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& Kathryn Escribano

# Teachers Book + Resource Book 3 Melanie Will: Book + Resource Book - Lewis Moss, Peter Lewis Melanie Williams Book + Resource + Resource

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# Teaching notes

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# Map of the course

### Meet The Explorers (pages 4-9)

Grammar

Voca	bule	1010
Ancn	Dute	ii y

Revision of I'm good at (playing numbers: football). 21-100 I'm not good at upstairs, cellor, (climbing trees). Mike is Tom's uncle. downstairs

Story and value Phonics The old book Courage Short vowel sounds

#### Song: The Explorers

Our sch	001 (pages 10-21)				
Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
School subjects: Art, English, Geography, Music, I.T., History, Maths, Science, P.E.	I like listening to (music). He loves / doesn't like learning about (Science). You have to wear (school uniform).	Getting help Letter nomes	<ul> <li>Reading Johnny's story</li> <li>Reading for detail</li> <li>Listening for detail</li> <li>Appreciating different ways of thinking</li> </ul>	<ul> <li>Decoding a puzzle</li> <li>Sequencing</li> <li>Problem solving</li> </ul>	Music: Musical instruments Project: Make some maracas
Song: Let m	e tell you a secret		> Creativity	) R	evision

#### Song: Let me tell you a secret

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

#### Song: A picnic

the second second second

Creativity

Revision

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Daily tasks: wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk		Tidying up The letter sounds v and f	<ul> <li>Reading Arnold and the robot</li> <li>Reading and listening for specific information</li> <li>Telling a story</li> <li>Writing a story</li> <li>Learning responsibility</li> </ul>	<ul> <li>Reflecting on one's habits</li> <li>Sequencing</li> <li>Analysing data and making deductions</li> </ul>	Environmental Studies: Saving water Project: How much water does a dripping tap waste?
> Song: What	a busy day		> Creativity	> R	evision

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Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school	
Towns: map, bank, bus station, tower, library, market square, sports centre, supermarket	It's opposite the (park). It's near the (library). It's above the (bus station). It's below the (tower). I'm going to (the shop) to buy (some bread).	Up high Lateral thinking The sounds /a:/ and /r/	<ul> <li>Reading for specific information </li> <li>Listening for specific information </li> <li>Speaking to exchange information</li> <li>Writing a description</li> </ul>	<ul> <li>Drawing conclusions</li> <li>Matching</li> <li>Developing sense of direction</li> <li>Drawing analogies</li> </ul>	Geography: Directions Project: Make a compass	
Song: Lost in	n town		> Creativity	🌾 Re	vision	
🗟 Under ti	he sea (poges 58-69)	1 - Carles	Marin Sherry Andrews	and a stream	194-9-2	
/ocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school	
Sea creatures: seahorse, dolphin. seal, shell, octopus. anchor, starfish, turtle The great auks were / weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea). Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.		The trap The letter sounds s and sh	<ul> <li>Reading What Christine found</li> <li>Reading for specific information</li> <li>Listening for detail</li> <li>Telling a story</li> <li>Writing a story</li> <li>Caring for nature</li> </ul>	<ul> <li>Remembering details</li> <li>Comparing details in texts and audio with images</li> <li>Recognising patterns</li> <li>Application and transfer of knowledge</li> </ul>	Make a symmetrical fish	
Song: Fish, f	ish everywhere		🎔 Creativity	🕨 Re	vision	
🕞 Gadgets	(poges 70-81)					
Vocabulary James console, electric fan, valkie-talkie, Hectric oothbrush, 20 player, torch, nobile phone, ift, laptop, np3 player	Grammar The (DX24) is bigger / more expensive than the (DX32). The (Airbus A380) is the biggest (plane) in the (world). The (Baldacchino Supreme) is the most expensive (bed) in the world.	Story and value Phonics The cave Being resourceful Long vowel sounds	<ul> <li>Skills</li> <li>Comparing two pictures</li> <li>Writing a short text</li> <li>Describing a picture</li> <li>Listening for specific information ()</li> <li>Writing a dialogue</li> <li>Reading</li> </ul>	<ul> <li>Making deductions</li> <li>Numerical awareness</li> <li>Logical and mathematical thinking</li> </ul>	English for school Maths and History: Numbers Project: Think of a number sequence	
			for detail 🕘			

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Vocabulary Health: doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache	Grammar jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said	Story Phonics At the hospital Caring for people who are ill -ed endings	<ul> <li>Skills and value</li> <li>Reading Sophia saves the day</li> <li>Reading and listening for specific information</li> <li>Reading for detail</li> <li>Writing a story</li> <li>Keeping busy by helping others</li> </ul>	<ul> <li>Thinking skills</li> <li>Decoding and sequencing</li> <li>Spotting details in a narrative</li> <li>Developing story analogies</li> </ul>	English for school Science: Fever Project: Make a thermomete
Song: What	a week		> Creativity	P Rev	/ision
Around	the world (pages 94-	105)	17 5 4 Jan 17 5	and the state of the	
Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Countries: Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India	We went to the (beach), but we didn't go (swimming). We played basketball. but we didn't play football. Did you go shopping? Yes, I did. / No, I didn't. When did you get home? Yesterday.	The final letters Showing interest in other cultures The sounds /i:/ and /t/	<ul> <li>Reading for specific information</li> <li>Listening for specific information</li> <li>Exchanging information</li> <li>Writing an occount</li> </ul>	<ul> <li>Thinking about possible lexical relationships</li> <li>Imagining</li> <li>Visual spatial thinking, recognising shapes</li> </ul>	Art: Origami Project: Make an Origami butterfly
Song: All my	riends are far away		Creativity	The Rev	ision/
() Holiday	plans (pages 106–117)			Carl Strate Strate Strate	
Vocabulary Weather: thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots	Grammar I'm going to play in the garden all day. It's (not) going to be rainy on (Tuesday). Are you going to (cook pizza)? Yes, I am. / No. I don't like cooking.	Story Phonics The treasure Changing one's perception The sound /3:r/	<ul> <li>Skills and value</li> <li>Reading Holidays with Grandma</li> <li>Reading and listening for specific information</li> <li>Talking about pictures</li> <li>Writing about differences</li> </ul>	<ul> <li>Prediction</li> <li>Logical thinking</li> </ul>	English for school Geography: Seasons and hemispheres Project: Seasons around the world
			<ul> <li>Changing perceptions</li> </ul>		

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# Introduction

# **About Super Minds**

#### What is Super Minds?

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

#### A flexible approach

Super Minds offers maximum flexibility:

- Super Minds gives the option of an oral-aural introduction to English by using the Starter level, whereas some schools may prefer to begin with Super Minds 1. This re-introduces all the language from the Starter level 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 x-xii).

#### **Building solid foundations**

Super Minds 3 is appropriate for students who have had two years of reading and writing in English. The solid language syllabus is carefully structured to cater for those preparing for the YLE exams, with the YLE Movers syllabus covered by the end of Super Minds 4.

Students at this stage are just beginning to notice patterns in language. A Grammar focus section at the back of the Student's Book increases their awareness of these patterns and offers written consolidation.

Alongside development in reading and listening skills, Super Minds 3 builds on the students' early years of English by offering more extensive productive skills work in specific speaking and writing features at the end of each unit.

#### 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.
- 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 3, specific activities develop a range of skills from the visual skills of recognising patterns and decoding to thinking skills such as problem solving, logical deduction, sequencing and predicting.

#### Kindling the imagination

Super Minds 3 begins in a castle, where the students meet Ben and Lucy, The Explorers, and Ben's dog, Buster. The students join them in their exciting treasure hunt as they



follow the clues and try to keep one step ahead of the 'baddies', Horax and Zelda.

The students' imagination and creativity is also exercised through role play and writing activities.

#### Fostering positive values

Super Minds 3 uses both Ben and Lucy's adventures and extended Story time narratives 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 perseverance, caring for nature and helping others.

# Super Minds 3 components

#### Student's Book



- The Student's Book contains:
- An introductory Meet The Explorers unit (6 pages)
- 9 core units (12 pages) with an easy-to-use single-page lesson format rounding off with revision
- A Grammar focus section which provides an opportunity for language presentation and written practice

#### Each unit offers:

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- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A game to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities including targeted oral production of the new language in a Grammar focus feature
- An engaging song with a while-listening task for further practice
- A story featuring The Explorers, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds
- Think Activities to develop a range of thinking skills
- 2 lessons alternating between Story time narratives for extended reading in Units 1, 3, 5, 7 and 9 and topicbased Skills activities in Units 2, 4, 6 and 8 combining work on Reading, Listening, Speaking and Writing.

#### Learn and think

#### Cross curricular English for ' school lessons, broadening

the unit topic in the context of other school subjects, encouraging the students to learn and then apply knowledge, and offering an accessible follow-up project

A Communication or Creativity lesson featuring either:



or:

Act out a topic-based role play in pairs

 A My scrapbook revision lesson leading to a piece of personalised writing that students can keep in a separate scrapbook

#### Interactive DVD-ROM

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

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





#### Workbook

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

- Vocabulary puzzles, written grammar practice at sentence level and reading, listening and writing activities
- A values activity for each unit drawn from the message in the Explorers story or the Story time narrative
- A functions focus for each unit drawing on idiomatic language from The Explorers story



 A revision page for each unit with vocabulary categorisation and grammar puzzles that guide the students to construct sentences using the two structures presented in the unit



 A record of learning for each unit in the My Super Mind feature at the back of the book, which the students personalise by indicating their preferences, choosing new words to record and writing at sentence level

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#### **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 together with 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

The **Tapescript** for listening activities in both the Student's Book and the Workbook is on pages 118–122 of the Teacher's Book.

#### Class CDs

The 3 Class CDs contain all the recorded material for the Student's Book and Workbook, including the 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 (with CD)

As well as a CD of the recorded material for the listening tests, this component 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 3 begins with an introductory 6-page Meet The Explorers unit in both the Student's Book and the Workbook. This presents Ben and Lucy. The Explorers, together with numbers 1–100, good at and the possessive apostrophe.

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 song and an episode of the ongoing story with its follow-up activities.
- Lessons 7–12 focus on skills work and the use of English for school, together with creativity, communication 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 episode of the story later in the unit.

- The students listen and find the new vocabulary in the picture. They then cover the list of new words on the left as they test each other using the numbered items in the picture.
- The students then hear a dialogue which establishes the context of The Explorers episode in the unit, followed by a short comprehension activity.
- Having then heard the vocabulary in context, the students practise it further in a game.
- 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.

- In most cases the students hear and read short presentation texts containing the new language before doing a receptive activity such as matching or numbering.
- There is then a specific oral facus on the new language which can be used for presentation and discussion.
- This is followed by a practice activity to use the language, often in a game.
- The practice activities in the Workbook focus on written production at sentence level, sometimes including personalisation.

#### 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.

- A while-listening task such as numbering pictures or completing gaps helps to focus the students as they listen to the song for the first time.
- The students join in and sing the song, using either the full version or the karaoke version, which is the next track on the CD.
- There is then a follow-up game using language from 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 when the students work with, or write, new verses 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.

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#### Lesson 5

#### Story and values

This lesson features an episode of The Explorers

story, following on from the opening scene and dialogue in Lesson I, bringing the unit context, vocabulary and structures together.

- The teaching notes first suggest eliciting what students remember about the story so far and, in particular, about the opening scene of this episode in Lesson I.
- The students then read and listen to the story, which uses dramatic artwork and sound effects to help them follow the action.
- After discussing the story, the students turn to varied practice activities in the Workbook. These include:
  - Thinking activities, working on skills such as sequencing or inferring meaning
  - A text, story or dialogue demonstrating the same value as the episode of the story in Units 2, 4, 6 and 8, with a summary sentence task guiding students to identify the value
- The Ending the lesson activity in Lesson 5 is always a role play in groups to practise the story.
- In Units 2, 4, 6 and 8, the optional Extension activity in Lesson 5 is always a discussion of the value in the story, relating it to the students' own lives.

#### Lesson 6

#### Story follow-up, functions and phonics

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 students practise natural idiomatic language from the story in a functions focus in the Workbook, hearing and completing two mini-dialogues with target phrases and then practising them in pairs.
- The lesson ends with a Phonics focus where students learn to recognise English sound-spelling relationships. The students first look for a phrase from the story which exemplifies target sounds and identify who says it. They then practise a new sentence

or rhyme featuring further examples of the sounds. A memorable cartoon helps the students to associate the sentence or rhyme visually with its meaning. The Workbook brings together other known examples of the target sound and spelling in a practice activity.

#### Lessons 7 and 8

#### Skills work

These two lessons offer topic-based skills work consolidating the language of the unit.



#### Story time and values

Units 1, 3, 5, 7 and 9 feature an extended Story time narrative, allowing students to practise working with a longer text and to develop their vocabulary.

- A range of pre-reading tasks are used to train the students in scanning a text or to present essential vocabulary.
- The students then read and listen to the story, which is also a vehicle for the discussion of values.

The follow-up tasks encompass other language skills and include:

- Thinking activities, such as puzzles, sequencing or developing analogies
- Speaking activities
- Completing summary sentences

The Story time page in the Workbook includes:

- Comprehension activities
- A sentence construction task guiding the students to express the value demonstrated in the story

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# Skills

Skills

Units 2, 4, 6 and 8 feature topic-based activities developing all four skills, with the particular skills focus clearly identified at the foot of each page.

The varied activities include:

- Think! Thinking activities
- Tasks in the style of the YLE tests in both the Student's Book and the Workbook as a gentle introduction to the exam
- An opportunity to personalise the language or to use it imaginatively in a written task

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### Lessons 9 and 10

#### Learn and think

#### 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 or simple research project, to be done in groups, pairs or individually, rounds off the work on the topic.



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

#### Lesson 11

#### **Communication and Creativity**

This lesson brings together the topic and language of the unit in creative ways to encourage fluency in both everyday communication and imaginative expression.

#### Find out Class survey

- The students work first in groups. asking questions and completing forms or tables as a preparatory stage for a class survey.
- The results for the whole class are then pooled, using different methods of presenting statistics.
- The students then talk or write about the survey results, demonstrating their understanding of the data that they have collected as a class.
- The Workbook page features a dialogue question and answer matching activity. The students then complete or correct the information in a report of this dialogue, which acts as a model for a piece of personalised writing.

#### Role play



- In pairs, the students choose roles and read the corresponding role card.
- A Useful language section provides plenty of support for the students to plan their dialogue with appropriate question and answer structures.
- They practise their dialogue and then perform it for the class as time allows.
- The Workbook page features a dialogue for the student to put in the correct order before listening and checking. This dialogue then acts as a model for students to write their own.



#### Lesson 12 Revision

The last lesson rounds up the topic and language of the unit and develops writing skills.

- The students are encouraged in Unit I to make a scrapbook to keep their work from these pages.
- In each unit, guided activities leading to a model support the students in writing a short piece of personalised writing or research, which they keep in their scrapbook.
- The Workbook revision pages round up the unit vocabulary and grammar in puzzles.
- Students can then complete the My Super Mind feature at the back of the book, choosing their own examples of the unit language as a record of learning and discussing what they like about the unit.

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# **Teaching with Super Minds 3**

#### **Encouraging fluency**

#### Handling speaking activities

Super Minds 3 is carefully structured to include regular opportunities for students to practise speaking. The course encourages fluency through playing games in pairs, acting out in pairs and whole class activities. These will be discussed in more detail in this section, but here are some general suggestions applicable to all speaking activities.

#### Monitoring speaking activities

- While the students are working, walk around the class listening with interest, but try not to interrupt the students. If you hear minor errors, you can note them discreetly on a piece of paper and mention them in the feedback stage without naming the students.
- If you hear a lot of students making the same error, a quick solution is to stop the task briefly, draw students' attention to the problem and ask everyone to repeat the word or structure correctly before carrying on.

#### Feedback after speaking activities

Allow appropriate time for a feedback stage after any speaking activity to give the task purpose and to ensure that the students stay focused. Congratulate the students for working independently and focus on any errors that you noted. Then ask as many students as possible to report back.

- Where an activity requires more everyday communication such as talking about personal preferences, this feedback can just be a show of hands, but remember to phrase the question so that students are responding about what their partner has said, not their own preference.
- With more imaginative tasks, you can invite students to give their ideas and vote as a class for the funniest or strangest idea.

#### **Playing games in pairs**

All new vocabulary and grammar in *Super Minds 3* is consolidated with a speaking game, making oral work a natural part of the learning process. While earlier levels of the course worked more often with whole class games, students at this level now have the maturity to work in pairs for these games most of the time. This gives them greater independence and, of course, allows more students to practise at the same time.



Suggestions for making the most of these games:

- The model in the book is an essential tool for setting up the activity, but bear in mind that most students also need to see an example of what language they need to change when they come to do the activity themselves. It is therefore best to model the activity once more yourself using slightly different language with a stronger student, or to ask two confident students to make up o new example.
- Depending on the task, give clear instructions before the students start about whether they are to take it in turns or whether you will signal to the class when it's time to change roles.
- If you have an odd number of children in the class, ask a group of three to work together in these vocabulary and grammar games as this will usually be easy enough for them to manage.

#### Acting out in pairs

The Act out feature in Lesson II of alternate units of Super Minds 3 combines the new vocabulary and structures of the unit in an extended role play which is specifically designed to encourage fluency.

Suggestions for making the most of this feature:

- If you have an odd number of children in the class, you may need to help a group of three students to divide up one of the roles.
- Once the pairs are established, invite the students to choose their roles. Ask all Student As to raise their hands, then Student Bs, and, as a final check, ask anyone who is unsure to raise their hand. This ensures that everyone is ready to start together.
- Make sure that students understand the objective (often the last point on the role card) and that you will be asking about this in the feedback stage.
- The teaching notes suggest inviting the class to fill out the Useful language section examples to make full sentences. However, it is important to make it clear that these are only examples and that the students are free to use any relevant language.
- Set the students a time limit to practise their role play. You may also like to establish a signal that you will use if the noise level becomes too high.
- Whether everyone can perform for the class will depend very much on your class size, but you could keep a record of who has acted out for the class and ensure that everyone has a chance during the year.
- You may also want to choose some particularly successful role plays for a show for parents (see 'Involving parents' on page xv).



#### Whole class speaking activities

Bringing together the new vocabulary and structures of the unit, the Find out feature in Lesson II is specifically designed to foster fluency through social interaction in the whole class.

A mingling activity such as 'Find someone who ...' achieves a similar result in language terms, but a survey goes a step further educationally by bringing in other skills such as collating and analysing data. In the Super Minds 3 survey activities, the students produce an oral or written report of their findings, providing a satisfying outcome.

Suggestions for making the most of this feature:

- For accurate findings, a whole class survey needs a preparatory group stage so that each person only responds to each question once. This is clearly established in the Find out activities. Allow plenty of time for this stage.
- If the students need to move to form their groups, check whether they need any specific materials and ensure that they take these with them.
- Explain the activity once the students are sitting in their groups.
- Before students begin, ensure that roles within the groups are clearly assigned, such as taking notes, and which questions each person will ask.

#### Encouraging writing

Writing is often considered the most difficult skill for younger children, which is why it is thoroughly supported in Super Minds 3 with more controlled passive activities and models leading to the students' more extended output.

#### Supported practice

#### Sentence level

- At sentence level, passive tasks include ordering words within a sentence and the revision page puzzles in the Workbook, giving the students clear parameters to construct sentences in a supported way.
- By the time they come to write unsupported personalised sentences in the My Super Mind feature at the back of the Workbook, they have had plenty of practice, although you can still steer weaker students to the examples in the Grammar focus boxes and encourage them to change only one or two words.

#### Paragraph level

- Passive tasks include ordering lines from a summary and underlining incorrect information.
- Students then need a clear model for their own work, whether this is factual research, such as writing about a sea creature, or a personalised piece of work about a favourite gadget.



#### Drafting and rewriting

The use of a separate Scrapbook provides an ideal opportunity to train

students in drafting and rewriting skills. If students take pride in personalising their Scrapbook at the start of the year, it will encourage them to create neat pieces of finished work to include in it.

On each Scrapbook page, the students first work on preparatory tasks. Ask them to use their ordinary exercise books and to continue in the same place as they draft the final output task.

While the students are working on a rough draft, you can take the opportunity to correct their work in a private and individual way:

- Praise an aspect of the work (the picture, the handwriting, the ideas, the use of new words).
- If there are serious problems with the writing, ask the student to read what he/she has written. You can then check that the students have understood the task and confirm OK, great. So you like going to the playground. Then continue Remember that we write it like this and write any problem words for the student to copy.
- 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.

When you have seen rough drafts, the students can then copy the work out neatly for sticking into their Scrapbook together with any pictures that they have drawn. Discuss the finished work with the students, praising any improvements made between their draft and final versions.

#### Assessment

Assessment in listening and speaking skills will largely be an on-going process of observation in whole class work. However, there is a listening element to the tests in the Super Minds Teacher's Resource Book and you could also consider using the YLE listening activities in Units 2, 4, 6 and 8 as a more formal means of assessment.

Now that the students are developing their reading and writing skills, you may wish to carry out a more formal evaluation of their written work. In addition to the YLE activities in Units 2, 4, 6 and 8, the Super Minds Teacher's Resource Book provides an end-of-unit test which evaluates the core vocabulary and structures with listening, reading and writing activities.

xiv Introduction

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#### Workbook pages 118-120

This feature, whilst

ostensibly a record of learning, can also be used for informal assessment.

A possible system would be to grade the vocabulary and sentences that students produce on this page as follows:

- Shows awareness of new vocabulary
- Writes new vocabulary accurately
- Uses vocabulary and both core structures from the unit but with some spelling errors
- Uses new vocabulary and both core structures accurately

#### Using the Super Minds songs

The songs in Super Minds 3 include a while-listening task to focus the students as they listen for the first time. For this task to be most effective, it is best only to focus on the pictures as a general lead-in to the song, resisting the temptation to explain the song lyrics from the page.

The class will find it easier to concentrate on the task if you ask students not to try to sing along the first time through. Explain that this is a listening activity but that they will be able to join in and sing the song later in the lesson.

You can help to focus purely on listening like this:

- It may sometimes be possible, as on Student's Book page 60, to ask the students to cover the lyrics while they do the first task.
- In some cases the students could jot down key words or draw small pictures, such as the clocks on Student's Book page 36, and then do the listening task with their Student's Books closed.

Other listening tasks that you can do with any song while the students keep their books closed include:

- Writing key words from the song on the board for students to copy and number as they hear them
- Writing a list of random words, some that feature in the song and others that don't, on the board for students to copy and tick if they hear them

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 worked with, or written, new verses, as sometimes suggested in the Workbook.

#### Using The Explorers stories

As each new episode unfolds, the teaching notes suggest summarising the story so far, which will be most effective if you involve the students as much as possible. The Student's Book and Workbook follow-up tasks provide an instant resource which you can use to make this interactive. To make the most of the stories:

- 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.
- Some teachers ask their students to read and prepare a text before class, but with a continuing storyline this risks weakening the dramatic impact. The students will find the episode much more exciting if they hear it for the first time acted out and with the added drama of the sound effects.
- Give students a chance to ask any questions before you play the story and ask them to put all their pens and pencils down so that there are no distractions.

#### Involving parents

You could consider putting on a show for parents, using the songs and stories. If you have a large class and would like more students to be involved, you could also use the **Act out** dialogues. Together with the students' scrapbooks and craft projects displayed around the room, this is a very visual demonstration of the work done during the year and is highly motivating for the students.

To involve as many students as possible in acting:

- You could have red and yellow T-shirts or a rucksack each for Ben and Lucy, a coat or glasses for Horax and a red top for Zelda, which different children could put on in order to represent the characters in different episodes.
- Other children could read summary sentences explaining the action before the characters say their lines. The Student's Book or Workbook comprehension follow-up activities often provide sentences that are suitable for this purpose.
   For example, Unit 2 Frame 2 could begin:

Narrator Lucy and Ben take Buster to a village. Lucy Can you help us?

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

- Writing invitations, 'tickets' or programmes
- Decorating the invitations/ tickets'
- Making props for the stories or dialogues
- Greeting the parents in English and showing them to their seats, using language such as *Hello*. Nice to see you. Thank you for coming. Please sit here.
   Even if the parents don't speak English, they will be delighted to hear their children using it and the context makes the meaning obvious.

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.



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

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

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

#### Materials: CD

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

#### Warm-up

Aim: to review numbers

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

#### Presentation

Aim: to introduce the characters

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

158 p4 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

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

#### SB p4 Listen, read and answer.

#### Aim: to practise listening and reading

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

#### CD1 Track O3

For tapescript see TB page 118.

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

58 p4 Close your book. Play the memory game.

Aim: to give students practice with the new vocabulary

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

WB p4 Listen and write the numbers.

Aim: to practise writing the new vocabulary Key: 1 30, 40, 50, 2 20, 40, 60, 80, 3 10, 30, 20, 40, 30



Think W8 p4 Look at Activity 1. Write the missing numbers.

Aim: to give further writing practice

Thinking skill: logical-mathematical Key: 1 60, 2 100, 3 50



WB p4 Write the words.

Aim: to give further writing practice

Key: 2 thirty. 3 one hundred, 4 forty

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

Aim: to give practice forming and answering questions Keu: 2 What / Buster, 3 What / An old book.

4 Where / To the cellar, 5 Where / Downstairs, 6 Where / Downstairs

#### Ending the lesson

Aim: to review numbers

- Write I5 numbers between 21 and 100 on the board.
- Students draw a 2 x 2 grid and write a number from the board in each square.
- Call out numbers from the board. Students cross out the ones they hear.
- The first student to cross out all four is the winner.

#### Extension activity

Aim: to review vocabulary from the lesson

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

- to present and practise good at + ing
- to review language for actions and activities
- New language: snorkelling, doing puzzles
- Recycled language: actions and activities Materials: CD

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

#### Warm-up

Aim: to review actions and activities

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

#### Presentation

Aim: to present good at / not good at

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

#### S8 p5 Look, read and write B (Ben) or L (Lucy).

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

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

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

#### SB pS Listen and say.

Aim: to tocus students on grammatical form

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

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

#### E3 158 p5 Look and make sentences.

#### Aim: to consolidate grammatical form

- Students make sentences in pairs. Check with the class.
- Key: Lucy is good at playing the piano. Lucy is good at flying a kite.

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



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

#### Aim: to practise the new language

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



#### WB p5 Look, think and draw lines.

Aim: to give further practice with the new language

Thinking skill: matching words with pictures

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

🕑 🕅 WB p5 Write about yourself.

Aim: to enable students to personalise the language

#### Ending the lesson

Aim: to practise key language from the lesson

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

#### **Extension** activity

Aim: to give listening and speaking practice

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

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

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

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

#### Materials: CD

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

#### Warm-up

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

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

158 p6 Look and write the words in the song. Listen and check.

Aim: to give students practice with prediction and listening

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

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

#### SB p6 Listen and sing.

#### Aim: to sing a song with the class

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

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

Aim: to enable students to personalise the song

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



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

Aim: to activate memory skills and raise awareness of rhyme

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

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

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

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

#### Ending the lesson

Aim: to review language from the lesson

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

#### Extension activity

Aim: to personalise the language

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

#### Aims

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

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

**Recycled language:** family words

#### Materials: CD

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

#### Warm-up

Aim: to review family words

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

#### Presentation

Aim: to present new family words

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

# ISB p7 Look at the family tree and write the words.

Aim: to practise family words and the possessive apostrophe

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

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

#### SB p7 Listen and say.

Aim: to focus students on grammatical form

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

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

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

#### EB p7 Talk about the family.

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

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

#### WB p7 Listen and write the words.

#### Aim: to practise word identification

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

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

Aim: to give further practice with the possessive apostrophe

#### Thinking skill: problem solving

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

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

E Look at Activity 2. Write about a person in your family.

Aim: to enable students to personalise the language

#### Ending the lesson

Aim: to review key vocabulary from the lesson

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

#### **Extension activity**

Aim: to consolidate understanding

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

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

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

Recycled language: character names and language from the story

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

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

Your students will be able to act out a story.

#### Warm-up

Aim: to review the characters and the context of the story

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

#### SB pp8-9 The old book

#### Aim: to present a picture story

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

#### Practice

#### Aim: to check understanding of the story

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

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# EVB p8 Remember the story. Complete the sentences.

#### Aim: to check comprehension

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



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

Aim: to check understanding of the story

Thinking skill: matching words with pictures

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

#### Ending the lesson

Aim: to practise the story

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

#### Extension activity

Aim: to review ideas and concepts from the story

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

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

Thinking skills: interpreting the values in a story

#### New language: pat

Recycled language: language from the story and the unit

#### Materials: CD

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

Phonics focus: Your students will be able to identify and say short vowel sounds a /œ/, e /e/, i /1/, o /o/ and u /</

#### Warm-up

Aim: to review the story

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

SBp9 Write t (true) or f (false).

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow it in their Student's Books.
- Students look at the story and write t or f for each sentence.
- Check with the class.

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

#### ESB p9 Find who says ...

Aim: to present the short vowel sound e

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

Students find the speech bubble in the story (frame 2).
 Key: Zelda

#### (1) SB p9 Listen and say.

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

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

Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.  Repeat the sentence as a class without the recording. Then students repeat in pairs.



group? Read, think and circle.

Aim: to give students further practice with the vocabulary

#### Thinking skill: classifying

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

Wite in the missing words.

Aim: to review grammar from the unit

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

1 W8 p9 Look and write a, e, i, o or u.

Aim: to identify and contrast words with short vowel sounds

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

WB p9 Listen, say and check your answers.

Aim: to practise saying words with short vowel sounds

#### Ending the lesson

Aim: to review short vowel sounds

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

#### **Extension activity**

Aim: to discuss the value of courage

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

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



مرجع زبان ايرانيان

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

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

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

#### Materials: CD

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

#### Warm-up

Aim: to review names of school subjects

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

#### Presentation

Aim: to present school subjects

- Use the picture in the Student's Book to present the new vocabulary.
- Say each subject for students to repeat. Check understanding.
- Ask, e.g. What's after Music? (LT.) What's before P.E.? (Art)
- Elicit who students can see in the picture (Ben and Lucy).

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

#### Aim: to proctise school subjects

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

#### 2 SB p10 Listen and correct the sentences.

#### Aim: to give further practice with vocabulary

- Read the sentences aloud with the class.
- Check understanding.
- Play the recording. Students listen to find the answers.
- They compare answers in pairs.
- Play the recording again. Check with the class. CD1 Track 14

For tapescript see TB page 118.

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

#### SB p10 Ask and answer.

Aim: to give students speaking practice

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

#### WB p10 Read, think and write the days.

Aim: to give students further practice with the new vocabulary

Thinking skill: problem solving

Key: 2 Friday, 3 Monday



W8 p10 Look at Activity 1 and write dialogues. Use before and after.

Aim: to review use of before and after

#### Ending the lesson

Aim: to review school subjects

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

#### Extension activity

Aim: to personalise the language

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

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

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

Recycled language: actions and activities, school subjects

#### Materials: CD

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

#### Warm-up

Aim: to review school subjects

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

#### Presentation

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

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

Think! | SB p11 Read and write the names.

Aim: to practise like, don't like, really don't/doesn't like Thinking skill: drawing analogies

- Students look at the information in their Student's Books.
- Students take turns to read the information aloud.
- Check understanding. Review activities for each subject.
- Students read the sentences silently and write the names, then compare answers in pairs.
- Check with the class.
- Key: 1 Alf, 2 Alf and Julia, 3 Julia, 4 Alf, 5 Julia

#### SB p11 Listen and say.

#### Aim: to focus students on grammatical form

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

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

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

#### ESB p11 Play the like / don't like game.

Aim: to give students practice asking and answering questions

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

#### WB p11 Find and write the sentences.

#### Aim: to practise punctuation

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

#### 2 WB p11 Follow the lines and write.

#### Aim: to give further writing practice

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

#### Ending the lesson

#### Aim: to practise alphabetical order

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

#### **Extension activity**

#### Aim: to personalise the language

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

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

New language: everyone, anybody, famous Recycled language: school subjects, secret, computers

#### Materials: CD

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

#### Warm-up

Aim: to review school subjects

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

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

Aim: to review what students do in different lessons

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

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

#### SB p12 Listen and sing.

#### Aim: to sing a song with the class

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

# ISB p12 Solve the puzzle and write the school subjects.

#### Aim: to practise problem solving

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

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



#### Aim: to practise memorisation skills

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

W8 p12 Read Anna and Tim's new verses. Write the words.

Aim: to practise comprehension skills, collocation and rhyme

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

I WB p12 Complete the school subjects. Then draw lines.

#### Aim: to practise spelling

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

#### Ending the lesson

Aim: to review the song and to sing for pleasure

Play the song again. Students join in.

#### **Extension** activity

Aim: to personalise the language

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



#### Aim:

 to present and practise have to + infinitive for obligation

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

Recycled language: before, after

Materials: CD (Optional: poster paper)

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

#### Warm-up

Aim: to review school activities

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

#### Presentation

Aim: to present have to + infinitive for obligation

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

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

#### Aim: to practise have to for obligation

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

#### CD1 Track 18

For tapescript see TB page 118.

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

#### 25 | SB p13 Listen and say.

#### Aim: to focus students on grammatical form

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

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

#### SB p13 Read and play the rules game.

#### Aim: to give further practice with have to

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

WB p13 Look, read and complete the sentences.

Aim: to consolidate use of have to

Key: 2 You have to brush your teeth after you eat.
3 You have to do your homework before you can go and play. 4 You have to clean your shoes before you go to school. 5 You have to get dressed before you go to school.

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

Aim: to personalise the language

#### Ending the lesson

Aim: to review the new language

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

#### **Extension activity**

Aim: to encourage collaboration

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

مرجع زبان ايرانيان

- to present a picture story
- to review language from the unit
- New language: in code, clue, keep

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

#### Materials: CD

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

Your students will be able to act out a story.

#### Warm-up

Aim: to review the story so far

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

### 58 pp14-15 Getting help

#### Aim: to present a picture story

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

#### Practice

#### Aim: to check understanding of the story

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



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

Aim: to check comprehension

Thinking skill: sequencing

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



WB p14 Match the questions with the answers.

Aim: to encourage logical thinking

Thinking skill: matching questions and answers

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

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

Aim: to practise problem solving

Thinking skill: decoding a puzzle

Key: Seven letters help to find the treasure.

#### Ending the lesson

#### Aim: to practise the story

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

#### **Extension** activity

Aim: to give further practice with problem solving

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

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

Recycled language: language from the story, time

#### Materials: CD

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

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

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

#### Warm-up

Aim: to review the story

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

# Think! 58 p15 Use the code to write the message from Lucy and Ben's book.

#### Aim: to focus students on the content of the story Thinking skill: decoding a puzzle

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

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

#### SB p15 Find who says ...

#### Aim: to present the letter names using OK

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

#### Key: Lucy

#### SB p15 Listen and say.

#### Aim: to practise saying the names of letters

 Play the recording. Students look at the picture, read and repeat. Note: Before hearing the Sound sentence, students will hear the names of the key letters, with pauses for them to repeat.

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

Aim: to practise conversation sequences

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



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

CDI Track 23

For tapescript see TB page 118.

3 WB p15 Listen, say and check your answers.

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

#### Key:

say	50	ee	B	en	five	90	you	car
A	В	G	F	S	I	0	Q	R
н	C	P	L	X	Y		U	
J	D	T	M	Z			W	
ĸ	E	V	N		-			25

#### Ending the lesson

Aim: to review letter names

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

#### Extension activity

Aim: to encourage creativity

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

to practise reading and listening skills
 Skills:

reading for specific information

listening for specific information

Thinking skills: interpreting the values in a story

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

Recycled language: school subjects, language from the unit

#### Materials: CD

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

Your students will be able to listen for specific information.

Value: appreciating different ways of thinking

#### Warm-up

Aim: to encourage prediction skills

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

Think! S8 pp16-17 Read the story quickly and try to find the answers.

#### Aim: to practise scanning and skimming skills Thinking skill: applying appropriate reading strategies

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

# (1) SB pp16-17 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

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

- Explain that students in primary schools in some countries have a class teacher who teaches all the subjects.
- Key: 1 Johnny, 2 Miss Burton, 3 Geography, Maths, Science, Music, 4 He is dreaming.



