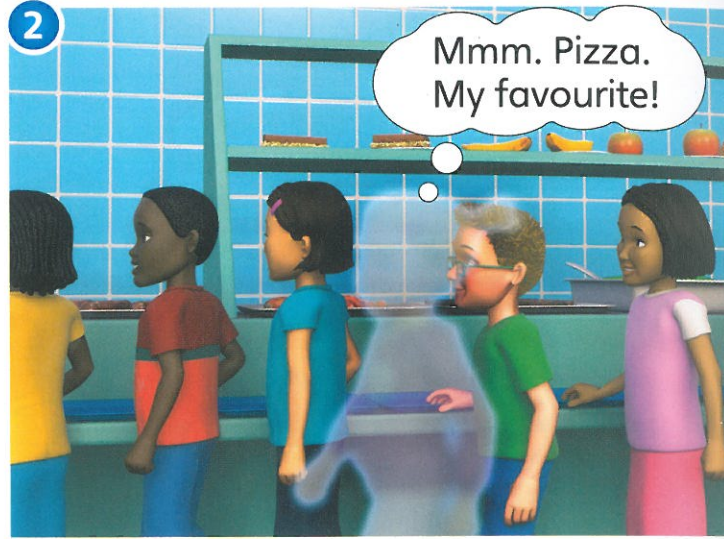


3

Ask and answer.

Have we got any ... ?





Aims:

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

New language: *Where's (Misty)? please, What have you got? hot*

Recycled language: *haven't got, have got, nice, fantastic, favourite, look at, that isn't fair, new, here you are, queue, character names*

Materials: CD

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

Value: waiting your turn

1 CD2 12

WB p50 Listen and tick (✓) the box.

Aim: to review the story

CD2 Track 12

- 1 Thunder: Where's Misty?
- 2 Flash: Hey! That isn't fair.
- 3 Dinner lady: Here you are.

Key: 1 Thunder (2nd picture), 2 Flash (1st picture), 3 Dinner lady (2nd picture)

2

WB p50 Match the pictures with the sentences.

Aim: to match phrases from the story with pictures

Key: b 4, c 2, d 1

3

Think! WB p50 Write the numbers.

Aim: to check comprehension of short dialogues through pictures

Thinking skill: matching verbal and visual information

Key: 2 Fantastic! 3 Here you are.

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what the characters learnt in the last episode (to be brave and overcome their fear of spiders).

1 CD2 11

SB pp50-51 The pizza

Aim: to present a picture story

- Elicit who the students can see in the first picture of the Student's Book story (Whisper, Flash and Thunder) and where they are (in the school canteen). Elicit what they are doing (queuing for lunch).
- Play the recording. Students listen and read to find out what the friends have got at the end (a nice, hot pizza).
- Students compare their ideas in pairs before the class check. Check understanding of *hot*.
- Play the recording again. Pause after each frame to check comprehension.
- Talk with the class about the value (waiting your turn) and where it is in the story (frames 3 and 7).
- Check understanding of *What have you got?*
- Play the recording a third time. Students listen and repeat.

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of waiting your turn

- Focus on the parts of the story where Misty jumped the queue and got her lunch before her friends.
- Elicit from students why this value is important and elicit examples from the students of when they have had to wait their turn or when other people haven't waited their turn.

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

Aims:

- to talk about the meaning of a story
- to practise saying the short vowel sound o
- to review language from the story and the unit

New language: *Who says ... ? sorry, stop, shop, hot dog*

Recycled language: language from the story, food, colours, classroom objects, toys

Materials: CD

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

Phonics focus: Your students will be able to identify and say the letter sound o and contrast it with the previous units' letter sounds a, e and i.

Value: waiting your turn

Warm-up

Aim: to review the story

- Write *Misty* on the board and draw a plate of sausages and peas and a plate of pizza.
- Elicit what *Misty* has got. Elicit why, to review the value of waiting one's turn.

2 SB p51 Read and tick (✓) or cross (X).

Aim: to check comprehension of the story

- Check students know what to do and their understanding of *Who says ... ?*
- Students read the five sentences silently.
- They tick or cross in the table and compare answers in pairs.
- Check with the class.

Key:

Who says ... ?	Misty	Whisper	Flash	Thunder
I've got pizza.	X	✓	✓	✓
I've got an apple.	X	✓	X	✓
I've got a sausage.	✓	X	X	X
I've got peas.	✓	✓	X	X
I've got a banana.	✓	X	✓	X

3 SB p51 Find who says ...

Aim: to present the letter sound o

- Write *sorry* and *got* on the board, using a red pen for the o. Point out that the o is the same sound as in *on* and *off*.
- Students repeat *Sorry, we haven't got pizza* after you.
- Students find the speech bubble in the story (frame 4).

Key: The dinner lady



SB p51 Listen and say.

Aim: to practise the letter sound o, a short vowel sound

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

CD2 Track 13

o - o - o

Polly stops at the shop for a hot dog.

Polly stops at the shop for a hot dog!

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



Values

WB p51

Look and circle.

Aim: to focus students on the value of waiting your turn

Key: Picture 1



WB p51

Say and colour. Listen, point and say.

Aim: to practise reading and saying words with the letter sounds o, i, e and a

CD2 Track 14

Black: hat, bag

Orange: doll, box

Red: desk, pen

Pink: milk, sit

Key: 2 black, 3 orange, 4 red, 5 red, 6 pink, 7 orange, 8 pink

Ending the lesson

Aim: to review and write decodable words with the letter sound o and distinguish it from the previous letter sounds a, e and i

- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Write these sentences on the board: *A pink pig with red legs. An orange dog with a black hat.* Students draw and colour their pictures.





Extension activity

Aim: to create a pizza

- Students draw their ideal pizza in their notebooks. They add the toppings they like.
- Go around the class, supplying words as necessary.
- Students label their pizzas.
- More confident students present their pizzas to the class, e.g. *I've got a pizza with ...*



2 Read and tick (✓) or cross (X).

Who says ... ?				
I've got pizza.				
I've got an apple.				
I've got a sausage.				
I've got peas.				
I've got a banana.				

3 Find who says ... Sorry, we haven't got pizza.



4 CD2 13 Listen and say.



Polly stops at the shop for a hot dog.



1 CD2 15

Listen and say the numbers.



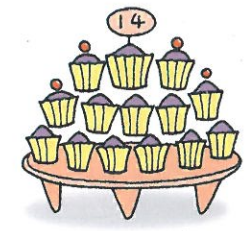
eleven



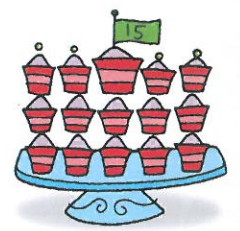
twelve



thirteen



fourteen



fifteen



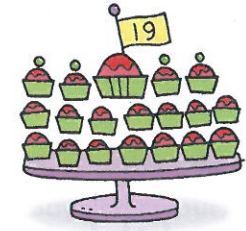
sixteen



seventeen



eighteen



nineteen



twenty

2 CD2 16

Listen and complete the shopping list.



Shopping list

12 apples

3

Write a shopping list.

Shopping list

13 steaks

4

Listen to your partner's list and write it down. Check your list.

Aims:

- to practise listening, speaking and writing skills
- to review the vocabulary for food and *have got*
- to present numbers 11–20

Skills: listening for specific information, spelling

New language: write a shopping list, put (carrots) on the list, waiter, cook

Recycled language: food

Materials: CD, flashcards (numbers 11–20, food)

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

Your students will be able to say and write numbers 11–20.

Waiter: 18 steaks.
Cook: Have we got any cheese?
Waiter: Yes, we've got lots of cheese.
Cook: OK, no cheese. What about carrots?
Waiter: No, we haven't got any carrots.
Cook: OK, put 14 carrots on the list.

Waiter: 14 carrots. Cook, we haven't got any pizzas!
Cook: No pizzas! Put 15 pizzas on the list.
Waiter: So that's 12 apples, 20 sausages, 18 steaks, 14 carrots and 15 pizzas.
Cook: That's right. Thank you.

- Play the recording again.
- Students complete the list.
- They compare answers in pairs before the class check.
- If necessary, play the recording again.

Key: 20 sausages, 18 steaks, 14 carrots, 15 pizzas

3 **SB p52** Write a shopping list.

Aim: to enable students to personalise the language

- Students work individually to complete a shopping list for lunch. They write six items.

4 **SB p52** Listen to your partner's list and write it down. Check your list.

Aim: to give students practice in saying and understanding food words

- In pairs, students take turns to say their complete list for their friend to try to write it down.
- Then students check that their partner's list is correct.

1 **WB p52** Look at the numbers. Look at the letters. Write the words.

Aim: to practise spelling numbers 11–20 **YLE**
Key: 2 seventeen, 3 fifteen, 4 eleven, 5 twenty, 6 eighteen

Ending the lesson
Aim: to give students practice in sequencing numbers

- Call 20 students to the front of the class.
- Say a number between 1 and 20 to each student at random.
- Students quickly sequence themselves into a number line.

Extension activity
Aim: to practise alphabet skills

- In pairs, students put the food words from SB Activity 3 into alphabetical order.

Warm-up

Aim: to review numbers one–ten

- Make circles of ten students and make a ball out of paper for each group.
- Hand a ball to a student. He/she says *One* and then throws the ball to a student who says *Two*.
- When students get to *Ten*, they count backwards.

1 **CD2 15** **SB p52** Listen and say the numbers.

Aim: to present and practise numbers 11–20

- Students look at the pictures in the Student's Book.
- Play the recording twice. Students listen and repeat.
- Use the flashcards to practise the numbers.
- Show them first in sequence and then at random and elicit the numbers from students.

2 **CD2 16** **SB p52** Listen and complete the shopping list.

Aim: to practise listening for specific information

- Pre-teach *shopping list*.
- Tell students they are going to hear a conversation between a waiter and a cook.
- Stick the food flashcards on the board.
- Play the recording. Students listen for the foods.

CD2 Track 16

Cook: Waiter, look in the fridge and write a shopping list for me, please.
Waiter: Yes, cook.
Cook: Have we got any apples?
Waiter: No.
Cook: OK, put 12 apples on the list.
Waiter: 12 apples.
Cook: Hmm. What about bananas?

Waiter: We've got lots of bananas.
Cook: OK, no bananas. Have we got any sausages?
Waiter: No. We haven't got any sausages.
Cook: OK, put 20 sausages on the list.
Waiter: 20 sausages. Oh, and we haven't got any steaks.
Cook: OK, put 18 steaks on the list.

Aims:

- to practise reading and speaking skills
- to present or in negative sentences: *I don't like milk or cheese.*

Skills:

- reading for specific information
- productive speaking

New language: *menu, basket, sausage sandwich, chicken pizza, or*

Recycled language: food, numbers 11–20

Materials: flashcards (numbers 11–20)

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

Your students will be able to talk about a picture they have drawn.

Warm-up

Aim: to review numbers 11–20

- Stick the number flashcards on the board.
- Students close their Student's Books.
- Pairs of students come up in turn to write the number in words under the flashcard.
- The rest of the class help with the spelling if the writing pair get stuck.

1 **SB p53** Look and read. Write *yes* or *no*.

Aim: to give students practice in reading for specific information **YLE**

- Tell students to look carefully at the picture and at the sentences.
- Make sure they know what to do. Read the instructions aloud.
- Students do the activity silently and on their own.
- They compare their answers in pairs and re-read to check when they differ.
- Check with the class.

Key: 1 no, 2 yes, 3 no, 4 yes, 5 no, 6 yes

2 **SB p53** Draw your basket. Say what's in it.

Aim: to personalise the language and give students speaking practice

- Pre-teach *basket*.
- Check students know what to do. Set a time limit for drawing and for the number of things in the basket.
- Students draw their baskets in their notebooks.
- Monitor and check.
- Make groups of four. Students take turns to say what is in their basket, using the model.

1 **WB p53** Look at the menu and choose food you like.

Aim: to give students practice in expressing preferences

2 **Think!** **WB p53** Match the sentences with the pictures. Write numbers.

Aim: to give students practice in close reading

Thinking skills: matching linguistic and visual information, searching systematically

Key: a 2, b 3, c 4

Ending the lesson

Aim: to practise writing a description from a spoken model

- Students write a description of what is in their baskets from SB Activity 2. They write the text under the picture.

Extension activity

Aim: to practise listening for detail

- Play a chain game. Say, e.g. *In my basket I've got 12 bananas.*
- Student A says: *In my basket I've got 12 bananas and 16 cakes.*
- Continue the chain around the class, choosing students at random. They cannot repeat food or numbers.
- Start another chain when you have eight foods in the basket.

Look and read. Write yes or no.



- 1 Mark: I've got eleven sausages in my basket. _____
- 2 Tony: I've got fourteen apples in my basket. _____
- 3 Lynn: I haven't got any bananas in my basket. _____
- 4 Mark: I've got chicken in my basket. _____
- 5 Tony: I've got a cheese sandwich in my basket. _____
- 6 Lynn: I've got twelve carrots in my basket. _____

Draw your basket. Say what's in it.



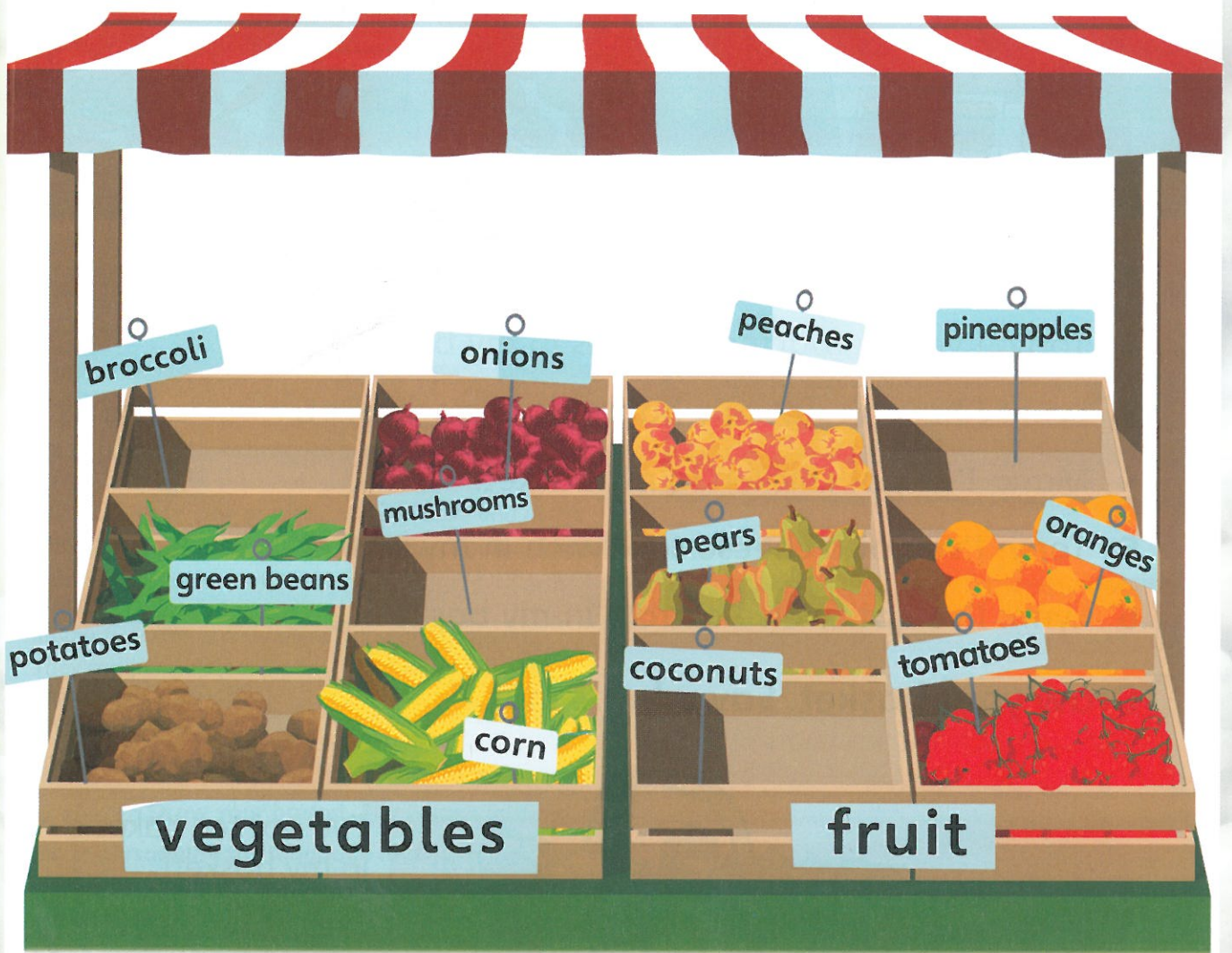
Fruit and veg

- 1 Look at the fruit and vegetables. Which are your favourites?

It is important to eat fruit and vegetables to be healthy.

Pears are my favourite fruit.

Corn is my favourite vegetable.



- 2 **Think!** Look and stick. Are they fruit or vegetables?

Sticker

Aims:

- to integrate other areas of the curriculum through English: Science
- to practise classifying and categorising

New language: *fruit, broccoli, onions, green beans, mushroom, potatoes, corn, peaches, pineapples, pears, oranges, coconuts, tomatoes, strawberries*

Recycled language: food

Materials: flashcards (food), Unit 4 stickers, scissors

Language competences: Your students will have learnt specific language to be able to talk about Science in English.

2

Think!

SB p54 Look and stick. Are they fruit or vegetables?

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

Thinking skill: categorising

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

- Read the activity instruction aloud.
- Check students know what to do.
- They place the stickers in the crates first and then compare ideas in pairs.
- Check with the class before students stick their stickers in place.
- Elicit other fruit or vegetables that they know.

Key: Fruit: pineapples, coconuts
Vegetables: broccoli, mushrooms

1

WB p54 Find the fruit and vegetables.

Look → and ↓.

Aim: to give students practice in spelling and in searching systematically

Key: Across – tomato, potato, pear, peach, peas, strawberry
Down – onion, carrot, apple, orange, banana

Warm-up

Aim: to raise awareness of fruit and vegetables

- Stick the flashcards on the board in three groups: *Fruit*, *Vegetables* and *Other*. Put the other words down the side of the board.
- Focus students on the fruit and vegetable groups and elicit why you have grouped the flashcards like this (don't tell them).
- Prompt students if they need it and then write *Fruit* above one list and *Vegetables* above another.
- Elicit other fruit and vegetables that they know.

1

SB p54 Look at the fruit and vegetables. Which are your favourites?

Aim: to extend students' vocabulary for fruit and vegetables

- Students look at the picture. Read each word aloud. Students repeat.
- Read the activity instruction aloud and check students know what to do.
- Provide the language: ... *is/are my favourite fruit/vegetable(s)*.
- Students discuss their ideas in groups of three.
- Check and discuss as a class.

Ending the lesson

Aim: to review what students have learnt in the lesson

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

Extension activity

Aim: to discuss fruit and vegetables students have in their country

- Focus students on the fruit and vegetables from the unit and this lesson.
- Tell them to think of other fruit and vegetables which they have in their country and which they eat at different times of year.
- Elicit these fruit and vegetables and supply words in English if possible.
- Discuss how people eat different foods around the world.

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

Aims:

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

New language: *Where do they grow? They grow in the ground, on trees, on plants, diary, day, how many, every day*

Recycled language: food

Materials: paper, some fruit (optional)

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

Warm-up

Aim: to review the classification of fruit and vegetables

- Draw two circles on the board. Write *Fruit* in one and *Vegetables* in the other.
- Brainstorm words for each to create word maps.

1 Think! SB p55 Where do they grow? Follow the lines and say.

Aim: to enable students to apply their own knowledge and experience

Thinking skills: applying world knowledge, matching

- Read the instruction aloud and check understanding.
- Check understanding of *ground* and *grow* and that students know what to do.
- In pairs, they try to match the food with where it grows.
- They compare their ideas in pairs.
- Elicit sentences from the students and write them on the board.
- Check understanding of new words and concepts.

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

2 Project SB p55 Make a fruit and vegetable diary.

Aim: to enable students to apply what they have learnt about fruit and vegetables

- Read the introduction to the activity with the class.
- Make groups of four. Hand out paper to each group.
- Students copy the diary on to the paper and complete the diary.
- Groups can decide if they want to focus on fruit or vegetables or both.
- Groups display their diaries around the room and students walk around to read other groups' diaries.

1 Think! WB p55 Colour the fruit red. Colour the vegetables green.

Aim: to enable students to apply real world knowledge

Thinking skills: applying knowledge and experience, predicting

Note: Tomatoes and peppers are fruits (they contain seeds), but they are used as vegetables.

Key: Red: peppers, apples, oranges, strawberries, peaches, tomatoes, bananas, pears
Green: carrots, onions, peas, potatoes

2 WB p55 Draw the fruit and vegetables on the trees, in the ground or on the plants.

Aim: to enable students to apply real world knowledge

Key: On the trees: pear, apple; in the ground: onion, potato; on the plants: pepper, tomato

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt where food grows and made a fruit and vegetable diary.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

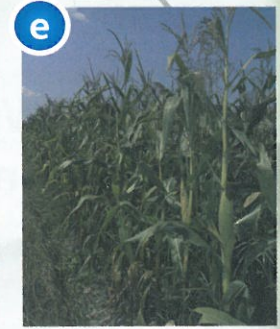
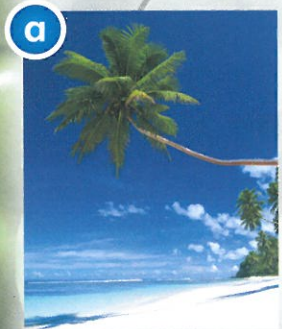
Aim: to reinforce and extend students' understanding of fruit and how it grows

- Cut one of the fruits, e.g. kiwi, strawberry, peach, apple or pear, in half and show students the different parts of the fruit.
- Draw the section of fruit on the board and label it, e.g. *skin* or *flesh*, *stone* or *seeds*.
- Put students into groups of four. Hand out a halved fruit to each group.
- They draw it in their notebooks and label it.

1 Think! Where do they grow? Follow the lines and say.

Onions grow in the ground.

Coconuts grow on trees.



tree

tree

plant

ground

plant

2 Project Make a fruit and vegetable diary.

How many fruits and vegetables do you eat every day?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
fruit							
vegetables							

Listen and imagine. Then draw your picture.



2

Write about your picture. Then listen to your friends and guess.



Hi, I'm Pop. I'm a monster. Here's my sandwich.
I've got a plane, a train and a go-kart in it. Yummy!

Aims:

- to draw out the students' creativity through mental imagery
- to practise following a set of instructions

New language: *lots of, all the food you like, card, cut out, core, top, bottom, seeds, 3-D, yummy*

Recycled language: toys, food, imperatives

Materials: CD, card, scissors, coloured pens, coloured paper, glue

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

Warm-up

Aim: to review vocabulary

- Tell students it is lunchtime. Ask *What's for lunch today?*
- Elicit their ideas / what their favourite foods are.



1 **SB p56** Listen and imagine. Then draw your picture.

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

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

CD2 Track 17

Close your eyes and listen.

Imagine you're a monster.

It's lunchtime. You're hungry. You're very hungry.

What's for lunch today?

Ah, your favourite food. Lots of toys in a sandwich!

Yummy! All the food you like!

What's in your monster sandwich?

A train? A plane? A ball? Yummy!

Now draw your monster sandwich.

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



2 **SB p56** Write about your picture. Then listen to your friends and guess.

Aim: to give students practice in writing about a picture

- Look at the picture and read the example from the Student's Book with the class.
- Students write their descriptions. Monitor and help.
- Display the pictures on the wall of the classroom.
- Ask a student to read out one of the descriptions. Students look at the pictures on the wall to guess which one is being described.
- Students do not read their own descriptions aloud.



1 **WB p56** Make a 3-D apple.

Aim: to enable students to follow a set of instructions to make a 3-D apple

Ending the lesson

Aim: to enable students to compare favourite foods

- Elicit what the monster's favourite food is. Write some other animals on the board, e.g. *dog, cat, elephant, lizard*.
- Elicit students' ideas of what their favourite foods are.

Extension activity

Aim: to enable students to use their imagination

- In groups of four, students take on the role of one of the animals from the Ending the lesson activity. They don't tell the rest of the class.
- Write the following text on the board: *It's lunchtime. I'm very hungry. What's for lunch today? Ah, my favourite food ... Lots of ___ - yummy. Lots of ___ - yummy. Lots of ___ - yucky! I don't like ___.*
- Groups use the text as a model to write a thought bubble for their animal.
- Groups read their thought bubbles aloud to the class for the class to guess which animal they are.

Aims:

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

New language: *lunchbox, no food*

Recycled language: vocabulary and grammar from the unit

Materials: dice and counters

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

Warm-up

Aim: to review food

- Write ten food words from the unit (at least one for each of the four categories in the lunchbox game) in scrambled letter order on the board.
- Students work in pairs and write each word correctly.
- When checking with the class, elicit which foods go in which categories.

1 **SB p57** The lunchbox game

Aim: to enable students to review vocabulary by playing a game

- Demonstrate the game for students by playing it with one or two students at the front.
- Students take turns to roll the dice. The first dice shows their position on the horizontal scale, the second their position on the vertical scale. They find the food item, say *I've got a/some ...* and draw it in their lunchbox. They must fill their lunchbox with one thing from each of the four food categories. If they land on, e.g. fruit twice, then their go is wasted. The student who fills his/her lunchbox first is the winner.
- Students play the game in groups of four.
- Monitor and help as and when necessary.
- If time, make new groups for students to play the game again.

Picture dictionary

Aim: to review vocabulary for food

- Students look at the Picture dictionary page for food (WB page 122).
- In pairs, they take turns to point to one of the pictures and say/spell the word.
- Then students write the words under the pictures.
- Students look at the numbers (WB page 123).
- Students take turns to point to the numbers and say/spell the word.
- Then they write the words under the numbers.

1 **WB p57** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

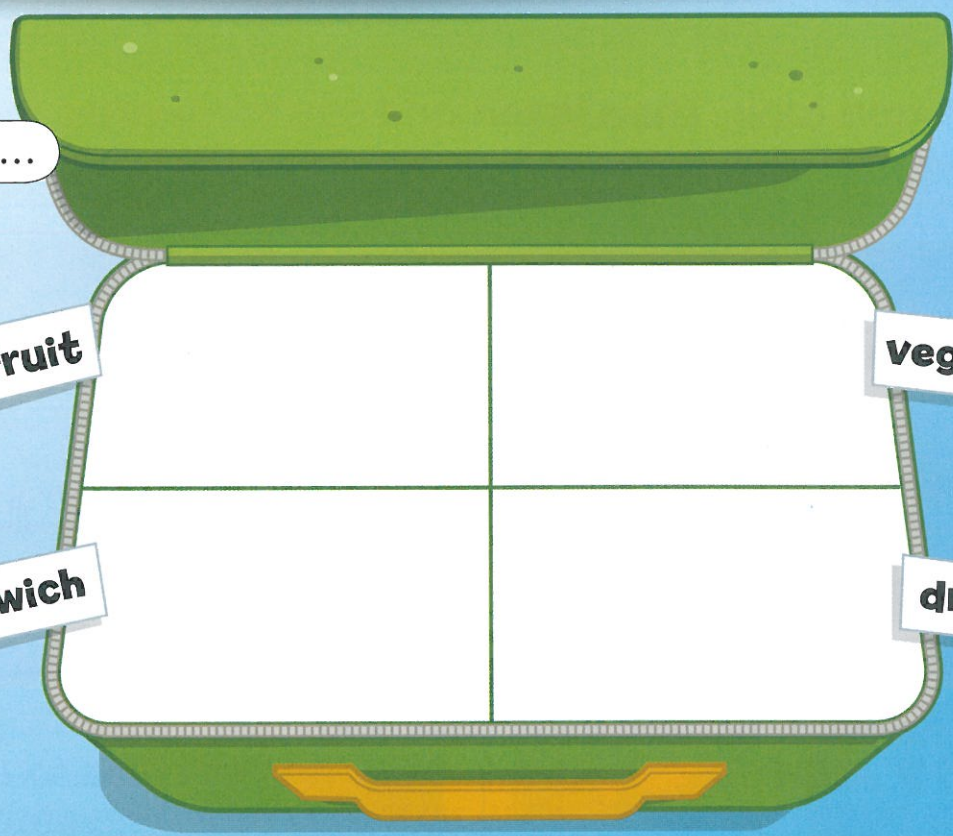
Extension activity

Aim: to enable students to share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 57.
- Students take turns to read aloud what they have written for number 2 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

The lunchbox game

I've got a ...



Dice 1



Dice 2



	1	2	3	4	5	6
1	Sorry, no food.				Sorry, no food.	
2			Sorry, no food.			
3	Sorry, no food.				Sorry, no food.	
4						Sorry, no food.
5		Sorry, no food.				
6				Sorry, no food.		

5

Free time

1 CD2
18

Listen and look. Then listen and say the words.

This week

1	Monday	School	6	Saturday	Football match	
2	Tuesday	School		7	Sunday	Trip to the lake
3	Wednesday	School				
4	Thursday	School				
5	Friday	School				

2 CD2
19

Listen and chant.

Hurray, hurray!
 School on Monday,
 School on Tuesday,
 School on Wednesday,
 Thursday, Friday.

On Saturday and Sunday,
 More time to play.

School is cool.
 Hurray, hurray!

Aims:

- to present and practise vocabulary for days of the week
- to say a chant with the class
- to raise awareness of the present simple

New language: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, football match, trip to the lake, hurray, more time to play, week, free time*

Materials: CD, flashcards (days of the week)

Language competences: Your students will be able to name the days of the week.

Warm-up

Aim: to activate vocabulary

- Point to the top of the board where you write the day and the date.
- Elicit what day it is today, e.g. *It's Monday.*
- Try to elicit the other days of the week.
- Elicit which day is the students' favourite.

Presentation

Aim: to present the days of the week

- Hold up each flashcard in turn and in sequence. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Write *Days of the week* in the middle of the board and stick the flashcards around it to make a word map.

1 CD2 18 **SB p58** Listen and look. Then listen and say the words.

Aim: to practise days of the week

- Students look at the picture in their Student's Books.
- Elicit who they can see (the Super Friends) and where they are (next to the school noticeboard).
- Elicit what they have got on Saturday and Sunday. Check understanding of vocabulary.
- Play the recording. Students point to the days when they hear them.

CD2 Track 18

Misty: School on Monday, Tuesday, Wednesday, Thursday and Friday.

Thunder: Football match on Saturday!

Four Super Friends: Hurray!

Flash: Trip to the lake on Sunday!

Four Super Friends: Hurray, hurray!

Now say the words.

1 Monday, 2 Tuesday, 3 Wednesday, 4 Thursday, 5 Friday, 6 Saturday, 7 Sunday

- Play the recording again. Students repeat the words.
- Students practise pointing to and naming the days in pairs.

2 CD2 19 **SB p58** Listen and chant.

Aim: to give students further practice saying the days of the week

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Make seven groups. Hand out a flashcard to each group.
- Students do the chant again, holding up the relevant flashcard when they say the day.

1 **WB p58** Write the days of the week.

Aim: to give students practice in writing the days of the week

Key: 2 Sunday, 3 Wednesday, 4 Saturday, 5 Tuesday, 6 Thursday, 7 Monday

2 **WB p58** Draw your favourite day and write.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to review key language from the lesson

- Hold a flashcard so that students cannot see it.
- Students try to guess, e.g. *Is it Monday?*
- The student who guesses correctly comes and chooses a flashcard for the class to guess.

Extension activity

Aim: to find out favourite days and favourite activities

- Put the flashcards around the room.
- Students stand under their favourite day, according to WB Activity 2.
- These groups exchange information about why they chose that day.
- Draw a bar chart on the board to show how many students chose which days.
- Make a bar chart of favourite activities too, if time.

Aims:

- to present and practise the present simple first person singular for free time activities
- to review days of the week

New language: present simple: *I ride, play, go; bike, piano, pony, go swimming, on (Mondays)*

Recycled language: days of the week

Materials: CD, flashcards (days of the week), Unit 5 stickers, scissors

Language competences: Your students will be able to talk about what they do in their free time during the week.