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

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

Thinking skill: interpreting the values in a story

Key: It's good to do things differently.



Aim: to practise summarising skills

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

W8 p16 Make sentences.

Aim: to practise word order in sentences

Key: 2 Miss Burton tells the children about butterflies.

- 3 Miss Burton plays a piano concert in the Music lesson.
- 4 Two weeks later Johnny wins a prize for his story.

#### Ending the lesson

Aim: to review the story

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

#### Extension activity

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

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

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



#### Aim:

to practise reading and listening skills
 Skills:

- · reading for detail
- listening for detail

New language: day-dream (v)

Recycled language: language from the story Materials: CD

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

Your students will be able to listen for detail.

#### Warm-up

Aim: to review the story and the values

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

#### Think! ISB p17 Put the story in order.

Aim: to give students practice in reading for detail. Thinking skill: sequencing

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

Key: 4, 5, 6, 1, 9, 7, 8, 3, 2

#### (Think! SB p17 Can you do Johnny's puzzle?

Aim: to practise different ways of thinking Thinking skill: problem solving

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

Key:



#### WB p17 Listen, colour and write.

Aim: to practise listening for detail 💷

CD1 Track 26

For tapescript see TB page 118.

Key: 1 butterfly: yellow, 2 word 'clock' below clock on the wall, 3 triangle: red, 4 piano in photo on teacher's desk: brown, 5 pencil sharpener: green

#### Ending the lesson

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

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

#### **Extension activity**

Aim: to encourage personalisation

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



#### Aim:

 to integrate other areas of the curriculum through English: Music

New language: musical instrument, recorder, flute, triangle, pan pipes, violin, tambourine, wind, stringed, percussion, blow, string, rhythm

Recycled language: piano, guitar, drum, numbers

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

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

#### Warm-up

Aim: to introduce the topic of musical instruments

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

#### 58 p18 Listen and number.

Aim: to extend students' understanding of musical instruments

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

#### CD1 Track 27

For tapescript see TB page 118.

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

# ISB p18 Read about different families of musical instruments.

Aim: to extend students' understanding of instrument families

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

#### SB p18 Write names of the instruments in Activity 1 in the columns.

#### Aim: to practise classifying instruments

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

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



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

Aim: to give students further practice with identifying musical instruments

Thinking skill: focusing attention and counting

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



Aim: to practise close reading skills

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

#### Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today.
   e.g. musical instruments, their families and how we play the instruments.
- Write it on the board. Students copy it into their notebooks.

#### Extension activity

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

- Invite a student to the front.
- The student mimes playing an instrument. The first student to guess the instrument correctly and say its family comes and mimes another instrument.

T18

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

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

**Recycled language:** musical instruments

Materials: plastic bottles, rice, paper, paint

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

#### Warm-up

Aim: to review musical instruments

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

Look at the instruments. Which family are they from?

Aim: to enable students to apply their knowledge and experience

- Read out the names of the instruments. Students repeat.
- Students do the activity in pairs.
- Elicit ideas from pairs and write the correct answers on the board, using the instrument family words from the Warm-up.
- Key: Trombones are wind instruments. Harps are stringed instruments. Cymbals are percussion instruments. Cellos are stringed instruments. Castanets are percussion instruments. Saxophones are wind instruments.

#### SB p19 Answer the questions.

Aim: to personalise the topic

Discuss question 1 as a class.

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

#### Project SB p19 Make some maracas.

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

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

Key: Percussion



Aim: to enable students to consolidate their knowledge

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

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

Aim: to practise classification

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

#### Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they did today, e.g. learnt more about musical instruments and their families, and I've made and played some maracas.
- Write it on the board. Students copy it into their notebooks.

#### **Extension** activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

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

Recycled language: language from the unit Materials: poster paper

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

#### Warm-up

Aim: to review school subjects

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

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

Aim: to prepare materials for a survey

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

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

Aim: to collate information from a survey

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

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

#### Aim: to practise speaking skills

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

#### WB p20 Match the questions with the answers.

Aim: to practise questions and answers

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



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

Aim: to practise writing skills

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

B WB p20 Write about yourself and your school subjects.

Aim: to personalise the topic

#### Ending the lesson

Aim: to review spelling of school subjects

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

#### **Extension** activity

Aim: to consolidate writing skills

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

#### Aim:

to consolidate language from the unit

New language: scrapbook

Recycled language: language from the unit

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

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

#### Warm-up

Aim: to introduce the topic of scrupbooks

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

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

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

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

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Aim: to review language for giving personal information

- Demonstrate what students are going to write using the model on SB page 21.
- Each student writes a draft of the information on paper.
- Go around the class and check each student's information.
- The: \_1 them to write it carefully on the first page of their scrapbook.

ESB p21 Write some rules for your English class.

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

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

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

W8 p21 Write the words in three groups.

#### Aim: to practise classification

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

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

Aim: to review word families

Key: 2 Days of the week, 3 School subjects,

1 Musical instruments

EWB p21 Look and draw lines to make sentences.

Aim: to review grammatical form

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

#### Ending the lesson

Aim: to enable students to express their preferences

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

#### My Super Mind

Aim: to enable students to evaluate what they have learnt

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

#### **Extension activity**

Aim: to review key vocabulary from the unit

- Students turn to 58 page 10 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

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

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

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

#### Materials: CD

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

#### Warm-up

Aim: to review food vocabulary

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

#### Presentation

#### Aim: to present food vocabulary

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

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

#### Aim: to practise new vocabulary

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

#### 2 SB p22 Listen and answer.

#### Aim: to give further practice with vocabulary

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

CD1 Track 29

For tapescript see TB page 118.

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

#### 58 p22 Ask and answer.

#### Aim: to give students speaking practice

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

#### WB p22 Look and write the words.

Aim: to give students further practice with the new vocabulary

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



#### MB p22 Read and write the words from Activity 1.

Aim: to review understanding of new vocabulary

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

WB p22 Put the dialogue in order.

Aim: to review sentence order in a dialogue Key: 4. (1). 3. 5. 2

#### Ending the lesson

#### Aim: to review food vocabulary

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

#### **Extension** activity

Aim: to personalise the language

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

T22



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

Recycled language: food vocabulary, question forms

#### Materials: CD

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

#### Warm-up

Aim: to review food vocabulary

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

#### Presentation

Aim: to present some and any

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

#### 158 p23 Listen, read and circle the roll.

#### Aim: to practise some and any

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

#### Key: b

#### SB p23 Listen and say.

#### Aim: to focus students on grammatical form

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

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

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

#### 3 SB p23 Play the imaginary sandwich game.

Aim: to give students practice asking and answering questions

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

#### WB p23 Read and complete the dialogue.

Aim: to practise spelling of new vocabulary

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

WB p23 Write some or any.

Aim: to give further practice with some and any

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

WB p23 Draw your packed lunch and write.

Aim: to personalise the topic

#### Ending the lesson

Aim: to review the new language

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

#### **Extension** activity

Aim: to personalise the language

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

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

#### New language: lake

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

#### Materials: CD

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

#### Warm-up

Aim: to review food vocabulary and some/any

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

# (1) SB p24 Listen to the song. Write the numbers of the food and drink you hear.

#### Aim: to practise listening skills

- Students look at the pictures and text in the Student's Book.
- Elicit what food they can see in the pictures.
- They listen and write the numbers in the spaces.
- Play the recording. Students compare answers.
- Play the recording again.
- Check with the class.
- Key: 1 picture 6 (sausages), 2 picture 1 (cheese),
   3 picture 3 (orange juice), 4 picture 5 (tea),
   5 picture 4 (sandwiches), 6 picture 2 (cake)

#### SB p24 Listen and sing.

#### Aim: to sing a song with the class

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

#### SB p24 Play the chain game.

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

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

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

#### Aim: to practise grammar

Key: (sample answers): There are some vegetables. There is a/some cake. There isn't any cheese and there aren't any bananas. There are some apples. There are some sandwiches.



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

Aim: to practise vocabulary and rhyme

Key: 2 glue, 3 rubbish, 4 wood

#### Ending the lesson

Aim: to join in with a song

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

#### **Extension** activity

Aim: to personalise the language

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

New language: onions, bowl, good idea

Recycled language: food, delicious

### Materials: CD

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

# Warm-up

Aim: to review food vocabulary

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

# Presentation

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

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

# S8 p25 Listen and tick (✓) the food in the soup.

### Aim: to practise language of suggestion

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

CD1 Track 34

For tapescript see T8 page 119.

### Key: carrots, potatoes, onions

# SB p25 Listen and say.

### Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students practise the sentences in pairs.
- Students turn to the Grammar focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- Key: 1 Shall we have soup for dinner? 2 How about some lemonade? 3 Shall we ask Mum for help? 4 How about a cheese sandwich for lunch?
- ISB p25 Make a bowl of soup or a salad with a friend.

### Aim: to give students further practice making suggestions

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

W8 p25 Look, read and write Ava, Lilly, Olivia or Ella.

Aim: to consolidate understanding of language of suggestion

Thinking skill: matching words with pictures

Key: Lilly, Ella, (Ava), Olivia



Aim: to practise word order

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

# Ending the lesson

Aim: to review the new language

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

# **Extension** activity

Aim: to encourage creativity

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

- to present a picture story
- to review language from the unit
- to practise reading skills

Thinking skills: interpreting the values in a story

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

Recycled language: characters and language from the story

### Materials: CD

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

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

Value: perseverance

# Warm-up

Aim: to review the story so far

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

# 58 pp26-27 The golden apple

### Aim: to present a picture story

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

# Practice

### Aim: to check understanding of the story

 Play the recording again. Pause after each frame to check understanding (students can use £1 to talk about some of the events).

# 1 WB p26 Remember the story. Read and circle

### Aim: to check comprehension

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



wB p26 Write more things for Lucy to say. Use the box or your own ideas.

Aim: to give further practice with the language

### Thinking skill: making connections

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



IWB p26 Read the story. What can we learn from it? Tick (</).</p>

Aim: to practise reading skills

Thinking skill: interpreting the values in a story Key: When things don't work, never give up!

# Ending the lesson

Aim: to practise the story

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

# Extension activity

Aim: to discuss the value of perseverance

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

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

T26

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

New language: silver (adj), iguana, igloo

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify and say the letter sound ie /ai/ and its alternative spellings i e and y.

# Warm-up

Aim: to review the story

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

# 2 58 p27 Write t (true) or f (false).

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow it in their Student's Books.
- They work individually and write t or f, then they compare their answers.
- Check with the class.

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

# B p27 Find who says ...

Aim: to present the letter sound ie

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

# 58 p27 Listen and say.

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

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

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

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

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

Aim: to practise conversation sequences

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

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

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

CD1 Track 39 For tapescript see TB page 119.

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

# Ending the lesson

Aim: to play a traditional English game

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

# **Extension** activity

Aim: to encourage creativity

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

- to practise listening, reading and speaking skills
   Skills:
- · listening for detail
- · reading for specific information
- interactive speaking

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

Recycled language: food, language from the unit

### Materials: CD

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

Your students will be able to speak to exchange information.

Your students will be able to read for specific information.

# Warm-up

Aim: to encourage prediction skills

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

# 1 5B p28 Listen and write.

Aim: to practise listening skills 💷

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

CD1 Track 40

For tapescript see TB page 119.

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

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

### Aim: to practise reading for specific information

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

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

ESB p28 Tell your friend about meals at your school.

### Aim: to personalise the language

- Elicit the kind of information students heard in Activity 1.
   e.g. time lunch starts and finishes, what there is for lunch, children can/can't bring food from home, what they do before/after lunch.
- Students make sentences in pairs. Monitor and offer help if necessary.
- If the children never eat lunch at school, they can imagine what meals they would like to have each day.
- WB p28 Look, read and write the words. There is one extra word.

### Aim: to practise reading skills

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

# Ending the lesson

Aim: to review the listening activity

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

# **Extension** activity

Aim: to practise writing definitions

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



- to practise reading, writing and listening skills
- to review present simple with frequency adverbs
   Skills:
- reading for specific information
- writing about habits and routines
- listening for specific information

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

Recycled language: breakfast, food, countries, times

Materials: CD (Optional: magazine pictures of food)

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

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

Your students will be able to listen for specific information.

# Warm-up

Aim: to activate students' knowledge of the topic

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

# Think! SB p29 Read and tick (-/) what the children eat for breakfast.

Aim: to practise reading for specific information

### Thinking skill: finding relevant information

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

# Key:

	1	2	3	4	5	6
	2		8.4	90	V	-
Amy	1	1	-	1	/	1
Rodolfo	1	1				
Ana		1	1			1
Mustafa		1	1	1	1	1

# PSB p29 Write about breakfast in your country.

Aim: to give students practice writing from a model

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

# 1 WB p29 Listen and choose the best answer.

Aim: to practise listening for detail

CD1 Track 41 For tapescript see TB page 119.

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

I WB p29 Remember Activity 1. Write Carlos. Chuck or Teresa.

Aim: to consolidate understanding of vocabulary Key: 1 Carlos, 2 Chuck, 3 Teresa

# Ending the lesson

Aim: to develop memorisation skills

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

# **Extension activity**

Aim: to encourage personalisation

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

 to integrate other areas of the curriculum through English: Science

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

Materials: (Optional: poster paper)

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

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

# Warm-up

Aim: to introduce the topic of Science and food chains

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

ISB p30 Read, look and draw lines. What do these animals eat?

Aim: to extend students' understanding of food chains

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

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

Think! ISB p30 Read and draw arrows to make food chains.

# Aim: to extend students' understanding of food chains Thinking skill: logical thinking

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

- Students work in pairs and draw arrows between the rest of the photographs in pencil to make two more food chains.
- Pairs check with pairs.
- Discuss the food chains as a class.
- Key: plant snail lizard owl. seaweed surgeon fish – shark

WB p30 Read and write the words.

Aim: to give further practice of new vocabulary Key: 2 food, 3 tired / weak, 4 energy, 5 different

WB p30 Read and write words from Activity 1.

Aim: to consolidate understanding of new vocabulary Key: 2 tired, 3 energy, 4 different, 5 food

WB p30 Draw arrows to make a food chain.

Aim: to consolidate understanding of the topic

Thinking skill: logical thinking

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

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today, e.g. food chains and how we get energy from the sun and from plants.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

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

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

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

New language: habitat, rainforest

Recycled language: Science and food chains, habitats

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

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

Your students will be able to complete a project.

## Warm-up

Aim: to review food chains

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

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

Aim: to enable students to apply their knowledge and experience

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

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

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

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

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

WB p31 Read and number to make a food chain.

Aim: to enable students to consolidate their knowledge

Keu: 3. 2. 1



Aim: to encourage students to apply new knowledge about habitats

Thinking skill: matching

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

# Ending the lesson

Aim: to review what students have done in the lesson

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

# Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

- to consolidate language from the unit
- to develop interactive speaking skills

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

Recycled language: language from the unit Materials: CD

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

# Warm-up

Aim: to review food vocabulary

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

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

### Aim: to prepare and plan for a play

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

### SB p32 Act out your play.

### Aim: to perform a short play

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



WB p12 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information Key: 7, 5, 3, (1), 6, 2, 4

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

Aim: to practise writing skills

# Ending the lesson

Aim: to review spelling of food words

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

# Extension activity

Aim: to consolidate speaking skills

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

to consolidate language from the unit

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

Recycled language: language from the unit. scrapbook

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

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

### Warm-up

Aim: to review food vocabulary

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

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

Aim: to give students writing practice

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

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

Aim: to give students practice with classification

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

SB p33 Write your words in lists.

### Aim: to give students further practice with classification

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

# S8 p33 Write about a meal you would like and a meal you would not like. Add photos or drawings.

Aim: to enable students to personalise the topic

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

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WB p33 Which one is different in each group? Look, think and circle.

Aim: to give students further practice with vocabulary

### Thinking skill: classifying

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

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

### Aim: to review grammatical form

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

# Ending the lesson

Aim: to enable students to express their preferences

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

### My Super Mind

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

# Extension activity

Aim: to review key vocabulary from the unit

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

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

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

Recycled language: like / don't like + ing

### Materials: CD

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

# Warm-up

Aim: to review vocabulary for the home

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

# Presentation

### Aim: to present vocabulary for daily tasks

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

# 15B p34 Listen and say the words. Then check with a friend.

### Aim: to practise new vocabulary

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

### 2 5B p34 Listen and correct the sentences.

### Aim: to give further practice with vocabulary

Read the sentences aloud with the class.

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

### CD1 Track 45

For tapescript see TB page 119.

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

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

### Aim: to give students speaking practice

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

WB p34 Find eight actions.

Aim: to give students further practice with the new vocabulary

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

# 1 WB p34 Look and write actions from Activity 1.

### Aim: to review understanding of new vocabulary

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

# W8 p34 Write sentences about yourself.

Aim: to practise writing the new vocabulary

# Ending the lesson

Aim: to review vocabulary for daily tasks

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

# **Extension activity**

Aim: to personalise the language

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





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

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

Recycled language: daily tasks, o'clock

### Materials: CD

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

### Warm-up

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

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

### Presentation

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

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

### SB p35 Read and number.

### Aim: to practise telling the time

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

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

# 2 58 p35 Listen and say.

### Aim: to focus students on grammatical form

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

 Students complete the exercise individually and then check in pairs.

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

# SB p35 Play the time game.

### Aim: to give students practice in telling the time

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

# 1 WB p35 Listen and tick (🗸) the box.

Aim: to give students further practice understanding the time

CD1 Track 47

For tapescript see TB page 119.

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



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

Aim: to personalise the topic

### Ending the lesson

Aim: to review the new language

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

# Extension activity

Aim: to give further practice with telling the time

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

- to review vocabulary for daily tasks
- to review telling the time
- to sing a song with the class

### New language: busy

Recycled language: daily tasks, do my homework

### Materials: CD

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

# Warm-up

Aim: to review vocabulary for daily tasks

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

# 1 58 p36 Listen to the song. Write the numbers.

### Aim: to practise listening skills

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

Keu: 3. 4. 2. 1

### SB p36 Listen and sing.

### Aim: sing a song with the class

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

# 58 p36 Close your book. Play the memory gam

### Aim: to practise memorisation

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

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

### Aim: to practise the time

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



WB p36 Make the sentences of the chorus.

Aim: to practise word order in sentences.

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

WB p36 Write a verse for the song about yourself.

Aim: to personalise the topic and give students further practice

### Ending the lesson

Aim: to join in with a song

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

# **Extension** activity

Aim: to stimulate creativity

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

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

### New language: habit

Recycled language: daily tasks, days of the week Materials: CD

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

### Warm-up

Aim: to review vocabulary for daily routines

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

# Presentation

Aim: to present adverbs of frequency

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

158 p37 Listen. Put ticks (✓) or crosses (✗) in the table.

Aim: to practise ...dverbs of frequency

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

#### CD1 Truck 50

For to cript see TB page 119.

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

# SB p37 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students practise the sentences in pairs.
- Students complete the Grammar focus section on page 121 of the Student's Book.
- Key: 1 I always help my mum in the kitchen. 2 Kevin usually walks to school with me. 3 Dad sometimes cooks my dinner. 4 They never play computer games before school.

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

Aim: to give students further practice using adverbs of frequency

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

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

Aim: to consolidate understanding of adverbs of frequency

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

Aim: to further consolidate understanding of adverbs of frequency

Key: 2 t. 3 f. 4 f. 5 t

W0 p37 Write three more true sentences about Rob and Gillian.

Aim: to give further writing practice

### Ending the lesson

Aim: to review the new language

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

# **Extension** activity

Aim: to personalise the language

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

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

Thinking skills: interpreting the values in a story

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

Recycled language: characters and language from the story

## Materials: CD

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

Your students will be able to act out a story.

# Warm-up

Aim: to review the story so far

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

# SB pp38-39 Tidying up

### Aim: to present a picture story

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

### Practice

### Aim: to check understanding of the story

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



# Aim: to check comprehension

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



WB p38 Read and choose the best answer.

Aim: to check detailed comprehension

Thinking skill: identifying differences and similarities Key: 1 B, 2 C, 3 B

## Ending the lesson

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

# **Extension activity**

Aim: to discuss the value of being helpful

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

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



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

Recycled language: language from the story

### Materials: CD

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

Phonics focus: Your students will be able to hear and say the different consonant sounds f and v.

## Warm-up

Aim: to review the story

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

# SB p39 Answer the questions.

Aim: to focus students on the content of the story

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

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

### 🛐 58 p39 Find who says ...

Aim: to present the consonant sounds v and f

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

# (158 p39) Listen and say.

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

 Play the recording. Students look at the picture, read and repeat. Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

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



WB p39 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

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

WB p39 Look and write v, f or ff.

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

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

WB p39 Listen and say.

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

# Ending the lesson

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

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

# **Extension activity**

Aim: to encourage creativity

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

to practise reading and listening skills
 Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

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

Recycled language: daily tasks, language from the unit

Materials: CD

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

Your students will be able to listen for specific information.

Value: learning responsibility

# Warm-up

Aim: to encourage prediction skills

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

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

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

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

58 pp40-41 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

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

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

# WB P40 Complete the words.

### Aim: to practise spelling

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



Aim: to practise comprehension skills

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



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

Aim: to focus students on the value of learning responsibility

Thinking skill: interpreting the values in a story

Key: Always listen carefully.

### Ending the lesson

Aim: to review the story

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

# **Extension** activity

Aim: to discuss the value of learning responsibility

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

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



to practise reading, speaking and writing skills

# Skills:

- reading for detail
- narrating
- writing a story

Recycled language: language from the story. daily tasks

### Materials: CD

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

Your students will be able to tell a story.

Your students will be able to write a story.

### Warm-up

Aim: to review the story and the values

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

Think! SB p41 Put the story in order.

Aim: to give students practice in reading for detail

### Thinking skill: sequencing

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

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

# 158 p41 Play the robot game.

Aim: to practise giving instructions

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



# 1 W8 p41 Look at the pictures and tell the story. Use the words from the box.

### Aim: to practise telling a story

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

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

Aim: to practise writing skills

# Ending the lesson

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

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

# Extension activity

Aim: to encourage personalisation

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

# مرجع زبان ايرانيان

### Aim:

 to integrate other areas of the curriculum through English: Geography

New language: cover (n), less, more, need, enough, much, save, waste (v), showers, tap, Earth, environment

Recycled language: mean, water, drink, use, daily tasks

Materials: CD (Optional: poster paper)

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

### Warm-up

Aim: to introduce the topic of Geography and environment

- Write the word Water on the board.
- Elicit all the things students use water for in a day, e.g. washing their faces, brushing their teeth, showering, in drinks, washing clothes.
- Ask students if they think about how much water they use.
- Tell students the topic of today's lesson is saving water (check understanding of saving).

# (102 )SB p42 Listen, read and circle.

Aim: to extend students' understanding of problems with water

- Elicit what students can see in the pictures in the Student's Book.
- Read the short text under the map with the class and check understanding of not enough.
- Read the longer text with the class, checking understanding of key vocabulary during the reading, e.g. cover, less, more, waste.
- Students circle the correct words in the two sentences and then compare answers in pairs.
- Check and discuss answers with the class.

Key: 1 more, 2 more

WB p42 Look and colour the water blue.

Aim: to activate previous knowledge Keu:



WB p42 How can you save water? Look and tick (/) the correct picture.

Aim: to activate students' knowledge and experience

### Thinking skill: problem solving

Key: 2 a (having showers, not baths). 3 b (turning the tap off when you brush your teeth), 4 a (keeping cold water in the fridge instead of running the tap to get a cold drink)

# **Ending the lesson**

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt today, e.g. the problem with water in the world and ways I can save it and not waste it.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

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

- Students work in groups of four.
- Each group thinks of two more ways they can save water. Help with new language as necessary.
- Elicit ideas from groups and, if the class think the ideas are good, write them on poster paper for display.

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

New language: water waster, questionnaire, How often?, turn off, have a shower, hose-pipe, drip, dripping (tap), measure, half full, a quarter full, three-quarters full, full, dishwasher, flush (the toilet)

Recycled language: Geography and environment, bucket

Materials: cup, access to a tap

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

Your students will be able to complete a project.

# Warm-up

Aim: to review the problems with water

- Discuss with students what they remember about the problems with water.
- Elicit ways of saving water they learnt about in the previous lesson.

Think! 58 p43 Are you a water waster? Do the questionnaire.

Aim: to enable students to reflect on their habits

Thinking skill: reflecting on one's habits. intrapersonal experience

- Elicit/Pre-teach key vocabulary for the questionnaire, e.g. turn off, tap, hose-pipe, drip.
- Read through the questionnaire with students and check they know what to do.
- Students answer individually and then check their scores.
- They compare scores in groups.
- Discuss results as a class.

Project Think 58 p43 How much water does a dripping tap waste?

Aim: to enable students to follow instructions and to check predictions

Thinking skill: analysing data and making deductions

- Tell students what they are going to do for the project.
- Show them the cup they are going to use.
- In pairs, students predict how much water will drip in ten minutes, e.g. half full, a quarter full, three-quarters full, full.
- Place the cup under the tap, start it dripping and wait.
- After ten minutes, measure how much water is in the cup.

- Elicit from pairs whose predictions were correct and whose were incorrect.
- Elicit if students are surprised by how much water there is.
- Elicit answers and ideas for questions 3 and 4.
- WB p43 How can you save water? Read and write the words.

Aim: to consolidate students' understanding of the topic

Key: 2 waste, 3 turn, 4 tap, 5 wash, 6 Never, 7 full

I WB p43 Make a list of all the ways you use water.

Aim: to encourage reflection

WB p43 Keep a water diary for three days.

Aim: to enable students to reflect on their habits

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit from students what they have done today, e.g. learnt more about my habits and how I can save water, kept a water diary.
- Write it on the board. Students copy it into their notebooks.

# **Extension** activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project, of their predictions and of what the outcome was.
- Monitor and help as necessary.

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

Recycled language: language from the unit Materials: poster paper

Language competences: Your students will be able to complete a survey about daily tasks.

# Warm-up

Aim: to review vocabulary for daily tasks

- Ask students to come to the front in turn to mime a daily task.
- The rest of the class guess what it is.
- Elicit which students always, usually, sometimes or never do the task at home.

SB p44 Read and tick (√) yes or no.

### Aim: to review language from the unit

- Students answer the questions individually.
- Remind them that the questions say sometimes.
- Students compare their results in pairs.
- Elicit results from some students, e.g. Do you sometimes wash the dishes? No, I never wash the dishes. / Yes. I sometimes wash the dishes.

# SB p44 Ask and answer.

Aim: to practise asking questions and giving answers

Draw the following table on the board:

	Yes	No	
cook			
wash up			
tidy your room			
dry the dishes			
help with the shopping			
wash your clothes			

- Call a student to the front and ask him/her to read the question in the speech bubble (Who sometimes cooks?).
- Students raise their hands if they have ticked yes for the first question in SB Activity 1.
- The student at the front counts the number of hands and writes the total in the Yes column in the first row of the table on the board.
- Elicit the question with Who for the second question in SB Activity 1 (Who sometimes washes up?). Call a different student to the front to ask the question. Students who ticked yes raise their hands. The student counts and writes the total in the table.
- Repeat until the Yes column of the table on the board is complete.

# 58 p44 Make a table and write a report.

### Aim: to practise speaking and writing skills

- Students copy the table from the board into their notebooks, replacing the phrases in the first column with their own drawings.
- Students write a report using the information they gathered in SB Activity 2.
- Talk about the results with the class.
- Write some example sentences on the board to help students with their reports, e.g. Three people sometimes dry the dishes.
- Students write their reports in groups.

### WB p44 Match the questions with the answers.

Aim: to practise questions and answers

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

W8 p44 Read about Stuart. <u>Underline</u> the mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: dinner / breakfast, cooking / walking the dog, mum / dad, washes up / helps in the garden

WB p44 Write about how you help at home.

Aim: to personalise the topic

# Ending the lesson

Aim: to review spelling of daily tasks

- Students close their books.
- Write the daily tasks on the board, with the letters in scrambled order.
- Students write the unscrambled words in their notebooks.
- Check by having students spell each word aloud.

# **Extension** activity

Aim: to consolidate speaking skills

- Display all the results from SB Activity 3 (the tables).
- Ask students to put the jobs in order of popularity: the one the most people help with at the top and the one the fewest people help with at the bottom.
- Elicit other jobs the students help with at home (they can use what they wrate in WB Activity 3 for reference). Students find out if their classmates help with the same jobs.



to consolidate language from the unit

Recycled language: language from the unit. scrapbook

Materials: students' scrapbooks

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

# Warm-up

Aim: to review vocabulary for daily tasks

- Write Daily tasks in a circle on the board.
- Students come up in groups to write tasks on the board.
- Encourage them to write as many words as they can think of in two minutes.

# SB p45 Write a list of things people in your family do.

Aim: to give students writing practice

- Draw a table similar to the one in SB Activity 1 on the board to show students what to do.
- They copy the table onto paper and complete it with information about their family.
- Go around and help as necessary.
- Students then copy the table into their scrapbooks.

SB p45 Underline each word in your list in a colour to show how often people do it.

### Aim: to give students practice with classification

- Elicit the colour of each word in the Student's Book (always – red, usually – blue, often – green, sometimes – yellow).
- Monitor students as they complete the activity.
- Early finishers can compare their information.
- Discuss briefly as a class: Who does more at home? Who does less?

### 158 p45 What do the people in your family do at the weekend?

### Aim: to give further practice with language

- Students write at least one sentence for each family member.
- They write their sentences on paper first.
- Go around the class and check their work.
- Students then write their sentences in their scrapbooks.
- Early finishers can compare their information.
- Discuss briefly as a class: What are the things some people in your family never do at home?

# SB p45 Write a poem and add photos or drawings. Use the text to help you.

Aim: to give students writing practice and to encourage creativity

- Read the paem to the class, adding your own ideas to fill the gaps.
- Students write a draft of the poem with their own ideas.
- Go around the class and check their work.
- Students write the final version in their scrapbooks.
- Students decorate the poem with drawings or photos.

# 1 WB p45 Write the words in three groups.

### Aim: to practise classification

Key: 1 washing up. tidying up. shopping: 2 always. usually, never: 3 quarter past, quarter to, half past

WB p45 Look at Activity 1. Number the topics to match the groups.

WB p45 Look and draw lines to make sentences.

Aim: to review word families

Key: 1 Daily tasks. 3 Time, 2 Frequency words



Aim: to review grammatical form

Key: 2 She has breakfast at quarter past seven. 3 You always play tennis after school. 4 He never does homework on Sundays.

### Ending the lesson

Aim: to enable students to express their preferences

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

# My Super Mind

 Now students complete the My Super Mind section for Daily tasks on page 118 of the Workbook.

# Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 34 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

- to present and practise vocabulary for places in a town
- to give students listening and speaking practice

New language: map, bank, bus station, tower, library, market square, sports centre, supermarket, high

# Recycled language: between, next to

### Materials: CD

Language competences: Your students will be able to understand and use vocabulary for places in a town.

# Warm-up

Aim: to review vocabulary for places in a town

- Do a clapping game to revise vocabulary.
- Write Town on the board. Clap twice and say, e.g. park.
- Clap twice and invite a student to say a known place in a town.
- Continue, reviewing known town words (playground, cinema, swimming pool, hospital, bus stop, street, café, train station).

# Presentation

### Aim: to present vocabulary for places in a town

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat. Check understanding.
- Elicit who students can see in the picture (Ben and Lucy and a woman) and what they are looking at (a map).

158 p46 Listen and say the words. Then check with a friend.

### Aim: to practise new vocabulary

- Students look at the numbered words/phrases and places in the picture.
- Play the recording. Students listen to each word/phrase and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words/phrases and practise them in pairs.
- Focus students on the poem. Check understanding of Go up high and look down.

# 58 p46 Listen and answer.

### Aim: to give further practice with vocabulary

Read the questions aloud with the class.

- Check understanding.
- Play the recording. Students listen for the information.
- They compare answers in pairs.
- Play the recording again. Check with the class.
   CD2 Track O9

For tapescript see TB page 120.

Key: 1 They want to go to the tower. 2 They ask a woman/Zelda. 3 It's between the school and the café, on the square. 4 She tells them to look at the map.

# 58 p46 Look at the map. Ask and answer.

## Aim: to give students speaking practice

- Demonstrate the activity with the class, using the prompts.
- Check understanding of known prepositions between and next to.
- Students take turns and practise in pairs.
- Check using open pairs.



### IWB p46 Look at the letters on the signs. Write the words.

Aim: to give students practice with spelling the new vocabulary

# Thinking skill: decoding

Key: 2 supermarket. 3 tower, 4 market square, 5 bus station. 6 library, 7 sports centre, 8 bank



Aim: to review understanding of new vocabulary

Key: 2 tower. 3 bus station, 4 supermarket. 5 market square, 6 bank, 7 sports centre

# Ending the lesson

Aim: to review vocabulary for places in a town

 Give simple definitions for each place in a town.
 Students guess the place, e.g. You can get money here (bank). You can buy things here (supermarket).

# Extension activity

Aim: to personalise the language

- Students work individually or in pairs.
- They write about the places in their town, e.g. In our town there is a market square. It is called [name of square]. There isn't a sports centre. There are four high towers. People live in them.



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### Aims:

- to present and practise prepositions of place
- to review places in a town

New language: below, above, opposite, near

Recycled language: places in a town, between, next to, behind

### Materials: CD

Language competences: Your students will be able to say where places are.

### Warm-up

Aim: to review vocabulary for places in a town

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

# Presentation

Aim: to present below, above, opposite, near

- Teach the new prepositions using things in the classroom.
- Move objects to make meaning clearer if necessary.
- Make sure the meaning of below is made clear and that students know it is different from under.
- Write four sentences on the board, each containing one of the new prepositions, e.g. There is a picture above the window.
- Students copy them into their notebooks and draw a simple picture to reinforce the meaning.

### S8 p47 Look, read and draw lines.

Aim: to practise prepositions of place

- Students look at the pictures and the sentences in their Student's Books.
- Check students know what to do.
- Students read the sentences silently and match each one with the right picture.
- They compare answers in pairs.
- Check with the class.

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

# SB p47 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the sentences in pairs.
- Students turn to the Grammar focus section on page 122 of the Student's Book.

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

Key: 1 below, 2 opposite, 3 above, 4 near

Think! | SB p47 Look, read and write. Then listen and check your answers.

Aim: to give students further practice with the new language

Thinking skills: drawing conclusions, working out relations between language and visual information

- Focus students on the picture of the town and elicit what they can see.
- Check students know what to do. Do the first one as an example.
- Students fill in the gaps and then compare their answers in pairs.
- Play the recording for students to check.
- Check with the class, playing the recording again as necessary.

Key: 1 bank, 2 bus station, 3 sports centre, 4 library

WB p47 Look and write. Use the words from the box.

Aim: to give students further practice with prepositions Key: 2 opposite, 3 below, 4 above

WB p47 Look at the picture. Complete the sentences.

Aim: to consolidate understanding of prepositions of place

Key: 2 behind, 3 near, 4 below / under, 5 between. 6 above, 7 below

# Ending the lesson

Aim: to review the new language

- Say a sentence about something in the classroom using one of the new prepositions. If it is true, students raise their right arm. If it is false, they raise their left orm.
- Repeat with other sentences and other prepositions.

# **Extension** activity

Aim: to give further practice with prepositions of place

- Students work in pairs and act out the dialogues from SB Activity 3.
- They practise in pairs first.
- Volunteers perform the dialogues for the class.

- to review prepositions of place
- to sing a song with the class

New language: in front of, get lost, imagine

Recycled language: prepositions of place, places in a town

### Materials: CD

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

# Warm-up

Aim: to review vocabulary for places in a town

- Call a student to the front. Whisper one of the places in a town.
- The class asks the student questions to guess what the place is, e.g. Can you get money there? Can you find books there? Help with new language as necessary.
- The student who guesses correctly comes to the front. Whisper another place to him/her.
- Repeat for all the new places.

138 p48 Write the words in the song. Listen and check.