Warm-up

Aim: to review days of the week

- Clap twice and say a day of the week, e.g. *Tuesday*.
- The class claps twice and says *Wednesday*.
- Students continue until they get to *Monday*.
- A student starts the clapping game again by saying another day.

Presentation

Aim: to present the present simple

- Write the days of the week on the board.
- Under each day write an activity, e.g. *go swimming*, and mime it.
- Point to each day and say, e.g. *Monday. I go swimming*. Students repeat.

1 CD2 20

SB p59 Listen and stick.

Aim: to practise the present simple

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

- Students prepare their stickers and look at them.
- Read the names aloud so students know what they sound like.
- Play the recording. Students choose the stickers.

CD2 Track 20

Sandra: Hi, I'm Sandra. I ride my bike on Sundays.

Pat: I'm Pat. I play the piano on Mondays and Fridays.

Maria: My name's Maria. I play football on Thursdays.

Oliver: My name's Oliver. I ride my pony on Tuesdays and Saturdays.

Bill: Hi, I'm Bill. I go swimming on Wednesdays and Fridays.

- They compare in pairs.
- Play the recording again and check with the class.
- Say each sentence for students to repeat.

2 CD2 21

SB p59 Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence. Students repeat.
- Check they understand that it is every Monday and that they say *Mondays*.
- Play the second sentence. Students repeat.
- Students practise in pairs.

3 CD2 22

SB p59 Ask and answer.

Aim: to give students further practice with the present simple

- Write the options for free time activities on the board, e.g. *I play football on _____*.
- Demonstrate the activity first with one or two students.
- Students take turns to ask and answer about the different days of the week.

1 CD2 22

WB p59 Listen and tick (✓) the box.

Aim: to give students extended practice with vocabulary for free time activities

CD2 Track 22

Interviewer: Sue, what do you do on Saturdays?

Sue: On Saturdays I play with my toys.

Interviewer: Bob, what about you?

Bob: On Saturdays I play computer games.

Interviewer: Right. And what about you, Kate?

Kate: I ride my pony on Saturdays.

Interviewer: And you, Tim?

Tim: I go swimming.

Key: Bob: play computer games (2nd picture), Kate: ride my pony (1st picture), Tim: go swimming (3rd picture)

2 WB p59

Put the words in order.

Aim: to enable students to evidence their understanding of word order of sentences

Key: 2 I play football on Fridays. 3 I play the piano on Sundays. 4 I ride my pony on Tuesdays. 5 I ride my bike on Wednesdays.

Ending the lesson

Aim: to review new language from the lesson

- Mime one of the actions for students to guess.
- Students take turns to mime and guess in pairs.

Extension activity

Aim: to give students a personal record of the new language

- Students write in their notebooks three true sentences about what they do during the week. It can be on the same day or on different days.

1 CD 2
20
Sticker

Listen and stick.

Sandra	Pat	Maria	Oliver	Bill

2 CD 2
21

Grammar focus

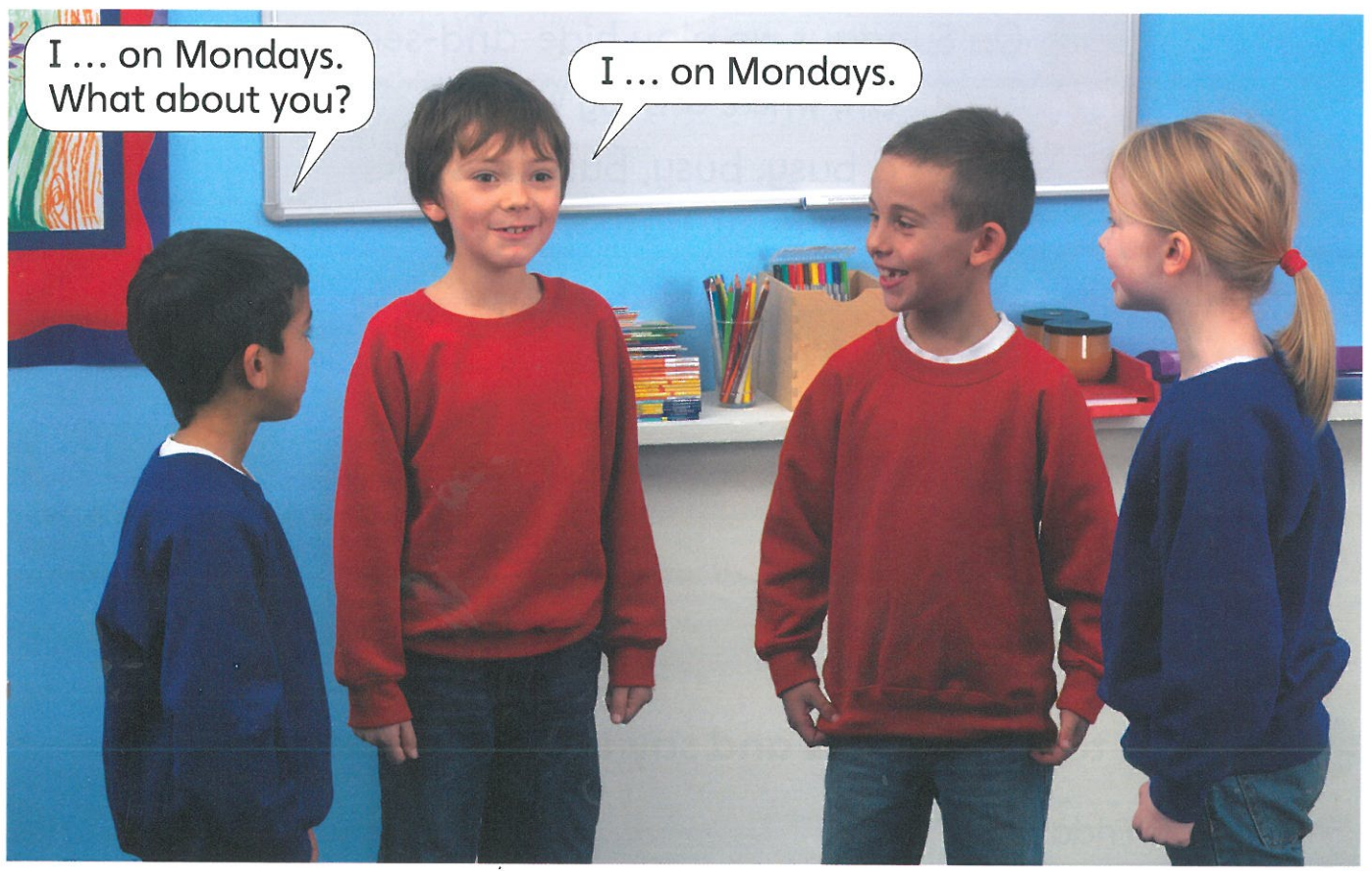
Listen and say.

I go swimming on Mondays.
I play football on Saturdays.



3

Ask and answer.



Listen and sing.



It's a busy, busy, busy, busy,
Busy, busy, busy week ...



On Mondays we go swimming.
On Tuesdays we play ball.
On Wednesdays and on Thursdays,
We play computer games.



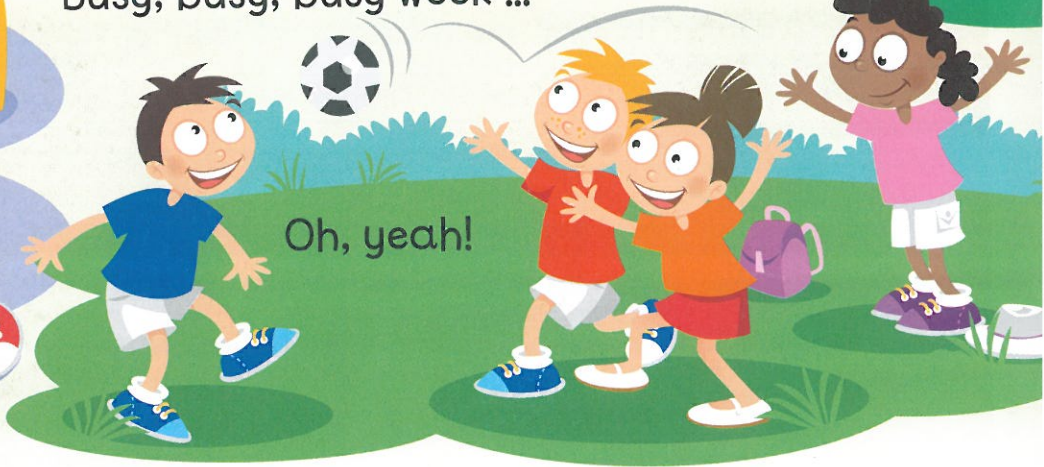
On Fridays we play football.
On Saturdays we sing.
On Sundays we play hide-and-seek.



Oh, what a busy week!
It's a busy, busy, busy, busy,
Busy, busy, busy week ...



Oh, yeah!



2 Point to the pictures and say the day of the week.

It's Friday.

Aims:

- to sing a song with the class
- to review the present simple

New language: present simple, e.g. *we play; busy, play ball, sing, hide-and-seek, What a busy week!*

Recycled language: days of the week

Materials: CD

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

1 **WB p60** Read the song and tick (✓) the box.

Aim: to give further practice with reading skills and vocabulary for free time activities

Key: 2 play computer games (2nd picture), 3 play football (1st picture), 4 play hide-and-seek (2nd picture)

2 **WB p60** Write a new verse about you. Draw a picture.

Aim: to encourage student creativity

Warm-up

Aim: to review free time activities

- Demonstrate the game.
- Mime six activities. Students write each one in their notebooks.
- They compare with a partner and check each other's spelling.
- Check with the class.

1 **CD2** **SB p60** Listen and sing.

Aim: to sing a song with the class

- Students look at the picture in the Student's Book. Elicit who they can see (lots of children) and that they are doing lots of different activities. Pre-teach *busy*.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.
- Elicit / check students' understanding of other vocabulary using the pictures.

2 **SB p60** Point to the pictures and say the day of the week.

Aim: to check comprehension of the song

- Play the recording again. Students listen, read and point to the day of the week.
- In pairs, they point to the pictures and say the days of the week.
- Elicit from the students what the children are doing that day, e.g. *On Saturdays they sing*.

Ending the lesson

Aim: to review key language from the lesson

- Students sing the song from SB Activity 1 again.

Extension activity

Aim: to play a game with the class

- Play a game of 'Hide-and-seek', using, e.g. a ruler.
- A student faces the wall and closes his/her eyes.
- Hide the ruler in the classroom.
- The student walks around the class.
- When he/she gets near the ruler, students take turns to say *You're warm*. When he/she goes away from it, students take turns to say *You're cold*.
- Hide other objects for students to take turns playing the game.
- Students can play the game in groups.

Aim:

- to present and practise present simple questions: *Do you ... ? Yes, I do, No, I don't*

New language: present simple questions: *Do you ... ? Yes, I do, No, I don't, at the weekend*

Recycled language: free time activities

Materials: CD

Language competences: Your students will be able to ask and answer about free time activities using the present simple.

Warm-up

Aim: to review free time activities

- Divide the class into days of the week.
- Each group sings their line(s) from the song in the previous lesson. Everyone sings the chorus.

Presentation

Aim: to present *Do you ... ? Yes, I do. No, I don't.*

- Say, e.g. *I go swimming at the weekend.* Ask a student *Do you? Do you go swimming at the weekend?*
- Prompt a short answer: *Yes, I do / No, I don't.*
- Students ask and answer the same question around the class in open pairs.
- Provide another statement, e.g. *I play the piano on Tuesdays,* and continue.

1 CD2
25

SB p61 Listen and circle the answer.

Aim: to practise *Do you ... ? Yes, I do. / No, I don't.*

- Students look at the pictures. Elicit what they can see to check understanding of *watch TV.*
- Play the recording. Students point.

CD2 Track 25

Boy: Do you watch TV at the weekend?

Girl: No, I don't.

Boy: Do you play computer games at the weekend?

Girl: Yes, I do.

- Play the recording again. Students circle the correct words.
- They compare answers in pairs.
- Check with the class.

Key: No, I don't. Yes, I do.

2 CD2
26

SB p61 Listen and say.

Aim: to focus students on grammatical form

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

3 **SB p61** Play the question game.

Aim: to give students practice asking and answering questions using *Do you ... ? Yes, I do. / No, I don't.*

- Make groups of four to six. Demonstrate the activity.
- Ask a *Do you ... ?* question to the student on your left. If he/she answers *Yes, I do,* he/she asks another question to the person on their left. If he/she answers *No, I don't,* the game changes direction and he/she asks the student on their right.

1 **WB p61** Write the words and tick (✓) the box.

Aim: to give students practice in free time activities and using the present simple

Key: 2 ride, 3 play, 4 play, 5 play, 6 watch

2 **WB p61** Follow the lines and find the answers to the questions.

Aim: to give further practice with the new language through a game

Key: 2 No, 3 Yes, 4 Yes, 5 No, 6 No

Ending the lesson

Aim: to review word order in question forms

- Write a question from the lesson in jumbled word order on the board for students to unjumble.

Extension activity

Aim: to do a survey about free time activities

- Draw a simple 5 x 5 grid on the board. Head it *At weekends.*
- Down the left side write four activities, e.g. *play football.*
- Students copy it into their notebooks, adding the names of four friends to the top of each column.
- They ask and answer in groups of four and record answers with a tick or cross.

1 CD2 25

Listen and circle the answer.

Do you watch TV at the weekend?



Yes, I do.



No, I don't.

Do you play computer games at the weekend?



Yes, I do.



No, I don't.

2 CD2 26

Grammar focus

Listen and say.

Do you watch TV at the weekend?

Yes, I do.

No, I don't.

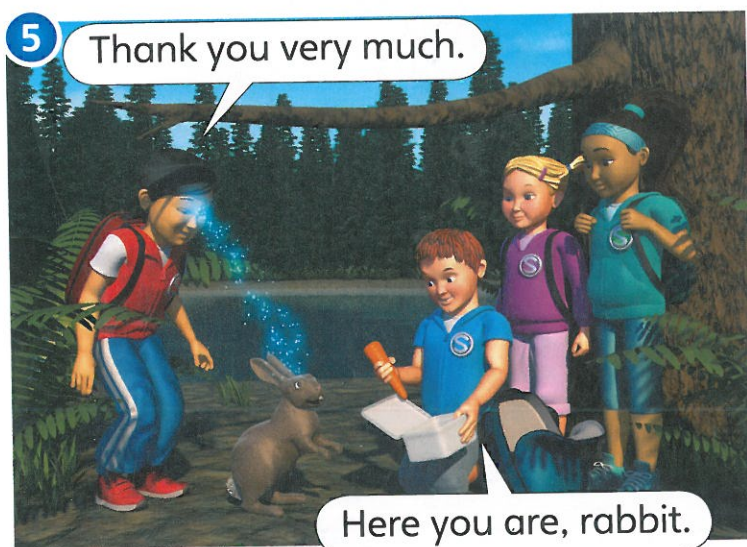
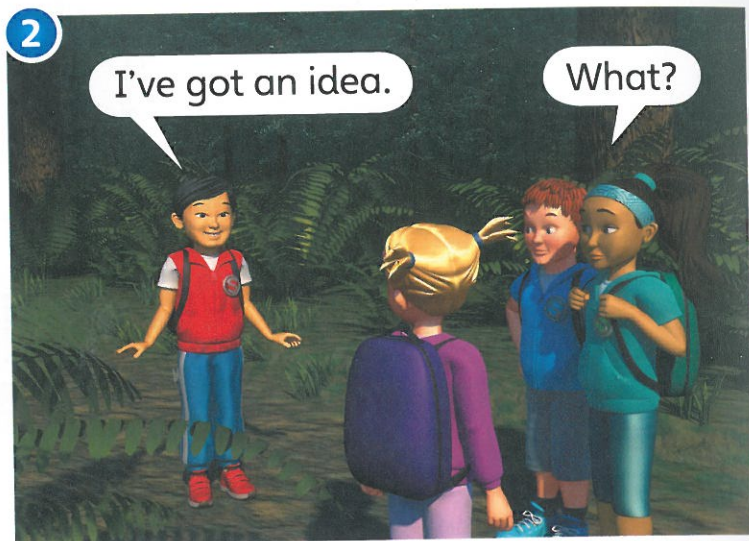


3

Play the question game.



We're lost!



Aims:

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

New language: *we're lost, Where's ... ?, lake, this isn't much fun, thank you very much, come with me, wait and see, I've got an idea, I don't know, Are you OK?*

Recycled language: character names

Materials: CD

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

Value: asking for help when you need it

2 WB p62 Circle the words.

Aim: to check understanding of key words in the story

Key: 2 see, 3 me, 4 rabbit

3 Think! WB p62 Write the sentences.

Aim: to check comprehension of short dialogues through pictures

Thinking skill: matching words and pictures

Key: 2 Yes, I am. 3 Come with me.

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what happened in the last episode (Misty didn't wait her turn).
- Elicit who can speak to animals (Whisper).

1 CD2 27 SB pp62-63 We're lost!

Aim: to present a picture story

- Elicit where the four friends are (in the woods/forest). Pre-teach *lake* and *lost*.
- Play the recording. Students listen and read to find out who helps them (rabbit).
- Students compare their ideas in pairs before the class check. Check understanding of *This isn't much fun*.
- Play the recording again. Pause after each frame to check comprehension.
- Talk with the class about the value (asking for help when you need it) and who does it in the story (Whisper in frame 4). Elicit what he says.
- Play the recording a third time. Students listen and repeat.

1 CD2 28 WB p62 Listen and tick (✓) the box.

Aim: to review the story

CD2 Track 28

- 1 **Misty:** Where's the lake?
- 2 **Whisper:** I've got an idea.
- 3 **Rabbit:** Come with me.

Key: 1 Misty (2nd picture), 2 Whisper (2nd picture), 3 Rabbit (1st picture)

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to stimulate students' creativity

- Students each choose one of the short dialogues from WB Activity 3. They make up a little, silent role play and include their short dialogue at the end.
- Help students with vocabulary. They can change words, e.g. *Where's my toy car?* if they want.
- Students perform their short dialogues for the class.

Aims:

- to talk about the meaning of a story
- to practise saying the short vowel sound *u*
- to review language from the story and the unit

New language: *jump, mud, duck*

Recycled language: language from the story

Materials: CD

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

Phonics focus: Your students will be able to identify and say the letter sound *u* and contrast it with the previous units' letter sounds *a*, *e*, *i* and *o*.

Value: asking for help when you need it

Warm-up

Aim: to review the story

- Write *Where's the _____? We're _____ . I've got an _____ .* on the board and elicit the complete sentences.
- Use these to recap the story.

2 Think! **SB p63** Look at the picture and choose the correct sentence.

Aim: to check comprehension of the story

Thinking skills: interpreting and understanding

- Check students know what to do.
- Students read the four sentences silently and choose the best one.
- They compare their answer in pairs.
- Check with the class.

Key: 2 Come with me.

3 **SB p63** Find who says ...

Aim: to present the letter sound *u*

- Write *much* and *fun* on the board, using a red pen for the *u*. Separate out the three phonemes in the words and say each one separately (e.g. *m – u – ch*) before saying the whole word.
- Students repeat *This isn't much fun* after you.
- Students find the speech bubble in the story (frame 3).

Key: Thunder

4 **CD2 29** **SB p63** Listen and say.

Aim: to practise the letter sound *u*, a short vowel sound

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

CD2 Track 29

u – u – u

Mum jumps in the mud with the ducks.
Mum jumps in the mud with the ducks!

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

1 Values **WB p63** Look and circle.

Aim: to focus students on the value of asking for help when you need it

Key: Picture 2

2 **CD2 30** **WB p63** Write the words. Listen and say.

Aim: to practise reading and saying words with the letter sounds *u*, *o*, *i*, *e* and *a*

CD2 Track 30

- 1 Mum and her duck.
- 2 Ken and his pens.
- 3 Jill and her milk.
- 4 Polly and her hot dog.
- 5 Sam and his rat.
- 6 Thunder and his rubber.

Key: 2 pens, 3 milk, 4 hot dog, 5, rat, 6 rubber

Ending the lesson

Aim: to review and write decodable words with the letter sound *u* and distinguish it from the previous letter sounds *a*, *e*, *i* and *o*

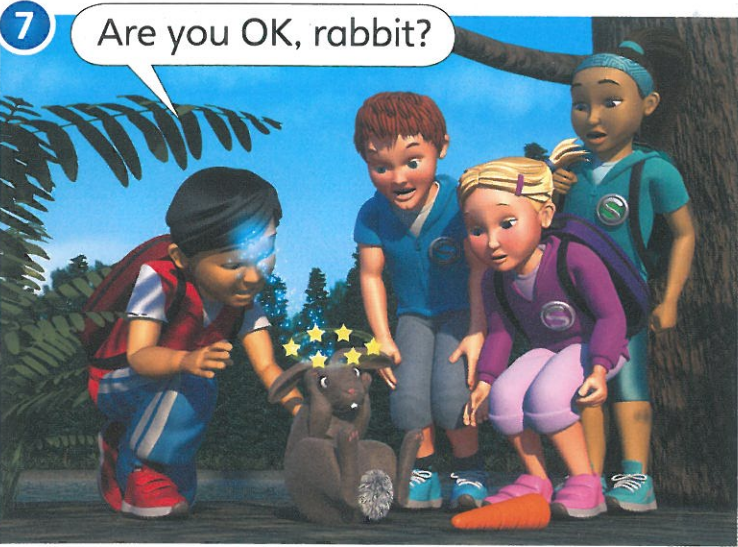
- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Write the names from WB Activity 2 on the board (Mum, Ken, Jill, Polly, Sam, Thunder). Students try to remember what belonged to each. They open the Workbook to page 63 to check their answers (duck, pens, milk, hot dog, rat, rubber).

Extension activity

Aim: to discuss the value of asking for help when you need it

- Focus on the part of the story where Whisper asked for help.
- Elicit from students why this value is important and elicit from the students examples of when they have had to ask for help and why they needed it.

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



2 Think! Look at the picture and choose the correct sentence.



- 1 Are you OK?
- 2 Come with me.
- 3 Here you are.
- 4 I'm lost.

3 Find who says ... This isn't much fun.



4 CD2 29 Listen and say.



Mum jumps in the mud with the ducks.



1 CD2
31

Look at the picture. Listen and write a name or a number.



- 1 What is the name of Mark's school? _____
- 2 What is the name of Mark's brother? _____
- 3 What is the name of Mark's teacher? _____
- 4 How many days do Mark and his friends play football? _____
- 5 How many days do Mark and his friends go swimming? _____
- 6 How many days do Mark and his friends play computer games? _____

Aims:

- to practise listening skills
- to present question words *when*, *how many*, possessive 's and present simple questions with *do*

Skills: listening for specific information

New language: *how many*, possessive 's, present simple questions with *do*

Recycled language: days of the week, free time activities, present simple affirmative, first person singular and plural

Materials: CD

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

Warm-up

Aim: to review the days of the week

- Make circles of seven students and make a ball out of paper for each group.
- Hand a ball to a student. He/she says a day of the week and then throws the ball to a student who says the following day and so on.

Presentation

Aim: to present possessive 's

- Hold up a student's pencil and say *This is (name)'s pencil*. Students repeat.
- Repeat with other objects and other students.
- Write an example sentence on the board.

1 CD2
31

SB p64 Look at the picture. Listen and write a name or a number.

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

- Elicit where the children are in the picture (in a school playground).
- Read through the questions with students, checking understanding of new language (possessive 's, *do*, *how many*).
- Play the recording through twice, pausing in between to give students thinking time.

CD2 Track 31

- 1 **Woman:** Hello, Mark. Is this your school?
Boy: Yes.
Woman: What's it called?
Boy: Park School.
Woman: Is that P A R K?
Boy: Yes.
- 2 **Woman:** Are you and your brother in this picture?
Boy: Yes.
Woman: And what's your brother's name?
Boy: His name's Ben.
Woman: How do you spell that?
Boy: B E N.

3 **Woman:** Is that your teacher?

Boy: Yes! That's Mrs Green.

Woman: Is that G R E E N?

Boy: Yes.

4 **Woman:** Do you play football with your friends every day?

Boy: No, I play football on Mondays and Thursdays.

Woman: You play football two days a week.

Boy: Yes.

5 **Woman:** Do you go swimming?

Boy: Yes, we do. We go swimming on Tuesdays, Wednesdays and Saturdays.

Woman: Wow! You go swimming three days a week.

6 **Boy:** On Sundays we play computer games at my house.

Woman: Do you?

Boy: Yes. We play computer games one day a week.

Woman: That's great!

- Students compare their answers in pairs.
- Check with the class, playing the recording a third time.

Key: 1 Park, 2 Ben, 3 Mrs Green, 4 two, 5 three, 6 one

1 **WB p64** Draw lines.

Aim: to give students practice with collocations

Key: 2 my bike, 3 computer games, 4 swimming, 5 pony, 6 piano, 7 TV

2 **WB p64** Look at Activity 1. Write the days.

Aim: to give students practice in matching words with pictures

Key: b Friday, c Saturday, d Thursday, e Monday, f Wednesday, g Sunday

Ending the lesson

Aim: to review free time activities

- Mime one of the free time activities.
- The student who guesses what it is comes and does a mime for others to guess.

Extension activity

Aim: to play a game

- Make four teams. Teams stand one behind the other in a line, facing the board.
- Whisper a different day of the week to the student at the back of each line.
- Students whisper it to the front and the student at the front writes it on the board.
- This student then goes to the back of the line.
- Repeat with different free time activities.

Aim:

- to practise reading and writing skills

Skills:

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

New language: *sleep, perfect, poem*

Recycled language: present simple, days of the week, free time activities

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

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

Warm-up

Aim: to review free time activities with *play*

- Write *play* in a circle on the board.
- Elicit free time activities which use the verb *play*, e.g. *play the piano*.
- Create a word map around *play* with these activities.
- Students copy the word map into their notebooks.

1 SB p65 Read and say the poem.

Aim: to give students practice in reading for specific information **YLE**

- Students look at the text. Elicit/pre-teach *poem*.
- Tell students to look carefully at the pictures and at the poem.
- Elicit what activities they can see. Elicit/teach *sleep* and *perfect*.
- Students read the poem silently to find out what days the boy does the activities.
- They check in pairs.
- Read the poem aloud. Students listen.
- Read the poem in sections. Students repeat.
- Read the whole poem with the students.

2 SB p65 Write your poem.

Aim: to enable students to write their own poem from a model

- Next to the *play* word map on the board, brainstorm all the other free time activities from the unit.
- Elicit from students what they do on different days to demonstrate the activity.
- Students write a poem, using the SB Activity 1 text as a model.
- Go around the class to check and help as students are working.
- Students illustrate their poems.

1 CD2
32

WB p65 Listen and tick (✓) the box.

Aim: to practise listening for specific information

CD2 Track 32

Man: James, do you play the piano on Mondays?

James: No, I don't play the piano in the week. I play football.

Man: Emma, do you ride your bike on Tuesdays?

Emma: No, I don't. I play with my friends.

Man: David, do you play computer games on Wednesdays?

David: Yes, I do.

Man: Amy, do you go swimming on Thursdays?

Amy: No, I ride my pony.

Man: Charles, do you watch TV on Fridays?

Charles: Yes, I do.

Man: Hannah, do you ride your bike on Saturdays?

Hannah: Yes, I do. I ride my bike on Saturdays and Sundays.

Key: 2 plays with friends (3rd picture), 3 plays computer games (1st picture), 4 rides her pony (3rd picture), 5 watches TV (3rd picture), 6 rides her bike (1st picture)

Ending the lesson

Aim: to practise spoken production

- In groups of six, students take turns to read their poems to their friends.
- Students say *Snap!* when they have the same activity for the same day.

Extension activity

Aim: to practise speaking and writing skills about Sunday routines

- Students look at the free time activities in WB page 65 Activity 1.
- Ask a student *What do you do on Sundays?* The student replies.
- Students continue to practise questions and answers in open pairs.
- Students then write three sentences in their notebooks about what they do on Sundays.
- Go around the class and help with vocabulary if appropriate.

Skills

1

Read and say the poem.

**My perfect week**

On Mondays
I play with friends.



On Tuesdays
I ride my bike.

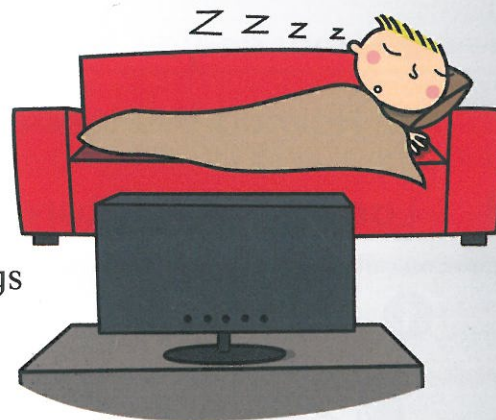


On Wednesdays
I play computer games.



On Thursdays
I play with toys.

On Fridays
I go swimming



On Saturdays and Sundays
I watch TV and sleep.

That's my perfect week.



2

Write your poem.

My perfect week
On Mondays
I watch TV ...



I'm healthy!

1 CD2 33 Listen and read. Ask and answer.

For a healthy life, it is important to:

- Have fun
- Eat healthy food
- Keep fit
- Do sport
- Learn new things
- Sleep

- 1 How do you have fun?
- 2 How do you keep fit?
- 3 How do you learn new things?

I play with my friends.

2 Look at the pictures and draw lines.

healthy unhealthy

Aims:

- to integrate other areas of the curriculum through English: Social science
- to practise classifying and categorising

New language: *healthy, unhealthy, eat healthy food, how, for a healthy life, keep fit, have fun, do sport, learn new things, sleep*

Recycled language: food, free time activities

Materials: CD

Language competences: Your students will have learnt specific language to be able to talk about Social science in English.

2 SB p66 Look at the pictures and draw lines.

Aim: to raise students' awareness of what is healthy and what is unhealthy

- Students look at the pictures to see if any are the same as in the Warm-up.
- Read the activity instruction aloud and check students know what to do.
- Students draw lines to match.
- Check and elicit the activities. Elicit why they are healthy or unhealthy.

Key: healthy – 1, 2, 3, unhealthy – 4, 5, 6

1 WB p66 Write *h* (healthy) or *u* (unhealthy).

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

Key: 2 u, 3 u, 4 h, 5 h, 6 u, 7 h, 8 h

Warm-up

Aim: to review free time activities

- Mime free time activities from the unit for students to guess.
- Write them on the board as students guess.
- Mime the new activities *play badminton* and *skateboarding* and write these on the board.
- Pre-teach *healthy / good for you*. Pre-teach *unhealthy* and elicit examples from students.

1 CD2 33 SB p66 Listen and read. Ask and answer.

Aim: to enable students to apply their own knowledge and experience

- Read the activity instruction aloud and check understanding.
- Play the recording. Students listen and read.
- Elicit if students agree with the six points and check understanding of new vocabulary.
- Focus on the three questions and teach the meaning of *How ... ?*
- Discuss the answers to the three questions as a class.
- Write any new words on the board for students to write in their vocabulary books.

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *things that are healthy and things that are unhealthy.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to discuss the healthy things students do in a day

- Write *healthy* in a circle on the board.
- In pairs, students think about what they do during the day that is healthy.
- Elicit their ideas and create a word map. Focus in particular on the importance of being healthy.

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

Aims:

- to extend the focus on Social science through English
- to complete a project

New language: *hour, for, but, do nothing, read books, swim*

Recycled language: free time activities, days of the week

Materials: paper

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

Warm-up

Aim: to review healthy and unhealthy activities

- Say some of the activities from the previous lesson.
- Students write *u* or *h* in their notebooks to show if they are unhealthy or healthy.

1 Project SB p67 Do the class survey.

Aim: to enable students to exchange information to complete a survey

- Read the activity instructions with the class and make sure they know what to do. Pre-teach/ elicit *hours*.
- Students ask six friends and record their answers in the table.
- Discuss the results as a class.
- Show students how to make a bar chart. Make an example one on the board.
- Students make bar charts of their results individually.
- Talk about your bar chart on the board, adapting the speech bubble as appropriate.
- Students take turns to hold up their charts and repeat one piece of information.

1 Think! WB p67 Read and write the numbers.

Aim: to enable students to practise reading for specific information (scanning)

Thinking skill: logical-mathematical

Key: 2 eight, 3 six

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they have done today, e.g. *done a class survey*.
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to give further practice in writing from a model

- Students use the activities from the class survey and the text from WB Activity 1 as a model to write a text about their own week.
- Students write individually.
- Go around the class to check their work before they write a final draft.
- Display their texts on the wall of the classroom.

1 Project Do the class survey.

- a Ask and answer. Tick (✓) the boxes.

How many hours a week do you do sport?

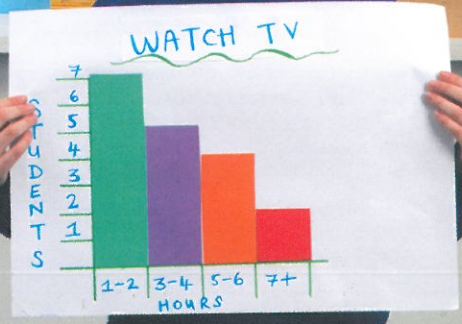
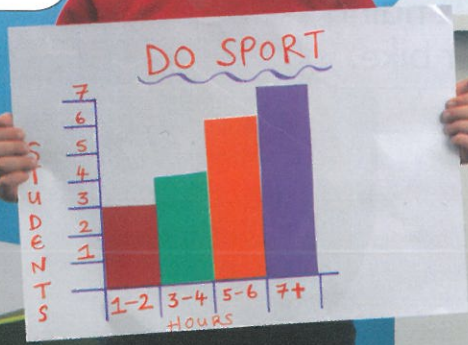
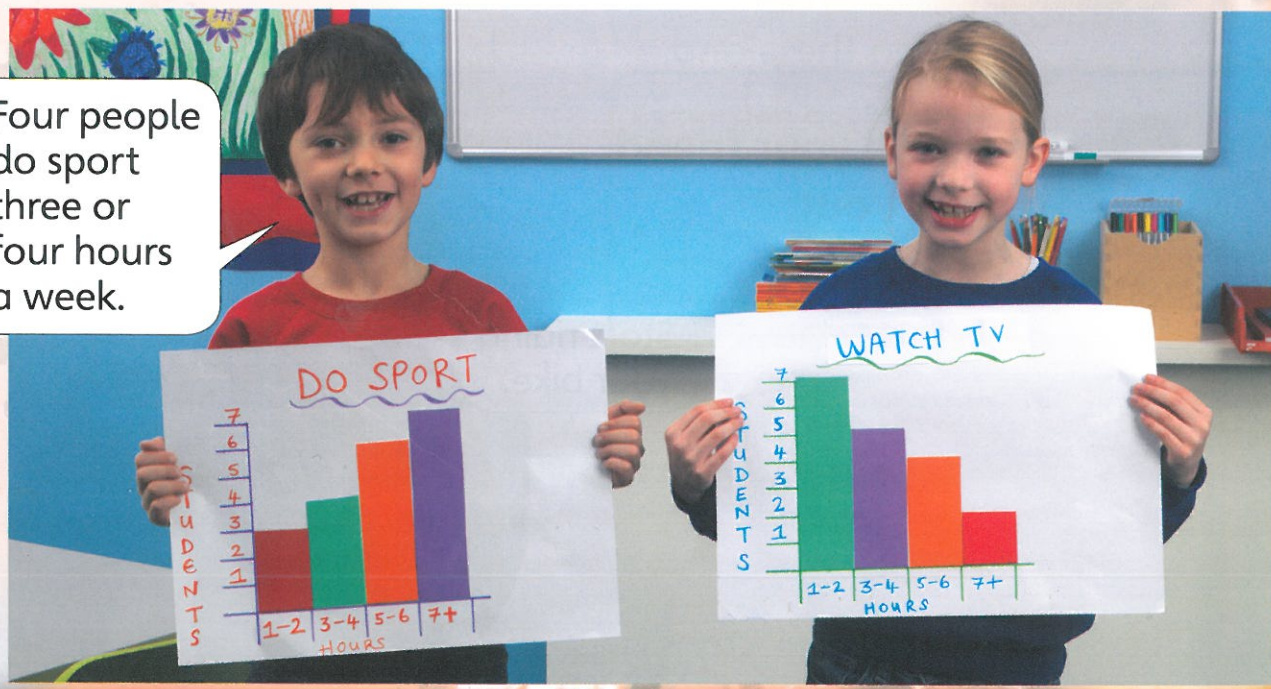


I do sport four hours a week.

How many hours a week do you ...	1-2 hours	3-4 hours	5-6 hours	7+ hours
do sport?				
watch TV?				
play with friends?				
read books?				
play computer games?				

- b Make a bar chart and show it to your friends.

Four people do sport three or four hours a week.





1 CD 2 34

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



2

Read and number the sentences from the story.

- Oh no! Cover your ears.
- Start playing the piano.
- Sit down at the piano.
- Put it on the floor.
- Open the piano.
- Look! Your cat is in the piano.

3

Listen to your friend and act out.

Start riding your bike.



Aims:

- to stimulate the students' imagination through listening and acting out
- to practise following a set of instructions

New language: *cover, ears, sit down, floor, start, guitar, plastic, tissue box, elastic bands, brushes, paint*

Recycled language: imperatives

Materials: CD, tissue boxes, paint and brushes, elastic bands of different sizes, recorded (classical) guitar music

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

2 **SB p68** Read and number the sentences from the story.

Aim: to enable students to match sentences with pictures

- Students look at the sentences and try to match them with the pictures in SB Activity 1.
- They compare their ideas in pairs.
- Play the recording again for them to check their answers.

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

3 **SB p68** Listen to your friend and act out.

Aim: to give students practice in saying sentences and acting out

- Demonstrate the activity for the class. Students say a sentence for their partner to act out. They don't tell a story.
- Give students time to prepare their sentences.
- Do the activity first in open pairs.
- Then students practise in closed pairs.

1 **WB p68** Make a guitar.

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

Warm-up

Aim: to review instructions

- Pretend you have lost your voice. Mime the beginning of the lesson instructions, e.g. *Give me your homework. Open your books*, and have students repeat them for you.

1 ^{CD2}₃₄ **SB p68** Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to enable students to listen and mime

- Pre-teach *start* and *cover*.
- Play the recording. Act out the story to the class.

CD2 Track 34

- 1 Sit down at the piano.
- 2 Start playing the piano.
- 3 Oh no! Cover your ears.
- 4 Open the piano.
- 5 Look! Your cat is in the piano.
- 6 Put it on the floor.

- Play the recording again. Students act out the story with you.
- Students look at the pictures in their Student's Books and try to sequence them.
- Play the recording a third time for students to sequence the pictures.
- They compare the order in pairs. Check with the class.

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

Ending the lesson

Aim: to enable students to create their own stories from a model

- Students work in groups of four. They adapt the story from SB Activity 1, changing the instrument, activity or some of the instructions, e.g. *Sit down under a tree. Start eating your ice cream.*
- Groups mime and then read their stories.

Extension activity

Aim: to enable students to try their guitars

- Play the recorded guitar music.
- Tell students they are going to play their guitars to the music.
- Play the recording and conduct students to play along.

Aims:

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

New language: *poster, stick*

Recycled language: vocabulary and grammar from the unit

Materials: poster paper, magazines or the Internet, felt tip pens, rulers, glue

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

Warm-up

Aim: to review days of the week

- Write the days of the week in scrambled letter order on the board.
- Students work in pairs and write each word correctly.
- When checking with the class, elicit what free time activities they do each day.

1 SB p69 Make a poster.

Aim: to enable students to review vocabulary by making a poster

- Talk through the instructions with students and make sure they know what to do.
- Students work in pairs.
- Hand out the materials in stages, so that students don't rush to stick pictures on before they have written the days of the week and before you have checked their ideas.
- Monitor and help as and when necessary.
- Students write their names on the posters.
- Display the posters on the walls of the classroom.

2 SB p69 Look at the posters. Ask and answer.

Aim: to enable students to deduce information and make guesses

- Demonstrate the activity for the class.
- Students work in groups. They take turns to make statements for the others to guess.

Picture dictionary

Aim: to review vocabulary for days of the week

- Students look at the Picture dictionary page for days of the week (WB page 124).
- In pairs, they take turns to point to one of the pictures and say/spell the word.
- Then students write the words under the pictures.

1 WB p69 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 69.
- Students take turns to read aloud what they have written for number 2 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

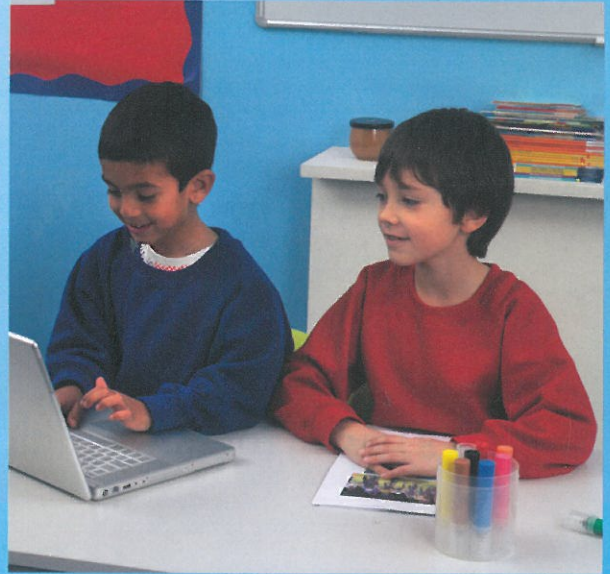
1 Make a poster.

Our week

- a Write the days of the week on your poster.



- b Think of things you do in the week and find pictures.



- c Cut out the pictures and stick them on your poster.



2 Look at the posters. Ask and answer.

I play football. What day of the week is it?

It's Tuesday.

6

The old house

1

CD2
35

Listen and look. Then listen and say the words.



2

CD2
36

Listen and chant.

Let's go to the old house,
The old house, the old house.
Let's go to the old house,
Let's go now!

What's in the bedroom?
What's in the bathroom?
What's in the kitchen?
Let's find out!

What's in the living room?
What's in the dining room?
What's in the cellar?
Let's find out!

Down the stairs,
Open the door,
Aagh!

Aims:

- to present and practise vocabulary for the home
- to say a chant with the class

New language: *house, bathroom, bedroom, living room, hall, dining room, kitchen, stairs, cellar, down, now, find out*

Materials: CD, flashcards (the home)

Language competences: Your students will be able to name parts of a home.

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

2 CD2
36

SB p70 Listen and chant.

Aim: to give students further practice with home vocabulary

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Make nine groups. Hand out a flashcard to each group and tell the last group they are the *house* group.
- Students do the chant again, standing up and holding up the relevant flashcard when they say the house words.

1

WB p70 Write the words.

Aim: to give students practice in writing the home vocabulary

Key: 2 bedroom, 3 bathroom, 4 kitchen, 5 living room, 6 cellar, 7 dining room, 8 stairs

2

WB p70 Choose a room. Write and draw.

Aim: to enable students to personalise the language

Warm-up

Aim: to activate vocabulary

- Draw a simple outline of a house on the board. Elicit/teach *house*.
- Elicit any rooms that students already know and write them next to the house.
- Review *old, new, big, small, ugly, beautiful* by asking about the house on the board.

Presentation

Aim: to present home vocabulary

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards around your drawing of the house on the board to make a word map.

1 CD2
35

SB p70 Listen and look. Then listen and say the words.

Aim: to practise home vocabulary

- Students look at the picture in their Student's Books.
- Elicit who they can see (the Super Friends) and where they are (around a picture of a house).
- Play the recording. Students point to the places in the house when they hear them.

CD2 Track 35

Whisper: Wow! Look at this house.

Thunder: It's old, really old.

Misty: Let's go and see it.

Whisper, Thunder, Flash: OK.

Now say the words.

1 bathroom, 2 bedroom, 3 living room, 4 hall, 5 dining room, 6 kitchen, 7 stairs, 8 cellar

- Play the recording again. Students repeat the words.
- Students practise pointing and naming in pairs.

Ending the lesson

Aim: to review key language from the lesson

- Hold a flashcard so that students cannot see it.
- Students try to guess, e.g. *Is it the cellar?*
- The student who guesses correctly comes and chooses a flashcard for the class to guess.

Extension activity

Aim: to enable students to talk about their houses or flats

- Pre-teach *flat*. Find out who in the class lives in a house and who lives in a flat.
- Demonstrate the activity by talking about your house, e.g. *In my house I've got two bedrooms, a living room ... I haven't got a hall.*
- Students exchange information about their houses or flats in pairs.
- If time, students can draw them in outline (as in SB Activity 1) and write the text underneath.

Aims:

- to present and practise *there's, there are*
- to review the home

New language: *there's, there are, log*

Recycled language: the home, animals, fruit, free time activities

Materials: CD, flashcards (the home)

Language competences: Your students will be able to talk about things in different parts of a home.

Warm-up

Aim: to review vocabulary for the home

- Stick the flashcards around the room.
- Say a room and students point. Repeat.
- Point to different rooms for students to say the room.

1 CD2
37

SB p71 Listen and match the monsters with their bedrooms.

Aim: to present and practise *There's and There are*

- Give students time to look at the pictures of the bedrooms.
- Read the activity instruction with the class and check students know what to do.
- Play the recording. Students match monsters with bedrooms.

CD2 Track 37

- 1 **Monster 1:** There's one frog in my bedroom.
- 2 **Monster 2:** There are four frogs in my bedroom.
- 3 **Monster 3:** There are two frogs in my bedroom.
- 4 **Monster 4:** There are five frogs in my bedroom.

- They compare answers in pairs.
- Play the recording again. Check with the class.
- Say each sentence for students to repeat.
- Write each sentence on the board: *There's one frog in my bedroom. There are four frogs in my bedroom. There are two frogs in my bedroom. There are five frogs in my bedroom.* Underline *There's* and *There are*.
- Elicit / teach students when to use *There is* and when to use *There are*.

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

2 CD2
38

SB p71 Listen and say.

Aim: to focus students on grammatical form

- Play the first sentence. Students repeat.
- Play the second sentence. Students repeat.
- Check understanding of the grammar.
- Students practise in pairs.

3

Think!

SB p71 Play the description game.

Aim: to give students further practice with *There's* and *There are*

Thinking skill: interpreting pictures

- Demonstrate the game for the class and then give practice in open pairs.
- Students take turns to say and guess in closed pairs.

1 CD2
39

WB p71 Listen and circle.

Aim: to give students extended practice with *There's* and *There are*

CD2 Track 39

- 1 There's a frog on the piano.
- 2 There's one butterfly on the flower.
- 3 There are three bananas in the lunchbox.
- 4 There are four apples in the tree.
- 5 There's a lizard on the log.
- 6 There's a football on the TV.

Key: 2 2nd picture, 3 2nd picture, 4 1st picture, 5 1st picture, 6 1st picture

2

WB p71 Look at the pictures in Activity 1. Circle the words.

Aim: to practise *There's* and *There are*

Key: 2 There are, 3 There are, 4 There are, 5 There's, 6 There's

Ending the lesson

Aim: to review new language from the lesson

- Write numbers and different nouns from the lesson on the board, e.g. *five butterflies, one frog, eight apples*.
- Draw a circle round each one.
- Point to the circles at random and elicit a sentence, e.g. *There are eight apples in my bag*.

Extension activity

Aim: to give students a personal record of the new language

- Students write about three of the pictures from SB Activity 3 in their notebooks.
- Help with vocabulary as appropriate.

1 CD2 37

Listen and match the monsters with their bedrooms.



2 CD2 38

Grammar focus

Listen and say.

There's a monster. There are four cats.

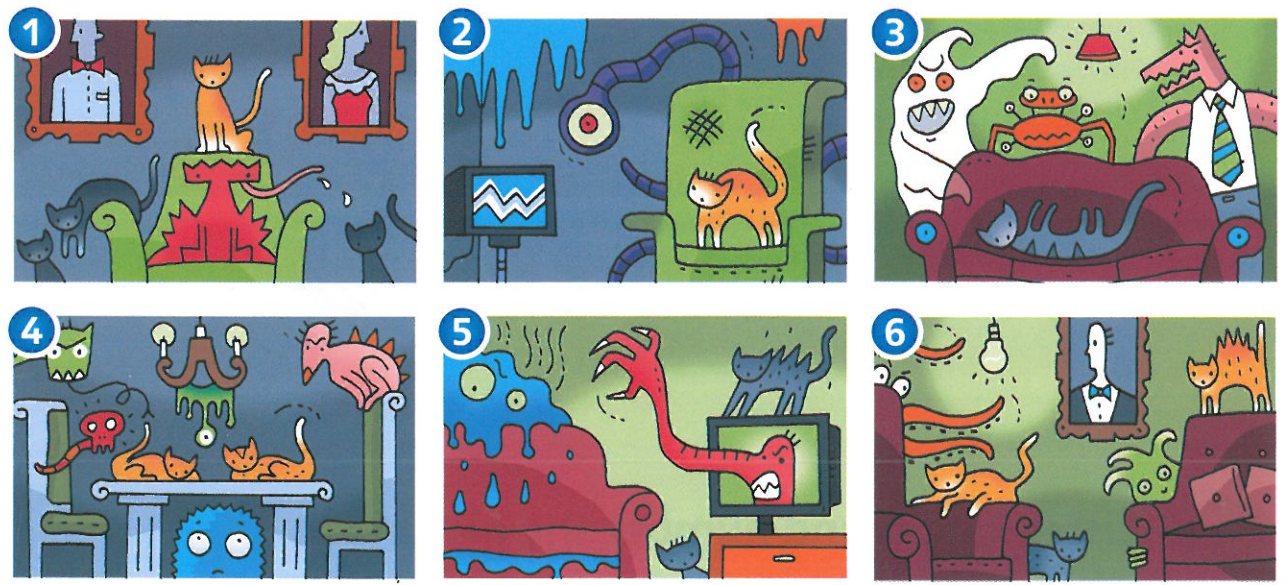


3

Think! Play the description game.

There's a monster and there ...

Number ...



Listen and sing.

Come on, come on and see me,
In my little house.
There are lots of lovely animals,
In my little house.

There's a cat in the living room.
There's a spider in the kitchen.
There are seven crocodiles,
In my lovely bathroom.

Come on, come on and see me ...

There's a snake in the cellar.
There's a lizard in my bedroom.
There are tigers, lots of tigers,
In my lovely garden.

Come on, come on and see me ...



Listen again and number the pictures.

Aims:

- to sing a song with the class
- to give further practice with *there's, there are*

New language: *lovely, come on, see me, garden*

Recycled language: *the home, animals*


Materials: CD

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

Warm-up

Aim: to review the home

- Draw a house on the board.
- Number the rooms, but don't name them.
- Students write the numbers and then the rooms in their notebooks.
- They compare rooms and spellings in pairs.
- Students look at SB page 70 to check.

1  **SB p72** Listen and sing.

Aim: to sing a song with the class

- Students look at the picture. Elicit what they can see (a doll, lots of animals and a strange house).
- Pre-teach *lovely* and elicit if students think the house is lovely.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, stopping after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.
- Elicit / check students' understanding of other vocabulary using the pictures.

2  **SB p72** Listen again and number the pictures.

Aim: to check comprehension of the song

- Play the recording. Students listen, read and number the pictures in the order they hear them in the song.
- In pairs, they compare their numbers.
- Check with the class.
- Elicit who wants to go and visit the lovely house.

Key: 1 living room, 2 kitchen, 3 bathroom, 4 cellar, 5 bedroom, 6 garden

1  **WB p72** Read the song. Draw the animals.

Aim: to give further practice with listening for specific information

Key: 1 seven crocodiles, 2 a snake, 4 a lizard, 5 a spider, 6 lots of tigers

Ending the lesson

Aim: to review key language from the lesson

- Students work in groups and change the animals in the song.
- Groups sing their new songs to the class.

Extension activity

Aim: to consolidate understanding of the vocabulary

- In their notebooks, students write the song they made up in their groups for the Ending the lesson activity.
- They draw the house with the animals in the appropriate rooms.

Aims:

- to present and practise *Is there ... ? Are there ... ? Yes, there is, No, there isn't, Yes, there are, No, there aren't*
- to practise asking and answering questions

New language: *Is there ... ? Are there ... ? Yes, there is, No, there isn't, Yes, there are, No, there aren't, park*

Recycled language: plural nouns, animals, food, toys

Materials: CD, Unit 6 stickers, scissors (optional)

Language competences: Your students will be able to ask and answer about pictures using *Is there, Are there*.

Warm-up

Aim: to review *there's, there are*

- Play a chain game.
- Say *In my garden there are four trees*. Student A says *In my garden there are four trees and there's a tiger*.
- When there are eight things in the list, start another chain.

CD2
43

1 SB p73 Listen, look and stick.

Aim: to practise the new language

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

- Check understanding of *park*.
- Hand out the Unit 6 stickers. Tell students to listen and place each sticker in the correct place.
- Play the recording. Students listen and look. They place the answer stickers.

CD2 Track 43

Woman: Look at the picture.

Boy: OK.

Woman: Is there a park?

Boy: Yes, there is.

Woman: Are there any bikes?

Boy: Yes, there are.

Woman: Are there any dogs?

Boy: No, there aren't.

Woman: How many ducks are there?

Boy: There are seven.

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

Key: 1 Yes, there is. 2 Yes, there are. 3 No, there aren't. 4 There are seven.

CD2
44

2 SB p73 Listen and say.

Aim: to focus students on grammatical form

- Play the recording in sections. Students listen and repeat in chorus.
- Students take turns to practise the questions and answers in pairs.

3

SB p73 Look at Activity 1 again. Ask and answer.

Aim: to give students practice asking and answering questions

- Students take turns to ask and answer in pairs.
- Students ask and answer in open pairs.
- To make the activity more challenging, students can take turns to ask or answer all the questions. The student answering covers the big picture.

Key: 1 Is there a plane? Yes, there is. 2 Is there a rat? No, there isn't. 3 Are there any cars? Yes, there are. 4 Are there any bikes? Yes, there are. 5 Is there a cake? Yes, there is. 6 Are there any kites? Yes, there are. 7 Are there any pears? No, there aren't. 8 Is there a go-kart? No, there isn't.

1

WB p73 Look and tick (✓) the box.

Aim: to give students practice with the new language

Key: 2 No, there isn't. 3 Yes, there are. 4 No, there aren't.

2

WB p73 Look at the picture in Activity 1. Match the questions with the answers.

Aim: to give students further practice with the new language

Key: 2 a, 3 d, 4 c

Ending the lesson

Aim: to review word order in question forms

- Write three questions from the lesson in jumbled word order on the board for students to unjumble.

Extension activity

Aim: to personalise the new language and theme of the unit

- Elicit 16 items (animals and objects) onto the board.
- Students draw a cellar and secretly put six things from the board in it. They can have multiples.
- In pairs, students take turns to ask and answer, using *Is there ...? Are there ...? How many ...?*
- They record the item and the number.
- At the end they compare and check.

1 CD2
43
Sticker

Listen, look and stick.



1 Is there a park?	
2 Are there any bikes?	
3 Are there any dogs?	
4 How many ducks are there?	

2 CD2
44

Grammar focus

Listen and say.

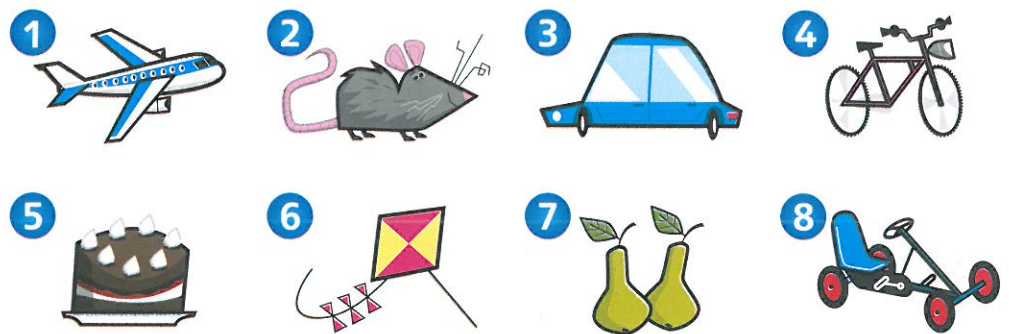


Is there a plane? Yes, there is.
 Are there any rats? No, there aren't.
 How many cars are there? There are four cars.

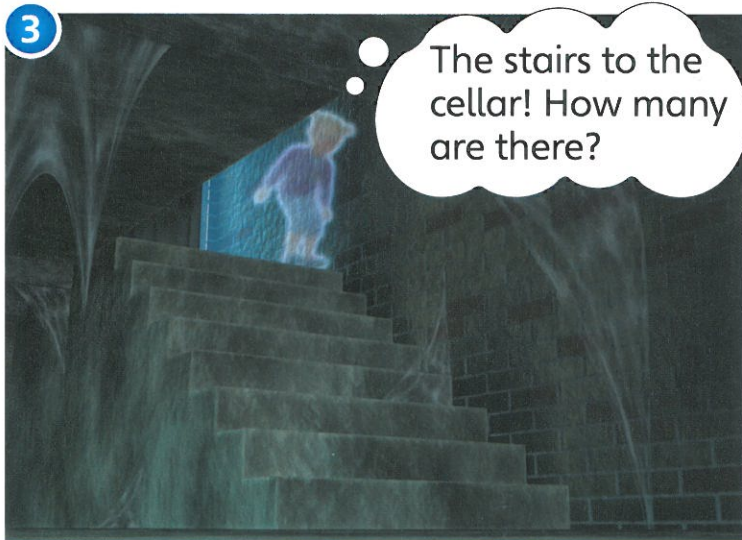
3 Look at Activity 1 again. Ask and answer.

Is there a ... ?

Yes, there is.



At the house



Aims:

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

New language: *let's go in, Go in? No way! wait for me here, careful, no problem, you can come in, here I am*

Recycled language: the home, animals, character names

Materials: CD

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

Your students will be able to act out the story.

Value: looking after your friends

1 CD2
46

WB p74 Listen and tick (✓) the box.

Aim: to review the story

CD2 Track 46

- 1 **Flash:** Go in? No way!
- 2 **Thunder:** Careful, Misty.
- 3 **Whisper:** Misty, where are you?

Key: 1 Flash (1st picture), 2 Thunder (1st picture), 3 Whisper (1st picture)

2

WB p74 Look and write the numbers.

Aim: to check understanding of questions in the story

Key: 2 Seven. 3 Nine.

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what happened in the last episode (they got lost) and who helped them (the rabbit).

1 CD2
45

SB pp74-75 At the house

Aim: to present a picture story

- Elicit where the Super Friends are (in the garden of a big, old house).
- Play the recording. Students listen and read to find out who goes in (Misty) and the animals she sees (a cat, spiders and rats).
- Students compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension.
- Talk with the class about the value (looking after your friends) and who does it in the story (Misty in frame 2). Elicit what she says.
- Play the recording a third time. Students listen and repeat.

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of looking after your friends

- Focus on the parts of the story where Misty offered to go into the house because her friends were frightened.
- Elicit from students why this value is important and examples of when they have looked after their friends / their friends have looked after them.

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

Aims:

- to talk about the meaning of a story
- to identify the consonant sound *h* as in *house*
- to review language from the story and the unit

New language: *full, hats*

Recycled language: language from the story, the home, animals, food

Materials: CD

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

Phonics focus: Your students will be able to practise saying the letter sound *h*.

Value: looking after your friends

Warm-up

Aim: to review the story

- Say some key phrases from the story and elicit who says them.
- Use these to recap the story.

2 SB p75 Make sentences with a friend.

Aim: to check comprehension of the story

- Check students know what to do.
- Students take turns to describe what they can see in the pictures.
- Elicit sentences from the class.

3 SB p75 Find who says ...

Aim: to present the letter sound *h*

- Write *help* on the board using a red pen for the *h*. Put your hand in front of your mouth and breathe out with some force to make the /h/ sound. Students copy you, feeling the air on the palm of their hands.
- Students repeat *Help!* after you.
- Students find the speech bubble in the story (frame 8).

Key: Thunder

4 CD2 47 SB p75 Listen and say.

Aim: to identify and practise the letter sound *h*

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

CD2 Track 47

h - h - h

Harry's hall is full of hats.

Harry's hall is full of hats!

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

1 Values WB p75 Look and circle.

Aim: to focus students on the value of looking after your friends

Key: Picture 1

2 CD2 48 WB p75 Write the words. Listen and say.

Aim: to practise reading, writing and saying words with the letter sound *h*

CD2 Track 48

- 1 Harry's hall, 2 A small house, 3 Healthy food, 4 A happy frog,
5 A hot pizza, 6 An old hat

Key: 2 house, 3 Healthy, 4 happy, 5 hot, 6 hat

Ending the lesson

Aim: to get more practice saying the letter sound *h*

- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Use the CD script above to write the words starting with *h* from WB Activity 2 on the board. In pairs, students try to remember the rest of the phrase, e.g. 1 Harry's _____ (*hall*). Students listen to the CD to check their answers and repeat the phrases.

Extension activity

Aim: to give examples from experience of looking after friends

- Discuss with the class WB Activity 1 and how the boy looked after his friend by telling her the river was not safe to paddle in.
- Students think of ways they can look after their friends.
- Write the model on the board: *I can look after my friends by carrying some books for them.* Elicit other examples.
- Students choose and write three examples in their notebooks.

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



2 Make sentences with a friend.

In picture one there's a house.

In picture three there are eight stairs.

3 Find who says ... **Help!**



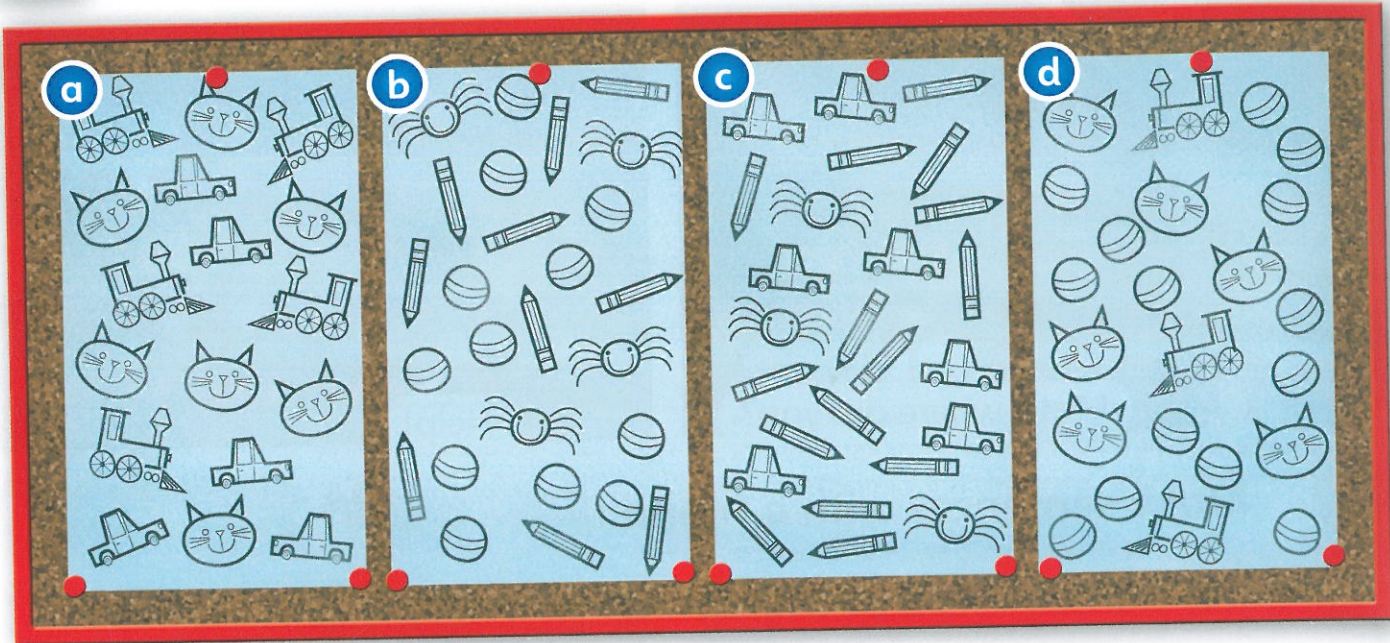
4 CD2
47 Listen and say.