### Aim: to proctise listening skills

- Students look at the pictures and text in their Student's Books.
- Pre-teach in front of.
- Students read the song and try to complete it using the picture information. Tell them to write in pencil.
- They compare ideas in pairs.
- Play the recording. Students listen and write/check.
- They compare answers again.
- Play the recording a second time.
- Check with the class.

Key: 1 bank, 2 tower, 3 café, 4 station, 5 map

### SB p48 Listen and sing.

#### Aim: to sing a song with the class

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

# SB p4B Play the town game.

# Aim: to stimulate imagination and creativity

- Tell students they can imagine any town they like.
- Tell students to close their eyes and imagine. Give them time to form a picture in their minds.
- Say each prompt in turn and give students time to think before saying the next one.
- Say more prompts like the ones in the speech bubbles (about six in all).
- Then tell students to open their eyes and draw the town they imagined.

# W8 p48 Look at the picture. Read and answer.

Aim: to practise location

Thinking skill: problem solving

Key: He's between the music shap and the bank.

WB p48 Look, read and write t (true) or f (false).

Aim: to give students further practice with prepositions of location

Key: 2 f. 3 t. 4 t. 5 f

### Ending the lesson

Aim: to join in with a song

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

# Extension activity

Aim: to consolidate understanding

 Students write a short description of their imaginary town under the picture they drew for SB Activity 3.



 to present and practise going to + infinitive of purpose

Recycled language: places in a town, verbs Materials: CD

Language competences: Your students will be able to express purpose with going to.

### Warm-up

Aim: to review vocabulary for places in a town

 Say different places in a town and elicit what students do there, e.g. market square (buy a drink / meet friends).

### Presentation

Aim: to present going to + infinitive of purpose

- Choose an example from the Warm-up, e.g. market square - buy a drink.
- Say, e.g. (Name) is going to the market square to buy a drink. Why is she going to the market square? (To buy a drink).
- Repeat using other examples from the Warm-up.
- Write two or three example sentences on the board. Underline the full infinitive in each one.
- Check students understand the meaning (the infinitive answers the question Why?).

# (12 ISB p49 Listen and number.

Aim: to practise going to + infinitive of purpose

- Students look at the pictures.
- Play the recording. Students listen and number.
- They compare answers in pairs.
- Play the recording again. Check with the class. CD2 Track 14

For tapescript see TB page 120.

Key: 3, 1, 4, 2

# SB p49 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat.
- Students take turns to practise the sentences in pairs. Note: The use of the present continuous here is action at the moment of speaking, not future arrangements.
- Students complete the Grammar focus section on page 122 of the Student's Book
- Key: 1 sports centre, 2 library, 3 bus station, 4 bank, 5 cinema

## 58 p49 Where are you going? Complete the sentences. Then act out.

Aim: to give students further practice using the new language

- Check students know what to do.
- Students complete the sentences using the words in the box. Then they compare answers in pairs.
- Demonstrate the activity using the speech bubbles. The student who answers mimes the action at the same time.
- Students take turns to ask and to respond using all the sentences.
- Key: 1 to buy, 2 to go, 3 to watch, 4 to read, 5 to buy. 6 to help



Aim: to consolidate understanding of going to + infinitive of purpose

Key: 2 market, 3 listen. 4 library, 5 book, 6 sports centre, 7 tennis



### Aim: to practise word order

Key: 2 I'm going to the supermarket to buy some bread. 3 I'm going to my friend's place to play computer games. 4 I'm going to the park to ride my bike.

## Ending the lesson

Aim: to review the new language

- Ask different students Where are you going?
- They respond using examples from the lesson. e.g. I'm going to the cinema to watch a film.

# **Extension** activity

Aim: to personalise the language

- In pairs, students choose one dialogue from WB Activity 1. They personalise it by replacing the place words and changing the infinitives.
- Students practise their dialogues and then perform them for the class.

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

Thinking skills: interpreting the values in a story

New language: funfair, Pirate Ship, the wrong place

Recycled language: high, characters and language from the story

### Materials: CD

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

Your students will be able to act out a story.

Value: lateral thinking

### Warm-up

Aim: to review the story so far

- Write The Explorers on the board.
- Elicit the names of the Explorers (Ben, Lucy and Buster). Elicit the names of the people trying to get the book (Zelda and Horax).
- Elicit what happened in the last episode, e.g. Ben and Lucy are in a village. They help to tidy up. They look for the letter in the rubbish and under a table. but don't find it. Then Lucy finds it on a table. It's the letter F.

# 58 pp50-51 Up high

### Aim: to present a picture story

- Use the pictures in the story to support meaning. whenever possible.
- Elicit where the friends are in frame 1 (in the town) and who is listening (Zelda). Pre-teach funfair.
- Play the recording. Students listen to answer Who wants to go to the funfair in frame 3. Ben or Lucy? (Ben) Why? (To have a good time) Who wants to go to the funfair in frame 5, Ben or Lucy? (Lucy) Why? (To find the letter) What is the third letter? (R).
- Students compare their ideas in pairs. Elicit answers.
- Play the recording again. Students listen and repeat.

# Practice

### Aim: to check understanding of the story

 Play the recording again. Stop after each frame to check understanding (students can use L1 to talk about some of the events).

1 W8 p50 Remember the story. Write the words.

Aim: to check comprehension

Key: 2 dog, 3 near, 4 going, 5 high





Aim: to check understanding of the sequence of events in the story

Thinking skill: sequencing

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



WB p50 Read the story. What can we learn from it? Tick (/).

Aim: to focus students on the value of lateral thinking

Thinking skill: interpreting the values in a story Key: It's good to try out new ideas.

# Ending the lesson

Aim: to practise the story

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

### Extension activity

Aim: to discuss the value of lateral thinking

- Focus on what happens in the story.
- Elicit how Lucy's lateral thinking (going on the Pirate Ship, not the tower) helps the children find the letter.
- Elicit the example of lateral thinking in the story in WB Activity 3 (A white T-shirt with a photo printed on is something different / They didn't just buy it in the shop).
- Elicit examples of when the students have used lateral thinking to help them solve a problem.

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



- to talk about the meaning of the story
- · to review language from the story and the unit
- to practise saying the sounds ar (car park) and r (read write hurry).
- to revise How do you spell ... ? and the names of the letters of the alphabet

### New language: owl

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will practise saying the letter sounds ar /a:/ (car) and r /r/ (read, write, hurry).

# Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where are Ben and Lucy? (In a town) Why do they want to go up the tower? (To see the letter) Who thinks it's a good idea to go on the Pirate Ship? (Lucy) What's the third letter? (R) What are the first two letters? (I and F).

Think! SB p51 Read and find the pictures in the story.

Aim: to focus students on the content of the story

### Thinking skill: making connections

- Play the recording of the story again. Students follow in their Student's Books.
- They work individually and find the pictures.
- They compare their answers in pairs.
- Check with the class.
- Key: 1 Frame 2 the funfair. 2 Frame 7 the Pirate Ship. 3 Frame 8 – they're in the wrong place. 4 Frame 7 – they can see the letter

# 58 p51 Find who says ...

Aim: to present the sound ar and r as contrast

- Write <u>R</u>, car. right and <u>wr</u>ong on the board, using a red pen for the underlined letters. Explain that the letter name <u>R</u> rhymes with car. Show how in the words <u>right</u> and <u>wr</u>ong both spellings give exactly the same sound (the <u>R</u> as in <u>run</u>).
- Students repeat It's an R. Fantastic! after you.
- Students find the speech bubble in the story (frame 7).

 Point out that in frame 8. Zelda says We're in the wrong place! Students repeat after you (wrong is pronounced / ron/ and rhymes with long).

# Key: Lucy

# G to SB p51 Listen and say.

Aim: to practise saying the sounds ar and r

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

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

- Point out that the word are is pronounced ar.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

# Then say with a friend.

Aim: to practise conversation sequences

Key: 1 No time to play. 2 Look, it's over there.



Aim: to practise asking how words are spelt and to identify ar and r sounds

CD2 Track 19 For tapescript see TB page 120.

Key: 2 frog, 3 market. 4 park, 5 write. 6 Art, 7 hurry

WB p51 Listen and say.

Aim: to practise saying words with ar *lad* and *r /r/* sounds

# Ending the lesson

Aim: to review and write words with the sounds ar /o:/ and r /r/

 Dictate the Sound sentence while students write (Student's Books closed). They compare their sentences with a partner before checking in the Student's Book.

# **Extension** activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, fair, home, owl, beautiful).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

- to practise reading and listening skills
   Skills:
- reading for specific information
- listening for specific information

Recycled language: places in a town, language from the unit

### Materials: CD

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

# Warm-up

Aim: to review the infinitive of purpose

- Play a clapping game.
- Clap twice and say, e.g. bus station.
- Clap twice. A student calls out a reason for going to the bus station, e.g. To meet a cousin. Continue clapping with students calling out different reasons.
- Do this three or four more times. Then change the place and continue in the same way.

# SB p52 Look and read. Write words.

Aim: to practise reading skills (

- · Focus the students on the Activity 1 instructions.
- · Make sure they know what to do.
- Students work individually and write the places next to the definitions.
- They compare answers in pairs.
- Check with the class.
- Key: 1 bank, 2 castle, 3 library, 4 market, 5 sports centre, 6 map

WB p52 Listen and draw lines.

### Aim: to practise listening skills

### CD2 Track 21

For tapescript see TB page 120.

Key: Ben – boy below the tree, Christine – girl with the hat near the bikes, Hannah – girl in front of the tent on the right, Mike – boy opposite Hannah, William – boy behind the tent on the right, Olivia – girl between the tents

# Ending the lesson

Aim: to practise speaking skills

- Focus students on the picture in WB Activity 1.
- Give them 30 seconds to look at it. Then tell them to close their books.
- Elicit what they can remember about the picture. Make sure they use complete sentences and prepositions.

# Extension activity

Aim: to practise writing definitions

- Focus students on the definitions in SB Activity 1.
- Tell them to choose other places they know, e.g. park, house, zoo.
- Pairs write two definitions, using SB Activity 1 as a model and support.
- Monitor students as they are working.
- Collect the students' work and choose the best definitions to make a class quiz.

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to practise listening, speaking, writing and reading skills

### Skills:

- Listening for specific information
- speaking skills: exchanging information
- writing about what people are doing and why
- reading for specific information

### New Language playground, swings, zoo, bear, stone-age

Recycled Language places in a town, prepositions of place

### Materials: CD

Language competences: Your students will be able to listen for specific information. Your students will be able to exchange information with a partner.

Your students will be able to write a description. Your students will be able to read for specific information.

# Warm-up

Aim: to review places in a town

- Write Town on the board.
- Brainstorm all the places that students can think of in two minutes.
- Create a word map.

# (158 p53) Listen and find out where they are going. Write M (Millie), B (Barney), C (Chuck) and A (Amanda).

Aim: to practise listening for specific information

- Students look at the pictures in their Student's Books. Elicit what they can see.
- Check they know what to do.
- · Play the recording. Students listen and write the letters.
- Students compare answers in pairs.
- Play the recording again. Check with the class.

### CD2 Track 22

For t cript see TB page 120.

Key: M - playground, B - bank, C - zoo, A - library

# SB p53 Ask and answer.

Aim: to give students practice in exchanging information

- Demonstrate the activity using the speech bubbles.
- Check that students know what to do (ask and answer about the people in Activity 1).

- Students work in pairs and take turns to ask and answer.
- Check using open pairs.
- Key: Where is Barney going? He's going to the bank. Why? To get some money. Where is Chuck going? He's going to the zoo. Why? To see the new baby dinosaur.

Where is Amanda going? She's going to the library. Why? To get a book.

[58 p53] Imagine a stone-age person. Write what he/she is doing and why.

### Aim: to give students writing practice

- Elicit what students can see in the picture (a stone-age person).
- Demonstrate the activity by eliciting examples of where he is going and why.
- Students work in pairs and take turns to talk about Tom.
- Elicit ideas to check.

# 1 WB p53 Look, read and write the names.

### Aim: to practise reading for specific information Thinking skill: problem solving

Key: 2 Alice, 3 Torn, 4 Mike, 5 Heather, 6 Ed

WB p53 Look at Activity 1. Complete the sentences.

Aim: to consolidate understanding of prepositions

Key: 2 next to Ed, opposite Tom, Ben and Mike. 3 next to Lucy, opposite Anne, 4 between Tom and Mike. 5 next to Lucy, opposite the park

# Ending the lesson

Aim: to review places and purpose

- Mime actions which happen in a place in town, without saying the place, e.g. opening a door, going in, choosing a book (opening some books and looking at them), going to the desk to check the book out, walking out – library.
- When you have finished, students try to guess the place and purpose, e.g. You are going to the library to get a book.
- Mime other places/actions which are less obvious to make it more fun for the class.

# Extension activity

Aim: to encourage personalisation

 Students draw a picture or a series of pictures to accompany the text they wrote for SB Activity 3.

 to integrate other areas of the curriculum through English: Geography

New language: directions, north, south, east, west, points (up/to the right), city, capital, cities and countries

## Recycled language: map

Materials: CD, world map (Optional: local maps)

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

# Warm-up

Aim: to introduce the topic of Geography and compass points

- Draw a simple compass on the board and mark in the points (North, South, East, West).
- Elicit countries which are north, south, east or west of the students' country/countries.
- If possible, use a world map to help.
- Delete the compass from the board.

ISB p54 Read about directions and write the letters S (South), E (East) and W (West).

Aim: to extend students' understanding of compass points and directions

- Elicit what students can see in the picture in the Student's Book (a compass).
- Read the short text to the left of the compass with the class and check understanding.
- Students write letters S, E and W in the baxes.
- They compare answers in pairs.
- Check as a class.

### SB p54 Look at the map and answer.

### Aim: to extend students' understanding of directions

- Focus students on the map. Read the activity instruction aloud and check pronunciation of *Birmingham*.
- Students work individually and find four cities to write on the lines.
- They check in pairs.
- Check and discuss with the class.

Key: 1 Edinburgh, 2 London, 3 Norwich, 4 Aberystwyth

Think! SB p54 Listen, read and write the names of the cities on the map.

Aim: to give students practice listening to directions Thinking skill: developing a sense of direction

 Read the instructions and the sentences aloud for the class to tune their ears in for listening to the city names.

- Check students know what to do.
- Play the recording. Students listen and write.
- They compare answers in pairs.
- Play the recording again. Check with the class.
- Key: (from the top of the map) 1 Aberdeen, 2 Manchester, 3 Cardiff, 4 Brighton



W8 p54 Look and write the words.

Aim: to review understanding of directions



W8 p54 Look and write north, south, east or west.

Aim: to activate students' knowledge and experience Key: 2 west, 3 east, 4 south, 5 west



IWB p54 Look at the map. Read and write the city.

Aim: to consolidate understanding of the topic Thinking skill: logical-mathematical

Key: La Paz

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today, e.g. points of the compass, where cities are in the UK, and the capital cities of South America.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

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

- Students work in groups of four.
- Give each group a map of their country. They take turns to talk about places on the map and where they are in relation to each other.
- Elicit and discuss as a class.



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

New language: compass, pointer, gadget, GPS, satellite, tape, magnet, cave, north-east, north-west, south-east, south-west

Recycled language: Geography and directions, compass

Materials: tape, magnet, case, bowl of water

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

# Warm-up

Aim: to review direction and compass points

- Draw a compass on the board and elicit the four main points.
- Elicit names of countries north, south, east and west of the students' country/countries.

# 58 p55 Read and answer.

Aim: to enable students to build on their knowledge and experience

- Elicit what students can see in the pictures in the Student's Book. Ask if any of their parents have GPS in their cars.
- Read the text through with the class. Check understanding of vocabulary.
- Students discuss the two questions in pairs.
- Elicit answers and then discuss as a class.

Key: 2 north-east, north-west, south-east, south-west

Project SB p55 Make a compass. Use your compass to find out where things are in your classroom.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Lay out all the materials on a central table.
- Students come and collect what they need when they need it.
- Go around the class to check students are following the instructions.
- Students write down in their notebooks where things are in the classroom when they use their compass.



WB pS5 Look at the map. Read and write t (true) or f (false).

Aim: to give students further practice with directions Key: 2t3f4t5t



WB p55 Where's the treasure? Read and draw it on the map in Activity 1.

Aim: to encourage logical, systematic thinking

Thinking skill: problem solving

Key: The treasure is in the same square as the pirate.



WB p55 Look at the map again and write. Use the words from the box.

Aim: to consolidate students' understanding of directions

Key: 2 south-east. 3 south-west. 4 north-west

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've ....
- Elicit from students what they have done today. e.g. learnt more about compass points, made a compass and used it in the classroom.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project. e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project. of their predictions and of what the outcome was.
- Monitor and help as necessary.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

New language: visitor, hospital, That's very kind, You're welcome

Recycled language: language from the unit

### Materials: CD

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

### Warm-up

Aim: to review places in a town

- Students work in pairs with books closed.
- They write a list of all the places in a town that they can think of in one minute.
- Elicit the places from pairs. Write them on the board.
- The pair(s) with the most places spelt correctly is/are the winners.

# S8 p56 Choose a role card. Read and plan.

### Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between a visitor to a town and someone who lives there.
- Tell students that they can talk about their own city/town/village or an imaginary place.
- Read through the information on the page with the class.
- Elicit full examples of the Useful language.
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short play. Monitor each pair and help. as necessary.
- Students practise their plays so that they can perform them without reading the text.

# 158 p56 Act out your play.

### Aim: to practise interactive speaking skills

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



WE p56 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information Key: 2, 6, 7, 4, (1), 3, 8, 5



WB p56 Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

# Ending the lesson

Aim: to review spelling of places in a town

- Students close their books.
- Call out the names of the eight new places in a town, one after another,
- Students write them in their notebooks.
- Students check their spelling in pairs, spelling the words out loud before checking in their Student's Books.

# Extension activity

Aim: to consolidate speaking skills

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

to consolidate language from the unit

New language: text message

Recycled language: language from the unit. scrapbook

Materials: students' scrapbooks

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

# Warm-up

Aim: to review vocabulary for places in a town

- In pairs, students think of definitions for at least two places in a town, e.g. You can see animals here (zoo).
- Pairs take turns to say their definitions for other students to quess the place.

### \$58 p57 Use the code to find out what the messages mean.

Aim: to give students practice in solving problems

- Remind students that they have used this code before.
- Individually, students decode the message and write it in their Student's Books.
- · They check in pairs.
- Elicit the message from the class.
- Key: What are you doing? I'm going to the cinema to watch a film.
- 58 p57 Imagine you are in a town. Write where you are at the different times.

### Aim: to give students practice with times and places

- Students write a place for each time in the list in Activity 2 in their notebooks.
- · Monitor students as they complete the activity.
- When you have checked their work, students can copy it into their scrapbooks. They copy the times as well.
- Early finishers can compare their information.

### 58 p57 People are writing you messages. Write their messages and your answers.

Aim: to give further practice with the language

- · Make sure students realise they are writing the information from Activity 2 here.
- Remind them to write messages from different family members or friends.
- They write their messages and answers on paper first.
- Go around the class and check their work.
- Students then write their messages and answers in their scrapbooks.

### WB p57 Which one is different in each group? Look, think and circle.

Aim: to practise classification

## Thinking skill: classifying

Key: 1 map (not a place), 2 bank (not a preposition). 3 near (not a compass point), 4 China (not in South America), 5 sports centre (not related to a treasure hunt)



WB p57 Colour the bricks to make sentences. Write in the missing words.

### Aim: to review grammatical form

Key: 2 We're going to the library to get a book. 3 He's going to the café to get a sandwich. 4 The museum is opposite the park. 5 The café is near the bus station.

# Ending the lesson

Aim: to enable students to express their preferences

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

# My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page119 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for Around town.
- Then they tell a friend what they liked and didn't like.

# **Extension** activitu

Aim: to review key vocabulary from the unit

- Students turn to SB page 46 and use the book flap. to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

- to present and practise vocabulary for sea creatures
- to give students listening and speaking practice

New language: seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle, dive, get wet

Recycled language: clue, sea, ugly, worried, under, hard, arm

### Materials: CD

Language competences: Your students will be able to understand and use vocabulary for sea creatures/things in the sea.

## Warm-up

Aim: to review vocabulary for things in the sea

- Write The sea on the board and draw a circle around it.
- Elicit words the students know for things in or on the sea, e.g. fish, boat, and make a word map.

# Presentation

Aim: to present vocabulary for sea creatures/things

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit who students can see in the picture (Ben and Lucy) and where they are (swimming under the sea).

USB p58 Listen and say the words. Then check with a friend.

### Aim: to practise new vocabulary

- Students look at the numbered words and items in the picture.
- Play the recording. Students listen and repeat.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.
- Focus students on the poem at the bottom of the picture. Check understanding.

# 2 58 p58 Listen and correct the sentences.

Aim: to give further practice with vocabulary

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

CD2 Track 26 For tapescript see T8 page 120.

Key: 1 Ben loves the sea. 2 Ben thinks the clue is under the sea. 3 The children think the octopus looks clever. 4 Lucy isn't worried about Horax and Zelda.



Aim: to give students speaking practice

Thinking skill: remembering details from auditory input

- Demonstrate the activity using the prompts.
- Check students realise they don't need and once the list is more than two items, e.g. There's a shark, and a seahorse and a starfish.
- Students play the chain game in groups of four.
- Check using open pairs.

WB p58 Look and write the words.

Aim: to give students practice with spelling the new vocabulary

Key: 2 turtle, 3 shell, 4 octopus, 5 anchor, 6 starfish, 7 dolphin, 8 seal

WB p58 Read and write words from Activity 1.

Aim: to review understanding of new vocabulary Key: 2 octopus, 3 anchor, 4 shell

key: 2 octopus, 3 anchor, 4 shell

WB p58 Read and write the words.

Aim: to give students practice with words in context Key: 2 love. 3 clever, 4 follow, 5 sure, 6 worry

# Ending the lesson

Aim: to review vocabulary

- Elicit the words for the sea creatures/things.
- Students write the words in their notebooks, then check their spelling in pairs.
- Elicit which sea creatures the students like best.

# Extension activity

Aim: to personalise the language

- Students draw their favourite sea creature.
- They write a short description and write why they like it.



 to present and practise positive and negative sentences with was/were

to review sea creatures

New language: extinct, great auks, island, feather, baiji, a long time ago

**Recycled language:** adjectives

Materials: CD (Optional: reference books)

Language competences: Your students will be able to talk about the past using was/were.

### Warm-up

Aim: to review vocabulary

- Write each sea word on the board, with the letters in scrambled order.
- Students unscramble the words in pairs.

### Presentation

Aim: to present positive and negative sentences with was/were

- Write today's date on the board. Nearby write Today is (the day of the week).
- Write yesterday's date on the board. Nearby write Yesterday was (the day of the week). Underline was.
- Write another sentence under today's date, using the plural, e.g. Today there are twenty children in the class. Under yesterday's date write, e.g. Yesterday there were nineteen children in the class. Underline were in the same colour as was.
- Elicit why we use was/were in the two sentences about yesterday.
- Elicit/Explain when we use was and when we use were.
- Add other examples to the sentences on the board.



Think! SB p59 Listen, read and write the names under the animals.

Aim: to practise positive and negative sentences with was and were

Thinking skills: comparing details in texts and auditory input with details in images

- Pre-teach extinct. Say the names of the two animals (great auk and baiji).
- Play the recording. Students listen, read (silently) and match.
- Play the recording again. Check with the class.
- Tell students to find examples of was/were in the text. Ask what they think wasn't/weren't means.

Key: Top picture: The baiji, Bottom picture: The great auk

# 2 SB p59 Listen and say.

## Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat. Repeat.
- Students take turns to practise the sentences in pairs.
- Students complete the Grammar focus section on page 123 of the Student's Book.

Key: 1 was, 2 was, 3 was, 4 were, 5 were

ESB p59 Look at the pictures. Complete the sentences.

Aim: to give students further practice with the new language

- Students do the activity individually, then compare their answers in pairs.
- Key: a 1 was, 2 wasn't, 3 was; b 1 were, 2 weren't, 3 were

WB p59 Read and circle.

Aim: to give students further practice with was/were Key: 2 were, 3 were, 4 was, 5 was

.

WB p59 Write was or were.

Aim: to consolidate understanding of was and were

Key: 2 was, 3 was, 4 were, 5 was, 6 were



Aim: to reinforce use of the past with was/were

Key: (sample answers): 2 A long time ago there was a school. 3 A long time ago there wasn't a supermarket. 4 A long time ago there was a zoo.
5 A long time ago there weren't any cars. 6 A long time ago there weren't many houses.

### Ending the lesson

Aim: to review the new language

 Elicit what students remember about the great auk and the baiji.

# **Extension** activity

Aim: to give further practice with was/were

- Students write about an extinct animal in pairs, using the text about the great auk as a model. They find the information in reference books, write their text and illustrate it.
- Copy the great auk text on the board and underline the words students can change, e.g. <u>Great auks</u> were <u>sea birds</u>. There were lots of them on <u>the</u> islands north of Britain. Their food was fish....

- to review positive and negative sentences with was/were
- to sing a song with the class

New language: sofa, tank, mat, sum, shark

Recycled language: sea creatures/things

### Materials: CD

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

# Warm-up

Aim: to review vocabulary for sea creatures/things

- On the board, write the first letter of one of the sea creatures/things, followed by a dash for each missing letter, e.g. α\_\_\_\_\_.
- Students take turns to call out letters to complete the word (e.g. anchor).
- Repeat for the other new words and fish.

158 p60 Listen to the song. Tick (/) the fish that are in the song.

### Aim: to practise listening skills

- Students look at the pictures in the Student's Book. Elicit what colours the fish are.
- · Play the recording. Students listen and tick.
- They compare answers.
- Play the recording again.
- Check with the class.

Key: blue, green, pink, red

### SB p60 Listen and sing.

#### Aim: to sing a song with the class

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

### SB p60 Play the memory game.

### Aim: to practise memorisation skills

- Students play the game in groups of three.
- One student (C) is the referee.
- The other two (A and B) look at the picture in Activity 1 for one minute and then close their books.
- Student A says a sentence describing the picture.
   Student C checks if the sentence is correct. For each true sentence, A gets a point.

- Then Student B has a turn at describing.
- The student with the most points at the end is the winner.



### IWB p60 Read Simon's new verses. Look and write the rhyming words.

### Aim: to practise rhyme

Key: 2 T-shirt, 3 skirt, 4 zoo, 5 bed, 6 hat, 7 cat, 8 tree

WB p60 Read, think and colour.

Aim: to give students further practice with problem solving

### Thinking skill: logical-mathematical

Key: B 0 yellow. C 77 blue. D 88 black

### Ending the lesson

Aim: to join in with a song

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

# Extension activity

Aim: to consolidate understanding

- Play the karaoke version of the song.
- The class performs Simon's verses.
- Make six groups. Play the karaoke version of the song again. Each group sings a pair of lines.



T60
to present and practise questions and short answers with was/were

Recycled language: sea creatures/things, times, places in a town

#### Materials: CD

Language competences: Your students will be able to ask and answer questions about the past using was and were.

# Warm-up

Aim: to review was/were

 Play the song from the previous lesson for students to join in.

# Presentation

Aim: to present questions and short answers with was/were

- Ask the class a question, e.g. Was Emma here yesterday? Check comprehension and elicit Yes/No. Supply the short answers Yes, she was. / No, she wasn't.
- Write the question and short answers on the board. Underline was and wasn't.
- Repeat for a question using were and write it on the board with the short answers.
- Say each of the questions and short answers for students to repeat.

# 158 p61 Look, listen and draw lines.

Aim: to practise questions and short answers with was/were

- Students look at the picture in their Student's Book.
- Elicit what they can see and the people's names.
- Check students know what to do.
- Play the recording. Students listen and draw lines from the names to the people in the picture.
- They compare answers in pairs.
- Play the recording again. Check with the class.

CD2 Track 31

For tapescript see TB page 120.

Key: Sue – on the beach, Bob – in the sea, Jane – on a boat, Tim – on the beach, Emma – in the sea

# SB p61 Listen and say.

#### Aim: to focus students on grammatical form

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

- Students turn to the Grammar focus section on page 123 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Was. 2 were, 3 Were, 4 were, 5 Was

# 58 p61 Play the guessing game.

#### Aim: to give students further practice with questions and short answers with was/were

- Demonstrate the activity using the prompts.
- Check students know what to do.
- Play the game in open pairs first.
- Then students play in closed pairs.
- Monitor pairs to check they are using the language correctly.

## WB p61 Make questions.

Aim: to consolidate understanding of word order in questions

Key: 2 Were you with John? 3 Where were you at five o'clock? 4 Were there lots of fish in the river? 5 Was Emma helping her grandmother in the garden? / Was Emma in the garden helping her grandmother?

.

WEp61 Look and write questions or answers.

Aim: to give further practice with the new language

Key: 2 Was Charlotte at the (any place except the library) at half past three? 3 Yes, they were. 4 Were Lily and Ello at the sports centre at quarter past seven? 5 No. he wasn't. 6 Were Mia and Grace at the cinema at eight o'clock?

# Ending the lesson

Aim: to review the new language

- Ask different questions around the class, e.g. Were you at school yesterday at six o'clock?
- Students answer Yes, I was. / No, I wasn't.

# Extension activity

Aim: to consolidate the language

- Focus students on the picture in SB Activity 1.
- They cover the rest of the page with paper so that they can't see the questions.
- In pairs, they take turns to ask and answer questions about the picture.
- Students write the questions and answers in their notebooks.

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

Thinking skills: interpreting the values in a story

New language: trap (n). giant. get (my arm) out, stuck, beauty, helpful

Recycled language: characters and language from the story

## Materials: CD

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

Your students will be able to act out a story.

# Warm-up

Aim: to review the story so far

- Write The Explorers on the board.
- Elicit the names of the main characters (Ben, Lucy) and Buster). Elicit the names of the people trying to get the book (Zelda and Horax).
- Elicit what happened in the last episode, e.g. Ben and Lucy were in the town. There was a funfair. They were on the Pirate Ship. The third letter was R.

# 58 pp62-63 The trap

# Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (under the sea) and what creature they can see (an octopus).
- Pre-teach trap, get out and stuck.
- Play the recording. Students listen to answer Who gets stuck in the shell? (Ben) Where is the shark? (In a cage) Who opens the cage? (Horax) What creature is helpful? (Octopus) What's the fourth letter? (5).
- Students compare their ideas in pairs. Elicit answers.
- Play the recording again. Students listen and repeat.

## Practice

#### Aim: to check understanding of the story

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



WB p62 Remember the story. Read and write t (true) or f (false).

Aim: to check comprehension

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



Aim: to check understanding of the sequence of events in the story

Thinking skill: sequencing

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



WB p62 Which picture in the story? Look and number.

Aim: to give further proctice with sequencing

#### Thinking skill: matching

Key: a picture 3, c picture 6, d picture 7, e picture 4

# Ending the lesson

Aim: to practise the story

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

# Extension activity

Aim: to discuss the value of working together as a team

- Focus on what happens in the story.
- Elicit how, by working together as a team, Lucy and Ben manage to free Ben and to find the letter.
- Elicit examples of when students work together in a team and how this helps them solve problems / get better results.

Note: Some of this discussion may need to take place in 11.



- to talk about the meaning of the story
- to review language from the story and the unit
- to practise the sounds s and sh and to recognise that the s sound is sometimes written with the letter c

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify and say the sounds /s/ and /// and recognise words which contain them.

# Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were Ben and Lucy? (In the sea) Where was the shark? (In a cage, then outside the cage) Was Lucy's arm stuck in the shell? (No, it wasn't, Ben's was) What was the fourth letter? (S) What were the first three letters? (I. F. R).

# [3] [58 p63] Read and draw lines to make sentences.

Aim: to focus students on the content of the story

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

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

#### 5B p63 Find who says ...

#### Aim: to present the sounds s and sh

- Write she and see on the board, using a red pen for the letters s and sh.
- Explain that the words rhyme: they sound exactly the same except for the first sound. Students practise saying the two words.
- Students repeat I'm sorry, Ben. I can t open the shell after you.
- Students find the speech bubble in the story (frame 3).

# Key: Lucy

# City ISB p63 Listen and say.

#### Aim: to practise the sounds s and sh

 Play the recording. Students look at the picture, read and repeat. Note: Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.

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

WB p63 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 It doesn't like you. 2 I can't open it.



Aim: to practise reading and writing words with the sounds s and sh

Key: 2 shark, 3 sea, 4 ship, 5 swim, 6 fish, 7 octopus, 8 seahorse, 9 starfish, 10 Lucy

# 3 WB p63 Listen and say.

Aim: to practise saying words with the sounds s and sh

# Ending the lesson

Aim: to review and write words with the sounds s and sh

- Students close their Student's Books.
- Dictate the Sound sentence. Students compare their sentences with a partner before checking in the Student's Book.
- Make two teams. Draw a line down the centre of the board. Dictate words while a student from each team comes to the front to write them (one team writes on one side of the line, the other team on the other side).

Some possible words are: school, she, sandwich, soup, snake, shop, sport, square, sea, socks, shoes, shark, ship, shell, sing, say, see, swim, sorry, seahorse, science, centre.

# **Extension** activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, dog. barking, dogs. box. easy. strong).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise reading and listening skills
 Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: found (find), farm, storm, knock, hunting, net, bill, puffin, grass, feed, bigger, Will it come back next year?, cliff

Recycled language: things in and from the sea, colours, language from the unit

Materials: CD, map, pictures of Ireland

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

Your students will be able to listen for specific information.

Value: caring for nature

# Warm-up

Aim: to activate students' knowledge and experience

- Draw a simple bird on the board (two legs, body, bill and folded wings).
- Elicit the names of birds students know (in L1) and where we can find different birds (sea, land).
- Elicit what different birds eat.

# Think! SB pp64-65 Look at the picture and guess what the story is about.

Aim: to practise prediction skills

#### Thinking skill: predicting

- Focus the students on the picture in the Student's Book (they cover the text of the story with paper).
- Pre-teach storm, nets, cliff.
- Elicit ideas about the story.
- Write the ideas on the board as words/sentences, e.g. It's about the sea, It's about birds.

# 3 SB pp64-65 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check their predictions.
- Discuss answers with the class and check understanding of key vocabulary, e.g. farm, knock, hunting, puffin, bill, feed, bigger.

# WB p64 Listen and write.

Aim: to practise listening for specific information 💷

#### CD2 Track 38

For tapescript see TB page 120.

- Key: 2 On parents' farms Ireland, 3 A bird, 4 In a net.
  - 5 Black and white, orange legs, orange and black bill, 6 Fish, 7 Three



IWB p64 What can we learn from the story? Colour the words.

Aim: to focus students on the value of caring for nature

Thinking skill: interpreting the values in a story

Key: It's important to care for nature.

#### Ending the lesson

Aim: to review the context of the story

- Find Ireland on a map.
- Ask if any students know the country / have been there on holiday.
- Show pictures of Ireland if possible.

# **Extension** activity

Aim: to discuss the value of caring for nature

- Focus on what Christine, Ryan and Christine's mum and dad do to care for the bird.
- Elicit why this value of caring for nature is important and elicit examples of things the students do / have done to care for nature.

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

T64

- to practise reading, speaking and writing skills
   Skills:
- reading for detail
- narrating
- writing a story

New language: fact sheet, take off, swim away

Recycled language: language from the story, sea creatures / things

Materials: CD (Optional: reference books)

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

Your students will be able to tell a story. Your students will be able to write a story.

# Warm-up

Aim: to review the story and the values

 Elicit the main points of the story on pages 64–65 in the Student's Book and what the value was (caring for nature).

# 58 p65 Complete the sentences.

Aim: to give students practice in reading for detail

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

Key: 1 live, 2 treasure, 3 net, 4 bird, 5 fish, 6 put, 7 feed, 8 later

#### SB p65 Read again and complete the fact sheet.

Aim: to practise transfer of information

- Pre-teach fact sheet.
- Demonstrate the activity by doing the first one as an example (Puffins are small).
- Students complete the information individually. Then they check their answers in pairs.
- Elicit information and check as a class.

Key: 2 orange and black, 3 are orange.

4 fly. 5 swimming. 6 fish



Aim: to practise telling a story

WB p65 Write the story. Use the words from Activity 1 to help you.

#### Aim: to practise writing skills

Key: (sample answer): Sophie and Tom live on an island. One day they find a turtle in a net. The turtle is heavy and it has a big shell, four legs and a short tail. Sophie and Tom take off the net and carry the turtle to the sea. The turtle swims away. Sophie and Tom say goodbye. 'Will it come back?' asks Tom.

# Ending the lesson

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

- Elicit from different students which part(s) of the story about the puffin they liked best.
- · Ask them why.
- Elicit how they would change the story.

# **Extension** activity

Aim: to encourage personalisation

- Students work in pairs.
- They use reference books to write a fact sheet about another bird.
- They write a draft of the fact sheet in their notebooks.
- Go around the class to check students' work.
- When you have checked it, students write a final version on paper and draw/stick a picture of the bird alongside the text.
- Display students' fact sheets in the classroom.

 to integrate other areas of the curriculum through English: Art and Maths

New language: pattern, symmetry, stripes, vertical, diagonal, horizontal, spiral, spots

Recycled language: sea creatures

# Materials: CD

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

# Warm-up

Aim: to introduce the topic of Art and Maths

- Introduce the topic of patterns by showing students things in the classroom which have patterns, e.g. clothes, shoes, bags.
- Show the class that there are lots of different patterns.
- Tell students they are going to learn about some of those patterns today.

# 158 p66 Listen, look and number.

Aim: to extend students' understanding of patterns

- Elicit/Pre-teach what students can see in the pictures (vertical stripes, diagonal stripes, horizontal stripes, a spiral, spots).
- Play the recording. Students number the pictures.
- Students compare answers in pairs.
- Check with the class. Say the words for students to repeat.

CD2 Track 39 For tapescript see TB page 121.

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

Think! SB p66 Look at the pictures. Which patterns can you see?

Aim: to extend students' understanding of patterns and symmetry

# Thinking skill: recognising patterns

- Focus students on the pictures and demonstrate for picture 1 using the prompt.
- Students work in pairs and talk about what they can see.
- Elicit sentences and discuss answers as a class.
- Talk about the things from the Warm-up to see if students can name the patterns.
- Elicit other things/creatures with the same patterns as in this activity.

Key: In picture 2, I can see spirals. In picture 3, I can see horizontal stripes. In picture 4, I can see vertical stripes. In picture 5, I can see horizontal stripes and vertical stripes. In picture 6, I can see spots and horizontal stripes.



#### Aim: to review understanding of patterns

Key: 2 diagonal stripes, 3 horizontal stripes, 4 spots. 5 spiral

2 WB p66 Read and draw.

Aim: to activate students' knowledge and experience

Key: vertical stripes, horizontal stripes, spots, diagonal stripes, spiral

#### Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they have learnt today.
   e.g. the names for different patterns and which sea creatures have patterns.

# Extension activity

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

- Students work individually.
- They think of something they have which has one of the patterns from the lesson on it.
- They draw a picture of the object and write what the pattern is, using the language from WB Activity 2 as a model.

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

New language: symmetrical, asymmetrical, middle, sides, same, missing, halves

Recycled language: Art and Maths, patterns and symmetry

Materials: CD, paper, scissors, paints and paintbrushes

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

Your students will be able to complete a project.

# Warm-up

Aim: to review patterns and symmetry

- Draw five squares on the board.
- Ask a student to come up and draw, e.g. vertical stripes in one square.
- Ask other students to come up and draw different patterns in the other squares.
- Point to each square and elicit what the pattern is.

Think! 158 p67 Listen, read and answer. Which of these pictures are symmetrical? Look and tick (1).

Aim: to enable students to build on their knowledge and experience and apply their understanding

Thinking skill: application and transfer of knowledge

- Pre-teach middle, sides and symmetry/symmetrical/ asymmetrical using the two pictures on the right.
- Play the recording. Students listen and follow the text in their books.
- Read the text again with the class.
- Check comprehension and elicit things in the classroom which are symmetrical.
- Focus students on the three pictures at the bottom of the activity and check they know what to do.
- Give students thinking time.
- They compare answers quietly in pairs before the class check.

Key: a the turtle, b the shell

## Project SB p67 Make a symmetrical fish.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Lay out all the materials on a central table.

- Students come and collect what they need when they need it.
- Go around the class to check students are following the instructions.
- When all the fish are made, students come to the front in groups and show their fish to the class.



and tick (/).

Aim: to give students further practice with identifying symmetry

Thinking skills: applying knowledge and identifying patterns

Key: picture 3, picture 6

WB p67 Draw the missing halves of the pictures. Make picture 1 symmetrical. Make picture 2 asymmetrical.

Aim: to encourage logical, systematic thinking

# Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did in the lesson today, e.g. learnt more about patterns and symmetry and made a symmetrical fish.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project and of what the outcome was. They comment on if their fish was symmetrical or not.
- Monitor and help as necessary.

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

Recycled language: language from the unit

#### Materials: poster paper

Language competences: Your students will be able to complete a survey about where people were last Saturday.

#### Warm-up

Aim: to review places in a town

- Write Town on the board.
- Brainstorm with students all the places in a town they can think of in two minutes.
- Leave the word map on the board for the next activity.

#### SE p68 Draw a table. Write in the names of the children from your group. Ask questions and write the answers in the table.

#### Aim: to review language from the unit

- Students work in groups of four.
- They follow the instructions and draw a table on paper. They write in their names.
- · Students take turns to ask the person on their left Where were you on Saturday afternoon?
- The student then writes the information in the table as shown.

#### S8 p68 Write a big list of all the places. Tick (/) the number of children and count them.

#### Aim: to practise cooperation and team work

- Put a large piece of poster paper on the board. Write the headings from the list in the Student's Book on it (Place, Number of Children, Total).
- Go around the groups, eliciting one place from each group.
- Go around groups again until they have said all the places on their list.
- Call out the first place on your list and elicit from each group how many people were there. Make ticks.
- Repeat for each place on the list.
- Ask the students to count the ticks to find the total. number of students in each place.
- Elicit and write the totals on the board.

# 58 p68 Talk about your results.

#### Aim: to practise speaking skills

- Students do this as a class.
- Elicit information from different students about the list on the board.
- Remind students to use the language in the prompt. each time, e.g. \_\_\_\_ child/ren in our class was/were in/at the on Saturday afternoon.

# WB p68 Match the questions with the answers.

Aim: to practise questions and answers

Key: 2 f. 3 a. 4 e. 5 c. 6 d

W8 p68 Look at Activity 1. Underline the

mistakes. Then write the correct sentences.

Aim: to practise close reading skills

Key: mum - dad, wasn't - was, two girls - a girl and a boy. was - wasn't

W8 p68 Write about your Saturday afternoon.

Aim: to personalise the topic

## Ending the lesson

Aim: to review places in a town and was/were

- Play a quick hands-up game.
- Call out sentences one after another, e.g. Who was in bed at six o'clock this morning? Who was in the park on Sunday?
- Students put their hands up if the answer is yes.

# **Extension** activity

Aim: to consolidate writing skills

- Display the poster which you made with students for SB Activity 2.
- Students write sentences about the results of the survey, using the prompt from SB Activity 3.

to consolidate language from the unit

New language: lay (eggs), become, oldest, Internet

Recycled language: language from the unit, scrapbook

Materials: students' scrapbooks, reference books, access to the Internet

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

# Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (they wrote text messages).
- Students look at each other's scrapbooks and compare their work.

ESB p69 Find information about a sea creature and make notes.

Aim: to give students practice in reading and note-taking

- Read through the text about the turtle with the class. Check understanding of new words.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They choose a sea creature and find information about it on the Internet or in reference books.
- Monitor students to make sure they choose an appropriate creature (you could write a list on the board) and that they understand what they are writing in the notes.
- Remind students to keep the notes short.

SB p69 Find pictures and write about your sea creature.

Aim: to give students writing proctice

- Read the text through with the class.
- Focus students on how the information is organised and how it has been transferred from the notes.
- Remind students to use the present simple.
- Students find pictures of their sea creature.
- They write a first draft of their text on paper, using their notes from Activity 1.
- Monitor and help students as they write their drafts.
- When you have checked their work, students write a final version for their scrapbaoks.

- They stick in their pictures.
- Early finishers can help their classmates.

WB p69 Write the words in three groups.

Aim: to practise classification

Key: 1 octopus, starfish. 2 dolphin, polar bear. 3 horizontal, diagonal

I WB p69 Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 3 Types of stripes, 1 Fish, 2 Mammals

W8 p69 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 The puffin was in a net. 3 Where was she at four o'clock? 4 Where was my bag? Under the table.

# Ending the lesson

Aim: to enable students to express their preferences

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

# My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page119 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for Under the sea.
- Then they tell a friend what they liked and didn't like.

# **Extension** activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 58 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flop to check.

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

New language: gadget, games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop, mp3 player, underground, cave, I'd like ..., £ (pounds), assistant, holiday

Recycled language: numbers, Let's ... , How about ... ?

## Materials: CD

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

# Warm-up

Aim: to review vocabulary for gadgets

- Hold up and point to gadgets in the classroom.
- Elicit what they are called, e.g. CD player, computer. projector.
- Ask if anyone has a camera or a mobile phone.
- Tell students that all these things are called gadgets and write the word on the board.

# Presentation

Aim: to present vocabulary for gadgets

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word/phrase for students to repeat.
- Elicit who students can see in the picture (Ben and Lucy, Mr Williams and a shop assistant) and where they are (in an electrical shop).

SB p70 Listen and say the words. Then check with a friend.

## Aim: to practise new vocabulary

- Students look at the numbered words/phrases and items in the picture.
- Play the recording.
- Students listen and repeat in charus.
- Play the recording again. Students repeat in small. groups.
- Students cover the list of new words/phrases and practise them in pairs.
- Focus students on the poem at the bottom of the picture. Check understanding of underground and cave.

# (12 )SB p70 Listen and answer.

#### Aim: to give further practice with vocabulary

- Read the guestions aloud with the class and check understanding.
- Play the recording. Students listen for the answers.
- They compare their answers in pairs.
- Play the recording again. Check with the class. CD2 Track 42

For tapescript see TB page 121.

Key: 1 In the caves, 2 The torch, 3 Some red walkietalkies and a torch. 4 Mr Williams.

## SB p70 You are going on holiday. Decide what you want to buy.

#### Aim: to give students speaking practice

- Demonstrate the activity using the prompts.
- Pairs decide where they are going on holiday first.
- Then they share ideas, decide on four objects and write their objects in a list.
- Pairs compare lists with other pairs to see if they chose the same things.
- Elicit lists from pairs and ask what kind of holiday they are going on.

WB p70 Look at the shop window. Read and write the prices.

Aim: to give students practice with the new vocabulary

Thinking skills: matching words and pictures. and practising addition

Key: 2 £60, 3 £200, 4 £112, 5 £20

W8 p70 Look at Activity 1. Write the words.

Aim: to review understanding of new vocabulary

Key: 2 electric fan. 3 walkie-talkies. 4 electric toothbrush, 5 CD player, 6 torch, 7 mobile phone, 8 laptop, 9 mp3 player

# Ending the lesson

Aim: to review vocabulary for gadgets

- Elicit the godgets in turn.
- Students write the word(s) in their notebooks, then check their spelling in pairs.

# Extension activity

Aim: to personalise the language

- Students draw a picture of their favourite gadget.
- They write a short description of it and write why they like it.





- to present and practise comparative adjectives
- to review and extend vocabulary for gadgets

New language: cheap, expensive, Let's check

Recycled language: gadgets, adjectives

## Materials: CD

Language competences: Your students will be able to compare two things.

# Warm-up

Aim: to review vocabulary for gadgets

- Mime using a gadget. Students guess what it is.
- Students take turns to come to the front and mime other gadgets.

# Presentation

Aim: to present comparison with adjectives

- Put two objects on your desk. Say, e.g. Look at these two pencils. They are different. This pencil (hold it up) is longer than this one (hold the other one up and hold them together to show the difference).
- Write the sentence on the board.
- Repeat for other classroom objects and adjectives (introduce at least one comparative with more).
- When you have several comparative sentences on the board, underline the comparative forms and than using the same colour.
- Elicit what happens to short adjectives (-er) and long adjectives (more).

# Use p71 Listen and read. Write the words.

#### Aim: to practise comparative adjectives

- Pre-teach cheap and expensive.
- Review how to say the prices in the dialogue.
- Check students know what to do.
- Play the recording. Students listen, read (silently) and write the prices and words.
- They compare answers in pairs.
- Play the recording again. Check with the class.
- Tell students to find all the examples of comparative adjectives and than in the dialogue.

Key: DX24 - £75, big; DX32 - £99, small

# E SB p71 Listen and say.

#### Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students complete the Grammar focus section on page 124 of the Student's Book.

- Key: 1 more expensive, 2 bigger, 3 more beautiful, 4 cheaper, 5 happier
- SB p71 What is more expensive? Play the guessing game.

Aim: to give students further practice with the new language

- Focus students on the pictures and on the sentences.
- Demonstrate the activity with the class.
- In pairs, students take turns to talk about and compare the things in the pictures.
- Monitor pairs as they are working to check they are using the new structure correctly.
- Check using open pairs.

I WB p71 Read and write the names of the motorbikes.

Aim: to give students further practice with comparative adjectives

Key: MX8, MX7, GT4, GT3

WB p71 Read and write the words.

Aim: to consolidate understanding of comparative adjectives

Key: 2 bigger, 3 smaller than, 4 expensive

1 WB p71 Look and write about the dogs.

Aim: to reinforce use of comparative adjectives

# Ending the lesson

Aim: to review the new language

 Students take turns to hold up two objects from their desk or bag and compare them.

# Extension activity

Aim: to give further practice with comparative adjectives

- Say, e.g. I'm thinking of a gadget. It's more expensive than a torch and cheaper than a laptop.
- Students try to guess the godget.
- Students work in pairs writing other sentences. They
  can compare things from previous units, e.g. sea
  creatures or food. Supply adjectives as necessary.
- Pairs take turns to say sentences for the class to guess.

- to review and extend comparative adjectives
- to sing a song with the class

Recycled language: adjectives, possessive pronouns, possessive apostrophe

#### Materials: CD

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

# Warm-up

Aim: to review comparative adjectives

- Hold up two bags, one bigger than the other.
- Students silently think of a sentence to describe them using a comparative.
- Elicit two sentences, using bigger than / smaller than.
- Repeat for other pairs of objects. Students have to think of different adjectives each time.

# 158 p72 Listen to the song. Write Tom or Sue by their bikes.

#### Aim: to practise listening skills

- Students look at the first picture in the Student's Book. Elicit what it is (a new bike).
- Check students know what to do.
- Play the recording. Students write the names under the pictures.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of the adjectives in the song.
- Key: The bike on the left is Tom's. The blke on the right is Sue's.

# 58 p72 Listen and sing.

#### Aim: to sing a song with the class

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

158 p72 Choose pictures and talk with a friend. Use the words to help you.

## Aim: to practise comparative adjectives

- Elicit which of the adjectives in the box have -er and which more in the comparative.
- Demonstrate the activity using the examples.
- Students work in pairs. They take turns to start the conversation.
- Monitor pairs as they are working.
- Check with the class. Invite pairs to talk about different pictures.
  - I WB p72 Remember the song. Correct the sentences.

#### Aim: to check comprehension

Key: 2 Tom's bike is more expensive than Sue's. 3 Tom's bike is faster than Sue's. 4 Tom's bike is lighter than Sue's. 5 Tom's bike is newer than Sue's. 6 Tom's bike is more beautiful than Sue's.

# WE p72 Read and write the children's names.

# Aim: to give students further practice with comparatives

- Key: 1 a Tom, b Sue, 2 a Sue, b Tom, 3 a Tom, b Sue, 4 a Tom, b Sue
- I'WB p72 Complete the dialogues with your own ideas.

#### Aim: to stimulate students' imagination

# Ending the lesson

Aim: to join in with a song

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

# **Extension** activity

Aim: to consolidate understanding of comparative adjectives

- Students draw four pictures of pairs of objects in their notebooks.
- They write sentences to compare them.

to present and practise superlative adjectives

New language: kilometres an hour (km/h), watch (n), cost (v), million, seat

Recycled language: animals, adjectives, gadgets Materials: CD

Language competences: Your students will be able to compare more than two things.

# Warm-up

Aim: to review comparative adjectives

- Play the song from the previous lesson again.
- Students join in.

# Presentation

Aim: to present superlative adjectives

- Ask the class how many things they compared in the song in the Warm-up (two).
- Tell them they are going to learn how to compare more than two things.
- Draw three dogs (or stick people) of different sizes on the board.
- Point to two of the dogs and compare them, e.g. This dag is smaller than that one. Then point at the smallest dog and say, e.g. But this one is very small. It is the smallest.
- Write This dog is the smallest on the board and underline smallest.
- Point to the biggest dog and try to elicit a sentence from the class.
- Repeat with another three pictures and a longer adjective (e.g. beautiful) to present the most\_

#### S8 p73 Read and number the pictures.

Aim: to practise superlative adjectives

- Students look at the photographs and the texts in their Student's Book.
- Read the texts aloud with the class. Pre-teach kilometres an hour (km/h), watch (n), cost (v), million and seat.
- Students sliently match the sentences with the pictures.
- They compare answers in pairs.
- Check with the class.

-1

Key: Clockwise from top left: 4, 3, 2, 1

# SB p73 Listen and say.

Aim: to focus students on grammatical form

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

- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.
- Key: 1 I'm the smallest boy in our class. 2 It's the most beautiful snake in Africa. 3 It's the biggest sondcastle on the beach. 4 He's the world's most expensive footballer.

# SB p73 Complete the sentences. Tell your friend.

Aim: to give students further practice with superlative adjectives

- Demonstrate the activity and make sure students know it is about them.
- Check understanding of each sentence.
- Students complete the sentences and then tell their friends.
- Elicit sentences and check as a class.

WE p73 Look, read and write t (true) or f (false).

Aim: to consolidate understanding of superlative adjectives

Keu: 2 f. 3 f. 4 t. 5 t. 6 f

WB p73 Look at Activity 1. Write sentences.

Aim: to give further practice with the new language

Keu: 2 The Turbo 18 is the smallest. 3 The Turbo 18 is the lightest. 4 The Turbo 18 is the most expensive.

W8 073 Use the Internet and write names or places.

Aim: to activate knowledge of the world

# Ending the lesson

Aim: to review the new language

 Give instructions using superlatives, e.g. Point to the biggest bag / the happiest student.

# Extension activity

Aim: to consolidate the language

- Students each create a table like the one in WB Activity 1.
- Each student chooses different models of a gadget to compare.
- They complete the information in the table and then write sentences about their gadget as in WB Activity 2.

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

Thinking skills: interpreting the values in a story

New language: somewhere, hide, clever

Recycled language: characters and language from the story

## Materials: CD

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

Value: being resourceful

# Warm-up

Aim: to review the story so far

- Write The Explorers on the board.
- Elicit the names of the main characters (Ben. Lucy) and Buster) and the people trying to get the book (Zelda and Horax).
- · Elicit what happened in the last episode, e.g. Ben and Lucy were under the sea. Ben's arm was stuck in a shell. There was a big shark. The octopus helped them. The fourth letter was 5.

# 58 pp74-75 The cave

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (outside a cave) and what Ben's got in his bag (a torch and a walkietalkie).
- Pre-teach hide.
- Play the recording. Students listen to answer Who goes. into the cave? (Ben) Who stays outside? (Lucy and Buster) Where does Ben see the fifth letter? (On the wall, among the cave paintings) What is it? (E) Why are Zelda and Horax scared? (They hear Buster over the walkie-talkie.)
- Students compare their ideas in pairs. Elicit answers.
- Play the recording again. Students listen and repeat.

## Practice

Aim: to check understanding of the story

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



W8 p74 Remember the story. Read and choose the best answer.

Aim: to check comprehension

Thinking skill: analysing information

Key: 1 C, 2 B, 3 C, 4 B



W8 p74 Read the story. What can we learn from it? Tick (/).

Aim: to focus students on the value of being resourceful

Thinking skill: interpreting the values in a story Key: Use your imagination.

# Ending the lesson

Aim: to practise the story

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

# Extension activity

Aim: to discuss the value of being resourceful

- Focus on what happens in the story.
- Elicit ways Ben and Lucy are resourceful (they buy a torch and a walkie-talkie before they go and Lucy uses Buster to scare Horax and Zelda).
- Elicit examples of when the students themselves have been resourceful.

Note: Some of this discussion may need to take place in 11.

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- to talk about the meaning of the story
- to review language from the story and the unit
- to learn how the letter e at the end of a word can change the pronunciation, making the vowel sound long
- to practise saying long vowel sounds

New language: rock, hurry up

Recycled language: language from the story, burglar

#### Materials: CD

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

**Phonics focus:** Your students will be able to identify and pronounce the sounds /et/, /it/, /at/, /xo/ and /ut/ ('long' vowel sounds pronounced like the letters a, e, i, o and u), even when they are spelt differently.

# Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were Ben and Lucy? (Outside a cave), Who goes in the cave? (Ben), Where were Horax and Zelda? (In the cave), Where was the fifth letter? (On the wall), What was it? (E), What were the first four letters? (I, F. R. S).

# Think! SB p75 Write a quiz for the story. Here are the answers.

Aim: to focus students on the content of the story

#### Thinking skill: making deductions

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Read the answers and pre-teach rock.
- Do the first one as an example, e.g. What does the book say?
- Students work in pairs and write questions for the answers.
- Monitor pairs and help as necessary.
- Key: 1 What does the book say? 2 Who goes in the cave? 3 Who watches for Horax and Zelda? 4 What is in the cave paintings? 5 Where does Ben hide? 6 Who frightens Horax and Zelda?

# 58 p75 Find who says ...

Aim: to focus on the way long vowel sounds can have different spellings

Write cave and paint on the board, using a red pen for

the a\_e and ai, explaining that the two words have the same vowel sound.

- Students repeat What beautiful cave paintings! after you.
- Students find the speech bubble in the story (frame 4).
   Keu: Ben

# (1) SB p75 Listen and say.

Aim: to practise the long vowel sounds

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

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

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

Then say with a friend.

Aim: to practise conversation sequences

Key: 1 Stay here and watch. 2 I've got an idea.



W8 p75 Write the words in the table.

Aim: to practise reading and saying words with long vowel sounds

100 WE p75 Listen, say and check your answers.

Key: say: game, rain, play; see: (Irene), cheese, really; five: nine, light, time; go: phone, code, coat; you: use, computer, music

# Ending the lesson

Aim: to review and write words with the long vowel sounds a, e, i, o and u

- Dictate the Sound sentence while students write (books closed). They compare their sentences with a partner before checking in the Student's Book.
- Add the letter E to the ends of words. Write the following words on the board: cap, cut, not, bit, plan. Students say the words. Then add on e to the end of each word (cape, cute, note, bite and plane). Say the words with the long vowel sounds.

# Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, gentlemen, Run).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

to practise reading, speaking, listening and writing skills

# Skills:

- reading for detail
- talking about differences
- listening for specific information
- writing a short text
- New language: kg (kilogramme)

Recycled language: questions and answers

#### Materials: CD

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

Your students will be able to talk about two pictures and compare them.

Your students will be able to listen for specific information.

Your students will be able to write a short text about a favourite gadget.

# Warm-up

Aim: to review godgets

- Write Gadgets on the board and draw a circle around the word.
- Elicit godgets from students and write them on the board, creating a word map.
- Accept other words from students, as well as the new ones from this unit.

# 58 p76 Read and circle.

Aim: to practise reading skills 🐖

- Focus the students on the instructions for Activity 1.
- Make sure they know what to do.
- Students work individually and choose the correct response each time.
- They compare answers in pairs.
- Check with the class.

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

# S8 p76 Look at the pictures and talk about the differences.

Aim: to practise speaking skills

- Demonstrate the activity with the students. Elicit one example sentence, e.g. The walkie-talkies in picture A are more expensive.
- Make sure students know what to do.
- Students work in pairs, taking turns to say a sentence about the two pictures.
- Elicit examples and check as a closs.

WB p76 Listen and write the names under the pictures. There are three extra pictures.

Aim: to practise listening for specific information

CD3 Track O5 For tapescript see T8 page 121.

Key: 1 Jenny (bike), 4 Tim (games console), 6 Olivia (mobile phone)

Will p76 Read and write the words.

Aim: to consolidate understanding of vocabulary in context

Key: 2 birthday, 3 small, 4 bigger, 5 beautiful, 6 everywhere

W8 p76 Write about your favourite gadget. Think about these questions.

Aim: to personalise the topic

# Ending the lesson

Aim: to enable students to compare and discuss their work

- Put students into groups of four.
- Students take turns to read out the texts they wrote for WB Activity 3.
- As a group they decide which gadget is the most interesting and which text they like best.
- Elicit the different gadgets students wrote about.

# **Extension activity**

Aim: to review comparatives

- Students close their Student's Books.
- Put students into groups of three. Each group chooses four gadgets and writes them in a list (all the students in the group write the list).
- Every student in the group decides the price of each gadget and adds it to their list, without showing the others.
- Students then show the other people in their group the prices they chose.
- They write sentences using comparatives in their notebooks about the information, e.g. My fan is cheaper than Paula's but more expensive than Carl's.

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to practise speaking, listening, writing and reading skills

# Skills:

- talking about a picture
- listening for specific information
- writing a dialogue
- reading for detail

New language: Ultimate adventure kit

Recycled language: gadgets, compass Materials: CD

Language competences: Your students will be able to describe a picture.

Your students will be able to listen for specific information.

Your students will be able to write a dialogue. Your students will be able to read for detail.

# Warm-up

Aim: to introduce the topic of adventure

- Tell students they are going on an adventure.
- Pre-teach Ultimate adventure kit.
- Elicit places students want to go. e.g. mountains, rainforest, the moon.
- Elicit some of the gadgets they want to take with them.

SB p77 Look carefully. Close your books and say.

Aim: to practise memorisation and speaking skills

- Tell students to open their books and to look at the picture.
- Give them 30 seconds to study the picture.
- Students close their books.
- In pairs they try to remember what was in the picture.
- Elicit and check as a class before students look at the picture again.

# E bB p77 Listen and tick (√) the things you hear.

Aim: to practise listening for specific information

- Focus students on the activity instructions and check they know what to do.
- Play the recording. Students listen and tick.
- Students compare their answers in pairs.
- · Check with the class.

CD3 Track O6 For tapescript see T8 page 121. Key: compass. torch, camera, watch, sunglasses

# (1) 158 p77 Now listen again and write the prices of the things you hear.

#### Aim: to practise listening for detail

- Check students understand they are going to listen again for the prices.
- Play the recording again. Students write the prices.
- Students compare their answers in pairs.
- Play the recording a third time and then check with the class.

CD3 Track O7

For tapescript see TB page 121.

Key: watch £15, compass £2, torch £17, camera £50, sunglasses £5

SB p?? Choose one of the things in the picture. Write a dialogue between Sara and the shop assistant.

#### Aim: to practise speaking skills

- Elicit an example dialogue as a demonstration.
- Remind students of the things that Sara bought in the shop and how much she paid.
- Students work in pairs and write a dialogue for one of the things she bought.
- Go around the pairs to help as appropriate.

WB p77 Look, read and write t (true) or f (false).

Aim: to practise reading for specific information Key: 2 f. 3 t. 4 f. 5 t. 6 f. 7 f. 8 f

# Ending the lesson

Aim: to review dialogues

 Volunteer pairs come to the front of the class and role play their dialogues from SB Activity 4.

# **Extension activity**

Aim: to personalise the topic

- Students imagine they are going on an adventure.
- They write a short text about what the adventure is. what kit they are going to take and why.
- In pairs or small groups, students compare their adventure ideas and their kits.

 to integrate other areas of the curriculum through English: Maths and History

New language: important, Hindu-Arabic, 12<sup>th</sup> century, Italian, professor, travel (v), North Africa, much easier, Italy, Europe, when, need, Roman Numerals, combine, subtract, card game

Recycled language: comparative adjectives

Materials: CD, a world map (Optional: the Internet, reference books, poster paper)

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

# Warm-up

Aim: to introduce the topic of Maths and History

- Write a sum on the board, e.g. 72 + 8.
- Elicit how students can find the answer (in their heads / on a calculator).
- Ask students to imagine they don't have calculators. How can they do this? Elicit their ideas (Abacus, counting stones, etc.).
- Elicit if students know any other ways of writing numbers (e.g. Roman Numerals).
- Tell students they are going to learn about the history of numbers today.

# SB p78 Listen, read and answer.

Aim: to extend students' understanding of the history of numbers

- Focus students on the picture. Ask if they think this is a picture of today or the past. Pre-teach 12<sup>th</sup> century.
- Play the recording. Students listen and follow the text in their Student's Books.
- Read the text again with the class, checking understanding of new words/concepts.
- Use a world map to check students know where all the places are.
- Elicit answers to the questions and discuss.

Key: 1 We need numbers for counting, money, Maths.
 2 The numbers we use today come from North Africa.

#### SB p78 Read and write the numbers.

#### Aim: to extend students' understanding of Maths and History

- Focus students on the picture and elicit where this man is from (Ancient Rome).
- Read the text aloud for the class, checking new vocabulary as you do so.

- Elicit if students see these numbers anywhere today (e.g. on clocks).
- Students work in pairs and write the numbers and Roman Numerals for questions 1 and 2.
- Pairs check with pairs.
- Elicit and discuss answers as a class.

Key: 1 3, 16, 22; 2 VIII. XXV. XXXIII



Aim: to activate students' knowledge and experience Key: Clockwise from top left: 4, (1), 3, 2

WB p7B. When do you use numbers? Make a list.

Aim: to personalise the topic

WB p78 Correct the sentences.

Aim: to practise close reading skills

Key: 1 The numbers we use today are called Hindu-Arabic numbers. 2 Leonardo Pisano Fibonacci was an Italian professor of Maths. 3 Leonardo Pisano Fibonacci was in North Africa. 4 The numbers in North Africa were easier to use than the numbers in Italy. 5 We can see Roman Numerals today.

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today.
   e.g. the History of numbers and how to write Roman Numerals.

# **Extension** activity

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

- Students work in pairs. Using the Internet or reference books, they find out about different counting systems in the past, e.g. Ancient Egypt, Ancient Greek, Mayan, Counting Rods.
- They write examples in their notebooks and present what they have learnt on a poster.

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- to extend the focus on Maths and History through English
- to enable students to complete a project

New language: invented, sequence, series, miss out, swap, work out

Recycled language: Maths and History, numbers and numerical systems

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

# Warm-up

Aim: to review the numerical systems

- Write the following Roman Numerals on the board: XIV, XXIX, VII, XII,
- Students work out what they are (14, 29, 7, 12).
- Elicit what we call these numbers (Roman Numerals) and where the numbers we use today are from (North Africa).

SB p79 Read and solve the puzzle. What are the next two numbers in the Fibonacci Sequence?

Aim: to promote logical-mathematical thinking

- Pre-teach invented, series and sequence.
- Read the first sentence of the text aloud for the class.
- Look at the numbers with students and then read the sentence under the number box. Check understanding.
- Students work in pairs to answer the question.
- · Give all the class thinking time.
- Check and discuss as a class.

# Key: 55, 89

Think! \$8 p79 Here are some more sequences. Look and write the missing numbers.

Aim: to enable students to apply logical-mathematical thinking

#### Thinking skill: numerical awareness

- Focus students on the activity instructions and check understanding.
- Students work individually and try to complete the number sequences.
- Give students thinking time.
- Early finishers can help other students.

Note: Students who do not have strong logicalmathematical intelligence will take much longer to do this task. Some may need support from other students.

 Check with the class and elicit/explain how the sequences work for each one.

Key: 10, 16: 8, 64: 15, 40: 44, 99



# Think! Project SB p79 Think of a number sequence.

Aim: to enable students to follow instructions

#### Thinking skill: logical-mathematical thinking

- Read through the instructions with the class and check students understand what to do.
- Students work in pairs.
- Go around the class to check students have thought of a number sequence. Suggest one if they cannot think of one.
- Check their work before they swap with another pair.

# WE p79 Match the Roman Numerals with the numbers.

Aim: to give students further practice with numbers

Key: 4 - IV. 7 - VII. 15 - XV. 19 - XIX. 21 - XXI. 26 - XXVI. 30 - XXX

WB p79 Write the Roman Numerals and colour.

Aim: to enable students to apply what they have learnt

Thinking skill: problem solving

Key: 9 = IX. 11 = XI. 14 = XIV. 18 = XVIII. 24 = XXIV

WB p79 Write the missing numbers in the Fibonacci Sequence.

Aim: to give students further practice with number sequences

Key: 3.21

# Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: Today I've ....
- Elicit what students did in the lesson today, e.g. learnt more about number sequences and written a number sequence for my friends to work out.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project. e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project. They comment on their number sequence and on their friends' sequences - were they good?
- Monitor and help as necessary.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading, listening and writing skills

Recycled language: language from the unit

Materials: CD, prices for Activity 1 on a large piece of paper/card

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

# Warm-up

#### Aim: to review godgets

- Draw simple pictures of each gadget from the unit on the board.
- Write a number between 1 and 10 under each one. (Depending on your class, you could use Roman Numerals.)
- Students draw a 2 x 2 grid in their notebooks and write a different number (from the board) in each square.
- Say the gadgets one by one, in random order (not following the numbers).
- If students have the corresponding number in their grid, they put a cross through the square.
- When a student has crossed out all four squares, he/ she calls out Bingal
- Elicit and check answers before declaring if this student is the winner.

# 158 p80 Choose a role card. Read and plan.

#### Aim: to prepare and plan for a role play

- Tell students they are going to do a short play between a shop assistant and a shopper.
- Read through the information on the Student's Book page with the class.
- Elicit full examples of the Useful language and demonstrate a full dialogue with the class. Make sure pairs know what to do and what language they need to use.
- Pairs decide who is A and who is B. Tell Student As to turn so their backs are to you or close their eyes.
- Hold up the paper with the prices on it. Student Bs silently write them on their role cards.
- Remind Student As to choose what they want to buy before they start and that they only have £100 to spend.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

# SB p80 Act out your play.

Aim: to practise interactive speaking skills

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

WE p80 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information Key: 2, (1), 5, 4, 3, 6, 7, 8



Look and write a dialogue. Use language from Activity 1.

Aim: to practise writing skills

# Ending the lesson

Aim: to review language from the lesson

- Call out the gadgets from the list in SB Activity 1.
- Elicit which ones students bought and how much they cost.
- Prompt students to use comparatives to discuss the differences, e.g. My torch was cheaper than yours.

# Extension activity

Aim: to consolidate speaking skills

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

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to consolidate language from the unit

New language: got, silver (adj), looks, cycle (v)

Recycled language: language from the unit, scrapbook, facts

Materials: students' scrapbooks

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

# Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (they wrote about a sea creature).
- Students look at each other's scrapbooks and compare their work.

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Aim: to give students practice in reading and notemaking

- Read through the table with the class and check understanding of words in the headings, e.g. got, looks.
- Make sure students realise these are notes, not full sentences, and that this is a madel for their work.
- Students work individually. They draw a table with the same headings at the top and think of three things/ gadgets they have got to write down the left side. They make notes in the table.
- Monitor students to make sure they choose appropriate gadgets and write relevant notes.
- Remind students to keep the notes short.

# [2] [SB p81] Tell your friend about your favourite gadget.

Aim: to give students speaking practice

- In pairs, students take turns to talk about their favourite gadget.
- Monitor, listen and support.

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More confident students can tell the class about their favourite gadget.

# USB p81 Write about your favourite gadget.

Aim: to give students writing practice

- Read the text through with the class.
- Focus students on how the information is organised and how it has been transferred from the notes.
- Highlight different structures, e.g. comparatives, was/ were, present simple.
- Students write a first draft of their text on paper.

- Monitor and help students as they write their drafts.
- When you have checked their work, students write a final version in their scrapbooks.
- If they have time, students can draw a picture of their favourite gadget.
- WB p81 Which one is different in each group? Look, think and circle.