Harry's hall is full of hats.



1 Look, read and write *a*, *b*, *c* or *d*.



- 1 There are fifteen pencils. _____
- 2 There are five trains. _____
- 3 There are seven cars. _____
- 4 There are four spiders. _____
- 5 There are fourteen balls. _____
- 6 There are six cats. _____

2 Look at the pictures again. Ask and answer.



How many cats are there in picture a?

There are seven.

Aims:

- to practise reading, speaking and listening skills
- to give practice in asking and answering questions

Skills: reading and listening for specific information

Recycled language: animals, toys, classroom objects, the home, *there's, there are*

Materials: CD, coloured pencils

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

Your students will be able to ask and answer simple questions about pictures.

1 CD2
49

WB p76 Listen and colour.

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

CD2 Track 49

Boy: Here is my house. It's a big house. It's got a red door. I like the red door. I've got two cats. One cat is black and the other cat is black and white.

In the garden there are lots of flowers. The flowers are blue and yellow. There are two big trees. They've got orange leaves.

My bike is in the garden. It's green. I like my bike.

And there's my football. My football is blue and yellow.

Let's kick the ball.

[Sound of a smashed window] Whoops.

Key: red door, black cat, black and white cat, blue flowers, yellow flowers, orange leaves on trees, green bike, blue and yellow football

Warm-up

Aim: to review vocabulary sets

- Make circles of ten students and make a ball out of paper for each group.
- Hand a ball to a student and say a word from a set, e.g. *dog*. He/she says another animal and throws the ball to a student who says another animal and so on.
- Go around the groups and say a word from another set. Students practise that set.
- Have the different groups practise different sets at the same time.

1 **SB p76** Look, read and write *a, b, c* or *d*.

Aim: to practise reading for specific information

- Elicit which vocabulary sets are in the pictures.
- Read the activity instruction and check students know what to do.
- Students read silently and write the letters.
- They compare their answers in pairs.
- Check with the class using open pairs.

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

2 **SB p76** Look at the pictures again. Ask and answer.

Aim: to give students practice in asking and answering questions

- Demonstrate the activity and check students know what to do.
- They take turns to ask and answer in pairs.
- Go around the class to listen and check.

Ending the lesson

Aim: to practise memory skills

- Students look at WB Activity 1 for 30 seconds and then close their Workbooks.
- Say sentences about the picture. Students stand up (or stay standing) if they are true and they sit (or stay sitting) if they are false.

Extension activity

Aim: to practise writing about a picture

- Students look at WB Activity 1.
- Elicit some sentences to describe the picture and write them on the board as a model.
- Students work in pairs and write a short description of the picture.
- Go around the class to check their work before they write a final version.

Aim:

- to practise listening, reading and writing skills

Skills:

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

New language: *I live*

Recycled language: the home, numbers, adjectives, animals, toys, *there is, there are, I like*

Materials: CD

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

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

Warm-up**Aim:** to review the home

- Write *houses* in a circle on the board.
- In pairs, with books closed, students brainstorm all the house words they can think of in 30 seconds.
- They swap word maps with another pair.
- Elicit onto the board to check. Check spelling too.
- Students copy the word map into their notebooks.

1 CD2
50**SB p77** Listen and tick (✓) the correct picture.**Aim:** to give students practice in listening for specific information **YLE**

- Students look at the pictures carefully before they listen.
- Play the recording. Students listen and tick.

CD2 Track 50

- 1 In my house there are three bedrooms, there's a kitchen, a dining room, a living room and a hall. There aren't any stairs in my house.
- 2 In my house there is one big bedroom, a kitchen and a dining room. There isn't a hall.
- 3 I live in a lovely house. There are three bedrooms upstairs. Downstairs, there's a kitchen, a dining room, a living room and a hall. And there's a big cellar under the house.

- Play the recording again for students to check.
- They compare answers in pairs.
- Check with the class, playing the recording a third time if necessary.

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

2 **SB p77** Write about your house.**Aim:** to enable students to write a description of their own houses

- Elicit *flat* and tell students they can write about their house or their flat.
- Read the description with the class. Check students know what to do and how to make use of the model.
- Students write a first draft in their notebooks. Go around the class to check and help.
- After you have seen and commented on their work, students write a final draft on paper.

Note: In the next lesson, students can bring a photo to stick next to the text and they can display them around the room.

1 **WB p77** Look and read. Write *yes* or *no*.**Aim:** to give students practice with reading for specific information and following instructions **YLE**

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

Ending the lesson**Aim:** to practise spoken production

- In groups of six, students take turns to read their descriptions of their houses or flats.
- Students say *Snap!* when they have the same number of rooms or have used the same adjective.

Extension activity**Aim:** to play a game

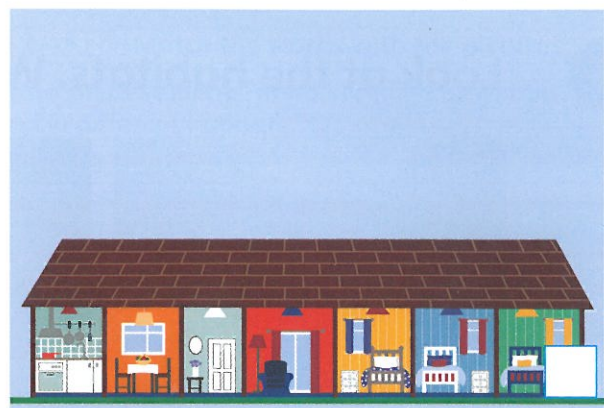
- Make four teams. Students stand one behind the other in four lines, facing the board.
- Whisper a different room to the student at the back of each line.
- Students whisper it to the front and the student at the front writes it on a piece of paper on your desk.
- This student then goes to the back of the line.
- Repeat three or four more times.
- Check papers for correct spelling and rooms and tell the class which group(s) is/are the winner(s).



1 CD2 50

Listen and tick (✓) the correct picture.

1



2



3



2

Write about your house.

I live in a nice house. There are three bedrooms, a kitchen, a dining room, a living room and hall. There isn't a cellar. I like my house.



HABITATS

1

Look at the habitats. What colours are they?



polar region

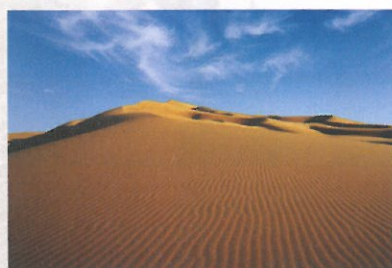


ocean

The polar regions are white and blue.



jungle



desert



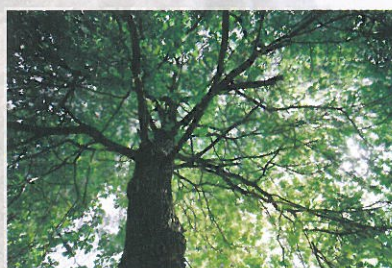
mountains

2

What do you find in the habitats?



sand



trees

You find sand in the desert.



rocks



coral



snow



Aims:

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

New language: *habitat, polar region, ocean, jungle, desert, mountains, rocks, sand, coral, snow, find*

Recycled language: colours

Materials: world map (optional)

Language competences: Your students will have learnt specific language to talk about Geography in English.

Warm-up

Aim: to review colours

- Play a guessing game. Say, e.g. *I'm thinking of an animal. It's green.*
- Students guess. Include animals and classroom objects.
- Students can take turns to think of something for the others to guess.

- 1 **SB p78** Look at the habitats. What colours are they?

Aim: to raise students' awareness of habitats

- Pre-teach *habitats*.
- Read the question and do the example with the class.
- Students talk about the other habitats in pairs.
- Discuss as a class.

Key: The ocean is blue, green and white. The jungle is green and brown. The desert is yellow. The mountains are grey, white and green.

- 2 **SB p78** What do you find in the habitats?

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

- Read the activity instruction and the example aloud.
- Check students know what to do.
- They exchange ideas in pairs.
- Make groups of four for students to discuss their ideas further.
- Check with the class.

Key: You find trees in the jungle. You find rocks in the mountains. You find coral in the ocean. You find snow in the polar region / mountains.

- 1 **WB p78** Write the letters.

Aim: to check students' recognition of different habitats and their spellings

Key: 2 desert, 3 mountains, 4 polar region, 5 ocean

- 2 **WB p78** Match the words with the pictures.

Aim: to check students' understanding of what is found in different habitats

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

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *habitats and things we find there.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to identify habitats on a map

- Display the world map.
- Write the five habitats from the Student's Book on the board.
- Students come to the map and point to some of the habitats.
- Give more examples if necessary.
- Elicit/teach *north* and *south poles*.

Note: Some of the discussion might need to take place in L1.

Aims:

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

New language: *goat, camel, parrot, shark, penguin, polar bear, jellyfish*

Recycled language: animals, colours

Materials: coloured card or paper, glue, scissors, materials for the project, e.g. pipe cleaners, cotton wool, fabric, shells

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

Warm-up

Aim: to review habitats

- Say what you can find in a particular habitat, using examples from the previous lesson.
- Students guess/say the habitat.
- Repeat for other habitats.

1 Think! SB p79 Where do you find the animals?

Aim: to enable students to apply their own knowledge and experience

Thinking skills: applying world knowledge, matching

- Read the question and example answer aloud and check understanding.
- Individually, students match the animals with their habitats. They compare their ideas in pairs.
- Check with the class, saying each animal for students to repeat.
- Elicit other animals for the different habitats.

Key: 2 You find parrots in the jungle. 3 You find camels in the desert. 4 You find goats in the mountains. 5 You find polar bears in the north pole. 6 You find sharks in the ocean. 7 You find jellyfish in the ocean. 8 You find penguins in the south pole / ocean.

2 Project SB p79 Make a habitat.

Aim: to enable students to apply their knowledge and experience

- Read the activity instruction with the class and make sure they know what to do.
- Brainstorm more animals for the different habitats and write them on the board as word maps.
- Students choose a habitat and make a 3-D picture of it in groups of three.
- Encourage students to use a range of materials and colours.
- Groups tell the rest of the class about their habitat.

1 WB p79 Write the words.

Aim: to enable students to practise spelling of the new words

Key: 2 parrot, 3 camel, 4 jellyfish, 5 goat, 6 penguin, 7 polar bear, 8 shark

2 Think! WB p79 Colour the circles in Activity 1.

Aim: to enable students to apply knowledge of the world

Thinking skill: categorising

Key: 1 green, 2 green, 3 yellow, 4 blue, 5 red, 6 (grey) and blue, 7 grey and blue, 8 blue

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learnt today, e.g. *learnt about the animals in different habitats and made my own habitat.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to give further practice in learning about habitats

- If possible, take students outside into the playground or to a nearby park or grassy area. In pairs, students draw or write down all the things they find there.
- In the classroom, create a class poster of that habitat, using students' information.
- Discuss how habitats can be very small as well as very big areas.

1 Think! Where do you find the animals?

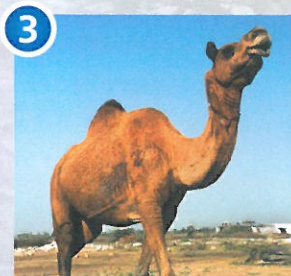
You find tigers in the jungle.



tiger



parrot



camel



goat



polar bear



shark



jellyfish



penguin

2 Project Make a habitat.



Create that!

1

CD2
51

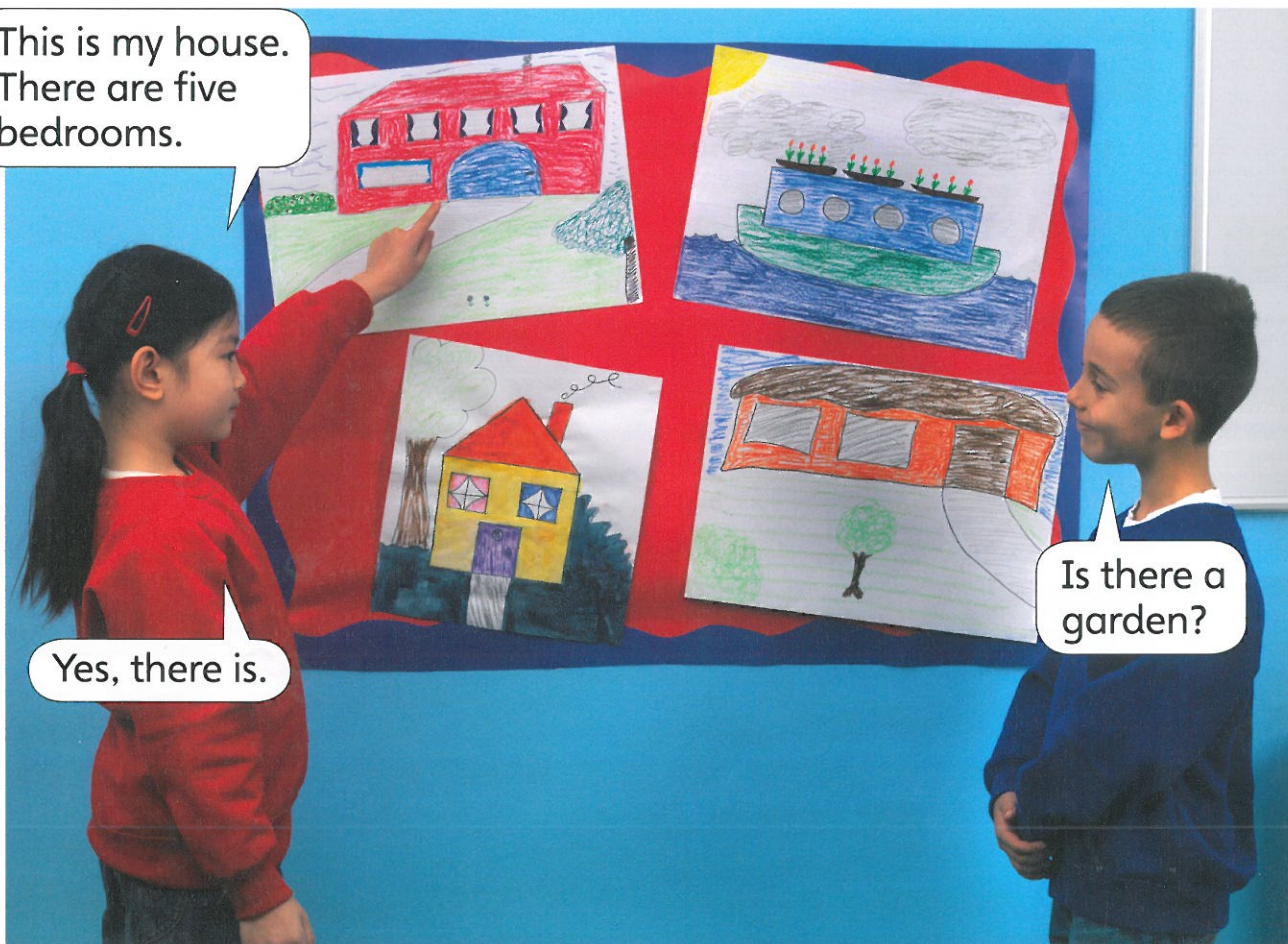
Listen and imagine. Then draw your picture.



2

Show your picture to your friends.

This is my house.
There are five
bedrooms.



Yes, there is.

Is there a
garden?

Aims:

- to draw out students' creativity through mental imagery
- to practise following a set of instructions

New language: *scary, pop-up, fold, in half, line, push, through*

Recycled language: the home, adjectives, imperatives

Materials: CD, card, pencils, rulers, scissors, coloured pens.

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

2 **SB p80** Show your picture to your friends.

Aim: to give students practice in speaking about a picture

- Look at the picture and read the speech bubbles from the Student's Book with the class.
- Give students time to think about what they are going to say. Elicit a few examples.
- Students work in pairs or small groups and take turns to talk about their pictures.
- Finish the activity with students asking and answering in open pairs.

1 **WB p80** Make a pop-up house.

Aim: to enable students to follow a set of instructions to make a pop-up house

Warm-up

Aim: to review vocabulary

- Draw the outline of a house. Ask students to tell you what rooms to put in the house and what to put in the garden.
- Draw it on the board. Prompt if necessary, e.g. *Is there a cellar?*
- At the end, ask students *Do you want to go in there?* Check understanding.

Ending the lesson

Aim: to enable students to compare houses

- Pre-teach *doors, windows* and *roof*.
- Put students into groups of four. They take turns to talk about the colours of their pop-up houses, e.g. *This is my house. The roof is blue, the door is white and the windows are green.*

1 **CD2 51** **SB p80** Listen and imagine. Then draw your picture.

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

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

CD2 Track 51

Close your eyes and listen.

Imagine a house.

Is it big or small?

Is it old and scary? What colour is the house?

How many bedrooms are there? Is there a kitchen? A living room? A dining room?

Is there a cellar under the house?

What about the garden? Is it big or is it small?

Now draw your house and garden.

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

Extension activity

Aim: to enable students to write about their pictures

- Students write about the pictures they drew for SB Activity 1.

Aims:

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

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (the home)

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

Warm-up

Aim: to review the home

- Display the flashcards on the board. Write a number between 1 and 9 under each one. Students write the number and then the word in their notebooks.
- They compare answers in pairs and then check in their Student's Book.

1 **SB p81** Quiz time

Aim: to enable students to review language from the unit by doing a quiz

- Students do the quiz in pairs. The first time they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

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

Picture dictionary

Aim: to review vocabulary for the home

- Students look at the Picture dictionary page for the home (WB page 125).
- In pairs, they take turns to point to one of the pictures, say the word and what you can do there.
- Then students write the words under the pictures.

1 **WB p81** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 81.
- Students take turns to read aloud what they have written for number 2 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Quiz time



- 1 What is this?
 a a hall b a dining room c a cellar

- 2 There _____ three bedrooms.
 a is b are



- 3 Where is the lizard in the song?
 a in the bathroom b in the bedroom
 c in the kitchen

- 4 How many cats are there in the bag?
 a 2 b 3 c 4

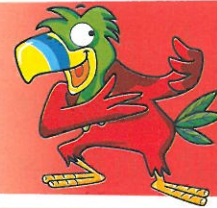


- 5 Who isn't scared of the house?



- 6 How many rats are there in the house?
 a 7 b 8 c 9

- 7 Circle the word with the different sound.
 a hat b help c shoe



- 8 Where do you find coral?
 a in the ocean b in the mountains
 c in the jungle

7

Get dressed!

1 CD3
02

Listen and look. Then listen and say the words.

1 jeans

3 jacket

7 shoes

2 sweater

4 skirt

5 shorts

8 socks

6 cap

9 T-shirt

10 trousers

2 CD3
03

Listen and chant.

Put on your T-shirt.
Put on your trousers.
Put on your sweater.
Put on your socks.
Put on your shoes.
Put on your cap,
And now let's rap!

T-shirt, trousers,
Sweater, shoes,
Socks and cap.
Do the clothes rap!

Come on Whisper,
Time for school!

Aims:

- to present and practise vocabulary for clothes
- to say a chant with the class

New language: *hurry up, bro (brother), get dressed, clothes, jeans, sweater, jacket, skirt, shorts, cap, shoes, socks, T-shirt, trousers, put on, let's rap, time for school, do*

Materials: CD, flashcards (clothes)

Language competences: Your students will be able to name clothes.

Warm-up

Aim: to activate vocabulary

- Stand where all the class can see you.
- Point to some of your clothes and elicit any that students know.
- Write *Clothes* in a circle on the board and write the words they say.

Presentation

Aim: to present clothes vocabulary

- Hold up each flashcard in turn. Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- They point to the item if they or their friends are wearing it.
- Stick the flashcards on the board to make a word map for clothes.

SB p82 Listen and look. Then listen and say the words.

Aim: to practise clothes vocabulary

- Students look at the picture in their Student's Books.
- Elicit who they can see (Whisper, his brother and his mum) and where they are (in his bedroom).
- Play the recording. Students point to the clothes when they hear them.

CD3 Track 02

Whisper's little brother: You look great!

Whisper: Thanks, bro. It's 'Favourite clothes day' at school.

Mother: Hurry up, Whisper!

Whisper: OK, Mum. Ready!

Now say the words.

1 jeans, 2 sweater, 3 jacket, 4 skirt, 5 shorts, 6 cap, 7 shoes, 8 socks, 9 T-shirt, 10 trousers

- Play the recording again. Students repeat the clothes words.
- Students practise pointing and naming in pairs.

WB p82 Find the clothes. Look → and ↓.

Aim: to give students practice in recognising and spelling clothes vocabulary

Key: Across: socks, jeans, cap, shorts, sweater, trousers; down: skirt, jacket, shoes

Ending the lesson

Aim: to review key language from the lesson

- Say the clothes words one after another.
- If students are wearing the clothes items, they point to them.
- If they are not wearing them, they shake their heads.

Extension activity

Aim: to enable students to talk about their clothes

- Demonstrate the activity.
- Students work in pairs. They take turns to talk about their favourite clothes, using *I've got* and adjectives.
- They write sentences about their favourite clothes in their notebooks.
- Elicit some of the favourite things from the pairs.

Aims:

- to present and practise *Do you like? Yes, I do, No, I don't*
- to present and practise *this, these*
- to review clothes

New language: *Do you like ...? Yes, I do, No, I don't, this, these*

Recycled language: *clothes, I like, I don't like*

Materials: CD, flashcards (clothes)

Language competences: Your students will be able to ask and answer about preferences using *like*.

Your students will be able to identify clothes using *this* and *these*.

Warm-up

Aim: to review clothes

- Show each flashcard quickly to the class.
- They write the word.
- Students compare answers, including spelling, in pairs.
- Check with the class.

Presentation

Aim: to present *this* and *these*

- Use classroom objects to present and practise *this* and *these*.
- Point to a book in front of you and say *This is a book*. Point to a book on a student's desk and say *That is a book*.
- Repeat for other objects which are close and far away. Introduce *These* and *Those*.
- Point to different objects and elicit sentences from students.

1 ^{CD3}₀₄ **SB p83** Look at the pictures and draw lines. Then listen and check.

Aim: to present and practise *Do you like ...? Yes, I do. / No, I don't*.

- Present *Do you like ...?* by showing clothes flashcards and asking questions, e.g. *Do you like these socks?*
- Give students time to look at the two pictures in the Student's Book and read the sentences.
- Play the recording. Students match the questions and answers with the pictures.

CD3 Track 04

- 1 Girl:** Do you like this T-shirt?
Girl: No, I don't.
- 2 Boy:** Do you like these shoes?
Boy: Yes, I do.

- They compare answers in pairs.
- Play the recording again. Check with the class.
- Say each question and answer for students to repeat.

Key: Picture 1: 4, 2; picture 2: 1, 3

2 ^{CD3}₀₅ **SB p83** Listen and say.

Aim: to focus students on grammatical form

- Play the first question and answer. Students repeat.
- Play the second question and answer. Students repeat.
- Check understanding of the grammar.
- Students practise in pairs.

3 **SB p83** Look at the clothes. Ask and answer.

Aim: to give students further practice with the new language

- Demonstrate the activity for the class and then give practice in open pairs, e.g. Student A: *Do you like these trousers?* Student B: *No, I don't*.
- Students take turns to ask and answer about the pictures.

1 **WB p83** Match the pictures with the sentences. Write numbers.

Aim: to give students practice with *like* and *don't like*

Key: 2 I like these T-shirts. 3 I don't like these T-shirts.
4 I don't like this T-shirt.

2 **WB p83** Circle the words.

Aim: to give students further practice with singular and plural

Key: 2 these, 3 these, 4 this, 5 this, 6 these

Ending the lesson

Aim: to review new language from the lesson

- Write two questions from the lesson on the board, each in jumbled word order, for students to unjumble.
- Elicit the answers.

Extension activity

Aim: to give students further practice with the new language

- Students use the questions and answers in SB Activity 1 as inspiration.
- In pairs, they devise mimes for the rest of the class to guess the language, e.g. for *Do you like this cap?* Yes, I do, one student points to his/her head and motions the shape of the cap, and the other student smiles and nods to indicate Yes.

1 CD3 04

Look at the pictures and draw lines. Then listen and check.



- 1 Do you like these shoes?
- 2 No, I don't.
- 3 Yes, I do.
- 4 Do you like this T-shirt?



2 CD3 05

Grammar focus

Listen and say.

Do you like this hat? Yes, I do.
Do you like these shoes? No, I don't.

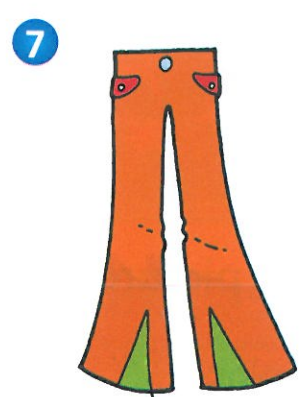
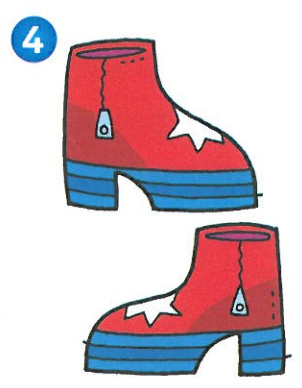
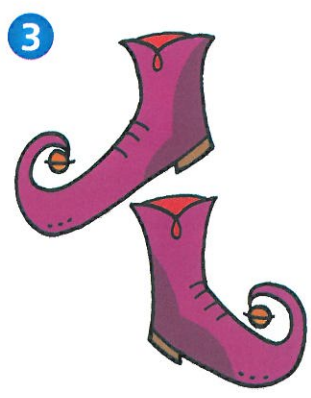
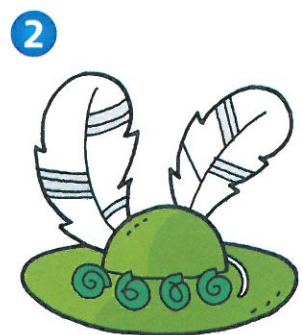
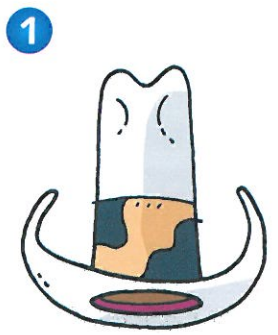


3

Look at the clothes. Ask and answer.

Do you like ... ?

Yes, I do.



Listen and sing.



I'm a cool, cool cat.
Meow, meow, meow!
I like this super hat.
I'm a cool, cool cat.

Cool shoes and cool jackets,
Cool socks and super shorts,
Cool T-shirts and cool sweaters,
And cool, cool, skirts.

We're cool, cool cats.
Meow, meow, meow!
We like these super hats.
We're cool, cool cats ...
Meow!



2

Look at the picture and say the colour of the clothes.

This hat is pink.

These socks are red.

Aims:

- to sing a song with the class
- to review *this, these*

New language: *cool (clothes), super*

Recycled language: clothes, colours

Materials: CD, flashcards (clothes), coloured pencils

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

Warm-up

Aim: to review clothes

- Stick the clothes flashcards on the board.
- Volunteers come to the board in turn to write the clothes under the appropriate flashcard.
- The other students help them if they get stuck.

1 CD3
06
07

SB p84 Listen and sing.

Aim: to sing a song with the class

- Students look at the picture. Elicit who and what they can see (two cats and lots of clothes).
- Pre-teach *cool* for use with clothes. Elicit which, if any, clothes on the flashcards are cool.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.
- Elicit / check students' understanding of other vocabulary using the pictures.

2

SB p84 Look at the picture and say the colour of the clothes.

Aim: to give further practice with clothes and colours

- Check students know what to do.
- They work in pairs, pointing and saying the clothes and their colour as in the examples.
- Elicit sentences around the class.
- Students point to their own clothes and say the colours in the same way.

Key: This T-shirt is orange. This T-shirt is red. This jacket is grey. This T-shirt is yellow. This sweater is green. This hat is green. These shorts are red. This skirt is blue. This jacket is blue. This T-shirt is pink. This jacket is green. This sweater is purple. These socks are red.

1 **WB p84** Read, dress and colour.

Aim: to give further practice with reading for specific information

Key: Polly – red hat, blue sweater, pink skirt, yellow socks, red shoes
Molly – blue cap, black jacket, orange jeans, yellow T-shirt, green shoes

Ending the lesson

Aim: to review key language from the lesson

- Students work in groups and change the clothes in the song.
- Groups sing their new songs to the class, miming the clothes as they say them and pretending to be really cool cats.

Extension activity

Aim: to consolidate understanding of the vocabulary

- In their notebooks, students draw the coolest cat they can think of.
- They colour and label the clothes.

Aim:

- to present and practise present continuous third person singular: *He/she is wearing ... , Is he/she wearing ... ? Yes, he/she is, No, he/she isn't*

New language: present continuous third person singular: *He/she is wearing ... , Is he/she wearing ... ? Yes, he/she is, No, he/she isn't, Yes, they are, No, they aren't*

Recycled language: clothes, colours

Materials: CD, names of students on card

Language competences: Your students will be able to use the present continuous to talk about what people are wearing.

Warm-up

Aim: to review clothes and colours

- Play a chain game. Say *In my bag I've got a pink T-shirt*. Student A says *In my bag I've got a pink T-shirt and blue and white socks*.
- Student B repeats and adds another item of coloured clothing.
- When there are eight things, start another chain.

Presentation

Aim: to present the present continuous positive, negative and question forms, third person singular

- Call several boys and girls to the front of the class.
- Say one item that each is wearing: *She/he is wearing ...*
- Students repeat. Write an example on the board.
- Use colours and arrows to show how questions and short answers are formed.
- Ask questions about the SB page 84 picture.
- Students ask and answer questions in open pairs.

1  **SB p85** Listen and write the names.

Aim: to practise the new language

- Check understanding of *floor*.
- Give students time to look at the picture.
- Play the recording. Students listen and look. They try to write the names.

CD3 Track 08

Girl: Hello.

Boy: Hello.

Girl: These are my friends. Paul's wearing a black T-shirt.

Boy: Is he eating cake?

Girl: Yes. That's Paul. Now look at the boy playing a game on the floor. That's Ken.

Boy: Is Ken wearing a yellow sweater?

Girl: Yes, he is. Now look at Lara. She's wearing a pink T-shirt.

Boy: Is she watching TV?

Girl: No, she isn't. She's playing computer games.

Boy: OK, that's Lara.

Girl: The girl watching TV is Emma. She's wearing a red T-shirt.

Boy: Oh, yes! Emma's my friend too.

- Students compare answers in pairs. Play the recording again.
- Check with the class. Elicit/give each as a full sentence using the present continuous and write it on the board.

Key: Emma (red T-shirt), Lara (pink T-shirt), Ken (playing game on the floor), Paul (black T-shirt)

2  **SB p85** Listen and say.

Aim: to focus students on grammatical form

- Play the recording in sections. Students repeat.
- Students take turns to practise in pairs.

3 **SB p85** Play the guessing game.

Aim: to give students practice asking questions and playing a game

- Students sit in a circle.
- Give one student a card with a student's name on it.
- The other students ask *yes/no* questions to guess who it is.
- Demonstrate the game first.
- In larger classes, students can play the game in groups.

1 **WB p85** Read and write the names.

Aim: to give students further practice with the new language

Key: 1 Clare, 2 Terry, 4 Naomi

2 **WB p85** Look at the pictures in Activity 1. Tick (✓) the box.

Aim: to give students further practice with the new language

Key: 2 Yes, she is. 3 Yes, she is. 4 No, they aren't.

Ending the lesson

Aim: to review present continuous questions

- Ask other questions about students in the class, using WB Activity 2 as a model, e.g. *Is (name) wearing a sweater?*
- Students take turns to ask and answer similar questions in open pairs.

Extension activity

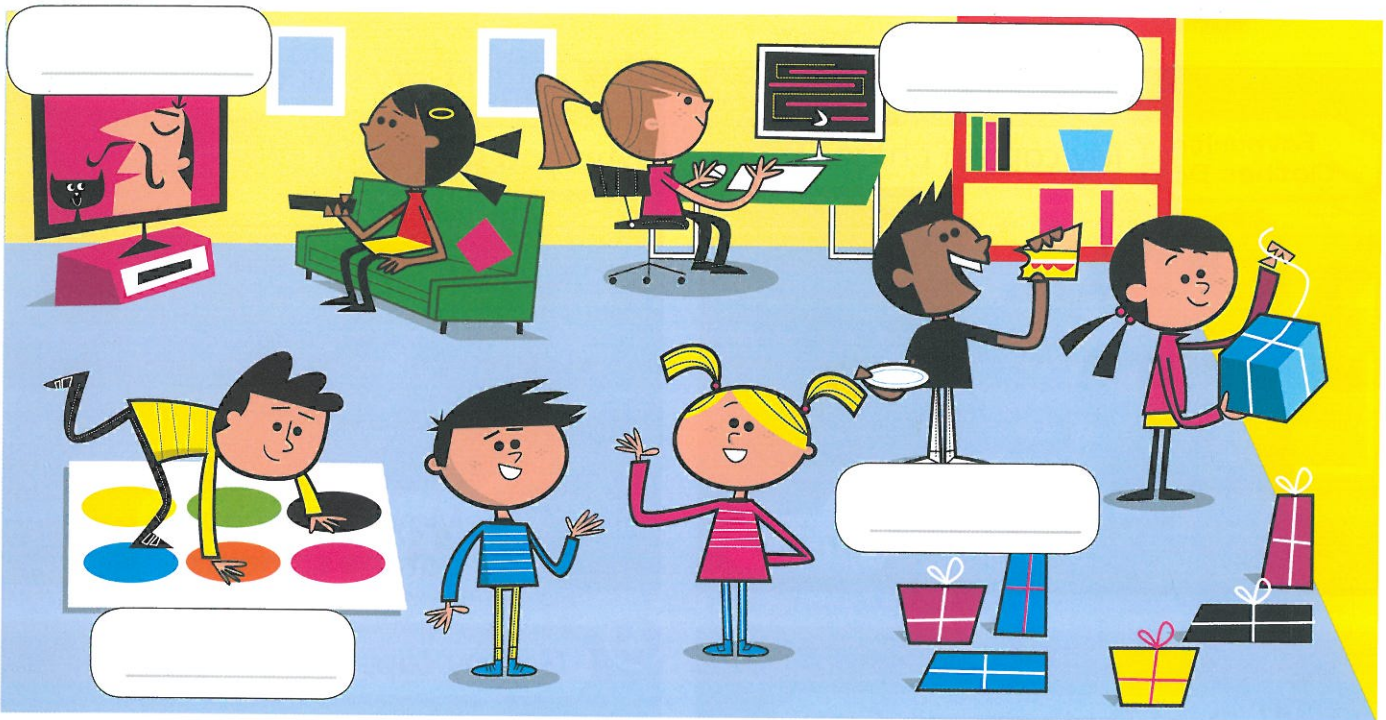
Aim: to personalise the new language and unit theme

- Each student writes a short text about what he/she is wearing.

1 CD3
08

Listen and write the names.

Lara Emma Paul Ken

2 CD3
09Grammar
focus

Listen and say.

Olivia's wearing a red sweater.
 Is he wearing a blue T-shirt? Yes, he is.
 Is she wearing brown shoes? No, she isn't.



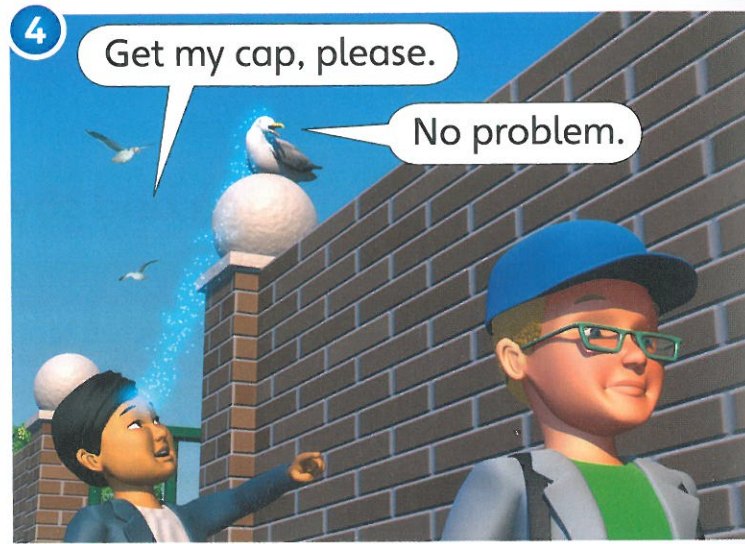
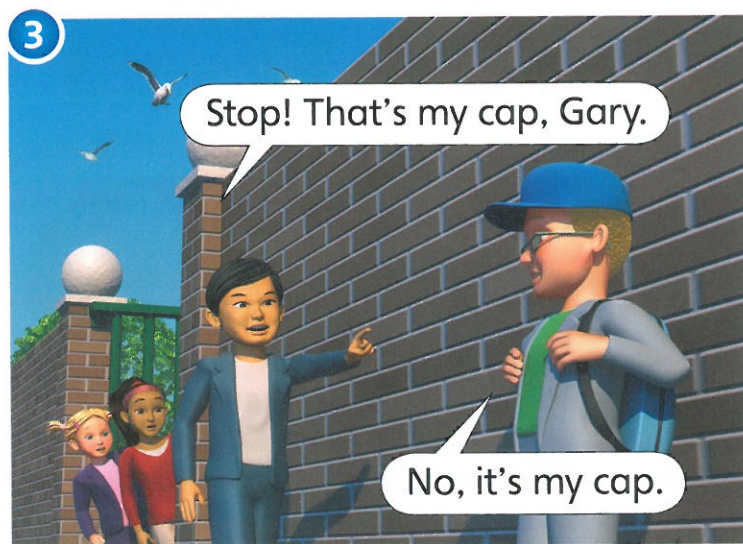
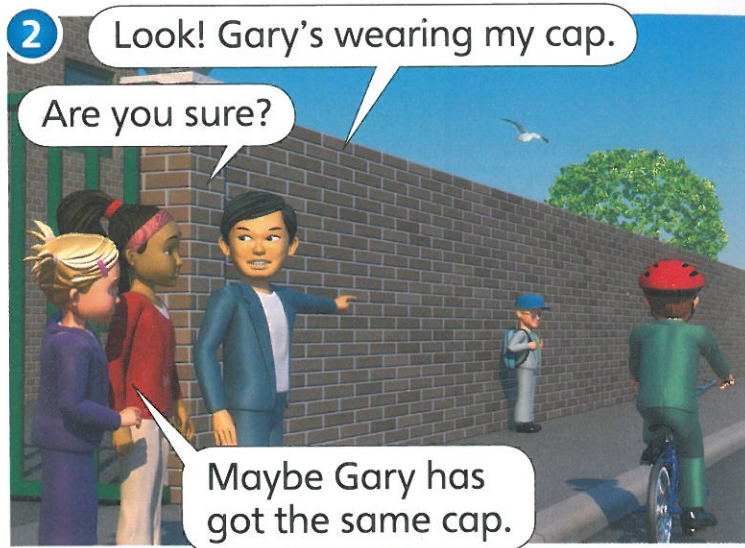
3

Play the guessing game.



Is he / she +ing?

1 CD3 10 **S** The cap



Aims:

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

New language: *Are you sure? maybe, same, that, get, I'm very sorry, who, no problem*

Recycled language: clothes, character names

Materials: CD

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

Your students will be able to act out the story.

Value: saying sorry

1 ^{CD3}₁₁ WB p86 Listen and tick (✓) the box.

Aim: to review the story

CD3 Track 11

- 1 **Whisper:** My cap isn't here.
- 2 **Flash:** Are you sure?
- 3 **Whisper:** I'm very sorry, Gary.

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

2 **Think!** WB p86 Write the names. Who is wearing ... ?

Aim: to check understanding of the story

Thinking skill: visual memory

Key: 1 Whisper, 2 Gary, 3 Misty

3 WB p86 Match the dialogues with the pictures.

Aim: to review short dialogues

Key: 2 b, 3 a, 4 c

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what happened in the last episode (the old house, lots of spiders and rats, Misty looked after her friends by going into the house).

1 ^{CD3}₁₀ SB pp86-87 The cap

Aim: to present a picture story

- Elicit where the four friends are at the beginning of the story (in school).
- Play the recording. Students listen and read to find out who hasn't got their cap (Whisper) and where it is (in his bedroom, under a chair).
- Students compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension.
- Talk with the class about the value (saying sorry) and who does it in the story (Whisper in frame 8). Elicit what he says.
- Play the recording a third time. Students listen and repeat.

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of saying sorry

- Focus on the end of the story where Whisper said sorry.
- Elicit from students why this value is important and elicit examples from the students of when they have said sorry to their friends, or when someone has said sorry to them.

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

Aims:

- to talk about the meaning of a story
- to practise consonant clusters starting with *s*: *st* (as in *stop*), *sp* (as in *spider*) and *sk* (as in *skirt*)
- to review language from the story and the unit

New language: stop

Recycled language: language from the story, clothes, animals, toys, food, the home

Materials: CD

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

Phonics focus: Your students will be able to read and say consonant clusters starting with the letter sound *s*.

Value: saying sorry

Warm-up

Aim: to review the story

- Say some key phrases from the story and elicit who says them.
- Use these to recap the story.

2 Think! SB p87 Look at the picture and choose the correct sentence.

Aim: to check comprehension of the story

Thinking skills: interpreting visual information, matching

- Check students know what to do.
- Students find the expression which best matches the picture. They compare their ideas in pairs.
- Elicit the answer from the class.

Key: 3 Can you get my ball?

3 SB p87 Find who says ...

Aim: to present consonant clusters starting with *s*

- Write *stop* on the board, using a red pen for the *st*. Say the consonant clusters *st* and *sp* so that students can see that there are no vowel sounds before or between the two letters.
- Students repeat *Stop!* after you.
- Students find the speech bubble in the story (frame 3).

Key: Whisper

4 CD3 12 SB p87 Listen and say.

Aim: to practise and identify some consonant clusters at the beginnings of words

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

CD3 Track 12

sp - sp - sp
st - st - st

Six spiders stop for sandwiches on the stairs.

Six spiders stop for sandwiches on the stairs!

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

1 Values WB p87 Look and circle.

Aim: to focus students on the value of saying sorry

Key: 2nd picture

2 CD3 13 WB p87 Write the letters. Listen and say.

Aim: to practise reading, writing and saying words with consonant clusters starting with *s*

CD3 Track 13

1 stop, 2 spider, 3 steak, 4 sweater, 5 skirt, 6 stairs,

7 school, 8 snake

Key: See CD script above.

Ending the lesson

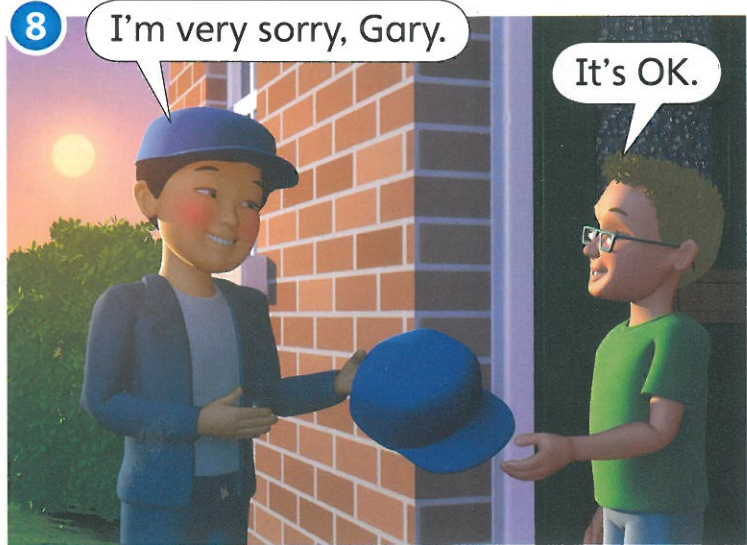
Aim: to review and write decodable words with consonant clusters starting with *s*

- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Play a game, 'Big step, small step race'. Students line up in a row. Say *Students wearing T-shirts, take one big step. Girls wearing skirts, take three small steps. Boys wearing red socks, take five big steps*, etc. until you have a winner or winners.

Extension activity

Aim: to give practice in writing descriptions

- Demonstrate the activity for the class.
- Write a short description of a student. Don't give his/her name, e.g. *This student's wearing a blue T-shirt, black trousers, grey socks and white shoes.*
- Students look around the room and guess.
- Students do the same about someone in the room.
- Volunteers read aloud for others to guess.



2 Think! Look at the picture and choose the correct sentence.

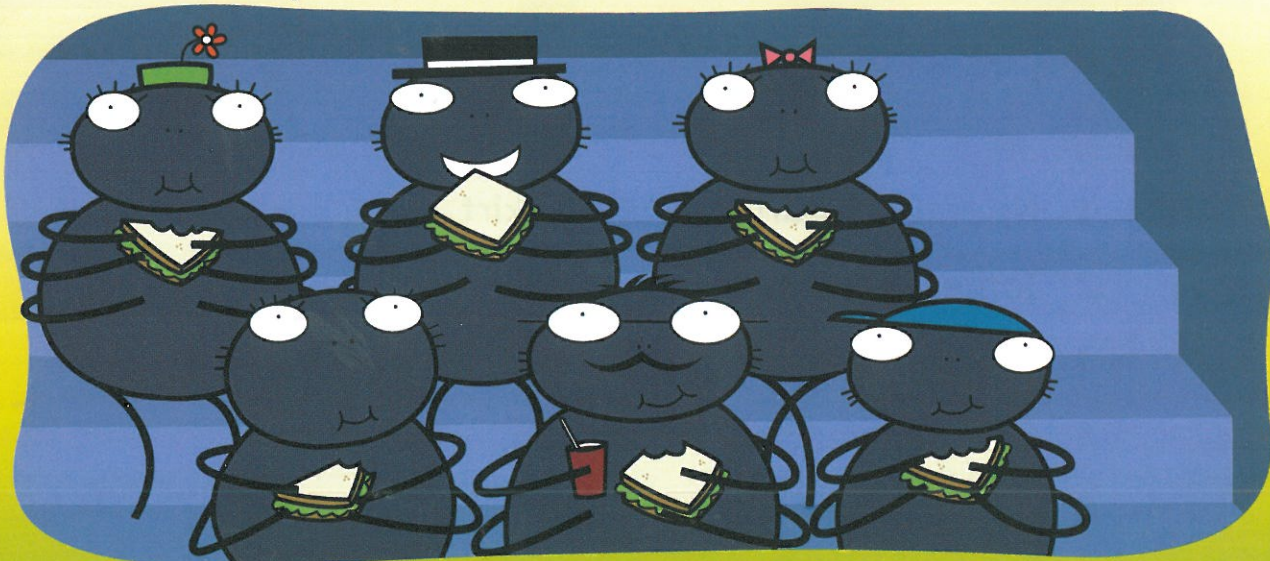


- 1 Oh no!
- 2 My coat isn't here.
- 3 Can you get my ball?
- 4 She's wearing my T-shirt!

3 Find who says ... Stop!



4 CD3
12 Listen and say.



Six spiders stop for sandwiches on the stairs.



1

Look and read. Write yes or no.



- 1 Naomi is wearing a black skirt. _____
- 2 James is wearing a red hat. _____
- 3 David is wearing a blue and red sweater. _____
- 4 Oscar is wearing a blue cap. _____
- 5 Amy is wearing a blue skirt and red socks. _____
- 6 Hannah is wearing green socks and black trainers. _____

Aims:

- to practise reading skills
- to give practice in writing a poem

Skills:

- reading for specific information
- writing from a model

New language: *trainers*

Recycled language: clothes, colours

Materials: flashcards (clothes)

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

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

Warm-up

Aim: to review clothes vocabulary

- Stick the flashcards on the board in a line.
- Elicit what each one is. Take one away. Elicit all the clothes including the missing one.
- Repeat until there are no clothes.
- Continue adding one flashcard at a time until they are all back on the board.

1 **SB p88** Look and read. Write *yes* or *no*.

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

- Read the activity instruction and check students know what to do.
- Students read silently and write *yes* or *no*.
- They compare their answers in pairs.
- Check with the class using open pairs.

Key: 1 yes, 2 no, 3 no, 4 no, 5 yes, 6 no

1 **WB p88** Read the poem and colour the picture.

Aim: to give students practice in reading a poem

2 **Think!** **WB p88** Write your poem and draw a picture.

Aim: to give students practice in writing a poem from a model

Thinking skill: stimulating students' creativity

Ending the lesson

Aim: to practise memory skills

- Students look at SB Activity 1 for 30 seconds and then close their Student's Books.
- Say sentences about the picture. Students stand up (or stay standing) if they are true, and they sit (or stay sitting) if they are false.

Extension activity

Aim: to practise spoken production

- Volunteer students read their poems to the class.
- Alternatively, display the poems around the classroom for students to mingle and read.
- Students choose the poem they like best.

Aim:

- to practise speaking, listening and writing skills

Skills:

- interactive speaking
- listening for specific information
- writing from a model

New language: present continuous of: *ride, play, eat, wear, do; helmet, I think, one-word*

Recycled language: clothes, free time activities, colours, animals

Materials: CD, Unit 7 stickers, scissors (optional)

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

Your students will be able to write a description.

Your students will be able to interact to play a game.

Warm-up

Aim: to review free time activities

- Mime a free time activity. Students guess.
- Students take turns to mime and the class guesses.
- Write the free time activities on the board at the end.

1 Think! SB p89 Ask and answer.

Aim: to give students practice in interactive speaking and making choices

Thinking skill: selecting relevant information

- Students look at the pictures carefully. Ask two students to read the speech bubbles aloud.
- Check students know what to do.
- They ask and answer in pairs about the pictures.
- Elicit ideas as a class.

2 CD3 14 SB p89 Listen, check and stick.

Aim: to enable students to check their answers by listening

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

- Student's prepare / find their stickers.
- Play the recording. Students check their ideas from SB Activity 1 and put their stickers in the correct places.

CD3 Track 14

Tom is riding a bike.

Emma is playing the piano.

Kylie is eating an apple.

Fred is playing football.

- They compare answers in pairs.
- Play the recording again if necessary.

- Check with the class.

Key: Tom: riding a bike. Emma: playing the piano.
Kylie: eating an apple. Fred: playing football.

3 SB p89 Look at Activity 1 again. Choose and write.

Aim: to give students practice with writing descriptions

- Read the description through with the class. Check understanding of *helmet*.
- Make sure students know what to do.
- They choose one of the four children from SB Activity 1 and write about what they are wearing and what they are doing, using the coloured sticker for reference.
- They write a first draft in their notebooks, using the model.
- Go around the class to check.
- Students write a final draft of their descriptions.

4 SB p89 Play the mime game. Are you Tom, Emma, Kylie or Fred?

Aim: to give students further practice through a game

- Mime one of the children from SB Activity 1 doing their activity.
- Say *Who am I?* Students guess and say *You're (name)*.
- Students play the game in pairs.

1 WB p89 Look at the pictures and read the questions. Write one-word answers.

Aim: to give students practice with reading for specific information and following instructions YLE

Key: 2 kitchen, 3 games, 4 TV, 5 two, 6 jacket

Ending the lesson

Aim: to review clothes vocabulary

- Make circles of eight students. Give each group a ball of paper.
- Everyone claps twice. The student with the ball says an item of clothing and then throws the ball to another student. Everyone claps twice and then the student with the ball says another item of clothing.
- When all clothing words have been said, students can start on another set, e.g. colours.

Extension activity

Aim: to practise listening for detail

- Read out a simple description of a boy or girl, similar to the one in SB Activity 3. Students listen the first time.
- The second time, read the description in short sections to give students time to draw.
- The third time, read it in the same way to give students time to colour their pictures. Students compare their drawings with classmates.

Skills

1

Sticker

Think!

Ask and answer.

Is Tom riding a pony?

No, I think he's riding a bike.



Tom: ride

Emma: play

Kylie: eat

Fred: play

2

CD 3
14

Listen, check and stick.

3

Look at Activity 1 again. Choose and write.



Tom is wearing a blue helmet, a green jacket, black trousers and red shoes. He is riding a bike.

4

Play the mime game. Are you Tom, Emma, Kylie or Fred?

Who am I?

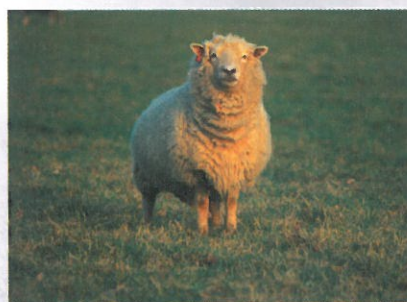
You're ...



Materials

1 ^{CD3} ₁₅ Listen, read and draw lines.

Cotton comes from plants. You can wear cotton shorts and T-shirts. Leather comes from cows. You can wear leather shoes and jackets. Wool comes from sheep. You can wear woollen sweaters and socks.



2 **Think!** Say the material for the clothes. Picture one is wool.



Aims:

- to integrate other areas of the curriculum through English: Science
- to practise describing people's clothes

New language: *materials, cotton, come from, you can wear ... , leather, cow, jacket, wool, woollen, sheep, sweater*

Recycled language: clothes


Materials: CD

Language competences: Your students will have learnt specific language to be able to talk about Science in English.

Warm-up

Aim: to review clothes

- Play a guessing game. Say, e.g. *I'm thinking of some clothes.*
- Students guess, e.g. *Are they shorts?*
- Students take turns to think of something for the others to guess.

1  **SB p90** Listen, read and draw lines.

Aim: to raise students' awareness of different materials and where they come from

- Pre-teach *materials, cows, sheep* and *comes from*.
- Read the first part of the text and do the matching as a class.
- Play the recording. Students listen and match the other clothes with the materials.
- They compare answers in pairs.
- Check as a class.
- Find out if students are wearing clothes made of leather, cotton or wool.

Key: 1 socks – sheep, 2 shoes – cow, 3 shorts – cotton plant, 4 sweater – sheep, 5 T-shirt – cotton plant, 6 jacket – cow

2  **SB p90** Say the material for the clothes.

Aim: to enable students to apply real world knowledge

Thinking skill: applying real world knowledge

- Do the example first with the class and check students know what to do.
- Students talk about the pictures in groups of four.
- Elicit and discuss their opinions as a class.

Key: 2 leather, 3 cotton, 4 cotton, 5 leather, 6 wool

1  **WB p90** Write the word *cotton, wool or leather*.

Aim: to check understanding of the different materials

Key: 2 leather, 3 leather, 4 wool, 5 cotton, 6 wool

2  **WB p90** Read. Then write and draw.

Aim: to enable students to evidence their understanding by writing from a model

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt today, e.g. *where materials come from and what they're good for.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to review language from the lesson

- In pairs, students decide what their shirts/T-shirts are made of.
- If necessary, they look at the labels.
- Elicit the information and make a chart on the board, showing the different materials.
- Teach any new words.

Note: Some of the discussion might need to take place in L1.

Aims:

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

New language: *strong, warm, cool*

Recycled language: *clothes, cotton, wool, leather*

Materials: paper, scraps of material

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

Warm-up

Aim: to review materials

- Say a material. Students tell you where it comes from and what it is good for.
- They can add their own ideas for other clothes.

1 **SB p91** Look, read and write the words.

Aim: to enable students to apply their own knowledge and experience

- Read the instruction aloud and check understanding.
- Pre-teach *strong, warm* and *cool*.
- Individually, students decide which words to write in the sentences. They compare their ideas in pairs.
- Check with the class, eliciting examples where possible.

Key: 1 warm, 2 strong, 3 cool

2 **Project** **SB p91** Make a poster with different materials.

Aim: to enable students to apply their knowledge and experience

- Read the activity instruction with the class and make sure they know what to do.
- Brainstorm materials. Hand out scraps of material if you have brought these to the class.
- Students work in pairs. They design, make and label their posters.
- Pairs talk to other pairs about their posters.

1 **WB p91** Find out about your clothes. Complete the chart.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *learnt which materials are strong, warm and cool, made a materials poster and found out about the materials my clothes are made of.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to give further practice in learning about materials

- Write all the new materials from WB Activity 1 on the board. On one side of the board, write where these materials come from, in jumbled order. On the other side of the board, write what they are good for, also in jumbled order.
- In groups, students discuss where each material comes from and what it's good for.
- Discuss and share ideas as a class.

1 Look, read and write the words.



cool



strong



warm

1 Wool is _____.

2 Leather is _____.

3 Cotton is _____.

2 **Project** Make a poster with different materials.





1 CD3
16

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



2 Read and number the sentences from the story.

- | | |
|---|---|
| <input type="checkbox"/> Turn around. | <input type="checkbox"/> Oh no! The fly is on your nose. |
| <input type="checkbox"/> Put the fly outside. | <input type="checkbox"/> Open the window. |
| <input type="checkbox"/> Catch the fly. | <input type="checkbox"/> You can see a fly on your jeans. |

3 Listen to your friend and act out.

Put the bird outside.



Aims:

- to stimulate the students' imagination through listening and acting out
- to practise following a set of instructions

New language: *turn around, fly, catch, outside, put, window*

Recycled language: imperatives

Materials: CD, paper bags, pencils, scissors, staplers, coloured pens, CD of triumphant music

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

2 **SB p92** Read and number the sentences from the story.

Aim: to enable students to match sentences with pictures

- Students look at the sentences and try to match them with the pictures.
- They compare their ideas in pairs.
- Play the recording again for them to check their answers.

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

3 **SB p92** Listen to your friend and act out.

Aim: to give students practice in saying sentences and acting out

- Demonstrate the activity for the class. Students say a sentence for their partner to act out. They don't tell a story.
- Give students time to prepare their sentences.
- Do the activity first in open pairs.
- Then students practise in closed pairs.

1 **WB p92** Make a paper hat.

Aim: to enable students to follow a set of instructions to make a paper hat

Warm-up

Aim: to review instructions

- Give students one instruction after another for them to carry out, e.g. *Stand up. Turn around. Sit down. Open your books. Close your books. Open your pencil case.*

1 **CD3 16 SB p92** Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to enable students to listen and mime

- Pre-teach *fly, outside* and *catch*.
- Play the recording. Act out the story to the class.

CD3 Track 16

- 1 You can see a fly on your jeans.
- 2 Open the window.
- 3 Catch the fly.
- 4 Put the fly outside.
- 5 Turn around.
- 6 Oh no! The fly is on your nose.

- Play the recording again. Students act out the story with you.
- Students look at the pictures in their Student's Books and try to sequence them.
- Play the recording a third time for students to sequence the pictures.
- They compare the order in pairs. Check with the class.

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

Ending the lesson

Aim: to enable students to create their own stories from a model

- Students work in groups of four. They adapt the story from SB Activity 1, changing the animal, clothing or some of the instructions, e.g. *Sit down. Oh no! The lizard is on your shoe.*
- Groups mime and then read their stories.

Extension activity

Aim: to enable students to use their paper hats

- Play the triumphant music.
- Students walk proudly around the room in their paper hats.
- Give instructions, e.g. *You are walking past the Queen. Smile to her. Now walk quickly and hold your hat. It's raining and windy.*

Aims:

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

New language: *dress*

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (clothes), dice and counters, paper, coloured pencils

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

Warm-up

Aim: to review clothes

- Use the clothes flashcards to review the vocabulary.
- When students say the word, they point to the clothing if they are wearing it and say what it is made of.

1 SB p93 The dressing game

Aim: to enable students to review vocabulary by playing a game

- Students each draw an outline of a doll on a piece of paper.
- Demonstrate the game.
- Students take turns to roll the dice. When they land on clothes, they say them, e.g. *black socks*, and draw and colour them on their doll. If they can't say the words correctly, they don't draw them. They continue until they have drawn and coloured all the clothes on their doll.
- Students play the game in groups of four.

Key: brown cap, red T-shirt, blue jacket, grey trousers, black socks, red shoes, green jacket, orange T-shirt, pink cap, black trousers, purple socks, yellow shoes, grey cap, blue T-shirt, brown jacket, blue trousers, red socks, green shoes

Picture dictionary

Aim: to review vocabulary for clothes

- Students look at the Picture dictionary page for clothes (WB page 126).
- In pairs, they take turns to point to one of the pictures and say/spell the word.
- Then students write the words under the pictures.

1 WB p93 Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 93.
- Students take turns to read aloud what they have written for number 2 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

The dressing game

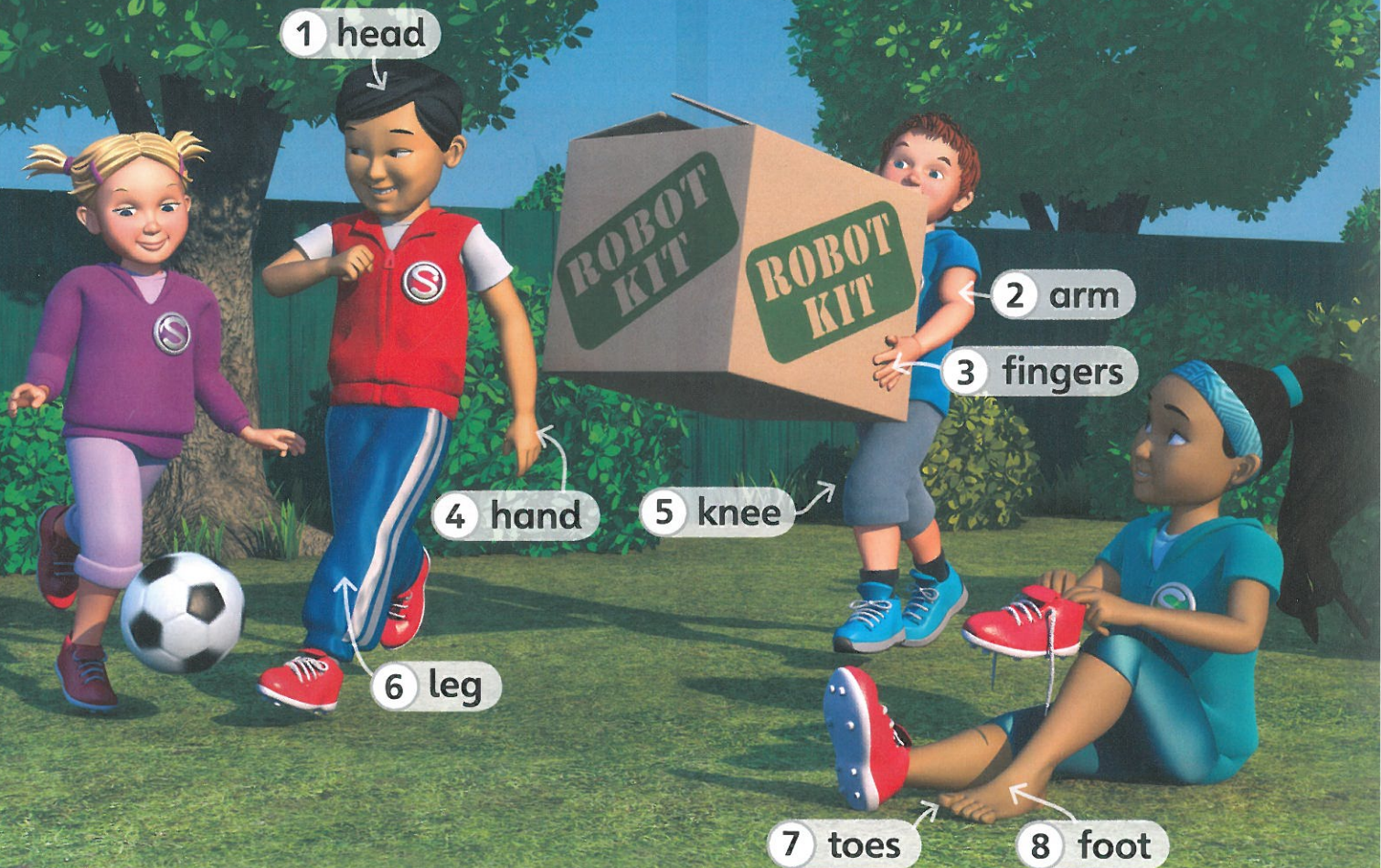


8

The robot

1 CD3
17

Listen and look. Then listen and say the words.