#### Aim: to practise classification

Key: 2 toothbrush (not battery-operated/mechanical),
 3 VII (not a Hindu-Arabic number), 4 7 (not a Roman Numeral)

WB p81 Colour the bricks to make sentences.

Write in the missing words.

Aim: to review grammatical form

Key: 2 The torch is <u>more</u> expensive than the watch. 3 Mike's bike is faster <u>than</u> mine. 4 Jack is the tallest <u>boy/student</u> in our class. 5 It's the <u>most</u> beautiful dog in the world.

# Ending the lesson

Aim: to enable students to express their preferences

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

# My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 119 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for Gadgets.
- Then they tell a friend what they liked and didn't like.

# **Extension** activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 70 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

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

New language: hospital, doctor, nurse, cold (n), cough, headache, toothache, earache, stomach-ache, ill, get better, quickly, What's the matter?

Recycled language: upstairs, downstairs, lift (n), message, places in a town

#### Materials: CD

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

# Warm-up

Aim: to introduce the topic of the unit

- Write Town on the board and brainstorm places in a town.
- Supply hospital if students do not say it.
- Ask students Do you know where the hospital is in our town?
- Students tell you where it is using prepositions, e.g. near, opposite.

# Presentation

#### Aim: to present vocabulary for health

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Elicit who students can see in the picture in their Student's Book (Ben and Lucy and lats of people) and where they are (in a hospital). Pre-teach ill.

(1) SB p82 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

- Focus students on the text message at the bottom of the picture. Check understanding of guickly.
- Students look at the numbered words and items in the picture.
- Play the recording. Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in poirs.

#### 11 58 p82 Listen and correct the sentences.

#### Aim: to give further practice with vocabulary

Read the sentences aloud with the class. Check understanding.

- Play the recording. Students listen to correct the sentences, then compare their answers in pairs.
- Play the recording again. Check with the class.
   CD3 Track 11

# For tapescript see TB page 121.

Key: 1 The message says Ben's grandpa's in hospital.
2 Grandpa's room is upstairs. 3 The nurse tells them where the room is. 4 Ben and Lucy go in the lift.

# 58 p82 Play the miming game.

#### Aim: to give students speaking practice

- Demonstrate the game with the class using the prompts.
- The student who is pretending to be ill mimes the illness and doesn't speak.
- Students play the game in pairs, taking turns to speak or mime.
- Pairs perform their short dialogues/mimes for the class.

Note: We say You've got toothache. You've got earache. You've got stomach-ache. without the article a/an. because toothache. earache and stomach-ache are uncountable. However, cold. cough and headache are countable, so we say You've got <u>a</u> cold. You've got <u>a</u> cough. You've got <u>a</u> headache.

I W8 p82 Find and write eight words. Look →, ↓ and ↘.

Aim: to give students practice with the new vocabulary Key: 2 cough, 3 nurse, 4 earache, 5 doctor, 6 toothache, 7 cold, 8 headache

WB p82 Remember the story. Read and match.

Aim: to review understanding of the story

Thinking skill: matching

Key: 2 d, 3 o, 4 b

# Ending the lesson

Aim: to review vocabulary for health

Play the miming game from SB Activity 3 again.

# Extension activity

Aim: to personalise the language

- Students draw their own word squares, using the one in WB Activity 1 as a model.
- Each student chooses six health words for his/her square. They can also use hospital and ill.
- Students write the words they have hidden under the word square.
- Students swap their word squares and find the words in their partner's square.



 to present and practise the simple past of regular verbs

New language: land (v), shout (v), smile (v), phone (v), visit (v), happen (v), suddenly, spaghetti Recycled language: food, places in a town, verbs

#### Materials: CD

Language competences: Your students will be able to talk about events and actions in the past.

# Warm-up

Aim: to review vocabulary for health

- Mime one of the health words. Students guess.
- Students take turns to mime other health words.

# Presentation

Aim: to present the simple past of regular verbs

- Ask students Do we use was/were to talk about now or the past? (the past).
- Tell students they are going to learn other verbs in the past today.
- Draw a stick figure of a boy on the board and say, e.g. This is Frank.
- Say, e.g. Today Frank is at home. He is watching TV. (Draw a TV.) Yesterday afternoon Frank was in the park. He played football with his friends. (Draw a football.)
- Write the two past sentences on the board and underline was and played.
- Elicit that played is about the past and that it comes from the verb play.
- Say the sentence with played for students to repeat.
- Write another sentence about yesterday on the board, using phone. Underline the verb. Students repeat.

SE p83 Look, read and put the sentences in order.

Aim: to practise the simple past of regular verbs

- Pre-teach land/landed, shout/shouted.
- Students read (silently), look and number.
- Check answers. Then read the sentences in order for students to repeat.

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

# (1) SB p83 Listen and say. Read the story.

Aim: to focus students on grammatical form

- Pre-teach/Check spaghetti.
- Play the recording. Students listen and repeat in chorus.
- Students practise the verbs and the story in pairs.

- Students turn to the Grammar focus section on page 125 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 jumped, 2 smiled, 3 cooked, 4 helped, 5 played

S8 p83 Change the words to talk about yesterday. Ask and answer.

Aim: to give students further practice with the new language

- Elicit the past of all the verbs and check understanding of What happened?
- Demonstrate the activity and give students time to think of sentences using all the verbs before they start.
- In pairs, they take turns to ask and answer about yesterday.
- Monitor pairs as they are working to check correct use of the new structure.

Key: watched, listened to, visited, phoned, played, walked

WB pB3 Write the words.

Aim: to give students further practice with the form of the new language

Key: 2 jumped, 3 looked at, 4 smiled, 5 landed,

- 6 shouted, 7 walked, 8 listened to, 9 visited,
- 10 phoned, 11 watched, 12 was / were
- IWB p83 Read and write the words. Change the words to talk about yesterday.

Aim: to consolidate understanding of the new language

Key: 2 looked, 3 shouted, 4 visited, 5 was. 6 smiled, 7 listened

IWB pB3 Look and write the story. Change the words to talk about Sunday.

Aim: to reinforce use of the simple past

# Ending the lesson

Aim: to review the new language

 Ask What happened yesterday? Students say the things they said for SB Activity 3.

# Extension activity

Aim: to give further practice with simple past of regular verbs

 Students write the sentences from SB Activity 3 in their notebooks.

- to review and extend the simple past of regular verbs
- to sing a song with the class

New language: terrible, flea, rode, dinosaur, ate, switch on, What about, slow, so (bad), What happened (on Monday)? What about (Tuesday)?

Recycled language: days of the week

#### Materials: CD

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

# Warm-up

Aim: to review days of the week

- Write the days of the week on the board, with the letters in scrambled order and the days in random order.
- Students unscramble the letters and write the words correctly in their notebooks.
- Elicit the spelling and the correct sequence of the days.

# USB p84 Listen to the song. Number the pictures.

#### Aim: to practise listening skills

- Students look at the pictures in the Student's Book.
- Check they know what to do.
- Play the recording. Students match the days in the song with the pictures by writing numbers in the boxes.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of rode, ate, flea, dinosaur, terrible and switch on.

Key: Clockwise from top left (the dinosaur): 5, 4, 2, 1, 6, 7, 3

# SB p84 Listen and sing.

#### Aim: to sing a song with the class

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

# 158 p84 Play the memory game.

## Aim: to practise language from the song

- Check students know what to do. Pre-teach What about ... ?
- Demonstrate the activity using the example.
- Students work in pairs. They cover the song and take turns to ask questions.
- Monitor pairs as they are working.
- Check using open pairs.

W8 p84 Remember the song. Look at the pictures and correct the mistakes.

#### Aim: to check comprehension

Key: 2 She played the violin (for me). 3 He watched a film and he was really scared. 4 An elephant climbed on my father's chair.

WB p84 Read Natalie and Sam's new verses.

Put the lines in order.

#### Aim: to practise rhyme

Key: Natalie: 3, 4, 2, (1); Sam: 4, 2, 1, 3

## Ending the lesson

- Aim: to join in with a song
- Play the song from the beginning of the lesson again.
- Students join in.

# Extension activity

Aim: to consolidate understanding

- Play the karaoke version of the song.
- The class performs Natalie and Sam's verses.

 to present and practise the simple past of irregular verbs

New language: simple past of: wake up, feel, have, go, give, say: lolly, pill

Recycled language: health, colours, monster, chocolate

## Materials: CD

Language competences: Your students will be able to talk about events and actions in the past.

# Warm-up

Aim: to review vocabulary for health

- Dictate the health words. Students write them in their notebooks.
- Students check their spelling in pairs.
- Elicit answers and write the words on the board for pairs to check.

# Presentation

Aim: to present the simple past of irregular verbs

- Draw a stick figure of a girl on the board and introduce her, e.g. This is Paula.
- Say, e.g. Today Paula is at school. She is learning English. (Write an English word.) Yesterday afternoon Paula was at home. She had a bad earache. (Draw an ear.)
- Write the two past sentences on the board and underline was and had.
- Elicit that had is about the past and that it comes from the verb have.
- Say the sentence for students to repeat.
- Add another sentence about yesterday, using go, e.g. She went to the doctor.
- Write it on the board, underline went and elicit which verb it is from. Students repeat.



Think [S8 p85] Listen and number the pictures.

#### Aim: to | actise simple past irregular verbs

Thinki skills: decoding the meaning of a narrative. 5 UE .g actions in images

- Elicit what students can see in the pictures in the Student's Book.
- Play the recording. Students listen and number.
- Check answers.

# CD3 Track 15

For tapescript see TB page 121.

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

# 2 58 p85 Listen and say. Read the story.

Aim: to focus students on grammatical form

- Read through the text with the class. Check understanding of vocabulary after each sentence. Pause at each verb and elicit the infinitive form.
- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns to practise the story and all the verb pairs.
- Complete the Grammar focus section on page 125 of the Student's Book.

Key: 1 feel. 2 give. 3 have. 4 wake up. 5 go. 6 say

USB p85 Work with a friend. Make a story about Choc, the chocolate monster.

Aim: to give students further practice with simple past irregular verbs

- Demonstrate and make sure students know to use the story in SB Activity 1 as a model.
- Elicit a sentence for each picture.
- Students work in pairs and take turns to say a sentence of the story.

W8 p85 Look at the letters. Complete the table.

Aim: to consolidate simple past irregular forms

Key: feel – felt. say – said, go – went, give – gave, have – had

WB p85 Complete the story. Use words from Activity 1.

Aim: to give further practice with the new language

Key: 2 He had, 3 He went, 4 gave him. 5 said 'Can I have some ice cream?', 6 his father said

# Ending the lesson

Aim: to review the new language

- Clap twice and say the infinitive form of one of the irregular verbs, e.g. give.
- Clap twice more. Students say the past form in chorus.
- Repeat for all the other new irregular verbs.

# Extension activity

Aim: to consolidate the language

 Students write the Choc stories from SB Activity 3 in their notebooks.

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

Thinking skills: interpreting the values in a story

New language: go right in, I'll see you later, Are you all right? play a trick, leave us alone, no way, injection, lie down

Recycled language: characters and language from the story

#### Materials: CD

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

Your students will be able to act out a story.

# Warm-up

Aim: to review the story so far

- Write The Explorers on the board.
- Elicit the names of the characters.
- Elicit what happened in the last episode. e.g. Ben was in a cave. Lucy was outside. The fifth letter was on the wall of the cave. It was an E.

# SB pp86-87 At the hospital

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (outside the hospital room) and who is in the room (Ben's grandfather).
- Play the recording. Students listen to answer Is Ben's grandfather OK? (He's not there) What do they find in the bed? (Some pillows) Who comes into the room first? (Horax) Who comes into the room next? (The doctor) Do Ben and Lucy find the next letter? (No)
- Students compare their ideas in pairs. Elicit answers from the class.
- Play the recording again. Students listen and repeat.

# Practice

#### Aim: to check understanding of the story

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

# WB p86 Remember the story. Write sentences.

#### Aim: to practise simple past irregular verbs and sentence construction

Key: 2 They went to room 209. 3 They found Horax, not. Ben's grandfather. 4 It was a trick. 5 Horax shouted 'I want the book, and I want the letters'. 6 At that moment, the doctor came in. 7 Ben and Lucy said goodbye and went out of the room.

## WB p86 Read and write t (true) or f (false).

Aim: to check comprehension of the story

Key: 2 f. 3 t. 4 f. 5 t

IWB p86 How is Ben feeling? Look, read and number the pictures.

Aim: to check understanding of facial expressions Key: 2, 3, 1

# Ending the lesson

Aim: to proctise the story

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

# **Extension** activity

Aim: to discuss the value of caring for people who are ill

- Focus on what happens in the story.
- Elicit how Ben and Lucy try to care for someone who is ill (they go and visit Ben's grandfather).
- Elicit examples of when students have cared for people who are ill.

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

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#### Aims:

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise the pronunciation of the regular past tense endings presented in the unit

#### New language: found, fell off

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify the pronunciation of past tense -ed endings using the sounds /t/, /d/ or /id/.

## Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were Ben and Lucy? (In the hospital) Who went into room 209? (Ben, Lucy, Horax and the doctor) Was his grandfather there? (No) Who was in the room? (Horax) What were the first five letters? (I, F, R, S, E)

S8 p87 Read and draw lines to make sentences.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Do the first one as an example, e.g. Ben got ... a text message.
- Students work in pairs and match the other sentence halves.
- Monitor pairs and help as necessary.
- Check with the class.

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

## E) SB p87 Find who says ...

Aim: to present the pronunciation of -ed endings

- Write played, liked and hated on the board, with the letters in bold and in red. Ask students how the words are pronounced. Explain that sometimes we pronounce -ed endings as id and at other times with a d or t sound.
- Students repeat Someone played a trick on usl after you.
- Students find the speech bubble in the story (frame 4).
   Key: Lucy

# (1) SB p87 Listen and say.

Aim: to practise and contrast the t and id sounds in past tense endings

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

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

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

Then say with a friend.

Aim: to practise conversation sequences

Key: 1 Are you all right? 2 Leave me alone!

2 WB p87 Listen and write the words in the table.

Aim: to practise the regular past tense endings found in the unit vocabulary

CD3 Track 20 For tapescript see TB page 121.

E 183 IWB p87 Listen, say and check your answers.

Aim: to practise saying the past tense endings

Key: t: jumped, looked; d: played, smiled, listened; id: landed, shouted, wanted

## Ending the lesson

Aim: to review regular past tense words

 Dictate the Sound sentence while students write. They compare their sentences with a partner before checking in the Student's Book.

## Extension activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (names, fell off, bike, play, busy, bored).
- In pairs, students make up their own dialogues by replacing the underlined words. They can use the same dialogues, but change the contexts.
- Students role play their dialogues for the class.

to practise reading and listening skills

#### Skills:

reading for specific information

listening for specific information

Thinking skills: interpreting the values in a story

New language: save the day, hurt (v), score (n), in front of, goalkeeper, hard (adv), pain, check (v), knee, X-ray machine, take (took) (= take time). come back (came back), computer screen, pair of binoculars, see (saw), wood, interview (v)

Recycled language: health, adjectives, language from the unit

Materials: CD

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

Your students will be able to listen for specific information.

Value: keeping busy by helping others

# Warm-up

Aim: to activate students' knowledge and experience

- Make circles with the first finger and thumb of each hand and put them to your eyes (miming looking through binoculars). Say, e.g. Oh, I can see a long way. I can see people sitting in the café in the market square. What can you see?
- Students do the same with their fingers and say things they imagine they can see.
- Say Let's put our binoculars on our desks now.
- Tell students they are going to read a story about hospitals, sport and binoculars.

Think SB pp88-89 Read the story quickly and try to find the answers.

Aim: to practise skimming and scanning

Thinking skill: quickly spotting details in a narrative

- Focus the students on the questions in the Student's. Book.
- Pre-teach hurt.
- Students read the text quickly to find the answers. Give a time limit of one minute.
- Students compare their answers in pairs.

58 pp88-89 Read and listen. Check your answers.

Aim: to practise listening and reading for specific information

- Play the recording for students to listen, read and check their predictions from Activity 1.
- Check with the class and check understanding of key vocabulary, e.g. save the day, score, in front of, goalkeeper, pain, check, knee, X-ray, took, came, saw, wood, interview.

Key 1 Sophia. 2 Football. 3 Her leg/knee.

1 WE pBE Who is speaking? Read and write S (Sophia) or d (doctor). Then listen and check.

Aim: to practise listening for specific information Key: 1 d. 2 5. 3 5. 4 d

WB p88 Look and write.

Aim: to review vocabulary from the story

Key: 2 X-ray, 3 screen, 4 binoculars, 5 room

WB p88 What can we learn from the story? Colour the words.

Aim: to focus students on the value of helping others

Thinking skill: interpreting the values in a story Key: Find things to do when you are bored.

# Ending the lesson

Aim: to stimulate discussion

- Write Girls aren't good at football on the board.
- Elicit what students think. Elicit what they think
- about other sports. Are boys or girls better?

# **Extension** activity

Aim: to discuss the value of helping others

- Focus on what Sophia does in the story to help others. What do students think she saw?
- Elicit why this value of helping others is important and elicit examples of things students do / have done to help others.

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

to practise reading and writing skills

#### Skills:

- reading for detail
- writing a story

New language: newspapers, fire (n), call (v), title, comic

Recycled language: language from the story, health

# Materials: CD

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

Your students will be able to write a story.

#### Warm-up

Aim: to review the story and the values

 Elicit the main points of the story and what the value was.

Think! ISB p89 Put the story in order.

Aim: to give students practice in reading for detail

#### Thinking skill: sequencing

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class.
- Key: 3. 8. 6. 4. 5. 2. 7. 1

Think! SB p89 Write a different story with the same title. Draw a picture.

Aim: to practise writing from a model

#### Thinking skill: developing story analogies

- Read the activity instructions with the class and check understanding of title.
- Brainstorm different ideas for the story, using the questions as prompts. Write them on the board.
- Tell students how long you want the story to be, e.g. 30 words.
- Students write ideas in their notebooks and then they start a first draft.
- Go around the class and help.
- When you have checked their work, students write a final version on paper. They draw a picture above or under the story.



IW8 p89 Read and choose the best answer. Sophia is talking to the doctor.

Aim: to practise conversation sequences (

Thinking skill: identifying sequences

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

# Ending the lesson

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

- Elicit from different students which part(s) of the story about Sophia they liked best.
- · Ask them why.
- Elicit how they could change the story.

#### Extension activity

Aim: to encourage personalisation

- Students work in pairs.
- They practise the conversation sequences from WB Activity 1.
- Encourage students to use appropriate intonation and to change words where possible, e.g. 3 No, thanks. I'd like some milk.

 to integrate other areas of the curriculum through English: Science

New language: fever, last, temperature, perfect, virus/viruses, thermometer

#### Recycled language: health

#### Materials: CD

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

# Warm-up

Aim: to introduce the topic of fever

- Introduce the topic of fever and temperatures by drawing a thermometer on the board.
- Say We use this when we are ill. We put it in our mouth or under our arm or on our forehead to see how hot we are. Use mime to help show what you mean.
- Elicit if students have a thermometer at home and if they use it.
- Tell students they are going to learn about thermometers and fevers today. Write both words on the board.

#### SB p90 Read and talk about the questions.

Aim: to extend students' understanding of fever and temperatures

- Read the introduction and the questions with the class.
- Talk about the questions together. Check understanding of last.

# SE p90 Listen, read and answer.

Aim: to extend students' understanding of fever and temperatures

- Focus students on the pictures.
- Play the recording for the students to listen and follow in their Student's Books.
- Play the recording again, pausing after each sentence to check general understanding and understanding of new words.
- Students work in pairs to answer the questions.
- Elicit and discuss answers as a class.
- Key: 1 41 get to hospital, 39 fever starting, 37 feeling great, 2 (possible answer): hot, tired

# 1 WB p90 Look and write the words.

Aim: to review understanding of fevers and thermometers

Key: 2 fever, 3 thermometer, 4 virus

WB p90 Read and match.

Aim: to activate students' knowledge and experience

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

# Ending the lesson

Aim: to review what students have learnt in the lesson

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

# Extension activity

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

 Students work individually. They draw a thermometer with numbers from 35 to 42 on it in their notebooks and label it with Perfect body temperature. Start of a fever and Dangerous temperature.

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#### Aims:

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

New language: plenty, rest (n), fight, germs, dehydrated, pyjamas, blanket, alcohol, food colouring, straw, clay, height, liquid, room temperature

Recycled language: Science, fevers and temperatures

Materials: bottles, water, alcohol, red food colouring, clay, straw

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

Your students will be able to complete a project.

# Warm-up

Aim: to review fevers and body temperatures

- Elicit what students remember about the previous lesson.
- Write key words (virus, temperature, thermometer, fever) on the board to help them.
- Review how to say temperatures, e.g. 37°C = Thirty-seven degrees Celsius.

S8 p91 Read about what you can do if you have a fever.

Aim: to enable students to build on their knowledge and experience

- Pre-teach plenty of rest, dehydrated, pyjamas and blanket.
- Read the activity instructions with the class.
- Students read the text silently and match the text with the pictures, then compare answers in pairs.
- Check and discuss answers.

## Key: 3. 2. 1

ISB p91 Look and tell the girl what not to do.

Aim: to enable students to apply their understanding and give advice

- Read the prompt and remind students to use Don't to tell someone what not to do.
- Students work in pairs, thinking of advice to give the girl in the pictures.
- Elicit answers and write the sentences on the board.
- Key: (sample answers): 1 Don't sleep with a big blanket. 2 Don't drink hot drinks/coffee. 3 Don't do your homework. Get plenty of rest.

# Project SB p91 Make a thermometer.

#### Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials.
- Lay out all the materials on a central table.
- Students come and collect what they need.
- Go around the class to check students are following the instructions and are doing the project safely. Make sure the clay around the straw is absolutely airtight (otherwise the thermometer will not work).
- When all the thermometers are finished, elicit results and talk about them.



WB p91 Look, read and tick (/) the correct picture.

Aim: to give students further practice with the topic

Thinking skill: analysing and synthesising

Key: 2 b (Drink a lot of water.), 3 a (Get plenty of rest.), 4 b (Use a blanket that isn't too hot.)



WB p91 These children are ill. Who gives the doctor the best information? Read and tick (√).

Aim: to encourage logical. systematic thinking

Thinking skill: applying world knowledge Key: George

# Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: Today I've...
- Elicit what students did in the lesson taday, e.g. learnt more about fevers and what to do when people are ill and I've made a thermometer.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project and of what the outcome was. They write what the height of the liquid in the straw was at the end.
- Monitor and help as necessary.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading and writing skills

New language: patient (n)

Recycled language: language from the unit

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

# Warm-up

Aim: to review vocabulary for health

- Invite a student to come to the front.
- Secretly whisper a health word, e.g. stomach-ache.
- The student mimes for the class to guess what the word is.
- When the class guesses correctly, the student writes the word on the board.
- Repeat with other students and other health words.

## SB p92 Choose a role card. Read and plan.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short role play between a doctor and a patient. Check understanding of patient.
- Read through the information on the page with the class.
- Elicit full examples of the Useful language and demonstrate a complete dialogue with the class.
- Make sure pairs know what to do and what language they need to use.
- Pairs decide who is A and who is B.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text.

#### SB p92 Act out your play.

Aim: to practise interactive speaking skills

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

# 1 WB p92 Read the questions and write d (doctor) or p (patient).

Aim: to practise reading for meaning

Key: 2 d, 3 d, 4 p, 5 p

WB p92 Read the answers and write d (doctor) or p (patient). Then match them with the questions in Activity 1.

Aim: to practise conversation sequences

Key: bp.cd,dp.ed: 2 a, 3 d, 4 e, 5 c

I WB p92 Look and write a dialogue. Use language from Activities 1 and 2.

Aim: to personalise the language

# Ending the lesson

Aim: to review language from the lesson

- Review with students what problems/illnesses the patients had today (in the plays). Ask how many they can remember in two minutes.
- Students write a list in pairs.
- Pairs swap lists with other pairs.
- Elicit the problems/illnesses.
- Students mark their friends' work, giving points for correct words and spelling.
- The pair with the most words, correctly spelt, are the winners.

# Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise their dialogues from WB Activity 3.
- The more confident students perform their dialogues for the class.

#### Aim

to consolidate language from the unit

Recycled language: language from the unit, scrapbook, true

Materials: students' scrapbooks

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

# Warm-up

#### Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (they wrote about their favourite godget).
- Students look at each other's scrapbooks and compare their work.

158 p93 Think of a story. It can be a true story or a story you imagine. Use the questions to help you with the story.

Aim: to give students practice in reading and notemaking

- Read through the notes with the class and check understanding.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They draw a table and think of ideas for a story in response to the prompts. They make notes in the table.
- Monitor students to help with ideas if necessary.
- Remind students to keep the notes short.

## 🛃 SB p93 Plan and write your story. Draw pictures.

#### Aim: to give students drafting practice

- Students plan their story and write a first draft.
- They think of pictures to go with each part of the story.
- They draw them on paper, ready to stick in their scrapbooks.
- Monitor students and check their story drafts.

SB p93 Draw and write your story in your scrapbook.

#### Aim: to give students writing practice

- Students carefully copy their stories into their scrapbooks.
- They stick the pictures in the scrapbook as they write.
- Remind them to give their story a title.

# 1 WB 093 Write the words in three groups.

# Aim: to practise classification

Key: 1 cough, toothache, cold; 2 smile, visit, watch; 3 say, feel, go



W8 p93 Look at Activity 1. Number the topics to match the groups.

Aim: to review word families

Key: 1 Health and illness, 3 Non -ed verbs, 2 -ed verbs

# W8 p93 Look and draw lines to make sentences.

#### Aim: to review grammatical form

Key: 2 She woke up at six o'clock this morning. 3 They gave me a bike for my birthday. 4 She felt ill so she went to the doctor's.

# Ending the lesson

Aim: to enable students to express their preferences

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

# My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 120 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for In the hospital.
- Then they tell a friend what they liked and didn't like.

# Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 82 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flop to check.

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

New language: Mexico. Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India, idea, ticket, change (n), model village, far

Recycled language: places in a town

Materials: CD, world map (Optional: ten small pieces of paper, coloured wool and map pins)

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

# Warm-up

Aim: to introduce the topic of the unit

- Display the world map.
- Ask different students to name one country they know and find it on the map.

# Presentation

Aim: to present vocabulary for countries

- Use the picture in the Student's Book to present the new vocabulary.
- Say each country for students to repeat.
- Point to each flag and then point to the country on the map.
- Elicit who students can see in the picture in their Student's Book (Ben and Lucy and Buster) and where they are (outside a model village). Pre-teach/Check model village.

SE p94 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

- Focus students on the text message at the bottom of the picture. Check understanding of far and missing letter.
- Students look at the numbered words and flags in the picture.
- Play the recording. Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

# (1) SB p94 Listen and answer.

Aim: to give further practice with vocabulary

- Read the questions aloud with the class.
- Check understanding.

- Play the recording. Students listen and answer.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

CD3 Track 26 For tapescript see TB page 121.

football

Key: 1 Lucy. 2 £2, 3 £1, 4 Brazil, because he loves

🗊 🛐 pg4 Play the flag game.

Aim: to give students speaking practice

- Demonstrate the game with the class, using the prompts.
- Students work in pairs. A describes a flag to B. If B guesses correctly, B gets a point. If not, A gets a point.
- They take turns to describe and guess.



Aim: to give students practice with the new vocabulary

Key: 2 Egypt. 3 Mexico. 4 China. 5 Spain. 6 Brazil. 7 Argentina. 8 Chile. 9 India. 10 Turkey

100 W8 p94 Look and write countries from Activity 1.

Aim: to review understanding of the story

Key: 2 China, 3 Chile, 4 Turkey

1 W8 p94 Read and write the words.

Aim: to review conversation sequences

Key: 2 are, 3 change, 4 country, 5 visit, 6 choose

# Ending the lesson

Aim: to review vocabulary for countries

 Dictate the countries. Students write the words in their notebooks, then check.

# **Extension activity**

Aim: to personalise the language

- Hand out ten small pieces of paper to different students. Each of these students writes a different country name from the lesson on the paper.
- Other students cut the wool into long pieces.
- Fix the world map to a display board.
- Students come up in pairs. One of the students has a
  piece of paper with a country name, the other has a
  piece of wool. They put a pin with the wool around
  it in the country on the map, run the wool to the
  edge of the map and pin the other end of the wool
  to the country name label.
- Students can label other countries in the same way, e.g. all the countries students in the class come from.





 to present and practise the negative simple past of regular and irregular verbs

Recycled language: animals, food, places in a town, verbs

#### Materials: CD

Language competences: Your students will be able to talk about events and actions that did not happen in the past.

## Warm-up

Aim: to review the simple past

- Elicit/Write known simple past verbs on the board, e.g. played, went, jumped.
- Write some simple past sentences on the board, using students' names. Include regular and irregular verbs.
- Students make a table with two columns in their notebooks, one column with regular verbs and one with irregular verbs. They check in pairs.
- Elicit which verbs are regular and which irregular, and write the table on the board for students to check their work.

# Presentation

Aim: to present the negative simple past of regular and irregular verbs

- Point to one of the examples on the board, e.g. (Name) played football yesterday.
- Say I didn't play football yesterday. I watched a film.
- Do the same with an irregular verb, e.g. I didn't see ...
- Repeat the two examples and write them on the board.
- Point to and say the examples. Students repeat.
- Check students understand the meaning.
- Underline. e.g. didn't play / didn't see, in the same colour.
- Elicit what happens to the verb when we make a negative sentence in the past.

#### SB p95 Read and circle the picture.

Aim: to practise the negative simple past of regular and irregular verbs

- Students look at the pictures and the text.
- Read the email aloud as students follow in their books.
- Students read the email again (silently), look at the pictures and circle.
- Check with the class.

Key: 1 a, 2 b, 3 b

# SB p95 Listen and say.

#### Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus.
- Students take turns to practise the sentences in pairs.
- Students complete the Grammar focus section on page 126 of the Student's Book.

Key: 1 didn't go, 2 didn't give, 3 didn't have, 4 didn't feel, 5 didn't have/drink

# 158 p95 Play the sentence game.

Aim: to give students further practice with the new language

- Demonstrate the activity.
- Read out a sentence beginning. Give students waiting and thinking time.
- Then students put up their hands. Choose a student to complete the sentence.
- If he/she does it correctly, the student gets a point.

IWB p95 Find seven words. Change the words to talk about today.

Aim: to give students further practice with the form of the new language

Key: felt – feel, said – say, gave – give, ate – eat, saw – see, rode – ride



Aim: to consolidate understanding of the new language

Key: 2 didn't. 3 didn't. 4 didn't give. 5 didn't say. 6 didn't eat

WB p95 Complete the sentences.

Aim: to reinforce use of the negative simple past

Key: 2 she didn't see any lions. 3 he didn't play volleyball. 4 she didn't eat any bananas. 5 he didn't feel scared. 6 she didn't go to Australia

# Ending the lesson

Aim: to review the new language

- Call out simple past verbs, regular or irregular, e.g. saw.
- Students call out, e.g. didn't see.

# **Extension activity**

Aim: to give further practice with the negative simple past of regular and irregular verbs

 Students write the sentences from SB Activity 3 in their notebooks.

- to review and extend the negative simple past
- to sing a song with the class

New language: postcard, by air, flight number, far away, on my own, fly (v), by ship, go/went/ gone, read/read

#### Recycled language: countries

Materials: CD, a world map with removable country labels, coins, cardboard for the game

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

# Warm-up

Aim: to review countries

- Take the ten country labels off the world map.
- Hand them to pairs of students. They take turns to put the country labels back on the map.
- Pairs point to the country on the map and say, e.g. This is Chile.

15B p96 Listen to the song. Number the pictures.

#### Aim: to practise listening skills

- Pre-teach postcard.
- Students look at the postcards in the Student's Book.
- Check they know what to do.
- Play the recording. Students match the postcards to the people by writing numbers next to the names.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of by air, far away, on my own, flight number, by ship, gone.

# Key: 3, 2, 1

# SB p96 Listen and sing.

#### Aim: to sing a song with the class

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

## SB p96 Play the countries game.

#### Aim: to practise language from the song

- Explain the game to the students.
- They make a board like the example. Students add the names of the countries.



- Students play the game in groups.
- They take turns to throw a coin so that it lands on a flag. They say, e.g. I didn't go to (name of any other country). I went to (name of country whose flag they've landed on).
- If the sentence is correct (grammar and fact), they write their initials on the square.
- If they land on a square already initialled, they miss a turn.
- Students play until all the flags are claimed.
- The winner is the student with the most countries visited.

## I WB p96 Remember the song. Read and write t (true) or f (false).

#### Aim: to check comprehension

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

# 2 WB p96 Read and write the numbers.

Aim: to practise close reading skills

#### Thinking skill: logical-mathematical

Key: 2, 5: 80, 3, 3

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I WB p96 Look at Activity 2. Answer the questions.

Aim: to check comprehension

Key: 1 four o'clock, 2 John

# Ending the lesson

#### Aim: to join in with a song

 Play the song from the beginning of the lesson for students to join in.

# Extension activity

Aim: to consolidate understanding

 Students play the countries game again in different groups.
24

24

2.5

1-

- 74

10

114

100

 to present and practise questions and answers in the simple past

New language: simple past of: stay, send, forget: astronaut, moon, by rocket, how long, for a week/ month

Recycled language: countries, postcard, zoo, hotel

#### Materials: CD

Language competences: Your students will be able to ask about events and actions in the past.

#### Warm-up

Aim: to review holiday activities

- Write Holiday on the board. Add: stay in a hotel, go to the beach, go to museums, go swimming, travel by bus, go walking to make a word map.
- Ask questions, e.g. Do you like going to museums? (Yes, I do. / No, I don't.)
- Continue in open pairs, with one student asking another across the class. They can choose any of the prompts on the board.
- Leave the word map on the board.

#### Presentation

Aim: to present questions and answers with the simple past

- Write Last summer above Holiday on the board.
- Point to one of the phrases, e.g. go walking. Say Imagine I ask you about your holiday last summer. I say 'Did you go walking?' Elicit answers Yes, I did. / No. I didn't. Repeat for another question.
- Write the two questions and the two short answers on the board, underlining did and the infinitive. Say each question for students to repeat.
- Elicit questions for the other phrases on the board. Students practise in open pairs.

58 p97 Match the questions with the answers. Then listen and check.

Aim: to practise questions and answers with the simple past

- Elicit what students can see in the picture.
- · Play the recording. Students listen and match, then compare answers in pairs.
- Play the recording again. Check answers.

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

# SB p97 Listen and say.

Aim: to focus students on grammatical form

- Read through the guestions and answers with the class.
- Play the recording. Students listen and repeat in chorus.
- Students practise the questions and answers in pairs.
- Students complete the Grammar focus section on page 126 of the Student's Book.

Keu: 1 Did. did. 2 Did. didn't. 3 Did. didn't. 4 Did. didn't. 5 Did. did

#### Think! |SB p97 Read and think of the questions to ask the astronaut.

Aim: to give students further practice

Thinking skill: thinking about possible lexical relationships

- Demonstrate the activity and make sure students know which verbs to use in their questions.
- Elicit one question as an example.
- Students ask and answer in pairs. Check as a class.
- Key: Where did you go? Who did you see? How did you travel/go there? How long did you stay?



Aim: to consolidate understanding of word order in questions with the simple past

Key: 2 Did you have fun there? 3 How long did you stay in Mexico? 4 Where did you stay? 5 Did you go to a museum there? 6 Did you buy me a present?

W8 p97 Look and write answers.



Aim: to give further practice with short answers

Key: 2 No, he didn't. 3 No, she didn't. 4 Yes, they did. 5 No. I didn't. 6 Yes, they did.

#### Ending the lesson

Aim: to review the new language

 Use the word map from the Warm-up to review questions and answers in the past. Prompt students to ask and answer in open pairs. Students can add other questions.

#### Extension activity

Aim: to consolidate the language

 Students write the questions from WB Activity 1 in their notebooks. They write an answer for each one. using their imagination.

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

Thinking skills: interpreting the values in a story

New language: stadium, not yet, opera house, drop, I'm not sure

Recycled language: characters and language from the story, food

#### Materials: CD

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

four students will be uble to uct out a story

Value: showing interest in other cultures

#### Warm-up

Aim: to review the story so far

- Write The Explorers on the board.
- Elicit what happened in the last episode, e.g. Ben and Lucy were in the hospital. Ben's grandfather was ill. But when they got to the room, he wasn't there. Horax was there. The doctor gave Horax an injection and Ben and Lucy escaped. They didn't find another letter.

# SB pp98-99 The final letters

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (in the model village).
- Play the recording. Students listen to answer Which 'countries' do they visit? (Brazil, China, Australia, Egypt, India) Who do they meet? (The librarian) Who is hungry? (Ben.) Where is the book? (They don't knaw) Who sees the missing letters? (Lucy) What are they? (N and D).
- Students compare their ideas in pairs. Elicit answers.
- Play the recording again. Students listen and repeat.

#### Practice

#### Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding (students can use L1 to talk about some of the events).
- Elicit if students have visited any of the places mentioned.



WB p98 Remember the story. Put the sentences in order.

Aim: to check comprehension

#### Thinking skill: sequencing

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

2 WB p98 Read the story. What can we learn from it? Tick (/).

Aim: to focus students on the value of showing inter-cultural interest

Thinking skill: interpreting the values in a story Key: It's often interesting to try food from another culture.

# Ending the lesson

Aim: to proctise the story

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

#### **Extension** activity

Aim: to discuss the value of showing inter-cultural interest

- Focus on what happens in the stories.
- Elicit which 'countries' Ben and Lucy visit in the model village and how they show their interest in the places.
- Elicit how Oliver learnt from Adil.
- Elicit examples of how students show / have shown interest in other cultures and places.

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

**T98** 

- to talk about the meaning of the story
- to review language from the story and the unit
- to practise saying different pronunciations of the letter y

New language: Be careful, vase, a minute ago

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to identify different pronunciations of the letter y (/u/, /i/, /au/ and /j/).

# Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were Ben and Lucy? (In the model village) Name three things they saw. (The Great Wall of China. Sydney Opera House, Rio de Janeiro football stadium, the pyramids and Sphinx in Egypt, the Taj Mahal in India) What happened to the book? (They don't know) Where were the missing letters? (On the India sign)

#### SB p99 Look, read and answer.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Students work individually and match the places with the pictures, then they compare their answers.

Key: 1 a (India) – frame 8, b (Australia) – frame 3, c (Brazil) – frame 1, d (China) – frame 2, e (Egypt) – frame 5; 2 N and D

# 58 p99 Find who says ...

Aim: to present different pronunciations of the letter y

- Write Egypt and pyramid on the board, using a red pen for the letter y. Elicit the pronunciation. Make the short i sound and have students repeat.
- Write sunny and rainy on the board, using a red pen for the letter y. Say the ee sound at the end of the word.
- Students repeat It's the opera house in Sydney. Australia after you. Explain that Sydney has both of the pronunciations the i as in pyramid and the ee as in happy.

Students find the speech bubble in the story (frame 3).

#### Key: Lucy

# (1) SB p99 Listen and say.

Aim: to practise different pronounciations of the letter y (short i and long ee)

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

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

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

#### 100 I WB p99 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

Key: 1 don't drop it, 2 Where can it be?

2 Look and write the words in the table.

Aim: to practise reading and saying words with the different pronunciations of the letter y

3 WB p99 Listen, say and check your answers.

Aim: to practise reading and saying words with the different pronunciations of the letter y

Key: it: Egypt; very: Turkey, happy; five: buy, dry; yellow: yuck, young

#### Ending the lesson

Aim: to review different pronunciations of the letter y

 Dictate the Sound sentence while students write (books closed). They compare their sentences with a partner before checking in the Student's Book.

# **Extension** activity

Aim: to encourage creativity

- Write the dialogues in WB Activity 1 on the board. Underline key words (Mum, vase, pen, behind, ear).
- In pairs, students make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.

- to practise reading and listening skills
   Skills:
- reading for specific information
- Listening for specific information

New language: school trip, camel, statue, ancient Egyptians, soft drink, simple past of drink

Recycled language: countries, health, language from the unit

Materials: CD (Optional: reference books, the Internet, poster paper)

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

Your students will be able to listen for specific information.

#### Warm-up

Aim: to review countries and places to visit

- Play a clapping game.
- Clap twice and say, e.g. Australia.
- Clap twice again. A student calls out either another country or a place to visit in Australia.
- Continue clapping with students calling out countries/places until they have said all the countries and places from the unit.

# SB p100 Listen and draw lines.

#### Aim: to practise listening skills

- Focus students on the Activity 1 instructions.
- Make sure they know what to do.
- Elicit some of the things they can see in the picture.
   Pre-teach camel and statue.
- Play the recording. Students listen and draw lines.
- They compare answers in pairs.
- Play the recording again. Check with the class.

#### CD3 Track 36

For tapescript see TB page 122.

Key: Daisy – girl with book, Jack – boy riding camel, Fred – boy with ice cream, Vicky – girl reading map, Paul – boy buying statue, Peter – boy with camera, Mary – girl drinking water



SB p100 Read and write the words.

#### Aim: to practise reading skills

- Pre-teach ancient Egyptians.
- Check students know what to do. Do the first one as an example and elicit from students why answer b is correct and the others are not.

- Remind them to think carefully about each one.
- Students do the activity individually and then compare answers in pairs.
- Remind them to check again if their answers are different from their partner's.
- Check with the class, discussing why each answer is correct.

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

I W8 p100 Look and read. Write 1, 2 or 3 words to complete the sentences about the story.

Aim: to practise reading and writing skills (

Key: (sample answers): 2 was, 3 went,

4 drank, 5 didn't eat, 6 gave, 7 felt sick, 8 very silly

#### Ending the lesson

Aim: to practise speaking skills

- Focus students on the picture in SB Activity 1.
- Give them 30 seconds to look at it. Then they close their books.
- Elicit what they can remember about the picture.

# **Extension activity**

Aim: to extend inter-cultural knowledge and understanding

- Students work in groups of four to make a poster. Each group finds out more information about ancient Egypt, for example the names of the pharaohs, information about one of the pharaohs, the names of their gods, or the names of other pyramids.
- Groups write titles on their posters, write the key facts they found out and then decorate the posters with pictures or photographs.
- Groups display and talk about their posters to the class.



 to practise speaking, reading, writing and listening skills

#### Skills:

- exchanging information
- reading for detail
- writing an account of a holiday
- listening for specific information

New language: time machine, the future, Would you like ... ?. BC, explore, build, temple, floor, Queen, close to, thousands, skin, can (n), plastic

Recycled language: countries, measurements, simple past, time

#### Materials: CD

Language competences: Your students will be able to exchange information with a partner. Your students will be able to read for detail. Your students will be able to write an account. Your students will be able to listen for specific information.

#### Warm-up

Aim: to review countries and alphabetical order

- Invite ten students to the front of the class.
- Whisper one country from the unit to each student.
- Students quickly stand in a line showing the alphabetical order of the countries.
- The class tells them if they are correct or not.

#### Think! \$ 58 p101 Read and talk about the questions.

Aim: to practise interactive speaking

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- \* Students look at the picture. Pre-teach time machine and check understanding.
- Read the introduction to the activity with students and dia russ some of the questions as a class. Remind students they can go into the past or the future.
- Stude discuss their ideas in pairs. Monitor and help/ ror as necessary.
- Elicit some ideas from the class.

#### \$58 p101 Read and correct the sentences.

#### Aim: to practise reading for detail

- Draw a timeline on the board to show what 591 BC means. Elicit which is older: the pyramid of Khufu or the buildings in Babylon (the pyramid).
- · Read the introduction to the text. Pre-teach/Check explore.

- Read the sentences below the website with the class. Check understanding of close to.
- Students read the website silently and correct the sentences, then compare answers in pairs.
- Check and discuss as a class.
- Key: 1 Ancient Babylon was close to the River Euphrates. 2 The Ishtar Gate was blue. 3 The Ziggurat was a temple. 4 The King built the Hanging Gardens (for the Queen).

#### SB p101 Write about your visit to Babylon.

#### Aim: to practise writing skills

- Read through the example text with students.
- Elicit ideas for the prompts, e.g. It was the year 585 BC. I went to see the Hanging Gardens and ...
- Students write a draft of their texts in their notebooks.
- Go around the class to check their work before students. write a final version.

# WE p101 Listen and answer.

#### Aim: to practise listening for specific information

CD3 Track 37 For tapescript see TB page 122.

- Key: 2 They were small and their skin was brown. 3 They gave her some food/fish. 4 Yes, she did. 5 She stayed there for one or two hours. 6 She felt tired.
- W8 p101 Look and write about David's trip in the time machine.

Aim: to consolidate understanding of vocabulary and practise writing in the simple past

#### Ending the lesson

Aim: to review the content of the lesson

 Elicit what students learnt about the ancient city of Babylon, if they would like to go there and why / why not.

# Extension activity

Aim: to enable students to read and talk about each other's work

- Students work in groups of four.
- They read the texts they wrote for SB Activity 3 and discuss which places they went to and when they were there. Students decide which of the texts they like best.
- Ask a student in each group to read aloud the text. they chose.



 to integrate other areas of the curriculum through English: Art

New language: Origami, Japanese, mean (v), fold, model, century, monk, popular, mask

Recycled language: adjectives, simple past

Materials: CD (Optional: a simple Origami model)

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

# Warm-up

Aim: to introduce the topic of Art and Origami

- If you wish, show a simple Origami model to the class.
- Ask if they know what it is and where the art of making models like this comes from. Tell them if they don't know (Origami is from Japan).
- Ask students if they know how to fold paper to make things.
- Tell students they are going to learn about Origami and in the next lesson they are going to make some Origami models themselves.

Think! 58 p102 What do you think they are? Look and write the words.

Aim: to extend students' understanding of Art and Origami

#### Thinking skills: visual-spatial thinking, recognising shapes

- Read the activity instruction with the class.
- Students look at the pictures and discuss their ideas in pairs.
- Check with the class.

Key: robbits, a flower, a jumping frog, a flying bird

#### 2 38 | SB p102 Listen, read and answer.

#### Aim: to extend students' understanding of Origami

- Tell students they are going to learn about the history of Origami.
- Tell them to listen, read and look out for the date when the first book on Origami (1954) came out.
- Play the recording. Students listen and follow the text silently in their Student's Books.
- They compare answers in pairs. Check with the class.
- Read the text aloud, pausing after each sentence to check general understanding and understanding of new words.
- Students work in pairs to answer the questions.

- Elicit and discuss answers as a class.
- Key: 1 (the art of) folding paper to make models, 2 Japan. 3 because paper was very expensive, 4 He drew pictures to show how to make models.
  - 58 p102 Look at these modern Origami masks and tell your friend which ones you like the most.

#### Aim: to encourage students to express opinions

- Check students know what to do.
- They discuss the masks in pairs, giving their opinions.
- Discuss ideas as a class and elicit which mask is the class favourite and why.



Aim: to review understanding of key vocabulary

Key: 2 means, means, 3 started, 4 expensive, 5 about, 6 popular



Aim: to encourage students' personal expression and review superlatives

# Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today.
   e.g. Origami, where it's from and its history.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

Aim: to enable students to consolidate their knowledge and understanding

- Students work in pairs.
- They create a timeline of the history of Origami in their notebooks. Along the line they write key dates. Above the line they write notes about what happened, e.g. Origami started.

T102

- to extend the focus on Art through English
- to enable students to complete two projects
- New language: corner, flap (v), rectangular

Recycled language: topic of Art, Origami

Materials: square pieces of paper, coloured pens, rectangular pieces of paper, one model already made for each project

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

Your students will be able to complete two projects.

#### Warm-up

Aim: to review Art and Origami

- Show students an Origami model you have made.
- Elicit what it is, e.g. a flower, and what it's called (Origami).
- Elicit what students can remember about the history of Origami.

Project 58 p103 Make an Origami butterfly.

#### Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check understanding of vocabulary, e.g. square, 15cm x 15cm, triangle.
- Hand out one square of paper to each student.
- Do each step with the class the first time.
- Students can then make their next butterfly alone.
- Students decorate their butterflies.



Make an Origami aeroplane.

Aim: to enable students to follow instructions

#### Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did in the lesson today, e.g. made some Origami models. I made a butterfly and an aeroplane.
- Write it on the board. Students copy it into their notebooks.

#### Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the projects, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of the project and of what the outcome was. They comment on how difficult/easy they found it to make the models and which they liked best.
- Monitor and help as necessary.

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

New language: abroad, relatives, go sightseeing, relax

Recycled language: language from the unit Materials: poster paper

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

#### Warm-up

Aim: to review holiday activities

- Write Holidays on the board.
- Do a quick brainstorm of all the things students like doing on holiday, e.g. swimming.

#### SB p104 Ask questions. Find out how many people:

#### Aim: to review language from the unit

- Read through the activity instructions with the class.
- Check understanding of abroad.
- Check students know what to do (they ask the question) in the speech bubble and record the answers).
- Students work in groups of seven. The first student asks the person to their left and then the group record the answer.
- The student who answered asks the person to his/her left and so on until all the students have asked and answered.
- Elicit information from the groups (how many students) went abroad / stayed at home).

#### SB p104 Ask questions.

#### Aim: to practise questions and answers

- Pre-teach relatives and go sightseeing.
- Read through the list of holiday activities and check understanding of each word/phrase.
- Still in their groups of seven, students ask the person to their left What did you do an haliday? The group record the answer and then the student who spoke last asks the person to his/her left, as in Activity 1.
- Monitor and check that students are answering using the simple past.

158 p104 Write the information on the board.

#### Aim: to practise cooperation and team work

- Write the list of holiday activities from Activity 2 on the board.
- Elicit from each group who did what on holiday and put.

ticks / write numbers next to the different octivities.

 When all the groups have reported back, write the totals on the board.

# \$ 58 p104 Make charts.

#### Aim: to practise speaking and writing skills

- Each group makes a chart from the information on the board.
- Talk about the results with the class.

WE p104 Match the questions with the answers.

Aim: to practise conversation sequences

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

WB p104 Look at Activity 1. Underline the mistakes. Then write the correct sentences.

#### Aim: to practise close reading skills

Key: didn't have fun - had fun. 15 hours - five hours. bought some food - didn't buy any food/didn't buy anything

WE p104 Write about your travels in the time machine.

Aim: to personalise the topic

#### Ending the lesson

Aim: to practise memorisation

- Play a game using the information from the survey.
- Say some incorrect sentences, e.g. (Name), you went to France for your last holiday. (This is incorrect.) The student says, e.g. No, I didn't. I went to Russia. Say Oh dear, sorry. Now, (name of another student), I remember you visited relatives. This student says, e.g. No. 1 didn't. 1 went camping.
- Continue, addressing different students, making mistakes each time for them to correct.

#### Extension activity

Aim: to consolidate writing skills

- Students look again at the charts they completed in SB Activity 4.
- Elicit some information, e.g. Five students visited relatives.
- Write this example sentence on the board.
- In their notebooks, students write sentences about the information in their charts.







to consolidate language from the unit

New language: Europe

Recycled language: language from the unit, scrapbook

Materials: students' scrapbooks, pieces of paper. world map, reference books, access to the Internet

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

# Warm-up

Aim: to review scrapbooks

- Elicit what students did in their scrapbooks for the previous unit (wrote a story).
- Students look at each other's scrapbooks and compare their work.

SB p105 Choose a country. Find information about the country. Make notes.

Aim: to give students practice in reading and notemaking

- Read through the example information with the class and check understanding.
- Make sure students realise these are notes, not full sentences, and that this is a model for their work.
- Students work individually. They write headings and choose a country to facus an.
- They use the reference books / the Internet to find the information they need.
- Monitor students and help with ideas if necessary.
- Remind students to keep their notes short.

#### S8 p105 Make an information tree about your country.

Aim: to give students practice with graphic organisers

- Talk through the information tree with students. Make sure they understand how it works.
- Students transfer the information from their notes onto a tree in their notebooks.
- Go around the class to check/help.
- When you have checked their work, students can draw the information tree neatly in their scrapbooks.

#### 58 p105 Find pictures and write about your country.

Aim: to give students writing practice

- Read the text about Spain through with the class.
- · Focus students on how the information is organised and how it has been transferred from the information tree.

- Students write a first draft of their text on paper.
- Monitor and help as they write their drafts.
- When you have checked their work, students write a final version in their scrapbooks.
- Students stick pictures of the country (e.g. natural. features, buildings, famous people) around the text.



WB p105 Which one is different in each group? Read, think and circle.

Aim: to practise classification

#### Thinking skill: categorising

Key: 2 Origami (not a shape), 3 nurse (not an illness). 4 go (not a regular verb). 5 watched (not an irregular verb)

WB p105 Colour the bricks to make sentences. Write in the missing words.

Aim: to review grammatical form

Key: 2 Where did you go on holiday last year? 3 How long did you stay in the hotel? 4 What time did your plane leave? 5 Did you see a lion on the safari?

WB p105 Look at Activity 2. Read and number the answers.

Aim: to review question and answer forms Key: 5.3. (1). 4.2

#### Ending the lesson

Aim: to enable students to express their preferences

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

#### My Super Mind

Aim: to enable students to evaluate what they have learnt

 Now students complete the My Super Mind section for Around the world on page 120 of the Workbook.

# Extension activity

Aim: to review key vocabulary from the unit

- Students turn to \$8 page 94 and use the book flap to review the new words from the unit.
- They close the flap so that they cannot see the words.
- Students take turns to point at the numbered flags in the picture and say what each country is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

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

New language: thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots, a bit, get wet

Recycled language: language from previous units

#### Materials: CD

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

#### Warm-up

Aim: to introduce the topic of the unit

- Look out of the window and ask What's the weather like today?
- Draw symbols for the different types of weather on the board. Students choose the one which matches the weather outside.
- Elicit any words students already know for the different types of weather.

#### Presentation

#### Aim: to present vocabulary for weather

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Check students realise which words are nouns and which are adjectives.
- Elicit who students can see in the picture (Ben and Lucy and Buster), where they are (autside) and what the weather is like (rainy and windy).

#### 158 p106 Listen and say the words. Then check with a friend.

#### Aim: to practise new vocabulary

- Students look at the numbered words in the picture.
- Play the recording. Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in small groups.
- Students cover the list of new words and practise them in pairs.

# 58 p106 Listen and correct the sentences.

#### Aim: to give further practice with vocabulary

- Read the sentences aloud with the class.
- Check understanding.

- Play the recording. Students listen and correct.
- They compare their answers in pairs.
- Play the recording again. Check with the class.

#### CD3 Track 40

For tapescript see T8 page 122.

Key: 1 Lucy is scared of thunderstorms. 2 They are near the castle. 3 Ben and Lucy haven't got the book. 4 Ben and Lucy have got all the letters.

#### SB p106 Play the mime game.

#### Aim: to give students speaking practice

- Demonstrate the game with the class, using the prompts.
- Mime an action related to a type of weather, e.g. trying to see in fog.
- Students guess, using the prompt, e.g. 1 think it's foggy.
- Students play the game in pairs, taking turns to mime and guess.

I WB p106 Read the sentences. Do the puzzle. Find the secret word.

Aim: to give students practice with the new vocabulary Key: 2 umbrella, 3 windy, 4 lightning, 5 cloudy, 6 foggy,



W8 p106 Read and write words from Activity 1.

#### Aim: to review understanding of vocabulary

7 rainy, 8 boots; secret word; raincoat

Key: 2 cloudy, 3 rainy, 4 thunderstorm, 5 lightning. 6 umbrella, 7 raincoat, 8 boots

#### Ending the lesson

Aim: to review vocabulary for weather

- Say each weather word in turn.
- Students write the words in their notebooks, then check in pairs.

#### Extension activity

Aim: to personalise the language

- Ask What's the weather like today?
- Students answer truthfully, e.g. Windy.
- They each draw a weather chart like this in their notebooks:

	12		
-			

- They write the five days of the school week along the top (starting with today) and then draw a symbol and write the word under today's day.
- Students complete the chart for each day.
- Check it with the class the following week.



 to present and practise future with going to + infinitive

Recycled language: actions and activities, days of the week, sunny

Materials: CD, 16 small pieces of card for each group of four students (eight in one colour, eight in another)

Language competences: Your students will be able to make predictions and talk about intentions.

#### Warm-up

Aim: to review days of the week

- Write the days of the week on the board with the letters in scrambled order.
- Students work in pairs to unscramble them. Elicit the words and write them on the board.
- Elicit what day it is and what the weather is like.

#### Presentation

Aim: to present future with going to + infinitive

- Elicit what students think the weather is going to be like at the weekend. Make clear that it is next weekend.
- Say, e.g. It's going to be sunny. Good. I'm going to play tennis on Saturday. I'm not going to come to school.
- Write the examples on the board, underlining (not) going to and the infinitive.
- Ask a student What are you going to do?
- Point to the structure on the board and help the student produce a correct sentence. Write it on the board and underline going to and the infinitive.
- Repeat, this time eliciting a negative sentence.
- Ask students Is this the past? Is this today? Is this the future? (The future).

# SB p107 Listen and draw lines.

Aim: to practise going to + infinitive for predictions

- Elicit the weather in each picture.
- Play the recording. Students listen and match.
- Check with the class.

#### CD3 Track 41

For tapescript see TB page 122.

Key: Monday – rainy, Tuesday – windy, Wednesday – foggy, Thursday – cloudy, Friday – sunny

# SB p107 Listen and say.

Aim: to focus students on grammatical form

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

- Students complete the Grammar focus section on page 127 of the Student's Book.
- Key: 1 going to phone, 2 not going to rain, 3 going to cook, 4 not going to have, 5 going to build

#### SB p107 Play the weather game.

#### Aim: to give students further practice

- Make groups of four. Give each group 16 pieces of card, eight of one colour and eight of another colour.
- Students make eight weather cards using one colour card: sunny, foggy, rainy, cloudy, windy, plus three more with, e.g. sun crossed out (it's not going to be sunny).
- Students make eight sports/hobbies cards, using the other colour, e.g. flying kite, playing football, tennis.
- Demonstrate the game. Students put the cards face down on their desks. They take turns to take one card of each colour, turn them over and make a sentence, e.g. if the cards are sun and tennis: It's going to be sunny tomorrow. I'm going to play tennis. They place the cards back on the desk. It's the next student's turn.
- Students get a point for each correct sentence.
  - WE p107 Look, read and tick (/) or correct the sentences.

Aim: to give students further proctice

Key: 2 . 3 foggy, 4 rainy, 5 windy

WB p107 Follow the lines and complete the sentences.

Aim: to consolidate understanding

Key: 2 I'm going to watch TV. 3 I'm going to play tennis.
4 I'm going to fly a kite, 5 I'm going to cook (dinner).

6 I'm going to stay in bed

6

W8 p107 Write about your week. Use I'm going to and I'm not going to.

Aim: to reinforce use of going to + infinitive and personalise the new language

#### Ending the lesson

Aim: to review the new language

Elicit what students are going to do at the weekend.

#### Extension activity

Aim: to give further practice with the new language

Students play the weather game in different groups.

- to review and extend going to + infinitive for intentions
- to sing a song with the class

New language: super, all through the night, cartoon

Recycled language: verbs, holiday activities Materials: CD

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

#### Warm-up

Aim: to review weather

- Draw the weather symbols on the board.
- Students write the words in their notebooks.
- Students swap with a partner and mark each other's work.
- Elicit the words and the spelling to check.

# 158 p108 Listen to the song. Number the pictures.

Aim: to practise listening skills

- Students look at the pictures in the Student's Book. Elicit what they can see.
- Check students know what to do: they number the pictures in the order they hear them.
- Play the recording. Students listen and number.
- They compare answers in pairs.
- Play the recording again.
- Check with the class. Check understanding of super, all through the night and cartoon.

Key: (from top to bottom) 7, 4, 1, 5, 6, 3, 2

#### 1 1 5B p108 Listen and sing.

#### Aim: to sing a song with the class

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



#### Aim: to practise going to

 Demonstrate the activity with the class, using the prompts.

- Check students realise they don't need and once the list is more than three items.
- Students play the chain game in groups of four.
- Check using open pairs.
  - WB p108 Remember the song. Put the lines in order.

Aim: to check comprehension

Thinking skill: sequencing

Key: 4.7. (1). 2.8.6.3.5

W8 p108 Write a verse for the song and draw pictures.

Aim: to personalise the language

#### Ending the lesson

Aim: to join in with a song

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

#### Extension activity

Aim: to consolidate understanding

- Play the karaoke version of the song.
- Groups perform the verses in turn with the class singing the chorus.



 to present and practise questions and answers with going to + infinitive

New language: nothing much

Recycled language: countries, actions and activities

#### Materials: CD

Language competences: Your students will be able to ask about intended events and actions in the future.

#### Warm-up

Aim: to review weather and going w

- Ask What's the weather like today? Students put the information in their charts (if they made them for the Extension activity in the first lesson of the unit).
- Elicit what the weather was like for the previous few days.
- Elicit what students think the weather is going to be like tomorrow.

#### Presentation

Aim: to present questions and answers with going to + infinitive

- Write After school on the board. Ask a student Are you going to have a Music lesson after school today?
- Write the question on the board and give the student thinking time.
- Prompt a response (a full or a short answer).
- Draw a double-headed arrow in colour under Are you to demonstrate the inversion of You are.
- Ask another student Are you going to go to the park?
- When the student responds, ask the class Is he/she going to go to the park?
- Write this question on the board with a similar doubleheaded arrow under Is he/she.

USB p109 Listen, read and write the names under the pictures.

#### Aim: to practise questions and answers with going to

- Elicit what students can see in the pictures.
- Read the activity instructions with the class.
- Play the recording. Students listen, read silently and label the pictures.
- They compare answers in pairs.
- Play the recording again. Check answers and understanding of vocabulary.

Key: Ruby, Oliver and James, Dylan, Lily

# 2 SB p109 Listen and say.

#### Aim: to focus students on grammatical form

- Read through the questions and answers with the class. Check understanding.
- Play the recording. Students listen and repeat in charus.
- Students take turns to practise the questions and answers in pairs.
- Students complete the Grammar focus section on page 127 of the Student's Book.

Key: 1 going to visit, 2 going to sleep, 3 going to help, 4 going to give, 5 going to have

#### 58 p109 Look and play the holiday game.

Aim: to give students further practice of questions and answers with going to

- Demonstrate the activity.
- One student secretly chooses a picture.
- The other student points to the pictures in turn and asks a question, e.g. Are you going to help in the garden?
- Students play the game in pairs, taking turns to choose and guess.

WB p109 Make questions. Then look and answer.

Aim: to consolidate understanding of word order in questions with going to + infinitive

Key: 2 Are you going to take photos? Yes, I am. 3 Are you going to go snorkelling? No. I'm not. 4 Are you going to listen to music? Yes. I am. 5 Are you going to read a book? Yes, I am. 6 Are you going to eat lots of food? Yes, I am.

NW8 p109 Answer the questions.

Aim: to give further practice with short answers

#### Ending the lesson

Aim: to review the new language

- Students close their Student's Books.
- They work in groups of four. They are Lilly, James, Ruby and Dylan. They take turns to ask each other What are you going to do in the holidays?
- Students reply in role, then check SB Activity 1.

#### Extension activity

Aim: to consolidate the language

 Students ask their partner the questions from WB Activity 2 and compare answers with their own.

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

Thinking skills: interpreting the values in a story

New language: finders, wrong, fool, amazing, perfect, friendship

Recycled language: characters and language from the story

#### Materials: CD

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

Your students will be able to act out a story.

# Warm-up

Aim: to review the story so far

- Write The Explorers on the board.
- Elicit what happened in the last episode, e.g. Ben and Lucy were in the model village. They visited lats of different countries and places. They found two more letters, N and D.
- Write all the missing letters on the board. Ask students if they can make a word.

# SB pp110-111 The treasure

#### Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (in the castle) and what Zelda and Horax are doing (going through a door).
- Play the recording. Students listen to answer Who's got the book? (Zelda and Horax) Who is Horax? (Mr Williams) What do Zelda and Horax think the missing word is? (Finders) Is it right? (No) What is the missing word? (Friends) What is the treasure? (A statue) What are Lucy and Ben going to do with it? (Take it to the museum).
- Students compare their ideas in pairs. Elicit answers.
- Play the recording again. Students listen and repeat.

#### Practice

#### Aim: to check understanding of the story

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

# 1 W8 p110 Remember the story. Write the words.

#### Aim: to check comprehension

Key: 2 message, 3 hear, 4 glasses, 5 finders, 6 friends, 7 treasure



IWB p110 Make words with the letters of friendship.

Aim: to practise problem solving and spelling

#### Thinking skill: lateral thinking

Key: (possible words): fish, shine, he, hen, his, her, ship, pen, pin, end

I WB p110 Use the code to make words. Ask your friends to guess.

Aim: to give further practice with problem solving

WB p110 Use the code to read more about the statue.

#### Aim: to practise decoding skills

Key: treasure of Tutov the third, ruler of Helpopolis. The statue is of his friend Phi, Phi saved Tutov's life. Phi died soon after.

# Ending the lesson

Aim: to practise the story

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

# **Extension activity**

Aim: to discuss the value of working together as a team

- Focus on what happens in the story.
- Elicit how Ben and Lucy worked together as a team in this episode and in the whole story. Ask students to find examples.
- Elicit examples of when students have worked as a team with friends, in class and at home.

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

T110

- to talk about the meaning of the story
- to review language from the story and the unit.
- to practise saying the sound er

New language: honest, open, whirl, twirl

Recycled language: language from the story Materials: CD

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

Phonics focus: Your students will be able to read and say the sound /3:/ and identify its different alternative spellings ur, ir, or, er, ear.

# Warm-up

Aim: to review the story

 Ask questions about the story, e.g. Where were Ben and Lucy? (In the castle) Who did they see? (Horax and Zelda) Who is Horax? (Mr Williams, the librarian) Who got the missing word right? (Ben and Lucy) What was the treasure? (A statue).

ISB p111 Use the code to find out what the statue says.

#### Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Review the meaning of friendship.
- Students work individually and decode the text, then compare their answers in pairs.
- Check with the class.
- Key: A statue of friendship, For friends that are true. Honest and open, And full of love too.

#### 🛐 SB p111 Find who says ...

Aim: to present the sound er. spelt er. or or ir

- Write perfect, word and first on the board, using a red pen for the letters in bold. Students listen while you say the words and tell you the sound they all have er.
- This English phoneme doesn't exist in many languages so you may need to help students learn the sound.
- Students repeat What a perfect end to an amazing adventure! after you. Note that the final syllable in adventure is unstressed, so the letters ure are pronounced /a/.
- Students find the speech bubble in the story (frame 8).
   Keu: Ben

# (1) SB p111 Listen and say.

Aim: to practise and identify the sound er and its alternative spellings

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

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

- Students point out where the sound er is spelt er, ir and ur.
- Repeat the sentence as a class without the recording. Say it loudly, slowly, etc.
- Students take turns to repeat in pairs.

Aim: to practise conversation sequences

Key: 1 It's wrong, you fool 2 go away

WB p111 Look and write er, ar, ur, or ir.

Aim: to practise identifying some alternative spellings of the sound er

Key: 2 birthday. 3 nurse, 4 Thursday, 5 perfect, 6 girl. 7 turtle, 8 Earth

WB p111 Listen and say.

Aim: to practise saying words with the sound er

#### Ending the lesson

Aim: to review and write words with the sound er

 Dictate the following words: person, birthday, Thursday, bird, circle, learn, early. They compare their spelling with a partner before checking as a class.

#### Extension activity

Aim: to encourage students' personal response to the story

- Review with students what happened in the whole story.
- Students work in pairs and try to summarise what happened in each episode in two sentences.
- Elicit their ideas and discuss as a class. Elicit which part of the story students liked best and which character was their favourite.

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#### Aim:

to practise reading and listening skills
 Skills:

- reading for specific information
- listening for specific information

Thinking skills: interpreting the values in a story

New language: It's not fair, architect, pony. stable, coat, pick up, hug, simple past of: drive, write, feed

Recycled language: countries, actions and activities, adjectives, language from the unit

#### Materials: CD

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

Your students will be able to listen for specific information.

Value: changing perceptions

# Warm-up

Aim: to activate students' knowledge and experience

- Elicit family words from students.
- Ask them if they go on holiday with their grandparents / to visit their grandparents.
- Ask students who visit their grandparents what they do there.
- Elicit if students' grandparents live near them or far away.

Think! 58 pp112-113 Look at the pictures and guess what the story is about.

Aim: to practise predicting content from clues

#### Thinking skill: prediction

- Focus the students on the pictures and check understanding of the labels.
- Write the words on the board.
- Students cover the story with a piece of paper. Elicit their ideas about the story.

# (1) SB pp112-113 Read and listen. Check your answers.

#### Aim: to practise listening and reading to confirm predictions

- Play the recording for students to listen, read and check their predictions.
- Elicit whose ideas were the closest to the content of the story.
- Check understanding of the story with the class.

- Check understanding of key vocabulary, e.g. It's not fair, architect, pony, stable, pick up, hug.
- Ask if any students in the class go riding.

#### WB p112 Read the story again and answer.

#### Aim: to practise reading for specific information

Key: 2 Because there is no television in the house, there are no children and it is boring. 3 She teaches him to ride. 4 Because he loves riding / he wants to stay with Grandma.

IWB p112 Read Sean's email to his friend. Write the words.

#### Aim: to practise close reading

Key: 2 holidays. 3 horse. 4 pony. 5 Africa. 6 week. 7 grandma/grandmother



IWE p112 What can we learn from the story? Colour the words.

Aim: to focus students on the value of changing one's perception

Thinking skill: interpreting the values in a story Key: It's good to try new things.

# Ending the lesson

#### Aim: to stimulate discussion

- Write Grandparents are boring on the board.
- Elicit what students think.
- Elicit what happened to Sean and how it was Sean who was boring and bored and not Grandma.

# **Extension** activity

Aim: to discuss the value of changing one's perception

- Focus on what happens to Sean in the story and how his experience changes his perception of Grandma and life on the farm.
- Elicit why this value of changing one's perception (and keeping an open mind) is important and elicit examples of times when this has happened to the students.

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

T112

to practise reading, speaking and writing skills Skills:

- reading for detail
- talking about pictures
- writing about differences

Recycled language: language from the story, adjectives, clothes

#### Materials: CD

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

Your students will be able to talk about pictures. Your students will be able to write about the differences between pictures.

#### Warm-up

Aim: to review the story and the values

 Elicit the main points of the story and what the value was.

#### 58 p113 Complete the sentences.

Aim: to give students practice in reading for detail

- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do. Do the first one as an example.
- Students work individually and then compare answers in pairs.
- Check with the class.
- Key: 1 to Africa, 2 text message, 3 the horse and the pony, 4 fed the horses and brushed their coats. 5 to pick him up; 6 say goodbye to Grandma

#### SB p113 How many correct sentences can you say?

#### Aim: to practise different sentence structures

- Read the activity instructions with the class and check. understanding.
- Students work in pairs.
- They take turns. One student says a sentence. The other says if it is correct (factually and grammatically).
- Go around the class and monitor pairs as they are working.
- Elicit sentences to check at the end of the activity.
- Key: (sample answers): Sean went to his grandma's farm. Sean went to stay with his grandma. Sean went to the stables with grandma. Sean loved riding. Sean

said goodbye to his parents. Sean wanted to stay with his grandma. Sean wrote a text message to his parents. Sean watched Grandma feed the horse. Sean didn't want to stay with his grandma.



#### WB p113 Find six differences. Then compare with a friend.

Aim: to practise speaking skills and language of description

Key: See Activity 2.



WE p113 Write sentences about the differences in Activity 1.

#### Aim: to consolidate understanding

Key: In picture A the girl has got an umbrella. In picture B she hasn't got an umbrella.

In picture A the girl has got some corrots. In picture B she hasn't got any carrots.

In picture A there are five horses. In picture B there are four horses.

In picture A there are three clouds. In picture B there are two clouds.

In picture A there is a stable. In picture B there isn't a stable.