2 CD3
18

Listen and chant.

Let's make a robot!
Here's the head.
Here's an arm.
Here's a hand.
Here are the fingers.

Here's a leg.
Here's a knee.
Here's a foot.
Here are the toes.
Thank you! Off it goes.

Aims:

- to present and practise vocabulary for the body
- to say a chant with the class

New language: *head, arm, fingers, hand, knee, leg, toes, foot, off it goes, make, kit*

Recycled language: *robot, let's, here's, here are, thank you*

Materials: CD, flashcards (the body)

Language competences: Your students will be able to name parts of the body.

2 CD3 18

SB p94 Listen and chant.

Aim: to give students further practice saying the body parts

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in groups.
- Make eight groups. Each group is a part of the body.
- Students do the chant again, standing up and pointing to the relevant body part when they chant it.

1

WB p94 Write the letters to make parts of the body.

Aim: to give students practice in recognising and spelling body parts

Key: Across: foot, knee, leg, arm;
down: hand, finger, toes

2

WB p94 Write the words.

Aim: to give students practice in recognising and naming body parts

Key: 2 arm, 3 knee, 4 head, 5 foot, 6 hand, 7 toes, 8 fingers

Warm-up

Aim: to activate vocabulary

- Write *Toys* in the centre of the board and elicit all the ones students can remember.
- Mime a robot if students don't give you this word.
- Tell the class that this unit is about a robot.

Presentation

Aim: to present body vocabulary

- Hold up each flashcard in turn and point to the part of your body.
- Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus and point to the part of their body.
- Stick the flashcards on the board to make a word map for *body*.

1 CD3 17

SB p94 Listen and look. Then listen and say the words.

Aim: to practise parts of the body

- Students look at the picture in their Student's Books.
- Elicit who they can see (the Super Friends), where they are (in the garden) and what Thunder is carrying (a robot kit). Pre-teach *kit*.
- Play the recording. Students point to the body parts when they hear them.

CD3 Track 17

Misty: What have you got there?

Thunder: A robot kit.

Flash: Great! Let's make a robot!

Now say the words.

1 head, 2 arm, 3 fingers, 4 hand, 5 knee, 6 leg, 7 toes, 8 foot

- Play the recording again. Students repeat the body words.
- Students practise pointing to their body parts and naming them in pairs.

Ending the lesson

Aim: to review key language from the lesson

- Students stand up.
- Say the body parts one after another.
- Students say the word and touch the relevant body part.

Extension activity

Aim: to enable students to personalise the chant

- Students copy the chant into their notebooks.
- They draw the relevant body part of the robot next to the word.
- They draw the complete robot under the text.

Aims:

- to present and practise *can/can't* for ability

New language: *can/can't* for ability, *touch*, *skip*

Recycled language: the body

Materials: CD, flashcards (the body), Unit 8 stickers, scissors (optional), skipping ropes (optional)

Language competences: Your students will be able to talk about ability using *can/can't*.

Warm-up

Aim: to review the body

- Show each flashcard quickly to the class.
- They write the words.
- Students compare answers, including spelling, in pairs.
- Check with the class.

Presentation

Aim: to present *can* and *can't*

- Bend down a little and pretend to try to touch your toes (you can't). Say *I can't touch my toes*.
- Put your hand on your head. Say *I can touch my head*.
- Prompt students to do the two actions (some of them will be able to touch their toes). Elicit the appropriate response.
- Check students say the weak form of *can* in the positive sentence.

1 ^{CD3}₁₉ **SB p95** Look and listen. What can Misty do?

Aim: to present and practise *can* and *can't* for ability

- Pre-teach *skip*.
- Give students time to look at the picture in the Student's Book and read the speech bubbles.
- Play the recording. Students listen for the answer.

CD3 Track 19

Thunder: I can't touch my toes.

Whisper: I can't skip.

Flash: I can't stand on one leg. Whoah!

Misty: I can touch my toes.

Thunder: Wow!

Misty: I can skip.

Whisper: Wow!

Misty: I can stand on one leg.

Flash: Wow!

- They compare answers in pairs.
- Play the recording again. Check with the class.
- Say each question and answer for students to repeat.

Key: Misty can touch her toes, skip and stand on one leg.

2 **SB p95** Read and stick. Help the Super Friends see Misty.

Aim: to give students further practice hearing the new language

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

- Students prepare the Unit 8 stickers.
- Play the recording. Students listen, read and place the stickers in the correct clouds.
- Students compare their answers in pairs.
- Check with the class. Students stick in the stickers.

3 ^{CD3}₂₀ **SB p95** Listen and say.

Aim: to focus students on grammatical form

- Play each sentence for students to repeat.
- Students practise in pairs.

4 **SB p95** Make sentences.

Aim: to give students further practice with the new language

- Demonstrate the activity for the class and then give practice in open pairs.
- Students take turns to make sentences about the pictures in pairs.
- Students make sentences about themselves for the final column, e.g. *I can't skip*.

Key: Anna can skip. Pete can't skip.

1 **WB p95** Write the numbers.

Aim: to give students further practice with reading the new language

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

Ending the lesson

Aim: to review new language from the lesson

- Make groups of three. Students tell each other which of the three things (*skip*, *touch toes*, *stand on one leg*) they can and can't do.
- Take the students outside or to a large space so they can demonstrate.

Extension activity

Aim: to give students further practice with the new language

- Students do a simple survey of their friends' abilities, like the one in SB page 95 Activity 4.
- Students report back to the class about their friends and then write sentences.
- Provide a model on the board, e.g. *(Name) can skip and touch his toes, but he can't stand on one leg*.

1 CD3 19 **Look and listen. What can Misty do?**



2 Sticker **Read and stick. Help the Super Friends see Misty.**






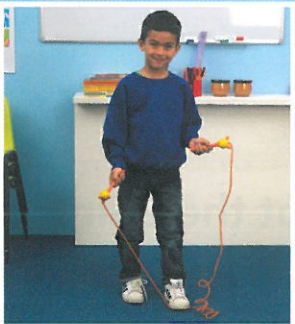
3 CD3 20 **Grammar focus Listen and say.**

I can stand on one leg. I can't touch my toes.
She can skip. He can't skip.



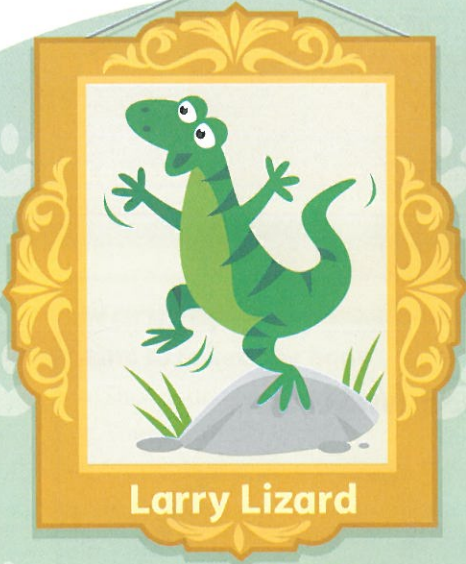
4 **Make sentences.**

Anna can ...

 Anna	 Pete	<input type="text"/>
		<input type="text"/>

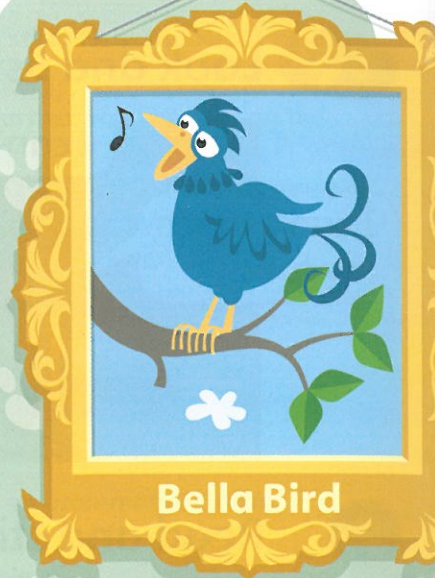
I can ...

Listen and sing.



Can you guess who we are?
 Can you guess who we are?
 Listen and say who we are!

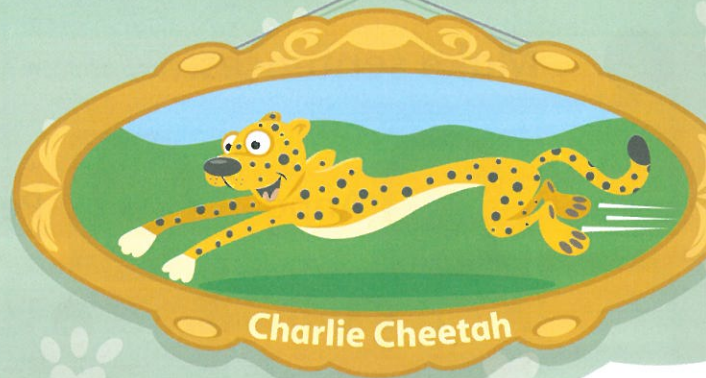
Who am I?
 I can sing.
 Who am I?
 I can swim.
 Who am I?
 I can jump up high.



Who am I?
 I can run.
 Who am I?
 I can dance.
 Who am I?
 I can crawl and fly.



Can you guess who we are? ...



Listen again and say what the animals can do.

It's Bella Bird. She can sing.

Aims:

- to sing a song with the class
- to review *can/can't* for ability
- to raise awareness of question forms with *can*

New language: *guess, jump up high, run, dance, crawl, fly, Who am I? cheetah, kangaroo, dolphin, ladybird*

Recycled language: the body, animals

Materials: CD, flashcards (the body), coloured pencils

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

Warm-up

Aim: to review the body

- Stick the body flashcards on the board.
- Volunteers come to the board in turn to write the body parts under the appropriate flashcard.
- The other students help them if they can't remember.
- Expose students to the question form with *can*, e.g. *I can't touch my toes. Can you touch your toes?* Ask other similar questions.

1 ^{CD3}₂₁ **SB p96** Listen and sing.

Aim: to sing a song with the class

- Students look at the pictures in the Student's Book. Elicit/ pre-teach the animals and the new actions.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.

2 ^{CD3}₂₃ **SB p96** Listen again and say what the animals can do.

Aim: to give students practice with problem solving

- Check students know what to do.
- Play the recording. Students listen to the song again and find out what the animals can do.
- They compare answers in groups of four.

- Elicit and check with the class. Pause the CD after each pair of lines and elicit as in the model, e.g. *It's Dan Dolphin. He can swim.*

Key: It's Dan Dolphin. He can swim. It's Kate Kangaroo. She can jump up high. It's Charlie Cheetah. He can run. It's Larry Lizard. He can dance. It's Lucy Ladybird. She can crawl and fly.

1 **WB p96** Match the pictures with the sentences. Colour the circles.

Aim: to give further practice with the new action verbs

Key: antelope – I can run, grasshopper – I can jump up high, ballerina – I can dance, shark – I can swim, caterpillar – I can crawl

Ending the lesson

Aim: to review key language from the lesson

- In pairs, students ask and answer about the new activities, e.g. *Can you crawl?*
- Elicit from students what their partners can and can't do.

Extension activity

Aim: to encourage students' creativity

- Students work in groups and re-write the song as if one of the other animals is singing.
- Students sing their new songs to the class and the other students guess the animal.

Aims:

- to present and practise question forms and short answers using *can* for ability
- to review free time activities

New language: question forms and short answers using *can*: *Can you/he/she swim? Yes, I/he/she can. No, I/he/she can't, tennis*

Recycled language: free time activities, action verbs

Materials: CD

Language competences: Your students will be able to ask and answer about abilities using *can*.

Warm-up

Aim: to review action verbs

- Write *Actions* in the middle of the board with a circle around it.
- Brainstorm action words to create a word map.
- Supply the first few words, e.g. *crawl, play, fly*.
- Students add ones they can think of.
- Students can look at the Student's Book to help.
- In open pairs, students ask questions with *Can you ... ?*

1 CD3
24

SB p97 Look and say. Then listen and tick (✓) or cross (X).

Aim: to practise the new language

- Check understanding of *tennis*.
- Give students time to look at the pictures.
- Ask a student to read out the example.
- In pairs, students say what is in the other pictures.
- Elicit as a class.
- Play the recording. Students listen and tick or cross.

CD3 Track 24

Interviewer: Hello, Sophie. Can I ask you some questions?

Sophie: Yes, you can.

Interviewer: Can you play tennis?

Sophie: No, I can't.

Interviewer: Can you play the piano?

Sophie: Yes, I can.

Interviewer: Can you ride a horse?

Sophie: Yes, I can.

Interviewer: And can you ride a bike?

Sophie: Yes, I can.

Interviewer: Can you swim?

Sophie: Yes, I can.

Interviewer: Can you dance?

Sophie: No, I can't.

Interviewer: Thank you, Sophie.

Interviewer: Hello, Tom. Can I ask you some questions?

Tom: Yes, you can.

Interviewer: Can you play tennis, Tom?

Tom: No, I can't.

Interviewer: Can you play the piano?

Tom: No, I can't.

Interviewer: Can you ride a horse?

Tom: No, I can't. But I can ride a bike!

Interviewer: Can you swim?

Tom: Yes, I can and I can dance.

Interviewer: Thank you, Tom.

- They compare answers. Play the recording again.
- Check with the class. Elicit full sentences.

Key: Number 2 is *play the piano*. Number 3 is *ride a horse*. Number 4 is *ride a bike*. Number 5 is *swim*. Number 6 is *dance*.

Sophie	X	✓	✓	✓	✓	X
Tom	X	X	X	✓	✓	✓

2 CD3
25

SB p97 Listen and say.

Aim: to focus students on grammatical form

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

3

SB p97 Play the action game.

Aim: to give students practice asking questions and playing a game

- Elicit what sports students can see in the pictures.
- Practise the game in open pairs first.
- Student A thinks of a free time activity and asks Student B, e.g. *Can you play the piano?*
- Student B mimes the activity and answers, e.g. *Yes, I can.*
- Students continue the game in pairs.

1

WB p97 Complete the questions.

Aim: to give students practice with the new language

Key: 2 Can she, 3 Can he, 4 Can she ride, 5 Can he play, 6 Can she ride a bike

2

WB p97 Look at the pictures in Activity 1. Answer the questions.

Aim: to give students further practice with the new language

Key: 2 Yes, she can. 3 Yes, he can. 4 No, she can't. 5 No, he can't. 6 Yes, she can.

Ending the lesson

Aim: to review pronunciation of *can* and *can't*

- Say six statements using *can* or *can't*, e.g. *1 Jill can't swim*. Students write a tick if the sentence is positive and a cross if it is negative.

Extension activity

Aim: to personalise the new language and unit theme









- Brainstorm actions from the lesson to add to the word map from the Warm-up.
- Each student writes a short text about things they can and can't do, using the word map.

1 CD3 24

Look and say. Then listen and tick (✓) or cross (X).

play the piano swim ride a horse
ride a bike play tennis dance

Number 1 is *play tennis*.

	1 	2 	3 	4 	5 	6 
						
Sophie						
						
Tom						

2 CD3 25

Grammar focus

Listen and say.



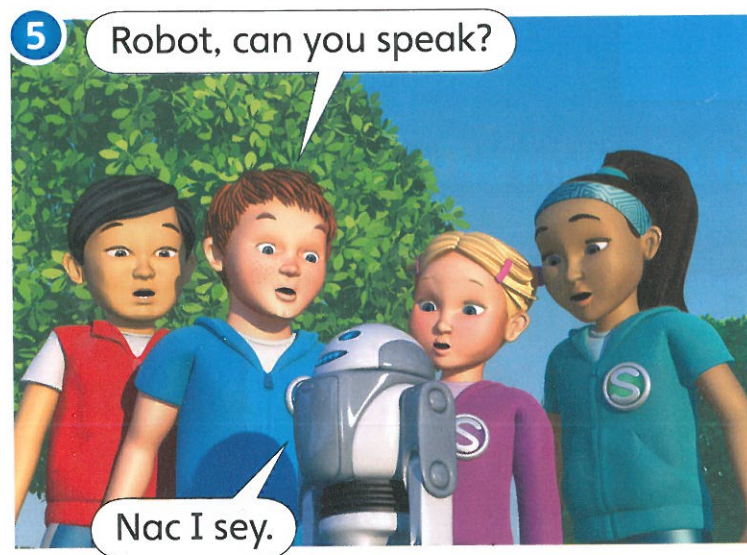
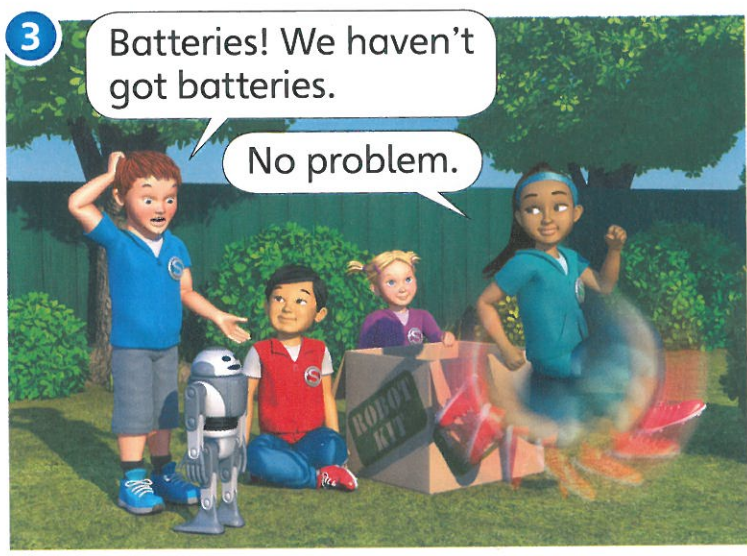
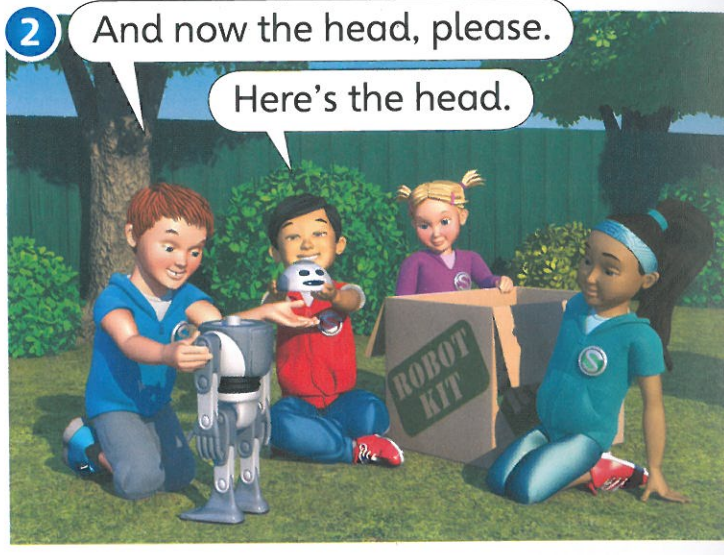
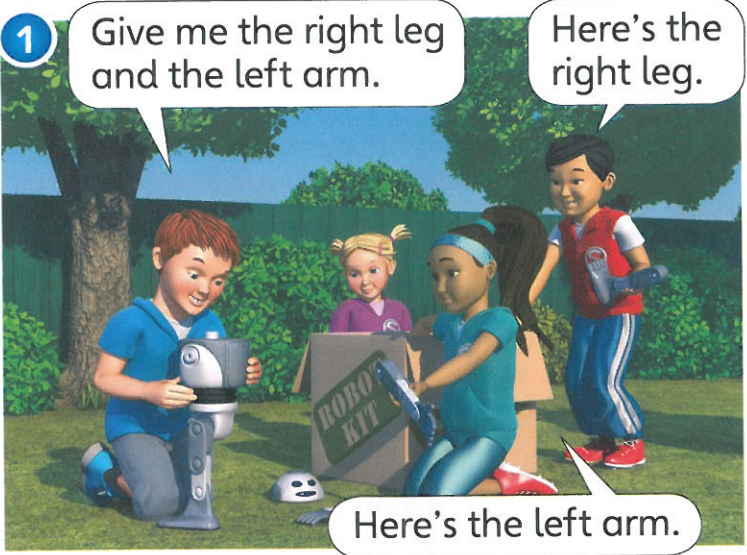
Can you swim? Yes, I can.
Can you dance? No, I can't.

3

Play the action game.



1 CD3 26 **S** The problem



Aims:

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

New language: *problem, no problem, right, left (leg), battery, try, something, well done, What are you doing? speak*

Recycled language: the body, character names

Materials: CD

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

Your students will be able to act out the story.

Value: teamwork

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what happened in the last episode (Whisper thought another boy had taken his cap).
- Elicit the value (saying sorry).

1 ^{CD3}₂₆ **SB pp98–99** The problem

Aim: to present a picture story

- Elicit where the Super Friends are at the beginning of the story (in the garden with the robot kit).
- Play the recording. Students listen and read to find out what the robot can't do (speak).
- Students compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension. Check students understand that Misty turns the robot's head around the right way and then he can speak.
- Talk with the class about the value (teamwork) and where each person helps (frames 2, 3, 4 and 7) and what they do.
- Play the recording a third time. Students listen and repeat.

1 ^{CD3}₂₇ **WB p98** Listen and tick (✓) the box.

Aim: to review the story

CD3 Track 27

- 1 **Flash:** Here's the left arm.
- 2 **Flash:** No problem.
- 3 **Robot:** Yes, I can.

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

2 **WB p98** Write the words.

Aim: to check understanding of the story

Key: 2 problem, 3 you, 4 done

3 **WB p98** Write the numbers.

Aim: to review short dialogues

Key: 2 I've got a problem. 3 What are you doing?

4 No problem.

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to stimulate students' creativity

- Students each choose one of the short dialogues from WB Activity 3. They make up a little, silent role play and include their short dialogue at the end.
- Help students with vocabulary. They can change words, e.g. *Let's go for a swim*, if they want.
- Students perform their short dialogues for the class.

Aims:

- to talk about the meaning of a story
- to identify the letter sound *g* as in *give* and *leg*
- to review language from the story and the unit

Recycled language: language from the story, the body, toys, classroom objects, animals, colours

Materials: CD

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

Phonics focus: Your students will be able to practise saying the letter sound *g* at the beginning, in the middle and at the end of words.

Note: The other sound for this letter is /dʒ/ as in *giraffe*, which is not the focus of this lesson. Words with this pronunciation are special words which need to be learnt separately.

Value: teamwork

Warm-up

Aim: to review the story

- Say some key phrases from the story and elicit who says them.
- Use these to recap the story.

2 Think! SB p99 What does the robot say?

Aim: to check comprehension of the story

Thinking skill: problem solving

- Check students know what to do.
- Students look at the picture and try to work out what the words say.
- They discuss ideas in pairs.
- Check with the class.
- Elicit what the robot said in frame 5 of the story (*Yes, I can backwards*).

Key: book, arms, bike, foot, swim

3 SB p99 Find who says ...

Aim: to present the letter sound *g* at the beginning and end of a word

- Write *give* and *leg* on the board, using a red pen for the *g*. Make the hard *g* sound and explain that in English we can use this sound at the beginning, in the middle and at the end of words.
- Students repeat *Give me the right leg* after you.

Note: The *igh* in *right* is an alternative spelling for the long vowel sound *ie* as in *pie*.

- Students find the speech bubble in the story (frame 1).

Key: Thunder

CD3 28 SB p99 Listen and say.

Aim: to practise and identify the letter sound *g* at the beginning and end of words

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

CD3 Track 28

g - g - g

Greg's got a big bag and a green go-kart.

Greg's got a big bag and a green go-kart!

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

1 Values WB p99 Look and circle.

Aim: to focus students on the value of teamwork

Key: Picture 1

2 CD3 29 WB p99 Write and match. Listen and say.

Aim: to practise reading, writing and saying words containing the letter sound *g*

CD3 Track 29

1 grey, 2 frog, 3 computer game, 4 garden, 5 fingers, 6 leg, 7 dog

Key: 2 b frog, 3 e computer game, 4 a garden, 5 f fingers, 6 c leg, 7 d dog

Ending the lesson

Aim: to review and write words containing the letter sound *g*

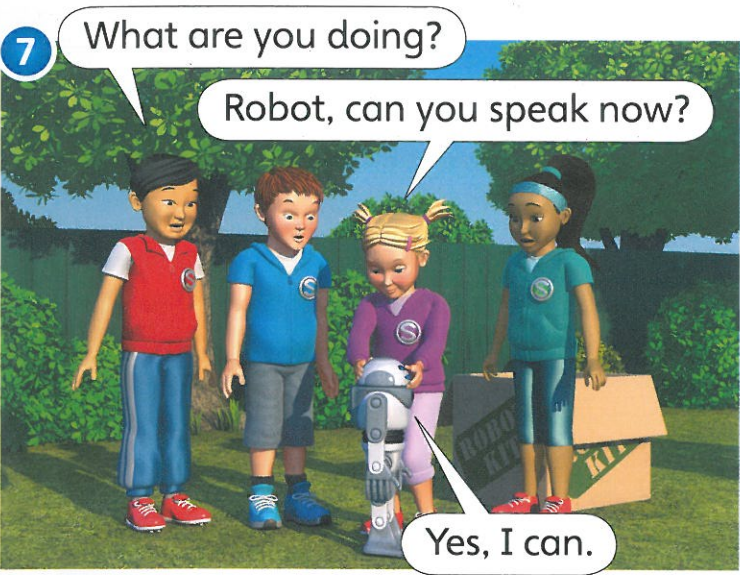
- Students close their Student's Books.
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- Make flashcards of words containing the letter sound *g* and ask pupils to say them as you hold them up. Some words students have learned are: *good, bag, big, great, green, grey, go, get, got, game, frog, dog, give, gull, leg, fingers* and *ugly*.

Extension activity

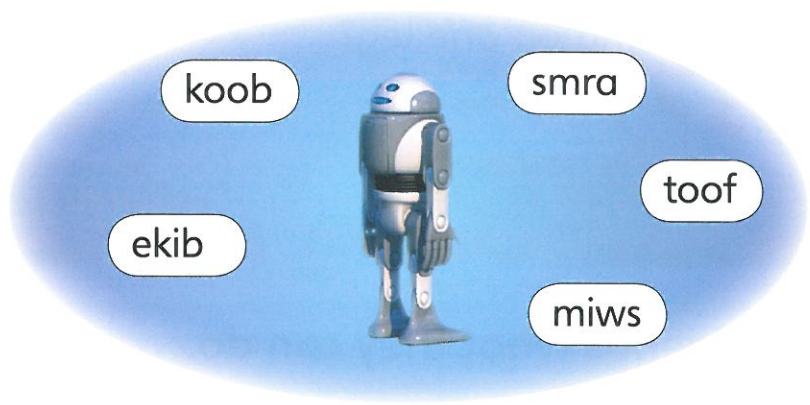
Aim: to discuss the value of teamwork

- Remind students of the projects they have done in previous units and of the group work they do in class.
- Elicit from students why teamwork is important when they do these kinds of activities and how they can make their teamwork better.

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



2 **Think!** What does the robot say?



3 Find who says ... Give me the right leg.



4 ^{CD 3} ₂₈ Listen and say.



Greg's got a big bag and a green go-kart.



1 CD3
30

Listen and tick (✓) the box.

1 Can Patch swim?



2 Can Sue ride a bike?



3 Can Coco stand on one leg?



2

Ask your friends what they can do.

Can you ... ?	Name
 <p>play the piano</p>	
 <p>speak Spanish</p>	
 <p>ride a horse</p>	
 <p>play the guitar</p>	

Aims:

- to practise listening and reading skills
- to practise interactive speaking

Skills:

- listening and reading for specific information
- interactive speaking about a survey

New language: *Spanish, in trouble***Recycled language:** actions**Materials:** CD

Language competences: Your students will be able to listen and read for specific information. Your students will be able to exchange information in a speaking activity.

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

- Mime an action from the unit.
- Students take turns to guess.
- The student who guesses correctly comes to the front and mimes another action.
- Repeat.

1 ^{CD3}₃₀ **SB p100** Listen and tick (✓) the box.

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

- Read the activity instruction and check students know what to do.
- Play the recording. Students tick.

CD3 Track 30**1 Can Patch swim?**

Patch can't swim.

No, he can't. Look, he's in trouble.

2 Can Sue ride a bike?

Can you ride a bike?

No, I can't. But my sister, Sue, can ride a bike. Look! Here she comes now.

3 Can Coco stand on one leg?

Can you stand on one leg, Coco?

I don't know. Let's see. Woah! No, I can't.

- They compare their answers in pairs.
- Check with the class using open pairs.

Key: 1 b, 2 a, 3 b

2 **SB p100** Ask your friends what they can do.

Aim: to give students practice with interactive speaking

- Demonstrate the activity and make sure students know what to do.
- They can do the activity either in small groups or as a mingling activity around the class. They ask up to six students and write their names and *yes/no*.
- Elicit from some students what they found out, e.g. *Who can play the piano? Who can't play the guitar?*

1 **Think!** **WB p100** Read and tick (✓) or cross (X).

Aim: to give students practice reading for specific information and transferring information**Thinking skill:** categorising**Key:**

Jerry	(✓)	X	X	✓	✓	✓	X
Stacey	X	✓	✓	X	✓	✓	✓
Tom	✓	✓	X	✓	✓	✓	X

2 **WB p100** Look at Activity 1. Tick (✓) the box.

Aim: to give students practice in close reading**Key:** 2 Yes, I can. 3 No, I can't. 4 Yes, I can. 5 No, I can't. 6 No, I can't.**Ending the lesson****Aim:** to practise interpreting tabular information

- Draw a simple table on the board, like the one in WB Activity 1.
- Insert ticks and crosses.
- Ask students questions about the table, e.g. *Can Stacey skip?*
- Students take turns to ask and answer questions in open pairs.

Extension activity**Aim:** to practise writing skills

- Students write sentences for the information they found out in SB Activity 2.
- Write a model on the board for them to use, e.g. *(Name), (Name) and (Name) can play the piano, but (Name) can't play the piano. I can play the piano.*
- Go around the class and help as necessary.

Aim:

- to practise reading, listening and writing skills

Skills:

- listening and reading for specific information
- writing a description from a model

New language: *dance, very fast, wing, funny*

Recycled language: actions, the body, numbers

Materials: flashcards (the body)

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

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

Warm-up

Aim: to review the body

- Show each flashcard quickly to the class.
- Elicit what they saw each time.

1 SB p101 Look, read and draw lines.

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

- Students look at the pictures carefully. Pre-teach *very fast* and *wings*.
- Ask four students to read the short texts aloud.
- Students do the matching task individually and then compare ideas in pairs.
- Check with the class.

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

2 SB p101 Draw a funny animal and write about it.

Aim: to enable students to write a description from a model

- Read the activity instruction aloud and check understanding of *funny*.
- Check students know what to do. Remind them to use the texts in SB Activity 1 as a model.
- Students draw their animal first on a piece of paper. They write a rough draft in their notebooks.
- Go around the class to help and check.
- When you have checked their work, students write a final draft on another piece of paper.

1 CD3 31 WB p101 Read the questions. Listen and write a name or a number.

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

CD3 Track 31

- 1** **Man:** Hello. Are you the little girl in the picture?
Karen: Yes, I am.

Man: What's your name?

Karen: I'm Karen.

Man: Can you spell your name?

Karen: Sure. K A R E N.

2 **Man:** Thank you. And how old are you, Karen?

Karen: I'm six.

Man: Six.

Karen: Yes.

3 **Man:** And is this your dog?

Karen: Yes. His name is Bruno.

Man: Can you spell Bruno?

Karen: Yes. It's B R U N O.

Man: Thank you.

4 **Man:** Have you got any other pets?

Karen: Yes. I've got lizards.

Man: Lizards! How many lizards have you got?

Karen: I've got three lizards.

Man: Thank you.

5 **Karen:** And I've got a horse.

Man: A horse! Can you ride him?

Karen: Yes, I can. Spotty is very friendly.

Man: Spotty. Is that his name?

Karen: Yes.

Man: Can you spell it?

Karen: S P O T T Y.

Key: 2 Six/6, 3 Bruno, 4 Three/3, 5 Spotty

Ending the lesson

Aim: to practise memory skills

- Students look at WB Activity 1 for 30 seconds and then close their Workbooks.
- Say sentences about the picture. Students stand up (or stay standing) if they are true, and they sit (or stay sitting) if they are false.

Extension activity

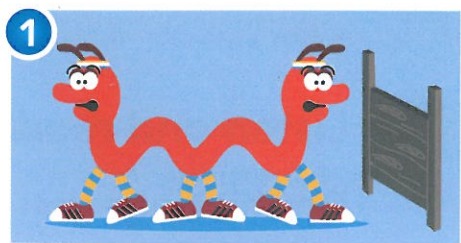
Aim: to play a guessing game

- Put students into groups of six and give each group a name, e.g. *Lizards*.
- They make a lizard name label and stick it on the wall.
- Under the label they arrange their texts and pictures from SB Activity 2 in random order. They number each piece 1–12.
- Groups go around the room, matching texts to pictures and writing the information on paper, e.g. *Lizards: 2 and 7, 5 and 12*.
- Groups reveal the answers to the matching activity.
- The group which gets the most correct answers is the winner.

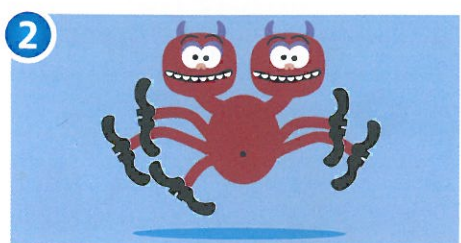


1 Look, read and draw lines.

a I'm an Octo. I've got one head. I've got two legs and eight arms. I can dance.



b I'm a Klump. I've got two heads. I've got six legs and I can run very fast, but I can't jump.



c I'm a Dook. I've got two heads. I've got five legs and I've got ten feet. I can jump!



d I'm a Zak. I've got one head, eight legs and four wings. I can fly but I can't jump.



2 Draw a funny animal and write about it.

I'm a Brog. I've got three heads, three legs and four arms. I'm green. I can dance.

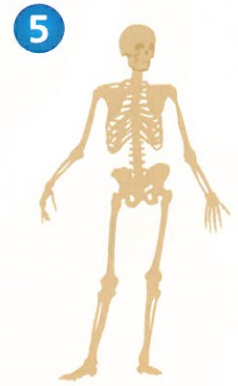


The Skeleton

1 CD3
32

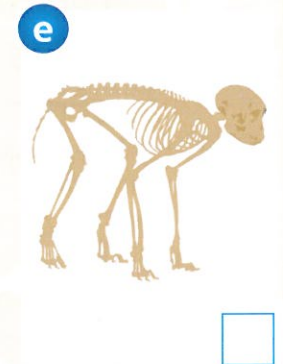
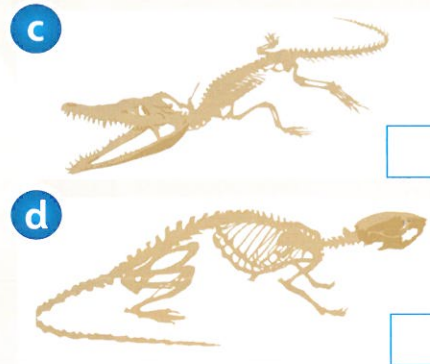
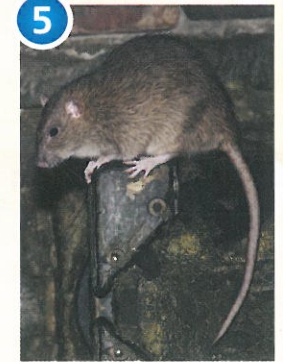
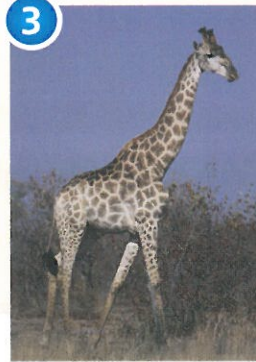
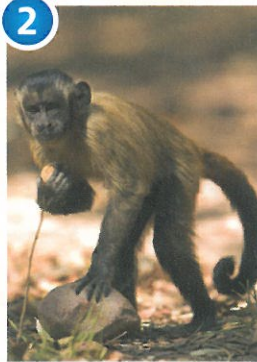
Listen and read. Write the words.

On this page you can see skeletons. Humans and some animals have got skeletons. The skeleton helps us to swim, walk, run, sit and stand.



2

Look and match the animals with their skeletons.



Aim:

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

New language: *skeleton, human*

Recycled language: animals, actions

Materials: CD, animal reference books or the Internet (optional)

Language competences: Your students will have learnt specific language to be able to talk about Science in English.

1 **WB p102** Write the words.

Aim: to check understanding of visual images and to review the present continuous

Key: 2 dancing, 3 jumping, 4 riding a bike, 5 swimming, 6 sitting

2 **WB p102** Match the words with the pictures.

Aim: to enable students to apply real world knowledge

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

Warm-up

Aim: to review body parts

- Play a guessing game. Say *I'm thinking of a body part.*
- Students guess, e.g. *Is it a hand?*
- Students take turns to think of something for others to guess.

Ending the lesson

Aim: to review what students have learnt in the lesson

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

1 **CD3 32** **SB p102** Listen and read. Write the words.

Aim: to raise students' awareness of what skeletons are

- Pre-teach *skeleton* and *human*. Briefly discuss what skeletons are.
- Play the recording. Students listen and read.
- Play the recording again. They write the words.
- They compare answers in pairs.
- Check as a class.

Key: 1 walk, 2 run, 3 swim, 4 sit, 5 stand

2 **SB p102** Look and match the animals with their skeletons.

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

- Read the activity instruction and check students know what to do.
- They work in pairs, matching the animals with the skeletons.
- Check and discuss as a class.

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

Extension activity

Aim: to do some research

- Elicit other animals from students (not those from the lesson).
- In pairs, students choose an animal and look up its skeleton in the reference books or on the Internet.
- They copy the skeleton into their notebooks and label the body parts.

Aims:

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

New language: *bones, feel*

Recycled language: the body

Materials: Unit 8 cut-outs photocopied onto card

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

Warm-up

Aim: to review skeletons

- With Student's Books closed, show the class one of the skeletons from the previous lesson.
- They say which animal it is.

1 **SB p103** What do you think? Read and answer.

Aim: to enable students to apply their own knowledge and experience

- Read the activity instruction and the introduction aloud and check understanding.
- Pre-teach *bones* and *feel*.
- Students read the questions and try to guess the answers in pairs.
- Check and discuss as a class.

Key: 1 c, 2 c

2 **Think!** **SB p103** Look at the bones and find them in your body.

Aim: to enable students to apply real world knowledge and to learn by experience

Thinking skill: identifying

- Read out the four sets of bones for the class. They repeat.
- Students look at the pictures and try to find the bones in their bodies.
- Check with the class, showing where each of the sets of bones is.

3 **Project** **SB p103** Put the cut-outs together to make a skeleton.

Aim: to enable students to apply their knowledge and experience

- Read the activity instruction with the class and make sure they know what to do.
- Students prepare the Unit 8 cut-outs.
- Encourage students to talk about the skeleton parts as they do the activity.

1 **Think!** **WB p103** Write the numbers.

Aim: to give further practice with skeletons and bones in the body

Thinking skill: matching

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

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they've done today, e.g. *learnt the names of bones in the body and how many there are and I've made a skeleton.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to give further practice with names of bones

- Play a 'Simon says' game.
- Say, e.g. *Simon says touch your skull.* (Students touch their skulls.)
- Say, e.g. *Touch your spine.* (Students don't touch their spines.)
- Continue giving instructions for students to follow (or not).
- Students who make mistakes are 'out'.
- The last few students remaining at the end of the game are the winners.

1 What do you think? Read and answer.

The skeleton has got lots of bones.
They are strong. Can you feel them?



- 1** How many bones are in your arm?
a 1 **b** 2 **c** 3
- 2** How many bones are in your finger?
a 1 **b** 2 **c** 3

2 **Think!** Look at the bones and find them in your body.

1



head

2



knee

3



foot

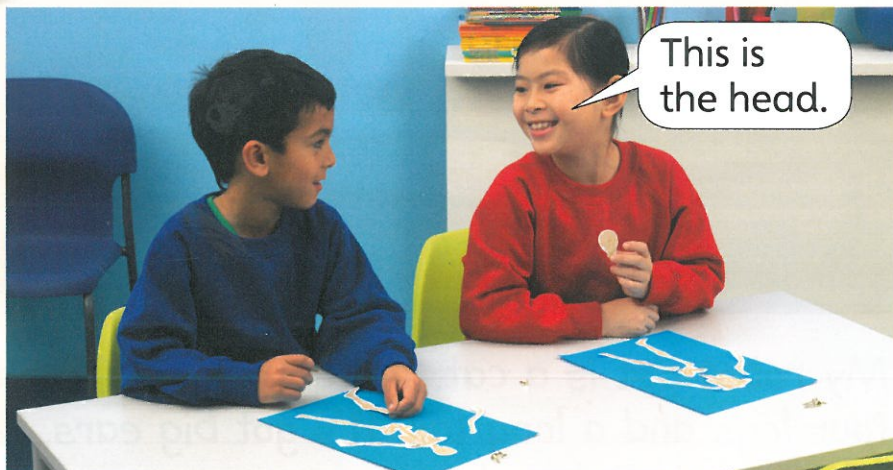
4



arm

3 **Project** Put the cut-outs together to make a skeleton.

Page
127



Create that!

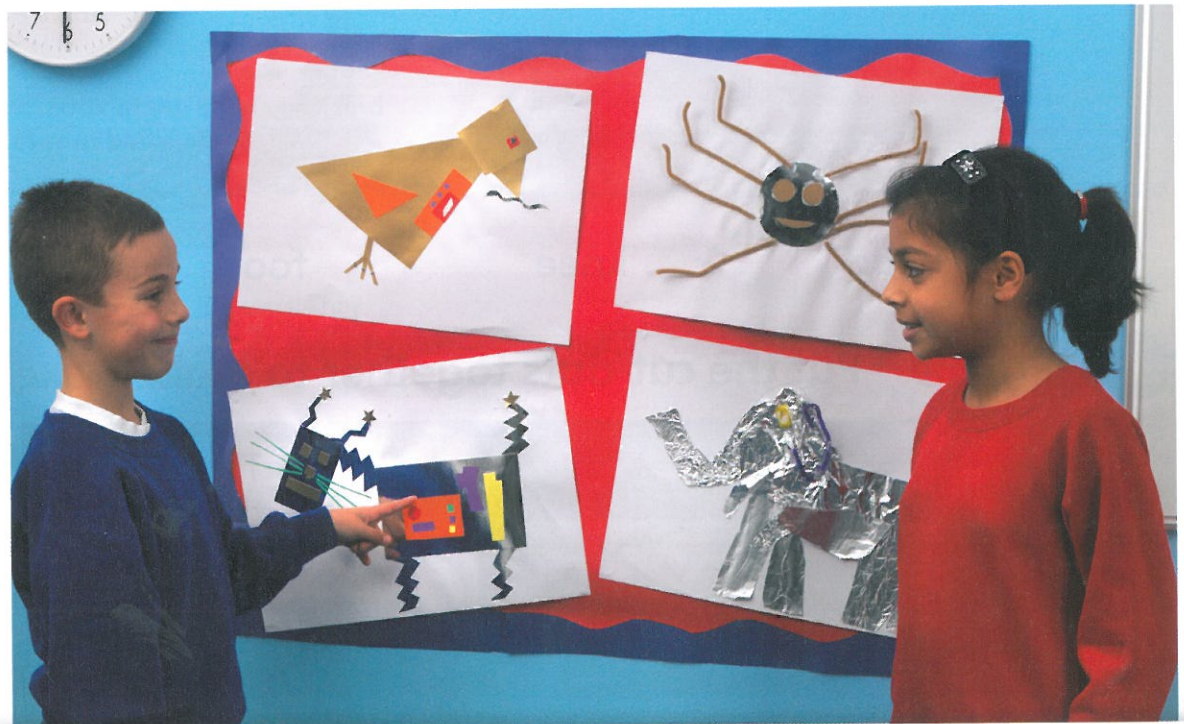
1 CD3
33

Listen and imagine. Then draw your picture.



2

Write about your picture. Then listen to your friends and guess.



My robot pet is a cat. It's got a lovely head. It's got four legs and a long tail. It's got big ears. It can dance. Its name is Robocat.

Aims:

- to draw out students' creativity through mental imagery
- to practise following a set of instructions

New language: foil, cardboard

Recycled language: the body

Materials: CD, cardboard, scissors, foil, glue, coloured pens

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

Warm-up

Aim: to review *right* and *left*

- Give instructions for students to follow to make sure they can identify *right* and *left*, e.g. *Pick up a pencil in your left hand. Hold your book in your right hand. Put down your pencil. Touch your left knee with your right hand.*

1 CD3
33

SB p104 Listen and imagine. Then draw your picture.

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

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

CD3 Track 33

Close your eyes.

Imagine a robot. A beautiful robot pet.

Here's the head.

And here are the ears.

Here's the right arm and the left leg.

Here's the left arm and here's the right leg.

Now draw your robot pet.

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

- 2** **SB p104** Write about your picture. Then listen to your friends and guess.

Aim: to give students practice in writing and speaking about a picture

- Look at the pictures and read the example from the Student's Book with the class.
- Students write their descriptions. Monitor and help.
- Display the pictures on the wall of the classroom.
- Ask a student to read out one of the descriptions. Students look at the pictures on the wall to guess which one is being described.
- Students do not read their own descriptions aloud.

- 1** **WB p104** Make a robot mask.

Aim: to enable students to follow a set of instructions to make a robot mask

Ending the lesson

Aim: to enable students to share opinions and ideas

- Elicit what their robots are called and what they can and can't do.
- Students hold up their robot masks over their faces. Call out actions, e.g. *Sit*, and students mime if their robots can/can't do this.

Extension activity

Aim: to enable students to talk about their pictures

- Students work in groups. They take turns to talk about the pictures they drew for SB Activity 1.
- Provide language to help them, e.g. *Here is / Here are ... My robot pet can ... , but it can't ... Its name is ...*

Aims:

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

Recycled language: vocabulary and grammar from the unit

Materials: poster paper, magazines or the Internet, scissors, felt tip pens

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

Warm-up

Aim: to review the body

- Write the body parts in scrambled letter order on the board.
- Students work in pairs and write each word correctly.
- When checking with the class, have students point to the relevant body part.

1 **SB p105** Make a poster.

Aim: to enable students to review vocabulary by making a poster

- Talk through the instructions with students and make sure they know what to do.
- Students work in pairs.
- Hand out the materials in stages so that students don't rush to stick pictures on before you have checked their ideas.
- Monitor and help as and when necessary.
- Students write their names on the posters.

2 **SB p105** Play the memory game.

Aim: to give students practice in memorisation

- Demonstrate the activity for the class.
- Pairs take turns to show their posters to the class for about 30 seconds.
- They then turn the posters face down and ask questions of the class.
- Students try to remember what is on each pair's poster.
- Pairs show their posters for the class to check.

Picture dictionary

Aim: to review vocabulary for the body

- Students look at the Picture dictionary page for the body (WB page 127).
- In pairs, they take turns to point to one of the pictures and say/spell the word.
- Then students write the words under the pictures.

1 **WB p105** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

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

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 105.
- Students take turns to read aloud what they have written for number 2 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Our body

1 Make a poster.

a Write *Our body* on your poster.



b Think of parts of the body and find pictures.



c Cut out the pictures and stick them on your poster.



2 Play the memory game.

There is a boy and a girl.
The boy has got ...

9

At the beach

1 ^{CD3}₃₄ Listen and look. Then listen and say the words.

1 catch a fish

2 paint a picture

3 eat ice cream

4 take a photo

5 listen to music

6 look for shells

7 read a book

8 make a sandcastle

2 ^{CD3}₃₅ Listen and chant.

Eat ice cream,
Yum, yum.
Take photos,
Click, click.
Catch fish,
Splish, splash.

Make castles,
Dig, dig.
Look for shells,
Look, look.
Play in the sun,
It's lots of fun!



Aims:

- to present and practise vocabulary for holidays
- to say a chant with the class

New language: *at the beach, catch a fish, paint a picture, eat ice cream, take a photo, listen to music, look for shells, read a book, make a sandcastle, read a book, take a photo, play in the sun*

Recycled language: present continuous

Materials: CD, flashcards (holidays)

Language competences: Your students will be able to name holiday and leisure activities.

Warm-up

Aim: to activate vocabulary

- Write *Holidays* in the centre of the board and elicit/pre-teach what it means.
- Elicit any words students can think of to do with holidays: action verbs, adjectives and nouns. Write them around the word to create a word map.

Presentation

Aim: to present holiday vocabulary

- Hold up each flashcard in turn. Do a mime for each one to help with understanding.
- Say the word for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the word in chorus.
- Stick the flashcards on the board to make a word map for holidays.

1 CD3 34

SB p106 Listen and look. Then listen and say the words.

Aim: to practise holiday and leisure vocabulary

- Students look at the picture in their Student's Books.
- Elicit who they can see (the Super Friends and other children) and where they are (at the beach).
- Play the recording. Students point to the pictures when they hear the words.

CD3 Track 34

Thunder: Look at that hill.

Flash: We can have a race.

Thunder: OK.

Now say the words.

1 catch a fish, 2 paint a picture, 3 eat ice cream, 4 take a photo, 5 listen to music, 6 look for shells, 7 read a book, 8 make a sandcastle

- Play the recording again. Students repeat the holiday words.
- Students practise pointing to the holiday activities and naming them in pairs.

2 CD3 35

SB p106 Listen and chant.

Aim: to give students further practice saying the holiday words

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.
- Check understanding of new vocabulary.
- Play the recording again, pausing after each pair of lines for students to repeat.
- Do the chant as a class and then in groups.
- Make eight groups. Give each group the relevant holiday activity.
- Students do the chant again, standing up and miming the holiday activity when they chant it.

1

WB p106 Write the words.

Aim: to give students practice in recognising and spelling holiday activities

Key: 2 photo, 3 fish, 4 picture, 5 music, 6 ice cream, 7 book, 8 sandcastle

2

WB p106 Read. Then write and draw.

Aim: to give students practice in writing about and illustrating a holiday activity from a model

Ending the lesson

Aim: to review key language from the lesson

- Mime a holiday activity. Students say the activity.
- Students take turns to mime for the rest of the class to guess.

Extension activity

Aim: to enable students to personalise the holiday activities

- Say, e.g. *On holiday I like eating ice cream. I don't like looking for shells.*
- Write the examples on the board. In groups of four, students take turns to say what they like and don't like doing on holiday.
- Elicit from the class and find out the most popular holiday activity.

Aims:

- to present and practise *let's* for making suggestions and appropriate responses
- to review holiday activities

New language: *let's* for making suggestions, *I'm not sure, sorry, I don't want to, good idea*

Recycled language: holiday activities

Materials: CD, flashcards (holidays)

Language competences: Your students will be able to make and respond to suggestions using *Let's*.

Warm-up


Aim: to review holiday activities

- Make two teams. A student from each team sits on a chair at the front of the class with his/her back to the board.
- Write a holiday activity on the board. The teams mime to their representative on the chair for him/her to guess the activity. The students on the chairs can't look at the board and the students in the team can't say the words on the board.
- The team who guesses first gets a point.
- Two more students come and sit in the hot seats.
- Continue with other holiday activities.

Presentation

Aim: to present *Let's* ...

- Students look at Student's Book page 74 and the first frame of the story. Misty says *Let's go in*. Use this example to elicit/teach the meaning and use of *Let's* ...
- Make sure students notice that it is followed by a simple verb, e.g. *go/paint*.

1  **CD3 36** **SB p107** Listen and number the pictures. Then write the words.

Aim: to present and practise *Let's* for suggestions

- Give students time to look at the pictures in the Student's Book and read the sentences.
- Play the recording. Students listen for the answers.

CD3 Track 36

- 1 Boy:** Let's paint a picture.
Girl: I'm not sure.
- 2 Woman:** Let's take a photo.
Man: Good idea.
- 3 Girl:** Let's listen to music.
Girl: Good idea.
- 4 Man:** Let's look for shells.
Boy: Sorry, I don't want to.

- They compare answers in pairs.
- Play the recording again. Check with the class.
- Say each suggestion and response for students to repeat and check understanding of the responses.

Key: 3 listen, 1 paint, 4 look, 2 take

2  **CD3 37** **SB p107** Listen and say.

Aim: to focus students on grammatical form

- Play the suggestion and the three responses for students to repeat and act out.
- Students practise in pairs.

3 **SB p107** Look and act out.

Aim: to give students further practice with the new language

- Demonstrate the activity for the class and then give practice in open pairs.
- Students take turns to act out and respond in closed pairs, e.g. Student A: *Let's play football*. Student B: *Sorry, I don't want to*.

1 **WB p107** Complete the sentences with the words.

Aim: to give students further practice with writing the new language

Key: 2 read, 3 make, 4 make, 5 catch

2 **WB p107** Match the pictures with the dialogues in Activity 1. Number the pictures.

Aim: to give students further practice with the meaning of the new language

Key: 1, 5, 3, 2

Ending the lesson

Aim: to review new language from the lesson

- Make some suggestions for ending the lesson, e.g. *Let's play a game. Let's read a story*.
- Elicit student responses and do the most popular one with the class.

Extension activity

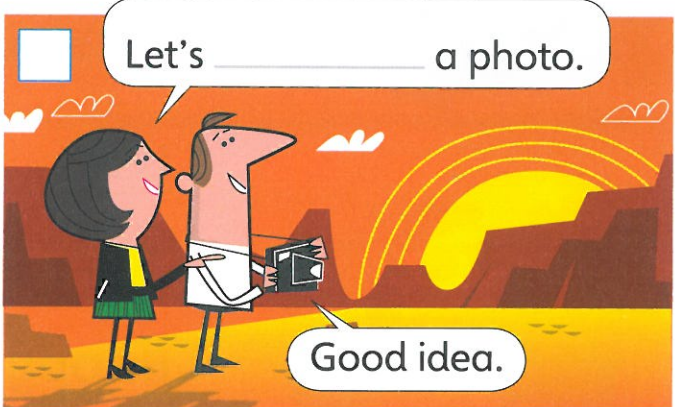
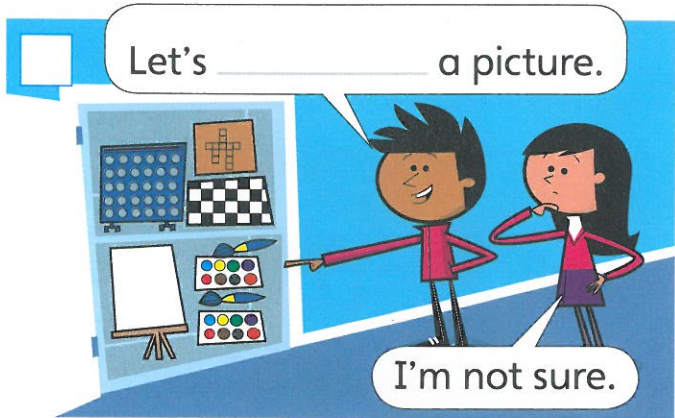
Aim: to give students further practice with the new language

- Students draw a simple survey table. They choose and write four holiday activities down the left side of the table.
- Students do a mingling activity, making suggestions to their classmates.
- They write the name of the classmates who respond *Good idea*.
- Students need to find at least four people for each activity.

1 CD3 36

Listen and number the pictures. Then write the words.

paint take look listen



2 CD3 37

Grammar focus

Listen and say.

Let's play the guitar. Good idea.
I'm not sure.
Sorry, I don't want to.

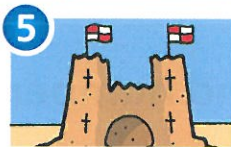
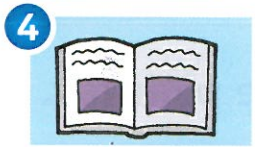
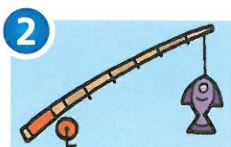


3

Look and act out.

Let's ...

Good idea.



Listen and sing.



Let's go to the beach.
Let's look for shells.
Let's play in the sand.
Let's run hand in hand ...



Happy holiday,
Happy holiday,
For you and me.



Let's take a photo.
Let's catch a fish.
Let's swim in the sea,



1, 2, 3! ...

Happy holiday ...



Listen again and number the pictures.



Aims:

- to sing a song with the class
- to give further practice with *Let's* for suggestions

New language: *hand in hand, sea*

Recycled language: holiday activities

Materials: CD, flashcards (holidays)

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

Warm-up

Aim: to review holiday activities

- Stick the holiday activity flashcards on the board.
- Volunteers come to the board in turn to write the activities under the appropriate flashcard.
- The other students help them if they cannot remember.



1 **SB p108** Listen and sing.

Aim: to sing a song with the class

- Students look at the pictures in the Student's Book. Elicit/pre-teach *sea* and *hand in hand*.
- Play the recording. Students follow the song in their Student's Books.
- Play the recording again, pausing after each verse for students to repeat.
- When students have learnt the song, practise it with the whole class.
- Use the karaoke version of the song for students to sing in groups.



2 **SB p108** Listen again and number the pictures.

Aim: to give students practice with matching pictures with text

- Check students know what to do.
- Play the recording. Students listen to the song again and number the pictures in sequence.
- They compare answers in groups of four.
- Elicit and check with the class.

Key: 4 (run hand in hand), 3 (play in the sand), 2 (look for shells), 6 (catch a fish), 5 (take a photo), 7 (swim in the sea), 1 (go to the beach)

1 **WB p108** Write more lines for the song. Draw pictures.

Aim: to encourage creativity and personalisation

Key: 2 paint a picture, 3 eat ice cream, 4 make a sandcastle, 5 and 6 Students' own ideas

Ending the lesson

Aim: to review key language from the lesson

- Sing the song again from the beginning of the lesson around the class, adding the new verses from WB Activity 1.

Extension activity

Aim: to focus students on spelling

- Write the following words in jumbled letter order on the board: *sandcastle, shells, fish, music, book, photo, picture, ice cream*.
- Students work in pairs to unjumble them and to add the correct verbs.

Aims:

- to present and practise *Where's ... ? Where are ... ? It's, They're*
- to review holiday vocabulary

New language: question forms and responses: *Where's ... ? Where are ... ? It's, They're*

Recycled language: *in, on*, holiday activities

Materials: CD

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

Warm-up

Aim: to review holiday activities

- Write *Holiday activities* in the middle of the board with a circle around it.
- Brainstorm words to create a word map.
- Students can add other ideas of their own.

1 ^{CD3}
41

SB p109 Listen and read. Tick (✓) the correct picture.

Aim: to practise the new language

- Use the pictures to elicit / teach understanding of *Where ... ?*
- Give students time to look at the pictures.
- Play the recording. Students listen and read.
- In pairs, students try matching the questions and answers with the correct pictures.
- Elicit as a class.
- Check with the class, using open pairs.
- Make sure students notice the use of *It's* for singular and *They're* for plural.

Key: 1 a, 2 b

2 ^{CD3}
42

SB p109 Listen and say.

Aim: to focus students on grammatical form

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

3 **SB p109** Play the question game.

Aim: to give students practice asking and answering questions and playing a game

- Tell students that this is a memory game.
- Give them one minute to study the pictures in pairs.
- One student closes the Student's Book. The other asks questions using *Where ... ?* The first student answers *It's / They're in the (colour) bag.*
- Demonstrate the activity with the class first.
- Check using open pairs.

1 **Think!** **WB p109** Look at the pictures and match the questions with the answers.

Aim: to give students further practice with the new language

Thinking skill: searching systematically

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

Ending the lesson

Aim: to review the new language

- Students take out classroom objects and take turns to place them in/on things on their desks and to ask each other questions.
- Provide an example, e.g. Student A: *Where's the blue pencil?* Student B: *It's on your English book.*

Extension activity

Aim: to give further practice with the language

- Choose an illustrated picture from earlier in the Student's Book.
- Each student writes a *Where is/are ... ?* question about the picture and the answer on a strip of paper.
- Collect the strips of paper.
- Make four teams. Number students in the teams.
- Call a number at random, e.g. *Five*. Only the fives in the teams can answer.
- Choose a question at random and ask the fives. The first to answer correctly gets a point for their team.
- Repeat for all the students in the teams.
- The team with the most points is the winner.

1 CD 3
41 Listen and read. Tick (✓) the correct picture.



1 Where's the shell?
It's on the sandcastle.



2 Where are the kites?
They're in the blue and yellow toy box.



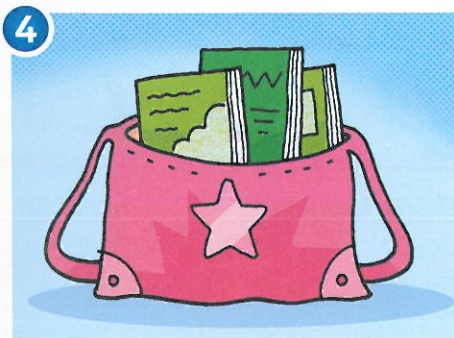
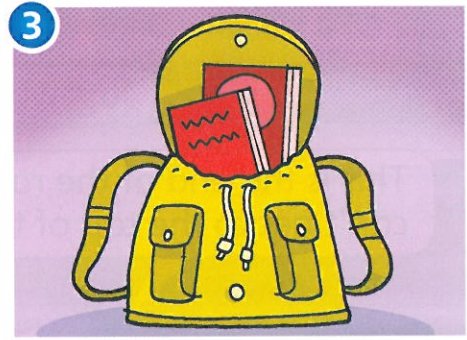
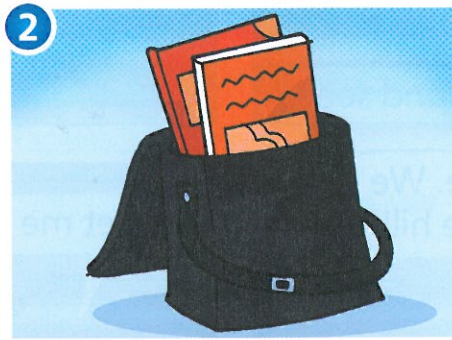
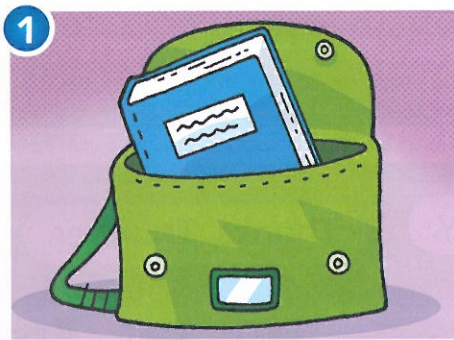
2 CD 3
42 **Grammar focus** Listen and say.

Where's the blue book? It's in the green bag.
Where are the orange books? They're in the black bag.



3 Play the question game.

Where's ... ? It's ...



The top of the hill





Aims:

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

New language: *top, hill, walk up, together, bye, see you, race (verb)*

Recycled language: character names

Materials: CD

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

Your students will be able to act out the story.