# Ending the lesson

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

- Elicit from different students which part(s) of the story about Sean they liked best.
- Ask them why.
- Elicit how they could/would change the story.

# Extension activity

Aim: to encourage personalisation

- Students write their own story with the title Holidays with Grandma.
- First they write ideas on a word map.
- Then they write a draft.
- Then they write a final version in their notebooks or on a computer.
- Check their work at each stage and help with ideas as well as giving feedback on their language.
- Students swap and read each other's stories.





 to integrate other areas of the curriculum through English: Geography

New language: Northern, Southern, hemisphere, Equator, season, spring, summer, autumn, winter, Malaysia, New Zealand, wet season, dry season

Recycled language: months, countries

Materials: CD, world map (Optional: reference books, access to the Internet, poster paper)

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

#### Warm-up

Aim: to introduce the topic

- Focus students on the world map.
- Ask a student to point to their country on the map.
- Say the name of a known country in the opposite hemisphere.
- A student goes and points to it.
- Elicit what season it is now in the student's country.
- Elicit if it is the same season in the other country (the one in the other hemisphere).
- Tell students they are going to learn about seasons and different halves of the world (hemispheres).

# 5B p114 Read and answer.

Aim: to extend students' understanding of Geography

- Read the introduction to the class.
- Students talk about the answers to the four questions in pairs.
- Elicit their ideas and discuss as a class.

SB p114 Listen, read and write Japan. Malaysia or New Zealand.

Aim: to extend students' understanding of seasons and hemispheres

- Check/Pre-teach seasons.
- Check students know what to do.
- Play the recording. Students listen, read silently and write the names of the countries below the pictures at the bottom of the page.
- They compare answers in pairs. Check with the class.
- Read the text aloud, pausing after each sentence to check general understanding and understanding/ pronunciation of new words.

Key: Japan, New Zealand. Malaysia

1 WB p114 Look and number the countries.

Aim: to review understanding of hemispheres and Geography

- Key: Argentina 9, Australia 10, Brazil 7, Chile 8, China – 4, Egypt – 5, India – 6, Spain – 2, Turkey – 3
- 1 W8 p114 Look at the key and colour the months for your country.

Aim: to check understanding of key concepts

IWB p114 Complete the sentences about yourself. Use like or don't like.

Aim: to enable students to make a personal response

#### Ending the lesson

Aim: to review what students have learnt in the lesson

- Write the following prompt on the board: Today I've learnt about:
- Elicit from students what they learnt about today.
   e.g. the two hemispheres of the world, names of different countries in the hemispheres and how the seasons are different in the two hemispheres.
- Write it on the board. Students copy it into their notebooks.

#### **Extension activity**

Aim: to enable students to consolidate their knowledge and understanding

- Students work in pairs. They choose two countries they know little about, one in the Northern hemisphere and one in the Southern hemisphere.
- They find out about the seasons in these countries and what the weather is like in the different seasons. They use reference books and/or the Internet.
- They write the information on a poster and find pictures of the countries to stick around the text.
- Students display their posters in the classroom.



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

New language: spin (v), axis, orbit, sunlight, top, bottom, planet, bonfires, snow (n)

Recycled language: Geography, seasons and hemispheres, countries

Materials: reference books, access to the Internet, poster paper, coloured pens

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

Your students will be able to complete a project.

#### Warm-up

Aim: to review seasons and hemispheres

- Elicit what students remember about the previous lesson.
- Write hemisphere on the board to help them.
- Elicit the names of some countries in the Northern and Southern hemispheres.

58 p115 Why is it winter in London Think when it's summer in Rio de Janeiro? Read and number.

Aim: to enable students to build on their knowledge and experience

#### Thinking skill: logical thinking

- Pre-teach spin, axis, orbit, top, bottom, sunlight.
- Read the activity instructions with the class. Check students know what to do.
- Students read the text silently and number the pictures.
- They compare answers in pairs.
- Check and discuss answers.

Key: Because London and Rio de Janeiro are in different hemispheres; 2, 3, 1, 4

Project \$58 p115 Write about seasons around the world. Complete the table for England.

Aim: to enable students to follow instructions

- Tell students what they are going to do for the project.
- Read through the instructions with the class before giving them the materials. Check they know what to do.
- Tell students they can use reference books and/or the Internet.
- Go around the class and monitor students as they are working.

- Check each student's work after they have completed the table and before they go on to the next part of the project.
- Early finishers can help students who are still working.
- Discuss and compare the information students found out in part 3 of the project.

Keu: June - August, winter



Aim: to give students further practice with the vocabulary of the topic

Key: 2 axis, 3 spin, 4 horizontal line, 5 vertical line

WB p115 Read and write t (true) or f (false).

Aim: to check understanding

Key: 2 f. 3 t. 4 f

WB p115 Look and tick (/) the things people do in winter in your country.

Aim: to personalise the topic

WB p115 Write about summer in your country. Think about these questions.

Aim: to activate students' knowledge and experience

#### Ending the lesson

Aim: to review what students have done in the lesson

- Write the following prompt on the board: Today I've ...
- Elicit what students did in the lesson today, e.g. learnt more about the two hemispheres and why there are different seasons, and completed a project about different countries.
- Write it on the board. Students copy it into their notebooks.

# Extension activity

Aim: to develop writing and reflective skills

- Talk through with the class what they did for the project, e.g. First you ... Then you ...
- Individually, students make notes on what they did and the sequence they did it in.
- Students then each write a report of each part of the project and of what surprised them in their research.
- Monitor and help as necessary.

- to consolidate language from the unit
- to develop interactive speaking skills
- to develop reading and writing skills

New language: Canada, the USA

Recycled language: language from the unit

#### Materials: CD

Language competences: Your students will be able to plan and take part in a group discussion.

#### Warm-up

Aim: to review vocabulary for the weather

- Students work in pairs. They use the book flap to review the weather words on SB page 106.
- They close the flap so that they cannot see the words.
- They take turns to point at the numbered items in the picture and say what each one is. They do this in random number order.
- Students open the flap to check.

#### 1) 58 p116 Work in pairs. Read the role card.

Aim: to prepare and plan for a role play

- Tell students they are going to do a short play to plan their holidays.
- Read through the information on the role card with the class.
- Check students know what they are going to do.

#### 58 p116 Plan your holiday.

#### Aim: to practise speaking and negotiating

- Elicit full examples of the Useful language and demonstrate several possible exchanges.
- Make sure pairs know what to do and what language they need to use.
- Pairs discuss and plan their holiday according to the information on the role card.
- Go around the class and monitor students as they are doing their planning.

# 5B p116 Work in groups.

#### Aim: to give students further practice with speaking

- Make groups of four (two pairs).
- Demonstrate the activity using the prompts.
- Pairs ask and answer and exchange information about their holidays.
- Groups report back to the class. One pair says where the other pair is going and what they are going to do.

UNB p116 Put the dialogue in order. Then listen and check.

Aim: to practise listening for specific information Key: 8, 3, (1), 9, 4, 2, 6, 7, 5



IWB p116 Look and write a dialogue. Use language from Activity 1.

Aim: to give students writing practice

# Ending the lesson

Aim: to review language from the lesson

- Review with students all the different places they decided to visit and all the things they decided to do in SB Activity 2.
- Take a class vote on the best holiday idea.

# **Extension activity**

Aim: to consolidate writing skills

- Students write about their holiday plans from SB Activity 2 and about the holiday plans of the pair they worked with in SB Activity 3.
- Monitor the class and check they are using going to to write about their plans.



to consolidate language from the unit

New language: Wales

Recycled language: language from the unit, scrapbook, postcard

Materials: students' scrapbooks

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

# Warm-up

Aim: to review holiday activities

- Clap twice with the class and say It's holiday time!
- Clap twice and a student calls out a relevant word/ phrase, e.g. Sunny.
- Clap twice and the next student calls out a different word/phrase connected with holidays, e.g. Swimming in the sea.
- Continue around the class.

# SB p117 Make a mind map about holidays.

Aim: to give students practice with graphic organisers

- Look at the mind map with the class.
- Check they understand how it works. Talk through the different strands.
- Students use this as a model for their own mind maps.
- Tell them that they should make it personal. It should include things they like to do.
- Students create their mind maps in their notebooks.
- Monitor students to help with ideas if necessary and check their work.

#### 58 p117 Imagine you are on holiday now. Write your ideas.

Aim: to give students drafting practice

- Check students know what to do and that they have to imagine they are on holiday now (that they are in the middle of their holiday).
- Studen i make notes about their holiday in answer to the questions.
- Moni students and check their work.

# SB p117 Write a postcard about your holiday.

Aim: to give students writing practice

- Read through the postcard with students.
- Check understanding and focus students on the organisation of the information.
- Remind students that this is a model for their postcards and that they should use some of the phrases in their own writing.

- Students write drafts of their postcards in their notebooks, using the information from SB Activity 2.
- Go around the class and check their work.
- When you have checked their drafts, students write a final version of their postcard in their scrapbooks.



#### WB p117 Write the words in four groups.

#### Aim: to practise classification

Key: 1 foggy, thunderstorm, rainy, 2 Australia, Brazil, Argentina, 3 raincoat, hat, boots, 4 Spain, Canada, China

#### W8 p117 Look at Activity 1. Number the topics to match the groups.

#### Aim: to review word families

- Keu: 3 Clothes, 1 Weather, 2 Southern hemisphere, 4 Northern hemisphere
- WB p117 Look and draw lines to make sentences.

Aim: to review grammatical form

Key: 2 I am going to phone you tonight. 3 Is it going to rain tomorrow? 4 Are you going to send me a postcard?

# Ending the lesson

Aim: to enable students to express their preferences

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

# My Super Mind

Aim: to enable students to evaluate what they have learnt

- Students turn to the My Super Mind self-evaluation activity on page 120 of the Workbook.
- They think about the unit and individually complete the My Super Mind section for Holiday plans.
- Then they tell a friend what they liked and didn't like.

# Extension activity

Aim: to review key vocabulary from the book

- Students work in pairs.
- They choose one of the units and review the vocabulary on the first page of the unit.
- Students take turns to point at the numbered items in the picture and say what each one is. They do this in random number order. They then write the words in their notebooks.
- Students open the flap to check.

# Tapescript

# Meet The Explorers

CD1 Track O3 Student's Book p4, Act. 2

Ben: The book's in this castle.
Lucy: Let's find it!
Ben: Let's go upstairs. Let me see. Rooms 21-50. Where shall we start?
Lucy: Downstairs? Really?
Lucy: Of course. Look - a cellar. That's where we want to go. Come on. Buster! Let's go.
Ben: Are you sure. Lucy? I think ...
Lucy: Let's go. We don't have much time.

# 1 Our school

CD1 Track 14

Student's Book p10, Act. 2 Lucy: Right. What have we got today? Ben: Mmm. Let me see. English and Geography before lunch. Music. I.T. and History after lunch.

Lucy: Ah, that's great. History's my favourite subject. Do you like it?

Ben: Ves. but my favourite subject is RE. I'd love to have RE, every day.

Lucy: But let's forget school for a minute. We've got to try and find a way to solve the puzzle in the book. I just don't understand it.

Ben: I think we need help. Let's ask our Maths teacher. He's good at puzzles.

Lucy: Mr Benson? No. He's always so busy. I've got an idea. Ben: What? Lucy: Let's go to the library. Ben: To the library? Lucy: Yes, Mr Williams the librarian is

nice. And he's clever. Ben: OK. let's go and ask him.

# CD1 Track 18

Student's Book p13, Act. 1

Linda: Hi, are you new here? Daniel: Yes, I am, Linda: What's your name? Daniel: I'm Daniel, And you? Linda: I'm Linda. In our school you have to wear school uniform. Daniel: Yes, I can see that. Teacher: Hello. Are you the new student? Daniel: Yes, I'm Daniel. Teacher: Welcome, Daniel. Come with me. Daniel, just two things. You have to arrive at school before nine o'clock. And you have to read a book every week. Daniet Yes, Sir.

CD1 Track 23 Workbook p15, Act. 2 A.B.C.D.E.F.G.H.I.J.K.L.M.N.G.P.Q. R.S.T.U.V.W.X.Y.Z

# CD1 Track 26

Workbook p17, Act. 1 Woman: Can you see the girl?

Boy: Yes, I can. She's daydreaming.
Woman: That's right. What's she dreaming of?
Boy: A dragon. In her dream, she's sitting on a dragon, and the dragon's fluing.

Woman: That's right. Colour the dragon black.

Boy: OK.

Mar: Can you see the black dragon? This is an example, Now you listen, colour and write.

Narrator: 1

Woman: Now, do you want to colour something?

Boy: Ves. please. Can I colour the butterfly?

Woman: The one in the poster? CK. What colour?

Boy: Vellow's my favourite.

Woman: OK, that's a good colour for the butterfly, then.

Narrator:2

Woman: Now, would you like to write something for me?

Boyr What? A word?

Woman: Yes. Can you see the clock on the wall?

Boy: Behind the girl?

Woman: That's right. Can you write the word 'clock' below it? Boy: OK. I'm writing that now.

Narrator: 3

Woman: Can you see the girls notebook? Boy: Yes, There's a circle and a triangle in it. Woman: That's right. Boy: Can I colour the triangle? Woman: Yes, Good idea, Boy: What colour? Woman: Red. Boy: Fine, Narrator: 4

Woman: Now, can you see the photos?
Boy: Which ones?
Woman: The photos on the teacher's desk.
Boy: Oh yes. What do you want me to do with them? Colour them both?
Woman: No, not both of them. Can you see the boy at the piano?
Boy: Yes.
Woman: Colour the piano quickly.

Boy: What colour? Woman: You choose. Boy: CK. I'm doing it brown.

Narrator: 5 Woman: OK, one last thing now. What can we do? Boy: I can colour the pencil sharpener.

The one by the pencil case,

Woman: Ves, colour that pencil sharpener green, please.

Boy: OK. that's all.

Woman: Yes. Well done! The picture looks great now!

Narrator: Now listen to it again.

# CD1 Track 27

Student's Book p18, Act. 1

- 1 [Sound of recorder playing]
- 2 [Sound of triangle playing]
- 3 [Sound of flute playing] B [Sound of plano playing]
- 4 [Sound of piano playing] 5 [Sound of drum playing]
- 6 [Sound of guitar playing]

# 2 The picnic

CD1 Track 29 Student's Book p22, Act. 2 Ben: We have to find a pool somewhere near the vilage. Lucy: But where? Ben: I'm not sure, but I'm hungry. Let's stop and have a picnic. Lucy: Good idea.

Ben: Lucy, would you like some lemonade?
Lucy: No. thanks. I don't like lemonade.
Ben: How about some water?
Lucy: Ves. please,
Ben: Here you are. Here's a bottle of water.
Ben: Wow! I'm really hungry.
Lucy: Would you like some cheese?
Ben: Yes, I'd love some cheese.
Ben: What's the matter with Buster?
Lucy: Buster! Buster!

#### CD1 Track 34 Student's Book p25, Act. 1

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Student's book p23, Act. 1
Boy: Let's make some soup.
Girl: OK!
Boy: Shall we put some carrots in the soup?
Girl: Good idea.
Boy: How about some tomatoes?
Girl: No. I don't like tomatoes?
Girl: No. I don't like tomatoes?
Boy: Ves, I love potatoes?
Boy: Use, I love potatoes.
Girl: And how about some onions?
Boy: Onions? Yes. I like onions.
Girl: Carrots, potatoes and onions.
Boy: Delicious!

# CD1 Track 39 Workbook p27, Act. 2

I spy with my little eye, something beginning with B. It's a bike. I spy with my little eye, something beginning with K. It's a kite. I spy with my little eye, something beginning with F. It's a fish. I spy with my little eye, something beginning with R. It's a rabbit. I spy with my little eye, something beginning with 5. It's a sandwich. I spy with my little eye, something beginning with W. It's a window. I spy with my little eye, something beginning with P. It's a pionic. I spy with my little eye, something beginning with L It's an ice cream.

# CD1 Track 40

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#### Student's Book p28, Act. 1

Interviewer: So. Lisa. can you tell me about lunch at your school?

Lisa: Yes, of course, Lunch starts at 12 o'clock. There's a bell to tell us when it's time.

Interviewer: And where do you eat? Lisa: We all eat in the school hall. Interviewer: What? All the children eat at the same time?

Lisa: No. The children who have sandwiches eat first.

Interviewer: So some children bring sandwiches from home. Lisa: That's right. And they eat first. When they finish, they go and play and then the children who have school meals come and eat.

Interviewer: And what kind of food do you have for school lunches?

Lisa: Well, chicken, peas and chips is my favourite. But sometimes we have soup or pizzas. Things like that.

Interviewer: What about ice cream?

Lisa: Oh yes, There's always pudding, I usually have cake.

Interviewer: Do you always have school lunches?

Lisa: Most of the time, but on Wednesdays I have sandwiches.

Interviewer: And what do you do after lunch?

Lisa: We play outside. But then at one o'clock the lunch hour finishes and we go inside for lessons.

Interviewer: Thank you, Lisa. That was very helpful.

Lisa: You're welcome.

# CD1 Track 41 Workbook p29, Act. 1

Hi, I'm Teresa, I'm from Argentina, In my family we don't have lunch together during the week, but we always have a big dinner. We eat salads, vegetables and meat. We usually start our dinner around eight o'clock,

Hello. My name's Chuck, and I'm from New York in the United States. In my family nobody is at home for lunch. My parents both work, and I have lunch at school. We usually start dinner at seven. Tike it when we are all together and talk about the day. My mom sometimes travels to other cities for work. Then I have dinner with just my dad. My favourite food is pizza.

H. I'm Carlos from Mexico, During the week, we start our dinner at eight, but at the weekends we start later at ten o'clock. My favourite dinner is beans with rice, and I love avocados and nachos. Nachos are corn chips, and they are very, very good.

# **3 Daily tasks**

CD1 Track 45 Student's Book p34, Act. 2 Boy: How is your dog. Thunder? Ben: You mean Buster? He's feeling a lot. better, thanks.

- Boy: Can I take Buster for a walk?
- Lucy: Yes, of course,
- Boy: Can I also feed him?
- Ben: Yes, sure. He likes sausages.
- Woman: Lucy, can you help me with the cooking?
- Lucy: Ves. of course. I like cooking. Ben can do the washing up.
- Ben: I don't like washing up. but I can help you.
- Woman: CK. come on, my helpers.
- Lucy: And remember, the clue talks about 'helping hands'. Maybe this is the way to find it. Ben.

# CD1 Track 47

#### Workbook p35, Act. 1

- It's ten o'clock.
- 2 It's half past six.
- 3 It's quarter to four.
- 4 It's quarter past eight.
- 5 It's half past eleven.
- 6 It's quarter to nine.

#### CD1 Track 50 Student's Book p37, Act. 1

- Interviewer: Hello, Amy. Can I ask you a few questions about jobs you do at home after school?
- Amy Yes, of course you can.
- interviewer: What things do you do to help your mum and dad?
- Arry: I always take the dog for a walk at quarter to six, I do that on Monday. Tuesday, Wednesday, Thursday and Friday, I love my dog!
- Interviewer: What about your homework? When do you do it?
- Amy: I usually do it before dinner at quarter past five on Mondays. Tuesdays. Thursdays and Fridays. But on Wednesdays I have a piano lesson, so I do my homework after dinner.
- Interviewer: Do you help your mum and dad with the washing up?
- Arry: Sometimes, I have to do the washing up on Tuesdays and Thursdays, I really don't like washing up!
- Interviewer: And one last question. What time do you go to bed? Amy: I go to bed at eight o'clock every day. I never go to bed after eight.

# 4 Around town

CD2 Track O9 Student's Book p46, Act. 2 Lucy: The book says go to a high place in town. Ben: A high place. Where can that be? Lucy Look! What about the tower? Ben: The tower? Good idea, How do we get there? Lucy: Let's ask. Look. there's a woman. Ben: Excuse me, Where is the tower? Zeida: Ah, You want to go to the tower? That's easy, it's between the school and the café on the square. Ben and Lucy: And where's the square? Zelda: Look at this map. Here it is, Ben: Oh yes, Thank you. Zelda: You're welcome.

#### CD2 Track 14

#### Student's Book p49, Act. 1 Narrator: 1

Jessica: Hi, Ryan, Let's go to the music shop!

Ryan Sorry, Jessica. I am going to the library to get a book.

#### Narrator: 2

Robert: Hannah? Can you help me? Hannah: Oh. I'm sorry, I can't. I'm going to the sports centre to play basketball.

#### Narrator: 3

Joseph: Oh. Olivia. Where are you going?

Olivia: To the shop to buy some bread.

# Narrator: 4

Isabella: Where are you going: William? To the library?

William No. I'm not. I'm going to a friend's house to listen to music.

# CD2 Track 19

#### Workbook p51, Act. 2

- 1 Girl: How do you spell "rain? Boy: R - A - I - N
- 2 Girt How do you spell 'frog? Boy: F - R - O - G
- 3 Girt How do you spell 'market'? Boy: M - A - R - K - E - T
- 4 Girl: How do you spell 'park'? Boy: P - A - R - K
- 5 Girl: How do you spell write? Boy: W = R = I = T = E
- 6 Girl: How do you spell 'Art'? Boy: A - R - T
- 7 Girt How do you spell 'hurry'? Boy: H - U - Double R - Y

#### CD2 Track 21

Workbook p52, Act. 1

Woman Hello, Sandra,

Sandra: Hi. Ms Butler, When is dinner?

Woman At seven. Do you all like pizza?

Sandra: Yes, we do.

Woman: What are your friends doing? Are they looking for something?

Sandra: Ues, we are all looking for a key. Woman: Can you tell me your friends' names?

Sandra: Ves. of course. The boy below the tree is Ben.

Woman: And the girl near the bikes with the hat?

Sandra: That's Christine,

Woman: And the girl in front of the tent on the right?

Sandra: That's Hannah.

Woman: And who is the boy opposite her?

Sandra: That's Mike. And the boy behind the tent on the right is William.

Woman: OK. And who is the girl between the tents? Sandra: That's Olivia.

Woman: See you at seven, Sandra: Ves. Ms Butler.

outional, sealing out

#### CD2 Track 22

#### Student's Book p53, Act. 1

Interviewer: Hi. Millie. How are you today?

Millie: I'm fine, thanks,

Interviewer: And where are you going? Millie: I'm going to the playground with my pet K-Rex. We're going to play on the swings.

Interviewer: Well, have fun. Bue.

Interviewer: Hey. Chuck.

Chuck: Oh hi.

Interviewer: Are you going to school? Chuck: No. There's no school today. It's

Saturday,

Interviewer: Of course, So where are you going?

Chuck: I'm going to the zoo to see the new baby dinosaur they've got there. Do you want to come?

Interviewer: Thanks, but I can't. See you,

Chuck: See you,

Interviewer: Hello, Amanda,

Amanda: Hello,

Interviewer: Are you in a hurry? Amanda: Yes. 1 am. I'm going to the library to get a book, but it closes in five minutes. Interviewer: OK, Good luck, Amanda: Thanks, Bue,

Interviewer: Hi, Barney. Barney: Helio, Sorry but I can't stop. Interviewer: Oh, are you going to the library too? Barney: No. I'm going to the bank to get some money. Interviewer: OK, Talk to you later. Bye.

Barney: Bye,

# 5 Under the sea

CD2 Track 26

Student's Book p58, Act. 2

Ben: Wow! Look - a dolphin. And over there, a turtle, Wow!

Lucy: It's beautiful.

Ben: I love the sea.

Lucy: But are you sure this is where the next letter is?

Ben: The clue says we have to dive down and get wet.

Lucy: But the sea's so big. The letter could be anywhere.

Ben: I'm not so sure. That octopus locks clever. Let's follow it!

Lucy: Ah. It does look clever, I think you're right.

Ben: What about Horax and Zelda?

Lucy: Don't worry. They don't know we're here. And don't forget that Buster is looking after our boat. So nothing can happen to us.

#### CD2 Track 31

Student's Book p61, Act. 1

Interviewer: Sue, where were you at three o'clock?

Sue: I was on the beach.

Interviewer: And you. Bob? Were you on the beach?

Bob: No, I was in the sea.

Interviewer: And where were you, Jane? Jane: I was on a boat.

Interviewer: Were you on the boat, Tim? Tim: No. I was on the beach with Sce.

Interviewer: And where was Emma? Was she on the beach?

Bob: No. she wasn't. She was with me. We were in the sea

CD2 Track 38 Workbook p64, Act. 1 Woman: Hello, Saily. Tell me about the story. Sally: Well, there are two children. Woman: What are their names? Sally: They are Christine and Ryan. Woman: Where do they live? Sally: On their parents' farms. Woman: Are the farms in Britain? Sally: No, they are in Ireland. Woman: So what happens?

Sally: One day they find a bird in a net. Woman: In a net?

- Sally: Ves, they find the bird in a net on the beach. First they don't know what sort of bird it is. But then Christine's dad tells them that it is a puffin.
- Woman: A puffin. What colour are they?
- Sally: They are black and white, with orange legs, and they have orange and black bills.

Woman What do they eat?

Sally: Their favourite food is fish. So Christine and Ryan feed the little bird. But one day it isn't there any more.

Woman: Oh. do they ever see it again? Sally: They do. Next year there are three puffins near their farm.

#### CD2 Track 39

Student's Book p66, Act. 1 1 Spots. 2 Vertical stripes. 3 Horizontal stripes. 4 Diagonal stripes. 5 Spiral

# 6 Gadgets

CD2 Track 42 Student's Book p70, Act. 2

Ben: The next letter is in the caves. We have to get a torch.
Lucy: Right, What else do we need?
Ben: A mobile phone or a laptop?
Lucy: No, I know what. Let's buy two walkie-talkies.
Ben: Good idea!
Assistant: Hello. Can I help you?
Ben: Yes, We'd like some walkie-talkies.
Assistant: How about these blue ones? They're £20.
Lucy: Wow! What about those red ones?
Assistant: They're £12.

Ben: Great. We also need another torch.

Assistant: Sure, How about this one here? It's a very nice torch, It's only £8.

Ben: OK. That's fine. Assistant: That's £20. please. Mr Williams: Hi. kids, What are you buying?

Lucy: Oh. hi. Mr Williams. We're buying a torch and some walkie-talkies. We're going to the caves.

Mr Williams: That's exciting. Hope you have a good time.

Lucy: Thanks, See you,

#### CD3 Track O5 Workbook p76, Act. 1

Jenny: Hi, I'm Jenny, My favourite gadget is my bike. It was my birthday present last year. My old bike was very small. This bike is bigger. It's black. It's the most beautiful bike in the world. Hove my bike, I go everywhere on it.

Tim My name's Tim. My favourite gadget is my games console. It was a present from my dad for washing his car for a year. My old games console was very slow and it was only for one person. Two people can play with my new one and it's much faster too.

Olivia: Helio. I'm Olivia. My favourite gadget is my mobile phone. It was a present from Mum and Dad when I was ten. It's really cool. You can take photos with it and you can listen to music on it. too.

# CD3 Track O6

Student's Book p77, Act. 2

Boy: Have you got everything for our adventure trip tomorrow. Sara? Girt Yes.

Boy Let's check.

Girl: OK. I've got a compass and a torch.

Boy Good. What about the camera?

Girt Ves. I've got the camera. And I've got a watch and some sunglasses. That's everything.

Boy: Was it very expensive?

Girt It was quite expensive. The watch was £15. The compass was £2.

Boy: \$2 - that's cheap.

Girt Ves. but the torch was £17. The camera was £50 and the ... What else was there?

Boy: The sunglasses?

Girt Ves. the sunglasses. They were very cheap. Only £5.

Boy: Excellent. I'm ready for an adventure. I'm really excited.

Girl: But, there's only one problem.

Boy: What's that? Girt I can't go with you. I haven't got any money left!

CD3 Track O7

Student's Book p77, Act. 3 The dialogue on Track O6 is repeated.

# 7 In the hospital

CD3 Track 11

Student's Book p82, Act. 2

Ben: l've just got a message. My grandpa is ill.

Lucy: What's the matter?

Ben: I don't know, but it's more than just a headache or cold. He's in hospital!

Lucy: Oh no! Let's go there immediately! Ben: Yes, The last clues can wait.

Lucy: Excuse me, nurse. We've got a message,

Ben: It says my grandpa's in hospital. He's in room 209.

Nurse: 209 is upstairs.

Ben: Thanks, Is there a lift?

Nurse: Wes, it's over there,

Lucy: Thanks.

Nurse: That's all right. Thope your grandpa gets better soon. Doctor: Come with me. The room is upstairs.

Ben Thanks. Doctor, Let's take the lift!

# CD3 Track 15

Student's Book p85, Act. 1 Narrator:

Last Friday, Lily the folly monster woke up at half past eight. She felt awful. She had a terrible stomach-ache. She went to the hospital. The doctor gave her a pink, a red and a blue pil. Lily said. 'Can I have a folly? I really don't like pils!'

'I'm sorry,' the doctor said, 'No lolly for you!'

# CD3 Track 20

Workbook p87, Act. 2

liked, played, jumped, landed, shouted, smiled, wanted, listened, looked

# 8 Around the world

CD3 Track 26 Student's Book p94, Act. 2 Lucy: 'Stay at home but travel far' - I'm sure this is the right place.

- Ben: Yes, Lucy. The model of the world in the park. Good thinking.
- Assistant: Next.

Ben: Two tickets for the park, please, Assistant: That's £4.

Lucy: Here you are, £5,

Assistant: Thank you, your tickets and your change. Enjoy the model village.

Ben: Thanks.

Lucy: Come on Ben. Which country do you want to visit first?

Ben: I don't know. It's so difficult to choose, Look. Id like to go to all these countries: Mexico, Egypt, Argentina, Chile, Turkey, Brazil, Spain, Ah. I know what. Hove football so let's go to Brazil first, Race you.

Lucy: What colour is the flag?

Ben: It's green. yellow and blue.

Lucy: Oh yes! The first person there is the winner.

# CD3 Track 36

#### Student's Book p100, Act. 1

Man: Can I see your photo? Girt Yes. It's me and my friends in Equpt. Man: When did you go there? Girt Last summer, It was a school trip, Man: So who are all these people? Are they your friends? Girl: Yes. This one here is Daisu. Man: The girl with the book? Girl: Yes. She's my best friend. And the boy here, riding the camel - that's Jack, He's Daisy's brother, Man: And who is this boy - the one with the ice cream? Girt Let me see. That's Fred. Fred's eating the ice cream. Man: And what about this girl? She's

looking at something.

Girt That's Vicky. She's reading a map.

Man: I see. Of course, it's a map,

Girt And then there's Paul. He's buying a statue. He loves shopping. He spent lots of money in Egypt.

Man: And what about this boy with the camera?

Girl: That's Peter.

Man: And finally, this girl here.

Girl: That's Mary. She's drinking some water.

Man: So did you have a good time? Girl: Good? It was fantastic! Would you

like to see some more photos? Man: I'd love to.

#### CD3 Track 37

#### Workbook p101. Act. 1

Thomas: Lily. I am so happy that you're back. Where did you go?

Lily: First I went back many thousands of years to a beach.

Thomas: Do you know where it was? Lify: I'm not sure, but I think it was in South Africa. The people were small and their skin was brown.

Thomas: What did you do next?

Lify: Well. I clickn't take any food with me, so I was very hungry. I showed the people that I was hungry.

Thomas: Did they give you some food? Lilu: Yes, some fish.

- Thomas: Did they cook the fish?
- Lily: No, they didn't. There was no fire.
- Thomas: And you ate it?

Lily: Ses. I did.

Thomas: Did you have stomach-ache later?

Lily: No. The fish was very good. And the beach was very clean. No bottles, no cans, no plastic.

Thomas: How long did you stay there?

- Lily: Only for one or two hours.
- Thomas: And where did you go then?
- Lily: I'm tired, Thomas. Can I tell you later?
- Thomas: Ses. of course,

# 9 Holiday plans

CD3 Track 40

Student's Book p106, Act. 2

- Lucy: It's so rainy, It's lucky we're wearing our boots and raincoats.
- Ben: Yes, but I'm not so sure the umbrella was a very good idea. It's too windy.
- Lucy: And I don't really like that lightning. I'm a bit scared of thunderstorms.
- Ben: Don't worry. We're nearly at the castle now.
- Lucy: Are you sure the castle is the right place to go?
- Ben: Well, it's where our adventure started.
- Lucy: So it might be where it ends.
- Ben: Yes, We haven't got the book now, so I can't be sure.
- Lucy: But we've got all the letters.
- Ben: Yes, so let's see if we can find an answer to the puzzle.

#### CD3 Track 41

#### Student's Book p107, Act. 1

- A: What's the weather going to be like on Monday?
- B: It's going to be rainy.
- A: And what's the weather going to be like on Tuesday?
- B: It's going to be windy.
- A: What's the weather going to be like on Wednesday?
- B: Well, it's not going to be windy, it's going to be foggy.
- A: And what's the weather going to be like on Thursday?
- B: Well, it's not going to be foggy, it's going to be cloudy.
- A: And on Friday?
- B: On Friday, it's going to be sunny.
- A: Hurray! I'm going to play in the garden all day.

# Kathryn Escribano



reacher's Resource Book 3

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# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 3. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

# What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 3 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory unit: Meet the Explorers. In addition, there are four worksheets for each main unit in Level 3:

Worksheet 1: This worksheet facuses on the key vacabulary presented on the opening page of each unit in the Student's Book. The vacabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

Worksheet 2: This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is detailed at the start of the teacher's notes.

Worksheet 3: This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is detailed at the start of the teacher's notes.

Worksheet 4: This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit of the Student's Book).

# How can the worksheets be used?

The worksheets can be used in a number of ways:

The first three worksheets in each unit have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

 The fourth worksheet in each unit (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. These worksheets include games and craft activities.
 Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

# What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the progress tests) are designed to be used without an audio accompaniment.

In some of the notes, there are references to wellknown traditional games and activities which are described in more detail below.

Noughts and crosses Students play in pairs: one is 'noughts' (O) and one is 'crosses' (X). They draw a 3 x 3 grid and write a topic word in each of the nine squares. They prepare five 'counters' each and take it in turns to place a counter on a square as they read the word. The winner is the first player to place three of their counters in a row, horizontally, vertically or diagonally.

Duck. duck. goose Think of a topic you want to revise and write the vocabulary on the board. Choose one word to be the 'goose'. Students sit in a circle on the floor. One student stands outside the circle and walks around the outside of the group, touching each student's head in turn and saying one of the topic words. When the student who is speaking says the 'goose' word, the student whose head has been touched must jump up and chase the speaker round the circle. If caught, the speaker must walk around the circle again. If not caught, the other student becomes the speaker.

Bingo This game reviews vocabulary. Students choose five to six words from a vocabulary group or groups an the board. They write down the words. Call out words. Remember to keep a record of the numbers /words you say. When students hear you call out something they have written, they cross it out. The first one to cross out all their chosen words colls *Bingo!*  Matching pairs Students play this game in pairs or small groups. They lay out two sets of cards face down on a table, then take turns to turn up two cards at a time, one from each set, and name them. If the two cards match, they keep them. If they don't, they replace the cards in their original places on the table. As the game continues, students begin to remember where the cards are and start matching pairs from memory. The winner is the student who has the most matching pairs at the end of the game.

Chinese whispers To practise pronunciation and grammar, get the students to sit in teams in straight lines. Whisper a word, phrase or sentence to the first student in each team. This student then whispers it to the next one, and so on. The student at the end of the line says what they heard out loud. If it is correct, the team gets a point.

Twenty questions This game helps students to practise asking Yes/No questions and can be used with any set of vocabulary. Tell students that the word you are thinking of is a type of, e.g. animal. Students have 20 opportunities to ask you a question about it, e.g. Does it live in the rainforest? but you can only answer Yes or No. Ask a student to keep count of the number of questions asked. If a student guesses before the 20 questions have been asked, they can choose the next item. If not, you choose the next word.

Sentence chains: I went to market Students play in groups or whole class. Traditionally, the first player begins the sentence I went to market and I bought .... e.g. some apples. The second repeats the first sentence and adds one more item. The third says these two plus a third item. Play continues until a student repeats a word already used, can't go on or forgets an item. The game can be adapted to practise other vocabulary areas.