Value: modesty

Warm-up

Aim: to review the characters and the story

- Elicit from the students the names of the four Super Friends.
- Ask students to mime their special powers.
- Elicit what happened in the last episode (teamwork to put the robot kit together).

1 CD3
43

WB pp110-111 The top of the hill

Aim: to present a picture story

- Elicit where the Super Friends are at the beginning of the story (at the bottom of a hill) and the title (The top of the hill). Students guess what the story is about.
- Play the recording. Students listen and read to find out who gets to the top of the hill first (they all get there at the same time).
- Students compare their ideas in pairs before the class check.
- Play the recording again. Pause after each frame to check comprehension.
- Talk with the class about the value (modesty) and where it is in the story (frames 7 and 8).
- Play the recording a third time. Students listen and repeat.

1 CD3
44

WB p110 Listen and tick (✓) the box.

Aim: to review the story

CD3 Track 44

- 1 **Flash:** Bye. See you at the top of the hill!
- 2 **Whisper:** A race is not a good idea.
- 3 **Flash:** This is the end of the race. We can't get to the top of the hill.

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

2

WB p110 Write the words.

Aim: to check understanding of the story

Key: 2 race, 3 Flash, 4 good

3

Think! **WB p110** Write the numbers.

Aim: to review short dialogues

Thinking skill: matching

Key: 2 Let me try. 3 A race is not a good idea.

Ending the lesson

Aim: to practise the story

- Put students in 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 groups.
- Volunteer groups role play for the class.

Extension activity

Aim: to stimulate students' creativity

- Students each choose one of the first two dialogues from WB Activity 3. They make up a little, silent role play and include their short dialogue at the end.
- Students perform their short dialogues for the class.

Aims:

- to talk about the meaning of the story
- to practise saying the long vowel sound ee as in see
- to review language from the story and the unit

New language: *really like, keep clean*

Recycled language: language from the story, numbers, food

Materials: CD

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

Phonics focus: Your students will be able to say the letter sound ee and identify words with the alternative spelling ea as in *beach*.

Note: Although the most common pronunciation of ea words is as in *beach*, there are several special words which are pronounced differently (e.g. *great, ear, head, wear, idea*).

Value: modesty

Warm-up

Aim: to review the story

- Say some key phrases from the story and elicit who says them. Use these to recap the story.

2 Think! SB p111 Read and write the names.

Aim: to check comprehension of the story and to encourage problem solving

Thinking skill: inferring meaning

- Check students know what to do and that they realise these are not the exact words the Super Friends said.
- Students look at the story and try to work out who the speakers are.
- They discuss ideas in pairs.
- Check with the class.

Key: 1 Flash, 2 Whisper, 3 Thunder, 4 Flash

3 SB p111 Find who says ...

Aim: to present the long vowel sound ee

- Write *see* on the board using a red pen for the ee. Show students how they must stretch their lips out in a smile to make the long ee sound.
- Students repeat *Just wait and see* after you.
- Students find the speech bubble in the story (frame 3).

Key: Thunder

4 CD3 45 SB p111 Listen and say.

Aim: to practise and identify the letter sound ee and its alternative spelling ea

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

CD3 Track 45

ee - ee - ee

Jean keeps her teeth really clean.

Jean keeps her teeth really clean!

- Point out the ee in *teeth* and the ea in *clean* are the same sound.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Students take turns to repeat in pairs.

1 Values WB p111 Look and circle.

Aim: to focus students on the value of modesty

Key: Picture 2

2 CD3 46 WB p111 Write and match. Listen and say.

Aim: to practise reading, writing and saying words with the sound ee and its alternative spelling ea

CD3 Track 46

1 three, 2 beach, 3 see, 4 peas, 5 read, 6 ice cream, 7 eat, 8 cheese

Key: 2 f beach, 3 a see, 4 g peas, 5 b read, 6 h ice cream, 7 e eat, 8 d cheese

Ending the lesson

Aim: to review and write words with the letter sound ee and its alternative spelling ea

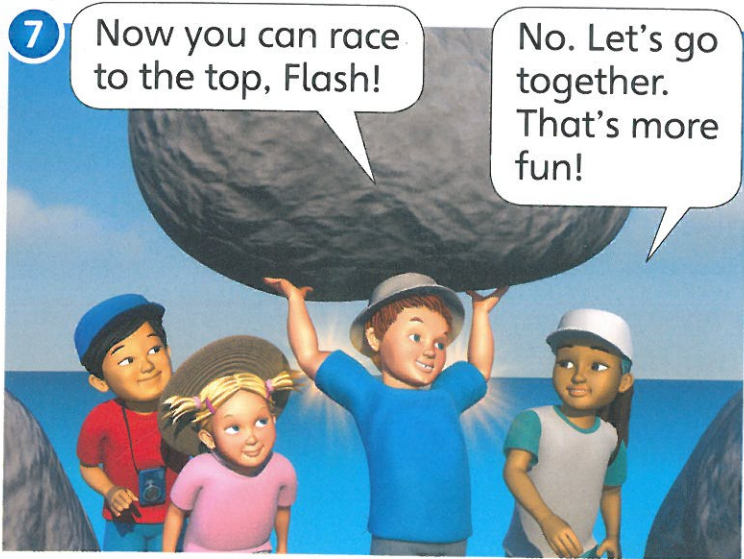
- Dictate the sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.
- You could introduce some special words (words that have to be learnt as a whole). Some rhyming words with the ee sound are: *me, he, she* and *we*.
- Other words students have learnt with this phoneme are: *green, please, free, knee, week, weekend, jeans, speak, team, leaf, leaves* and *sea*.

Extension activity

Aim: to discuss the value of modesty

- Elicit from students why modesty is important (e.g. it is not good to show off because it can make other people feel bad).
- Elicit from them examples of when they or other people were modest.
- Elicit why it is an important value for the classroom.

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



2 Think! Read and write the names.

- 1 I'm super!
- 2 A race? I'm not happy about that.
- 3 Flash can't see it!
- 4 I really like my friends.

3 Find who says ...

Just wait and see.



4 CD3
45 Listen and say.



Jean keeps her teeth really clean.



1

Read and write the country.

Come to Australia. Make a sandcastle on the beautiful beaches. See the animals: the kangaroo and the koala. Swim and snorkel in the sea.

Come to Canada. Catch a fish in one of the beautiful lakes. Take a photo of the big forests and high mountains. Watch the whales or go horse riding.

Come to the UK. See Buckingham Palace and the famous Tower Bridge in England. Go to Scotland and listen to the music of bagpipes.






a

b

c

2 CD3 47

Listen and tick (✓) the country.

	1	2	3	4	5	6
						
						
						

3

Write about your country.

Come to Mexico. See the beautiful beaches and swim in the sea.



Aims:

- to practise listening and reading skills
- to practise writing skills

Skills:

- listening and reading for specific information
- writing about their countries from a model

New language: *come to, Australia, koala, snorkel, Canada, lake, forest, whales, UK, famous, Scotland, bagpipes, country*

Recycled language: holiday activities, imperatives

Materials: CD

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

Your students will be able to write a persuasive text from a model.

Key:

	1	2	3	4	5	6
Australia flag			✓			✓
Canada flag	✓			✓		
UK flag		✓			✓	

3 **SB p112** Write about your country.

Aim: to give students practice in writing from a model

- Re-read the three texts in SB Activity 1 with the class.
- Elicit the key features of their country/countries and write them on the board.
- Students write a draft of their texts individually.
- Students write a final draft and draw their flag.

1 **CD3 48** **WB p112** Listen and write the names.

Aim: to practise listening for specific information

CD3 Track 48

Boy: What a lot of people on the beach!

Girl: Jim's in the sea. He's swimming. He's a good swimmer.

Boy: And who's that eating an ice cream? It's Pip. That's a nice ice cream.

Girl: Hmm. Pip loves chocolate ice cream!

Boy: Hello, Sue.

Girl: Sue can't hear you. She's listening to music. And Liz is reading a book.

Boy: Liz likes books.

There's Bob. He's taking a photo of his friends. Smile, everyone.

Girl: Mia's making a sandcastle. It's really big. There are lots of shells on it.

Boy: Look, there's Tom. Tom's looking for shells.

Girl: And don't forget Kay. Kay's painting a beautiful picture. The picture is of the beach.

Key: a Tom, b Pip, c Mia, d Liz, e Sue, g Kay, h Bob

Warm-up

Aim: to review holiday activities

- Mime an action from the unit.
- Students take turns to guess.
- The student who guesses correctly comes to the front and mimes another action.
- Repeat.

1 **SB p112** Read and write the country.

Aim: to practise reading for specific information

- Read the activity instruction and check students know what to do.
- Students read silently and try to identify the countries.
- They compare their ideas in pairs.
- Remind students to re-read the texts.
- Check with the class. Elicit/teach the meaning of any unknown words.

Key: a the UK, b Australia, c Canada

2 **CD3 47** **SB p112** Listen and tick (✓) the country.

Aim: to give students practice with listening for specific information and key words

- Read the activity instruction and make sure students know what to do.
- Play the recording. Students compare their answers in pairs.

CD3 Track 47

- 1 You can watch whales.
- 2 You can listen to bagpipes.
- 3 You can see kangaroos.
- 4 You can go horse riding.
- 5 You can see Tower Bridge.
- 6 You can snorkel in the sea.

- Play the recording again.
- Check answers with the class. Elicit how they know.

Ending the lesson

Aim: to practise memory skills

- Students look at WB Activity 1 for 30 seconds and then close their Workbooks.
- Say sentences about the picture. Students stand up if they are true and sit if they are false.

Extension activity

Aim: to practise reading and comparative skills

- Make groups of four to six.
- Students take turns to read their texts aloud and to compare what they said.

Aims:

- to practise reading skills
- to practise productive speaking skills

Skills:

- reading for specific information
- speaking about a picture

New language: *next to***Recycled language:** holiday activities**Materials:** flashcards (holidays), Unit 9 stickers, scissors**Language competences:** Your students will be able to read for specific information.

Your students will be able to speak about a picture.

Warm-up**Aim:** to review holiday activities

- Show each flashcard quickly to the class.
- Elicit what they saw each time.

1 **SB p113** Listen to your teacher and stick.**Aim:** to give students practice in making choices and in productive speaking **YLE****Note:** In order to carry out Activities 1 and 2, students will first need to cut out their stickers with the backs attached.

- Students look at the picture carefully.
- Students prepare the Unit 9 stickers.
- Elicit what each one is.
- Give instructions to students, e.g. *Put the hat on the sandcastle.* Students place the hat sticker on the sandcastle in the picture.
- Continue with other instructions for the other stickers using different prepositions, e.g. *Put the boat on the sea. Put the ice cream in the boy's hand. Put the shell next to the pink bucket. Put the ball on the sand, next to the man's feet.*
- Students listen and place the stickers on the picture.

2 **SB p113** Look and say.**Aim:** to give students practice in productive speaking

- In pairs, students look at their pictures and say where the stickers are, e.g. *The ball is in the sea.*
- Students can continue the game in pairs. Student A places the stickers secretly on his or her picture and tells Student B where each one is. Student B places them on his or her picture. Then they look and check.
- Finally students stick in their stickers correctly (as described by the teacher in Activity 1).

1 **WB p113** Read this. Choose a word from the box. Write the correct word next to numbers 1–5.**Aim:** to give students practice in reading for specific information and in completing a text **YLE****Key:** 1 sea, 2 sandcastle, 3 hat, 4 ice cream, 5 guitar**Ending the lesson****Aim:** to enable students to express their ideas

- Students close their eyes. Say *It's a lovely day at the beach. What can you see?*
- Give students thinking/visualisation time and then elicit their ideas of a lovely day at the beach.

Extension activity**Aim:** to review vocabulary sets

- Make groups of eight. Students stand in a circle. Give each group a ball made of screwed up paper.
- Go around the groups saying a word from a vocabulary set. The student holding the ball says the word and throws it to another student in their group, who says another word in the set.
- They continue throwing and saying words in the set until you come and give them another set.
- Review as many vocabulary sets from the book as you can.

Listen to your teacher and stick.



2

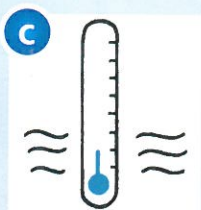
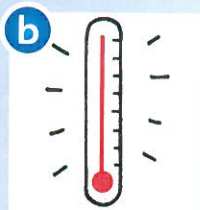
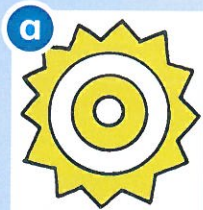
Look and say.

The ice cream is ...

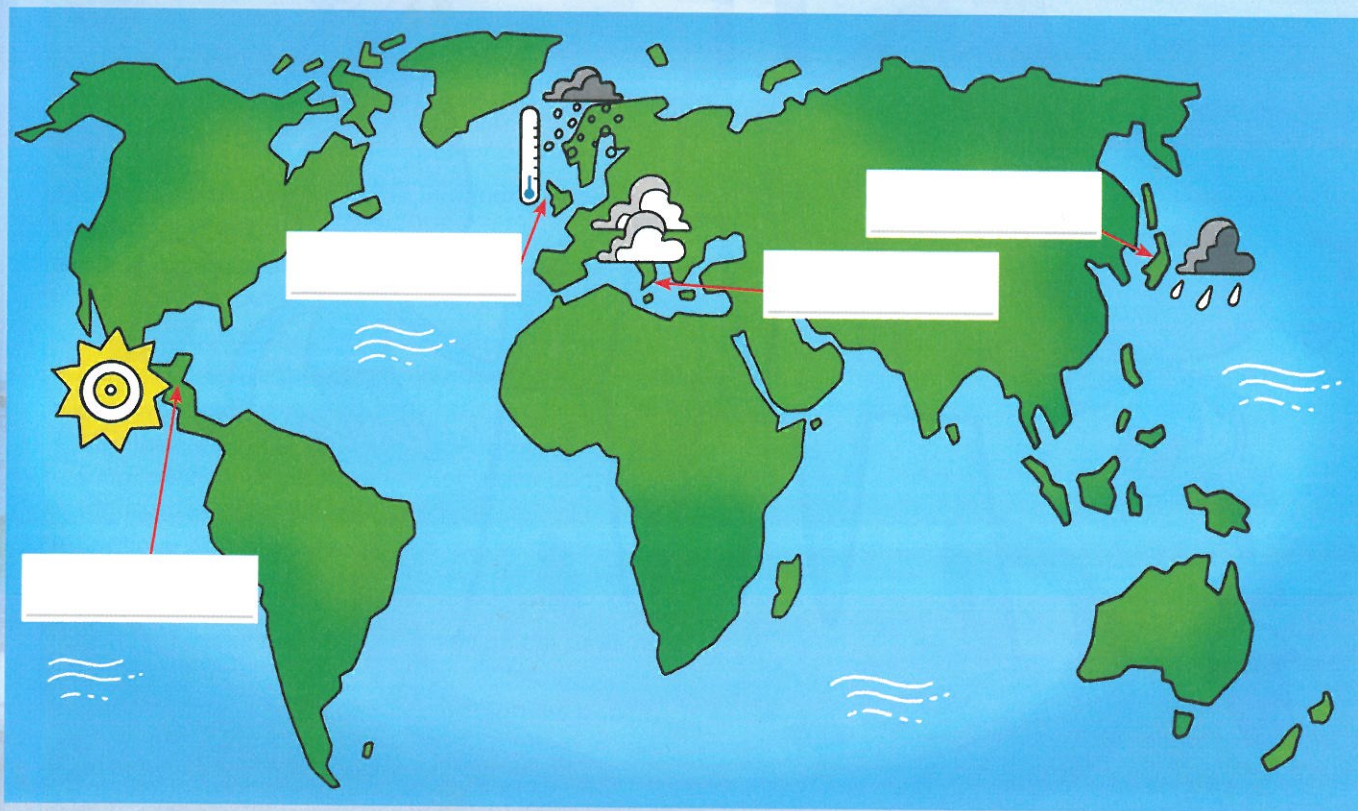
Holiday weather

1 Look and talk about the weather.

It's sunny and hot.



2 **Think!** Read the sentences and write the countries on the map.



- 1 It's hot and sunny in Mexico.
- 2 It's cold and snowing in Scotland.
- 3 It's raining in Japan.
- 4 It's cloudy in Italy.



Aim:

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

New language: hot, sunny, cold, snowing, raining, cloudy, map, Japan, Mexico, Italy

Recycled language: Scotland

Materials: Geography books or the Internet (optional)

Language competences: Your students will have learnt specific language to be able to talk about Geography in English.

1 Think! WB p114 Use the code to write the words.

Aim: to encourage students to apply strategies to solve problems

Thinking skills: comparing, searching systematically, visual memory

Key: 2 hot, 3 cold, 4 snowing, 5 cloudy, 6 raining

2 WB p114 Write the words.

Aim: to enable students to apply real world knowledge

Key: 2 cold, 3 snowing, 4 raining, 5 hot, 6 sunny

Warm-up

Aim: to review countries

- Elicit the students' country/countries.
- Ask them for the names of other countries in their regions / in other parts of the world.
- Point outside the window and ask what the weather is like today.

1 SB p114 Look and talk about the weather.

Aim: to raise students' awareness of different types of weather

- Pre-teach sunny, hot, cold, snowing, raining and cloudy, using the pictures in the Student's Book.
- Discuss what the weather is like today and what it is usually like in the students' country/countries.

2 Think! SB p114 Read the sentences and write the countries on the map.

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

Thinking skills: activating world knowledge, interpreting visual information

- Read the activity instruction and check students know what to do.
- They work in pairs, looking for clues on the map to show them where the countries are.
- Check and discuss as a class.

Key (from left to right): Mexico, Scotland, Italy, Japan

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from students what they learnt about today, e.g. *weather around the world*. Write it on the board.
- Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of different countries and their weather

- In groups of four, students choose one or two of the countries from the Warm-up. They use the Internet or Geography books to learn about the weather in that country at different times of year.
- They make a poster to display in the classroom.

Aims:

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

New language: *brown (tanned), Dear, see you soon, very, symbols, Wales, Northern Ireland, England, postcard*

Recycled language: the weather

Materials: CD, poster paper, pens

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

Warm-up

Aim: to review the weather

- With Student's Books closed, draw on the board simple pictures of the different types of weather from the previous lesson.
- Students say the weather words.
- Elicit what the weather is like outside today.

1 **SB p115** Read and draw lines. Write the countries on the postcards.

Aim: to enable students to apply their own knowledge and experience

- Read the activity instruction aloud and check understanding.
- Pre-teach *brown*.
- Students read the texts and try to match them with the pictures. They refer to SB page 114 Activity 2 for writing the countries.
- They compare and discuss answers in pairs.
- Check and discuss as a class.

Key: 1 b Scotland, 2 c Mexico, 3 a Japan

2 **Project** **SB p115** Write a weather diary.

Aim: to enable students to apply their knowledge and experience

- Read the activity instruction with the class and make sure they know what to do.
- Encourage students to talk about their posters as they are working.
- Students display and talk about their posters to the class.

1 **WB p115** Read and draw the symbols on the map.

Aim: to give further practice with weather words and countries

Key: cold in Scotland, cold and cloudy in Wales, raining and cloudy in England, hot and sunny in Northern Ireland

2 **WB p115** Read. Then write a postcard to your friend.

Aim: to give students practice in writing from a model and responding to a written stimulus

Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they have done today, e.g. *learnt what the weather is like in different countries, written a weather diary and written a postcard.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to give further practice with writing about the weather

- Students imagine they are on holiday on the beach. They write a postcard to a friend or to their parents, telling them about the activities and the weather.
- Students write a first draft in their notebooks.
- Go around the class to check.
- Students write a final version.

1 Read and draw lines. Write the countries on the postcards.

1 Dear Nathan.
My holiday is great. It's snowing.
It's very cold but it's fun.
Bye, Daisy



2 Dear Emily.
It's hot here. Very hot. It's sunny.
I'm very brown. How are you?
Bye, Dylan



3 Dear Adam.
It's raining here but it's very beautiful.
See you soon.
Bye, Andrea



2 **Project** Write a weather diary.





1 CD3
49

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



2 Read and number the sentences from the story.

- Goodbye ice cream!
- Ride to the beach.
- You trip over your helmet.
- Get a big ice cream.
- Stop and put your helmet on the ground.
- You're hot.

3 Listen to your friend and act out.

Make a sandcastle.





Aims:

- to stimulate the students' imagination through listening and acting out
- to practise following a set of instructions

New language: *goodbye, trip over, scrapbook, hole punch, decorate*

Recycled language: holiday activities, imperatives

Materials: CD, white paper, coloured paper, hole punches, string, coloured pens, photos

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

- Play the recording again for them to check their answers.

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

3 **SB p116** Listen to your friend and act out.

Aim: to give students practice in saying sentences and acting out

- Demonstrate the activity for the class. Students say a sentence for their partner to act out. They don't tell a story.
- Give students time to prepare their sentences.
- Do the activity first in open pairs.
- Then students practise in closed pairs.

1 **WB p116** Make a holiday scrapbook.

Aim: to enable students to follow a set of instructions to make a holiday scrapbook

2 **WB p116** Draw pictures or stick in photographs. Write sentences.

Aim: to enable students to write about what they have chosen

Warm-up

Aim: to review instructions

- Give students one instruction after another for them to carry out, e.g. *Open your pencil case. Take out a yellow pencil. Draw a picture of the sun. It's holiday time!*

1 **CD3 49** **SB p116** Listen and act out with your teacher. Then listen again and number the pictures.

Aim: to enable students to listen and mime

- Pre-teach *trip over* and *ground*.
- Play the recording. Act out the story to the class.

CD3 Track 49

- 1 Ride to the beach.
- 2 You're hot.
- 3 Stop and put your helmet on the ground.
- 4 Get a big ice cream.
- 5 You trip over your helmet.
- 6 Goodbye ice cream!

- Play the recording again. Students act out the story with you.
- Students look at the pictures in their Student's Books and try to sequence them.
- Play the recording a third time for students to sequence the pictures.
- They compare the order in pairs. Check with the class.

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

2 **SB p116** Read and number the sentences from the story.

Aim: to enable students to match sentences with pictures

- Students look at the sentences and try to match them with the pictures.
- They compare their ideas in pairs.

Ending the lesson

Aim: to enable students to create their own stories from a model

- Students work in groups of four. They adapt the story from SB Activity 1, changing the activity, the food, etc.
- Groups mime and then read their stories.

Extension activity

Aim: to enable students to show their holiday scrapbooks

- Students take turns to talk to the class about the pictures and different sections in their holiday scrapbook.

Note: They may do this in the next or subsequent lessons when they have a chance to bring in photos from home.

Aims:

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

Recycled language: vocabulary and grammar from the unit

Materials: flashcards (holidays)

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

Warm-up

Aim: to review holiday activities

- Display the flashcards on the board. Write a number between 1 and 8 under each one. Students write the numbers and then the words in their notebooks.
- They compare answers in pairs and then check in their Student's Book.

1 **SB p117** Quiz time

Aim: to enable students to review language from the unit by doing a quiz

- Students do the quiz in pairs. The first time they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

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

Picture dictionary

Aim: to review vocabulary for holiday activities

- Students look at the Picture dictionary page for holidays (WB page 128).
- In pairs, they take turns to point to one of the pictures and to say the word and what you can do there.
- Then students write the words under the pictures.

1 **WB p117** Draw and write examples of what you know.

Aim: to enable students to demonstrate what they have learnt

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite song, chant or game is from the unit or from the whole Student's Book.
- Do the song, chant or game again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learnt

- Put students into groups of four.
- Each student opens their Workbook at page 117.
- Students take turns to read aloud what they have written for number 2 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.
- Students do the same for numbers 3 and 4.

Quiz time



- 1 Let's _____ a sandcastle.
 a eat b take c make

- 2 Let's _____ .
 a play the guitar b swim in the sea
 c paint a picture

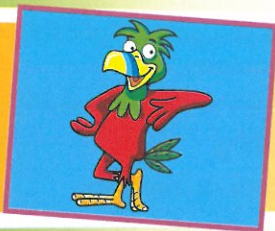


- 3 Where _____ the ice cream?
 a is b are

- 4 Who wants a race?



- 5 Who wins the race?
 a Thunder b Flash c all the Super Friends



- 6 Circle the word with the different sound.
 a cheese b pet c beach

- 7 Where do you find koalas?
 a in the UK b in Australia c in Canada



- 8 What's the weather like?
 a It's hot. b It's cloudy. c It's sunny.

Aims:

- to present the concept of Halloween
- to practise speaking, listening and reading skills

New language: *Halloween, witch, pumpkin, ghost, bat*

Recycled language: *cat, rat, skeleton, spider,* grammar and vocabulary from the Student's Book

Materials: Halloween cut-outs SB page 119, scissors, large pieces of black paper and white paint (optional)

Language competences: Your students will be able to say a rhyme and play games on the topic of Halloween.

Warm-up

Aim: to present the topic of Halloween

- Introduce the topic of Halloween to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Halloween games/activities on to the board, e.g. dressing up as witches, putting a candle inside a hollow pumpkin, apple bobbing (trying to grab a floating apple in your teeth without using your hands).

1 Making the cut-outs

Aim: to enable students to prepare the cut-outs to use in the lesson

- Tell students to turn to SB page 119 for the Halloween cut-outs. They cut out the eight pictures.
- Hold up each one in turn and elicit/say what it is.
- Students repeat.
- In pairs, students take turns to name each cut-out.

2 A rhyme

Aim: to enable students to use the cut-outs in a rhyme

- Students place the cards in front of them on the table.
- Say the following rhyme:
*Pumpkins, witches, spiders and bats.
Skeletons, ghosts, cats and rats.
On Halloween, after dark,
Who is hiding in the park?*
- The first time pupils listen, they hold up the cards in the order they hear them in the rhyme.
- Teach the rhyme to the class. Students then do the rhyme in groups.

3 A guessing game

Aim: to enable students to do a guessing game using the cut-outs

- Students say the rhyme and choose one card each time to hide behind their back. They play a guessing game in pairs:
Student A (hiding the card): *Who is hiding in the park?*
Student B: *(Is it) a witch?*
Student A: *No!*
Student B: *(Is it) a ghost?*
Student A: *Yes! (Shows the card.) Your turn.*

4 Matching cards

Aim: to enable students to play a game of 'Pairs' with their cards

- Students work in pairs.
- They put all their cards face down on the desk.
- They take turns to turn over two cards. If they are the same, they say *Pair!* and keep the pair. If not, they turn them face down again.
- At the end, the student with the most pairs is the winner.

5 Happy families

Aim: to enable students to play a memory game

- Students play in groups of four. They mix their cards and deal them out.
- The aim of the game is to collect as many 'families' of matching cards as possible, e.g. four witches, four spiders.
- Students start by taking any complete 'families' they already have out of their hands and putting them on the table. They then try to complete more families by asking each other for the cards they are missing:
Student A (to B): *Have you got any spiders?*
Student B: *No.*
Student B (to C): *Have you got any ghosts?*
Student C: *Yes. Here you are.*

Extension activity

Aim: to encourage student creativity

- Give each student a large piece of black paper.
- They put some splodges of white paint in the centre of the paper, fold the paper in half and press it together.
- When they open it up, they get a spooky shape.
- Students can add eyes and hair (made of wool) when the paint is dry.
- Display the spooky shapes when they are dry.

Aims:

- to present the concept of Christmas
- to practise speaking, listening and reading skills

New language: *Christmas, merry, happy, wish, envelope*

Recycled language: grammar and vocabulary from the Student's Book

Materials: Christmas cut-outs SB pages 121–122, scissors, sticky tape

Language competences: Your students will be able to say a rhyme and play games on the topic of Christmas.

Warm-up

Aim: to introduce the topic of Christmas

- Introduce the topic of Christmas to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Christmas games/activities/food on to the board, e.g. giving and receiving cards and presents, eating turkey, eating Christmas pudding.

1 A rhyme

Aim: to enable students to say a rhyme about Christmas

- Sing or play the chorus from *We wish you a merry Christmas*:
*We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas,
And a happy New Year!*
- Students listen and then join in.

2 A Christmas present

Aim: to enable students to make a Christmas present

- Elicit from students what they give each other at Christmas (cards and presents).
- Tell students they are going to make their own Christmas present.
- Tell students to turn to SB pages 121–122 for the Christmas cut-out.
- They cut out and make the Christmas present envelope by folding the corners of the cut-out into the centre, as indicated on the cut-out. They write who their present is going to be to and from inside, in the space provided. This could be someone in their family, or another student in the class.
- Students choose a toy, an animal or another object that they know in English and draw a picture of it on a small piece of paper. They put this drawing into their Christmas present envelope and seal it with a small piece of sticky tape.
- They either take this back to their families, or use it to play the following game.

3 A Christmas guessing game

Aim: to enable students to play a guessing game

- Students can use their present envelopes to play a guessing game. They draw a picture of something as a present for their partner. They then put it into the present envelope and their partner has to guess what it is:
Student A: *Merry Christmas!*
Student B: *Thank you. (Is it) a kite?*
Student A: *No!*
Student B: *(Is it) a cat?*
Student A: *Open it and see!*
Student B: *Yes! It's a cat. Thank you.*

Extension activity

Aim: to enable students to follow instructions

- Instead of drawing a picture to put inside their envelopes, students write a simple instruction inside their envelopes.
- Students open their presents and have to read and follow the instructions.

Aims:

- to present the concept of Easter
- to practise speaking, listening and reading skills

New language: *Easter, bunny, hop, jump, dance, stop*

Recycled language: the body, grammar and vocabulary from the Student's Book

Materials: Easter cut-outs SB page 123, scissors, dice for each pair of students, lollipop sticks, sticky tape, little chocolate eggs (optional)

Language competences: Your students will be able to say a rhyme and play games on the topic of Easter.

Warm-up

Aim: to present the topic of Easter

- Introduce the topic of Easter to the class.
- Elicit what they know about it and if they celebrate it.
- Brainstorm typical Easter activities on the board, e.g. hunting for little chocolate eggs.

1 A game

Aim: to enable students to play a game with their Easter bunnies

- Tell students to turn to SB page 123 for the Easter cut-outs. They cut out the pieces.
- Students play in pairs with a dice.
- They take turns to shake the dice and note the number, e.g. *Number 2: (It's) a face! Number 1: Ears!* They then find and position the correct body part into their bunny outline. If they shake a number they have already collected, they miss a turn. (They can say something like *Oh dear! A face again.*)
- The first student to collect and place all the bunny parts into the outline is the winner.
- Students can play the game as many times as they like before sticking the bunny parts into position.

2 Making the Easter bunny

Aim: to enable students to follow instructions to make an Easter bunny puppet

- Cut out the bunny.
- Students make the bunny into a puppet by sticking it onto a lollipop stick or a pencil with sticky tape.
- Monitor and help as necessary.

3 A rhyme

Aim: to enable students to use the puppet in a rhyme

- Show your bunny puppet to the class. Elicit who it is (an Easter bunny).
- Say the following rhyme:
*Easter bunny dance,
Easter bunny hop,
Easter bunny jump,
Easter bunny stop!*
- Students use their puppets to do the actions as they hear them in the rhyme.
- Alternatively, students pretend they are Easter bunnies and move about as you say the rhyme.

4 Hide the bunny

Aim: to enable students to play a game

- Students close their eyes while you hide some of the bunny puppets around the classroom (in, on and under things).
- Students open their eyes and look for the puppets, saying, e.g. *There's a bunny under the chair!*

Extension activity

Aim: to enable students to follow instructions

- Hide some little chocolate eggs around the classroom before the students arrive.
- Write simple instructions for students to follow on the board, e.g. *Look near the window.*
- Students each collect one or two eggs.

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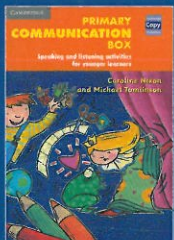
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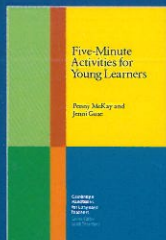
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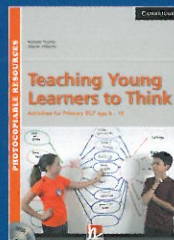
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