Spinners As an alternative to using dice, or as part of a game, students may need to make a spinner. To make one (if not already provided on the worksheet), draw a circle and divide it into six equal segments by drawing lines (if you want to be exact and use a protractor, the angle between lines will be 60°). Students then cut off the 'arc' of each segment on the outside of the circle so that there is a straight edge going across the widest part of each segment. Students then write the numbers one to six (or topic words), one in each segment. Finally, a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number (or word) the spinner rests on each time is used to play the game. Note that the spinner works best if made out of card.

NOTE: Many of the activities in this book require students to cut out cards or objects such as spinners. We recommend that, if possible, you stick these worksheets onto card before the students cut them out. This makes them easier to pick up and also provides more durability.

#### Using the end-of-unit progress tests

There are two progress tests for each of the ten units in the Level 3 Student's Book. The first test is a listening test. The second test is a reading and writing test. There are two activities in each test: the first activity usually covers the vocabulary and the second the grammar which are presented on the first, second and fourth pages in each unit of the Student's Book.

There are five questions and an example in each activity, so that each test is marked out of 10 and should take 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

You might choose to do one of the two progress tests once students have completed the first part of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book, from page 75 onwards, you will find teacher's notes, tapescripts and answer keys to help you plan and mark the tests.

# Meet the Explorers

#### Worksheet 1: Museum treasures

#### Using the worksheet

- This worksheet practises numbers between 21 and 100, helping students to connect their numerical and written forms, and revises objects. It also helps to introduce the story as Ben and Lucy – the Explorers – find treasure for museums. If necessary, elicit the names of the objects that you can see in the museum.
- Students work individually or in pairs. They look at the list of Lucy's favourite exhibits and locate them in the museum.
- Students then write the number of the exhibit beside each picture on the list.
- Finally, they draw their five favourite exhibits and write the names and numbers beside them. They then walk round the class, saying their favourite things, e.g. My favourite doll is number fifty-five, and write the name of another student whose favourite is the same.
- KEY: Activity 1: 2 thirty-seven, 3 forty-one, 4 sixty,
   5 sixty-two, 6 seventy-eight, 7 eighty-six,
   8 ninety-four: Activity 2: Students' own answers

Optional follow-up activity: Ask students to draw a 4 x 3 bingo grid and to write 12 numbers on it between 21 and 60. (Alternatively, you could ask students to choose any numbers between 13 and 19 and then 20. 30, 40, etc. This would give good practice in hearing the difference between the 'teens' and 'ties'.) Play Bingo: call out numbers. When students hear you call out a number they have written, they cross it out. (Remember to keep a record of the numbers you say.) The first one to cross out all his/her numbers calls Bingo!

#### Worksheet 2: I'm really good at ...

#### Using the worksheet

- This worksheet practises good at + ing, really good at + ing and not good at + ing and the activities: climbing trees, doing puzzles, flying a kite, riding bikes, snorkelling, playing the guitar.
- Students work individually. They complete the words under the pictures, then use the colour code to colour in the chart according to their own personal skills.
- They then write sentences about themselves, using information in the chart, e.g. I'm really good at flying a kite. I'm not good at doing puzzles.
- KEY: Activity 1: 2 doing puzzles, 3 flying a kite. 4 riding bikes, 5 snorkelling, 6 playing the guitar; Activity 2: Students' own answers

Optional follow-up activity: In groups, students compare their answers and make a new, larger chart from Activity 2, adding colours for everyone in the group. They can then write a conclusion for the group, e.g. Three children are really good at climbing trees but two children are not good at climbing trees.

# Worksheet 3: Clara's family

#### Using the worksheet

- This worksheet practises the possessive apostrophe 's and family members: grandmother, grandfather, parents, mother, father, son, daughter, aunt, uncle, brather, sister, cousin, granddaughter, grandson.
- Students work individually or in pairs. They look at the family photo and choose the best answer to complete the sentences.
- Then students match the suitcases to the people and complete the sentences.
- KEY: Activity 1: 2 grandson. 3 cousin. 4 brather.
  5 daughter. 6 aunt; Activity 2: 2 Ann's. 3 John's.
  4 Daisy's. 5 Mike's. 6 Richard and Sophia's / Sophia and Richard's

Optional follow-up activity: Students draw a 20 x 15 centimetre rectangle on a sheet of paper. This is their suitcase. Ask them to draw a handle and to decarate their case on one side of the paper. They can also write their name on the case. On the other side, ask them to draw four objects related to actions they are good at, e.g. a football. Display the suitcases so that the objects are visible. Ask a volunteer to say what they are good at and the rest must point to the suitcase. As the students guess, the pictures can be turned over and the names revealed. You can do this for short periods over a number of sessions until the outsides of all the suitcases are visible.



# Worksheet 1: Museum treasures

# Write the numbers of Lucy's favourite things in the museum.



Vocabulary: Revision of numbers

T129



# Think and colour in the chart for you.

I'm	Colour		E Contraction of the second se	R.
really good at	red		12//944	
good at	blue	and and a second	1983 -	R
not good at	yellow	0.0		



E.)

# Write about the things you are good and not good at.

1 I'm really good at	
2	
3	
4	
5	 
6	
Grammar 1: good at + ing	



#### Worksheet 1: My school week

#### Using the worksheet

- This worksheet revises school subjects: English. Geography, Music, I.T., History, Maths, Science, Art and P.E. and the word lunch. It also practises the use of before and after.
- Students work individually or in pairs. Using the code in the table, they write the subject words out next to the numbers. Then they follow the example and complete the trail through the letter maze to find the names of the school subjects they have just written, in the same order.
- Students use the words in Activity 1 and the information in the school timetable to help them complete Pat's email to Sam with before or after.
- KEY: Activity 1: 2 GEOGRAPHY. 3 MUSIC. 4 I.T., 5 HISTORY, 6 MATHS, 7 SCIENCE, 8 ART, 9 P.E., 10 LUNCH; Activity 2: 3 after, 4 before, 5 before, 6 after

Optional follow-up activity: Help students to write their awn school timetable in English, then write an email to a friend about it.

#### Worksheet 2: I love watching films.

#### Using the worksheet

- This worksheet practises like(s) / love(s) + ing and really don't (doesn't) like / don't (doesn't) like + ing.
- Students read about six members of Clara's family and look at the film posters. They decide which is the best film for each person in the family and write that name under the poster.
- Students then write the reasons for their choice by transforming the sentences in the speech bubbles into the third person. They can then work in pairs or groups to discuss their answers and give reasons.
- Finally, students can work in groups and say which film they personally like and why.
- KEY: Activity 1: 2 William, 3 Clara, 4 Daisy, 5 Mike. 6 Ann; Activity 2: 2 Sports, Sports, Sports/ is the film for William. He likes playing basketball, football and tennis and he loves swimming, 3 Star School is the film for Clara. She likes listening to music and she loves dancing. 4 Polar Regions is the film for Daisy. She likes learning about animals but she really doesn't like snakes. 5 Bounce the Ball is the film for Mike. He loves playing basketball but he really doesn't like watching football. 6 Beautiful Ballet is the film for Ann. She loves dancing but she doesn't like singing.
- Optional follow-up activity: Prepare four cards and write on them I like / lave / don't like and really don't like, one phrase for each card. Put the cards face down on your desk without the students seeing which

is which. Students take turns to come and turn over a card and then mime an action they do or don't like according to what it says on the card. The rest of the class must make an appropriate sentence about the mime, e.g. You really don't like brushing your teeth.

# Worksheet 3: Start again!

#### Using the worksheet

- This worksheet practises have to + infinitive.
- Students work individually or in pairs. They match the phrases to the pictures to put the situation right. They then complete the story by writing appropriate have to sentences.
- KEY: Activity 1: 2f. 3e, 4b, 5a, 6d: Activity 2: 2 your hands, 3 wear your uniform, 4 to wash your face, 5 have to go to school by bus, 6 You have to start again!

Optional follow-up activity: Students work in groups and play Chinese whispers (see page 5). They stand in a line or sit in a circle. One student whispers a have to sentence, e.g. You have to stand on one leg, to the student next to them who then whispers it to the next student, and so on. The last student in the group says the sentence aloud and does the action. This sentence is compared with the original and students give each other a high five if they have got it right. They can then reorganise the group to play again.

#### Worksheet 4: Xylophone

#### Using the worksheet

- This worksheet revises what students have learnt about musical instruments.
- Students work individually or in pairs. They can use pages 18 and 19 of the Student's Book to help them.
- Ask students to complete the sentences, then colour the picture of the xylophone according to the colour code.
- KEY: 2 three wind instruments pink, 3 three percussion instruments – red, 4 one stringed, one wind and one percussion instrument – orange, 5 one wind and two percussion instruments – yellow, 6 two stringed and one percussion instrument – green, 7 one stringed and two wind instruments – blue

Optional follow-up activity: Ask for seven volunteers. Tell them that they are your xylophone. Line them up and assign a note to each, either do, re, mi, fa, so, la, ti or C, D, E, F, G, A, B. As you point to each student, they say or sing their note. Try to make a tune! Alternatively, assign an instrument to each student and ask them to imitate the noise it makes as you point to them.



# Worksheet 1: My school week

# Write the words. Then complete the trail.

E	N	I	S	н	Ρ	н	Y	Т	н	I	S	Т
н	G	×.	17 E	G	A	U	M	1	M	Y	R	0
с	28 L	20 E	0	G	R	33 S	I	35 C	26 A	327 T	30 H	S
N	41 U	42 P	аз Т	R	A	E	47 C	<sup>48</sup> N	en E	50 I	c	<sup>52</sup> S
18-		1-32-1	9-6-7-8	NGLI	SH		7	23-36- 52-51-5 45-44-4	50-49-4		5	
	21-20-33-34-35						42-29					
10	10-11-12-13-26-25-24					10	28-41-4	40-27-1	4			

# Look at Pat's timetable and complete the email.

Monday	Tuesday	Wednesday	Thursday	Friday +-×+ ABC	
ABC	ABC	+-×+			
A-	+-×÷	ABC	9		
+-×+	18	•	n,		
		LUNCH			
11	<u>S</u>		638	( <del>)</del>	
T.A.		0	87.38	$\odot$	

# Hi Sam,

....

On Monday and Tuesday, I've got Science. On Monday, it's '\_\_\_\_\_\_\_ Music and on Tuesday it's <sup>2</sup> \_\_\_\_\_\_before\_\_\_\_ lunch. I've got P.E. on Wednesday. It's <sup>3</sup> \_\_\_\_\_\_ English and on Friday it's after History and <sup>4</sup> \_\_\_\_\_\_ we go home! I've got I.T. on Thursday. It's <sup>5</sup> \_\_\_\_\_\_ Geography and on Wednesday it's <sup>\*</sup> \_\_\_\_\_\_ lunch. We have Art on Thursday afternoon. Write and tell me about your school week. Love Pat

Vocabulary: School subjects; before / after

T133




2

# What is Tom's mother saying? Look and match.









Tom, you have to ...

- a go to school by bus c -go to school
- b wash your face
- e wear your uniform d start again! ÷£

3

wash your hands

# Write the story.

It's raining. Tom is in the garden.	
His mum says. 'Come in. Tom. ' You have to go to school .'	
She sees his hands. She says, 'You have to wash <sup>2</sup>	
She sees his clothes. She says, 'You have to <sup>3</sup>	 _'.
She sees his face. She says, 'You have *	
Look at Tom's bike! His mum says, 'You <sup>5</sup>	

The bus comes. Oh dear! Tom's mum says, 'Oh, no!' 6 \_\_\_\_\_\_

Grammar 2: have to + infinitive

F.,



# Use the code to complete the sentences. Then colour the xylophone.



Instruments	Colour
3 wind	pink
1 wind, 2 percussion	yellow
2 stringed, 1 percussion	green
3-stringed	purple

Instruments	Colour
1 stringed, 1 wind, 1 percussion	orange
1 stringed, 2 wind	blue
3 percussion	red

- On the first bar of the xylophone, I can see <u>three stringed instruments</u>.
   The first bar is <u>purple</u>.
- 2 On the second bar, I can see \_\_\_\_\_.
  The second bar is \_\_\_\_\_.
- 3 On the third bar, I can see \_\_\_\_\_\_.
  The third bar is \_\_\_\_\_\_.
- 4 On the fourth bar, I can see \_\_\_\_\_\_.
  The fourth bar is \_\_\_\_\_\_.
- 5 On the fifth bar. I can see \_\_\_\_\_ The fifth bar is \_\_\_\_\_\_.
- 6 On the sixth bar, I can see \_\_\_\_\_ The sixth bar is \_\_\_\_\_.
- 7 On the seventh bar, I can see \_\_\_\_\_. The seventh bar is \_\_\_\_\_.

# Music: Instruments)

The picnic

# Worksheet 1: Tongue twisters

### Using the worksheet

- This worksheet practises food vocabulary: apple juice, cheese, lemonade, salad, roll, soup, vegetables and water and teaches tongue twisters.
- Students write the words under the pictures and shade them in pencil in the word search.
- Students copy the remaining letters in the word search to find two tongue twisters.
- Get students to say them faster and faster.
- KEY: Activity 1: 2 solad, 3 cheese, 4 roll, 5 apple juice, 6 lemonade, 7 vegetables, 8 water:

с	u	s	0	u	P	p	c	a	v
k	е	c	0	c	h	е	е	5	e
w	0	k	s	i	n	¢	u	р	g
a	р	р	l	e	j	u	i	c	e
t	с	a	k	е	с	0	0	k	t
e	s	r	с	a	р	s	s	с	a
r	0	0	0	k	с	u	a	р	b
с	а	l	k	e	\$	b	ι	r	ι
e	а	L	e	m	0	n	a	d	e
d	n	b	u	t	t	e	d	r	5

Activity 2: the remaining letters read cupcake cooks in cupcake cooks' caps cook cupcakes and bread 'n' butter (sometimes and is written as 'n' in informal writing).

Optional follow-up activity: Write waterrolllemonade on the board. Show how it divides into three words. Groups of students make word snakes like this with food vocabulary. They then swap with another group and circle all the words they find.

# Worksheet 2: What's in your basket?

### Using the worksheet

- This worksheet practises asking and answering questions using some and any.
- Students look at the picnic baskets, then read the texts to work out who is speaking.
- Students then gap-fill the dialogues and draw the food in the appropriate baskets.
- KEY: Activity 1: 1 Clara, 2 Richard: Activity 2: 5 Is, 6 any, 7 is, 8 some, 9 Are, 10 any, 11 aren't, 12 any (students draw apple juice in Daisy's basket): 13 Is, 14 any, 15 isn't, 16 any, 17 Are, 18 any, 19 are, 20 some (students draw oranges in Oliver's basket)

Optional follow-up activity: Say, e.g. There are some apples in my picnic basket. A student repeats this and adds to it, e.g. There are some apples in my basket and some tomatoes, and so on. Play continues until a student repeats an item already said, can't go on or forgets an item.

# Worksheet 3: Shall we ... ?

### Using the worksheet

- This worksheet practises making and responding to suggestions: Shall we ... ? and How about ... ?
- Students match the pictures on spinner A to the sentences. They complete the questions on B.
- Students glue the spinners onto card, cut them out and push a pencil through the centre of each one.
- Students match the responses on spinner B to the statements represented on spinner A.
- Then Student A spins spinner A and Student B spins spinner B. They decide whether these are a possible combination. If they are, they act out the dialogue. Student A chooses a final response: OK. Good idea! or I'm not sure.
- KEY: Activity 1: There isn't any bread. 4, I want a drink. 3. I love vegetables. 5, There isn't any apple juice. 6, I don't like chicken. 2: Activity 2: 6 about, c some, d How about, e Shall we. f How: Activity 3: possible combinations are: 2 a, c, e: 3 d, f: 4 a, b, c, e: 5 e: 6 d, f

Optional follow-up activity: Students work in pairs. One student spins spinner A and then both students spin spinner B. When a combination makes sense, that student wins a point.

# Worksheet 4: Where do they live?

## Using the worksheet

- This worksheet revises the names of wild animals and habitats.
- Students write the names of the regions in the descriptions.
- Students look at the sets of pictures, label the animals, then write the name of the odd one out and a reason. In groups, they then take turns to name the odd ones out and say why.
- KEY: Activity 1: 2 oceans, 3 rainforests, 4 polar regions: Activity 2: 1 a frog, b dolphin, c mankey, d tiger: 2 a camel, b parrot, c lizard, d spider (odd one out = b, parrots live in rainforests, the other animals live in deserts): 3 a owl, b rabbit, c penguin, d shark (odd one out = d, sharks live in the oceans, the other animals live in polar regions)

Optional follow-up activity: Ask a volunteer to name a habitat. Other students must each choose an animal found in that habitat and mime it. Ask the volunteer. What animals can you see? They answer, e.g. I can see a rabbit.

# Worksheet 1: Tongue twisters

4



Write the words under the pictures and shade them in the word search.







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T138

Write the letters you didn't use and make tongue twisters. Then say them!

(Vocabulary: Food)

2



\*\_\_\_\_\_ apple juice in your basket? Yes, there 7\_\_\_\_\_\_

\_\_\_\_\_ apple juice. <sup>9</sup>\_\_\_\_\_\_ there <sup>10</sup>\_\_\_\_\_\_ tomatoes?

No, there "\_\_\_\_\_\_12\_\_\_\_\_tomatoes.

13	there 14		lemonade in your basket?
No, the	ere 15	16	lemonade,
7	there 18		oranges in your basket?
Yes, th	ere 19	20	oranges.



Grammar 1: Questions and answers with some and any

T139



Super Minds Teacher's Resource Book Level 3

# Worksheet 4: Where do they live?



# 3 Daily tasks

# Worksheet 1: Daisy's new list

### Using the worksheet

- This worksheet practises the vocabulary of daily tasks: wash up, tidy up, sweep the floor, cook the dinner, feed the dog, dry the dishes, do the shopping and take the dog for a walk.
- Explain that Oliver tore up Daisy's list of Things to do for the family and then put it together incorrectly.
- Students look at the pictures and write the number and letter of the task that each person is doing.
- Then students write out a correct list for Daisy.
- Students can then work in pairs to play a memory game. Student A says the name of a person in the family. Student B has to say what task that person has.
- KEY: Activity 1: 2 8h, 3 6f, 4 3c; Activity 2: Daisy: Tidy up; Clara: Dry the dishes: Ann: Feed the dog: John: Take the dog for a walk; William: Sweep the floor: Richard: Do the shopping; Sophia: Cook the dinner.

Optional follow-up activity: Agree with the class mimes for a set of daily tasks. Play Duck, duck, goase (see page 4). Students sit in a circle on the floor, facing autwards. Choose one of the tasks, e.g. wash the dishes, to be the 'goose' task. One student walks around the outside of the circle, doing a different mime for each sitting student. The sitting student must name the task each time. When the 'goose' mime is done, the sitting student says, e.g. wash the dishes, then chases the miming student round the circle. If the miming student gets to the empty place first, the sitting student becomes the new one to mime.

# Worksheet 2: Telling the time dominoes

## Using the worksheet

- This worksheet proctises telling the time.
- Students work in pairs. They cut out a set of dominoes per pair.
- Students lay all the dominoes face down on the desk and mix them up. Each player takes five dominaes. Student A puts a domino on the desk and says the two times on that domino. If Student B has a matching time, they put their domino next to the one on the table to begin a chain, matching clocks to sentences, and sentences to clocks. If Student B cannot play, they pick up another domino from the table and wait a turn. The winner is the first to play all their dominoes ar with the fewest dominoes left when no-one can go.

Optional follow-up activity: Students stick or copy their domino chain anto a large piece of paper to display an the wall. Students check if the chains are correct and see who has made the longest chain.

# Worksheet 3: Run for gold!

### Using the worksheet

- This worksheet practises adverbs of frequency and revises times and activities.
- Students look at Olympic runner Sally's weekly schedule and fill in the gaps with always, usually, sometimes or never.
- Students then write about their own lifestyle choosing an appropriate adverb of frequency each time.
- KEY: Activity 1: 2 never, 3 sometimes, 4 sometimes, 5 always, 6 usually, 7 sometimes, 8 never, 9 usually; Activity 2: Students' own answers

Optional follow-up activity: In an open space, stick the words always, usually, sometimes and never to different walls. Call out an activity, e.g. eat chicken. Students run to the wall according to how often they do that activity. Ask students to make sentences, e.g. We sometimes eat chicken. Repeat with a different activity.

# Worksheet 4: Saving water

## Using the worksheet

- This worksheet develops the topic of saving water.
- Students make sentences about the pictures, using always and never. Put a tick (\*) and a cross (\*) as two headings on the board. Elicit sentences from the students about the pictures and write them under the appropriate heading.
- Students cut out their own cards, then work in groups. Each student chooses a different colour to colour the boxes at the bottom of their cords i.e. Student A, red; Student B, yellow, etc.
- Students shuffle the cards and place them face down on the table. They take turns to turn over a card. If they turn over one of their own cards, i.e. in their colour, they keep it and say the corresponding always or never sentence. If the card is not theirs, they replace it. The winner is the first student to collect all their own cards.
- Students think of two more water saving ideas and prepare new cards. Help with language. Students then play the game again.
- KEY: (possible answers): 1 Always turn the tap off while you brush your teeth. 2 Never have the tap on while you wash the dishes. 3 Always take a shower.
  4 Always turn the tap off carefully so that it doesn't drip. 5 Never use a hosepipe to wash your bike.
  6 Always use a bucket of water to wash your car.

Optional follow-up activity: Students ask at home what their families do to save water and report back in the following lesson.

T142

# Worksheet 1: Daisy's new list

Look what Oliver did to Daisy's list of tasks for the family. Which tasks are Mike, Sophia, William and Clara doing?

List of tasks for the family



O

Write Daisy's list again.

Mike:	New list of tasks for the f	
Daisy:	Tidy	
Clara:	Dry	
Ann:	Feed	
John:	Take	
William:	Sweep	
Richard:	Do	1.000
Sophia:	Cook	
Oliver:	Go to bed!	

# Vocabulary: Daily tasks)

T143

# Worksheet 2: Telling the time dominoes

# Cut out the cards. Play dominoes and match the times.



Grammar 1: Telling the time

T144 Super Minds 1

# PHOTOCOPIABLE

# Worksheet 3: Run for gold!



# Complete the sentences about Sally's week. Use never, sometimes, usually, always.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
get up	$\bigcirc$	$\bigcirc$	$\odot$	$\bigcirc$	$\bigcirc$	(	$\bigcirc$
breakfast	10	State of the second sec	Serie J	I)	Start of	-iex-	String of
morning	7	×.	<b>*</b> **	×.	×	K	7
lunch			9	æ	æ	0	0
afternoon	-	Cliffer	Carlos-	12000	Caller.	Viene	Common State
drinks	23	1	11		19	Č.	ÎŬ.
dinner	0.00	048	6-3	0-3	0-3	04	四德
evening	I.	3	3	7	7	1	1
go to bed	$\odot$	0	O	0	O	$\odot$	(3)



- 1 Sally usually gets up at quarter to eight.
- 2 Sally \_\_\_\_\_ eats cake for breakfast.
- 3 Sally \_\_\_\_\_ runs in the morning.
- 4 Sally \_\_\_\_\_ eats chicken for lunch.
- 5 Sally \_\_\_\_\_ goes to the sports centre in the afternoon.
- 6 Sally \_\_\_\_\_ drinks water.
- 7 Sally \_\_\_\_\_\_ eats salad for dinner.
- 8 Sally \_\_\_\_\_ reads a book in the evening.
- 9 Sally \_\_\_\_\_ goes to bed at eleven o'clock.

# Write about your week.

I	get up a	t
I	eat	for breakfast.
I		_ in the morning.
I	eat	for lunch.

- I\_\_\_\_\_\_ drink \_\_\_\_\_\_.
- I \_\_\_\_\_\_ eat \_\_\_\_\_ for dinner.
- I \_\_\_\_\_\_ in the evening.
- I \_\_\_\_\_ go to bed at \_\_\_\_\_ .

# Grammar 2: Adverbs of frequency)

T145



(Environment: Saving water)

# Around town

# Worksheet 1: Where are they?

## Using the worksheet

- This worksheet practises town vacabulary: town map. bank, bus station, tower, library, market square, sports centre, park and supermarket and revises the letters of the alphabet.
- Students work individually or in pairs. They count forwards and backwards along the alphabet to find the places in the town.
- Students then use the words to write the names of Clara's family members in the appropriate places in the town.
- KEY: Activity 1: 2 bus station, 3 tower, 4 library,
  5 market square, 6 sports centre, 7 supermarket,
  8 town map: Activity 2: Ann bus station,
  Richard tower, Clara and Oliver library,
  Mike market square, Sophia sports centre,
  Daisy supermarket, William town map

Optional follow-up activity: In pairs, students play Noughts and crosses (see page 4). They draw a 3 x 3 grid and write a tawn word in each of the nine squares. They prepare five 'counters' each: one is 'noughts' (O) and one is 'crosses' (X), by colouring in and cutting out five small squares of paper, and take it in turns to place a counter on a square as they read the word. The winner is the first player to place three counters in a vertical, horizontal or diagonal row.

# Worksheet 2: Where are the things in town?

## Using the worksheet

- This worksheet practises prepositions: opposite, above, near, below, next to, between, in and in front of. It also revises town vocabulary.
- Students work individually or in pairs. They read the four sentences in the grid, decide what is being described and number the boxes and write the words in the grid accordingly.
- Students work out the missing numbers by getting each side of the grid to add up to 20. They then write the name of the place in town in the grid and write sentences for the missing numbers, e.g. The library is next to the park / in front of the tower / opposite the sports centre.
- KEY: Activity 1: Top: 7. 9. 4 (boy. bank. café): Middle: 2. 8. 10 (map. tower. market square): Bottom: 11. 3. 6 (butterfly. sports centre, park); Activity 2: Answers will vary.

Optional follow-up activity: Students draw a man, a woman, a boy, a girl and a dog in their picture without showing their partner. They then compare pictures to spot the differences, e.g. There's a man in the market square in my picture but in your picture he's in front of the cafe.

# Worksheet 3: Where are you going and why?

## Using the worksheet

- This worksheet practises going to + infinitives of purpose.
- Students work individually or in pairs. They make sentences using a going to start and a 'purpose' ending and match them to the pictures.
- Students can then work individually, in pairs or in small groups. Using one worksheet and dice or spinner (see page 5) between them and one counter each, students take turns to throw the dice or spin the spinner twice. They use the first throw/ spin to move down the going to line and the second to move down the 'purpose' line. They combine the two phrases they land on to write a sentence. If the sentence makes sense, they put a tick (J). If it doesn't, they put a cross (J). Students continue to move up and down the lines to form new sentences.

KEY: Activity 1: from left to right 4a, 2c, 1d

Optional follow-up activity: In groups, Student A reads the beginning of a sentence. The rest take turns to choose an ending. Student A chooses the best ending. The student whose ending was chosen begins the next sentence.

# Worksheet 4: My trip to Great Britain

# Using the worksheet

- This worksheet gives practice in explaining locations and develops students' awareness of places of interest in Great Britain.
- Tell students that Great Britain is the largest of the islands that make up the British Isles. The countries it includes are England. Scotland and Wales.
   Show them the capital of each country. Encourage students to tell you about any places they have visited in Great Britain. What did they see?
- Students work individually or in pairs. They loak at the pictures and decide which six places, numbered on the map, they would like to visit. They then write six sentences like the examples to plan their itinerary, using words from the word box to help them.

Optional follow-up activity: Students use the Internet, encyclopaedias and their own experience to prepare a short presentation on one of the places they have decided to visit.

# Worksheet 1: Where are they?



# Write the places in town.

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2	you	are. C	re. Coun Go forwo rd 6. Go	ard 1. G	o back	19. Go 1				10 11 11 12 12 MAR 2010	here	N . 0
ł			here. C 8. Go fo					ck 5. Go	o forwa	rd 8.		P Q
1			Oliver of the ol							Go ba	ck 7.	R S
5	Go b	ack 6	re. Cou . Go for rd 17. G	ward 15	5. Go bo	ick 1. G						T U
2	Go fo	orwa	here. Co rd 3. Go vard 9. (	forwar	d 2. Go	back 1.	Go bad	k 16. G	o forwa			w
7	Go fo	orwa	ere. Cou rd 13. Go rd 15	o back 5	5. Go bo	ack 12. (	Go forw	ard 17.				- X - Y Z
}			here. C . Go ba					ck 5. Go	o forwa	rd 8. Go	back 9.	



T148

# Worksheet 2: Where are the things in town?



He's in front of the sports centre.	
It's below the tower.	It's between the supermarket and the cinema.
	It's in front of the tower and the library.

# $\implies$ and $\int$ = 20. Write the missing numbers and the words in the boxes. Then write sentences.

7 The boy is in front of the sports centre	¥
	G

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- 3 He's going to the market —
- 4 She's going to the sports centre
- € to fly his kite.
- d to get a book.

# Play and write sentences. Then tick ( $\checkmark$ ) or cross (X).

I'm going to the clothes shop to buy a sweater.

I'm going to the swimming pool to buy some apples. X



rannar 2. going to + infinitives of purpose

# PHOTOCOPIABLE



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E))

# Worksheet 4: My trip to Great Britain

Great Britain is made up of England, Scotland and Wales. Which six places do you want to visit?



# Write six sentences about the places in Great Britain. Use the words in the box.

in the North of in the West of	in the South of in the East of	north of west of	south of east of	England Scotland	Wales
Constant and a second second	want to visit is <u>A</u> idon_ and <u>south</u>			the North of	England
The second place	e I want to visit is			It's in the	
25 s	. It's		and		· · ·
				Geography:	Directions

Under the sea

# Worksheet 1: Sea crossword

## Using the worksheet

- This worksheet practises sea-related vocabulary: seahorse, dolphin, seal, shell, octopus, anchor, starfish and turtle.
- Students work individually or in pairs. They use the picture clues to complete the crossword.
- They then match the words to the definitions.

KEY: Activity 1:



Activity 2: 2d, 3a, 4e, 5g, 6c, 7b, 8f

Optional follow-up activity: In groups, students take turns to read one of the definitions. The first student to give the correct answer, e.g. It's a ... gets a point and takes the next turn.

# Worksheet 2: Leprechauns

### Using the worksheet

- This worksheet practises was/wasn't and were/ weren't. The leprechaun /leprako:n/ is a type of Irish mate fairy. Generally, leprechauns make their money by mending shoes. They don't like spending their money and keep it all in a pot, which they hide at the end of a rainbow. If caught, they have to tell the finder where their gold is.
- Students work individually or in pairs. They order the pictures, using the sentences in Activity 2 to help them, if necessary.
- Students then write the sentences of the story in the past, using was, were, wasn't, weren't.
- Students can cut out the pictures to make into a mini book. They fold a sheet of A4 paper in eight and cut along the folds. They stick the pictures in order onto the pieces of paper, write the text in the past under each one and staple the pages together.

KEY: Activity 1: from left to right and top to bottom 3, 8, 4, 6, 5, 7, 1, 2; Activity 2: 2 weren't, 3 wasn't, 4 were, 5 was, 6 was, 7 were, 8 wasn't, was

Optional follow-up activity: Read out the story in the past, stopping in random places for the students to shout out the missing words, e.g. hungry, sad, apples, etc.

# Worksheet 3: Were you on the beach? Using the worksheet

- This worksheet practises questions and answers with was and were and revises affirmative and negative sentences and sea creatures.
- Students work individually or in pairs. They have to work out who wasn't on the beach last Saturday by completing the questions and answers and comparing them with the picture.
- They then complete the sentence under the picture.
- KEY: Activity 1: 2 was. 3 Were, 4 weren't. 5 Was. 6 wasn't. 7 Were, 8 was, 9 Were, 10 were, 11 Were.
  12 were. 13 Were, 14 was, 15 Were, 16 were. 17 Was, 18 wasn't; Activity 2: Mike wasn't on the beach on Saturday. He says there were turtles in the sea but there weren't (any).

Optional follow-up activity: Students work in pairs. They each secretly draw a beach scene then ask each other questions about their pictures to compare how many of each item they have drawn.

# Worksheet 4: Matching pairs

### Using the worksheet

- This worksheet gives practice in working with pattern and symmetry.
- Students work in pairs with one worksheet between them. They cut out the cards and colour in the animals and objects. They then cut the cards in half.
- Students mix up the 24 card halves and turn them face down. They take turns to turn over two. If they match, the student says the name of the animal/ object and any pattern on it, e.g. a ball with stripes. a starfish with spots, etc. The winner is the player with most pairs at the end of the game.

Optional follow-up activity: Students play again but this time they invent a name for the 'creatures' that they form as they put down opposing halves. e.g. if a student turns over a butterfly and a starfish, they can call it a 'starfly'. They can draw the 'creatures' on a sheet of paper and name them for a classroom display.

152

# **5** Worksheet 1: Sea crossword





# Read and match.

- 1 anchor-
- 2 starfish
- 3 seahorse
- 4 turtle
- 5 octopus
- 6 shell
- 7 dolphin
- 8 seal

- a This fish has a head like a horse.
- b This mammal lives in water. It's very clever.
- € This is hard. It's an animal's house.
- d This looks like a star. It's not a fish!
- e This lives in water. Its babies come from eggs.
- f This mammal can live in polar regions.
- g This sea creature has eight arms.
- h When boats use this, they do not move.

Vocabulary: Sea creatures





# Write the story in the past.

- 1 George (is) <u>was</u> sad and hungry.
- 2 There (aren't) \_\_\_\_\_ any apples, bananas or rolls on the table.
- 3 There (isn't) \_\_\_\_\_ any money in his pockets.
- 4 There (are) \_\_\_\_\_ clouds in the sky and the sun and a rainbow.
- 5 There (is) \_\_\_\_\_\_ a leprechaun with a pot of gold.
- 6 George (is) rich!
- 7 There (are) \_\_\_\_\_\_ apples, bananas and gold on the table.
- 8 George (isn't) \_\_\_\_\_ hungry. He (is) \_\_\_\_\_ happy.

Super Minds Teacher's Resource Book Level 3



Worksheet 3: Were you on the beach?

Look at the picture. Who wasn't on the beach on Saturday?



but\_

Grammar 2: Questions and answers with was / were

T155

# **5** Worksheet 4: Matching pairs

# Colour the cards. Cut them out and play.



Art and Maths: Pattern and Symmetry



Gadgets

# Worksheet 1: Shopping for gadgets

## Using the worksheet

- This worksheet revises gadget-related vocabulary: games console, electric fan, walkie-talkie, electric toothbrush. CD player, torch, mobile phone, lift, laptop and mp3 player. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to solve the anagrams. (There are no anagrams for the words CD player and mp3 player.)
- Students choose six gadgets from the ten on the worksheet and draw them on the six spaces on the spinner. Tell them that they will be spending their money on these gadgets so the lift is not an option! Students cut out the spinner, mount it on card and push a pencil through the centre.
- Students then spin the spinner to make a shopping list in their notebooks. Each time they land on an item, they write it on the list. After a given amount of time, get them to compare their lists in groups. Who has to buy the most CD players / electric toothbrushes ... ? Who has a gadget missing from their list?
- KEY: Activity 1: 2 torch. 3 lift, 4 electric fan, 5 walkietalkie, 6 games console, 7 mobile phone, 8 electric toothbrush

Optional follow-up activity: Create a price list on the board by writing the names of the gadgets in one column, then asking volunteers to write the prices you dictate. Possible prices are: games console £200, electric fan £22, walkie-talkie £25, electric toothbrush £12, CD player £90, torch £8, mobile phane £45, laptop £325 and mp3 player £35. Students look at the price of the first six (different) items on their shopping list and work out how much money they would need to buy one of each.

# Worksheet 2: Two shops

### Using the worksheet

- This worksheet practises comparatives and revises gadgets: games console, torch. CD player, laptop, mobile phone, electric toathbrush.
- Students work individually or in pairs. They look at the pictures and complete the sentences.
- They then look at the pictures of the shops, decide which shop assistant was speaking each sentence in Activity 1 and write the appropriate letter.
- Students then write sentences of their own to compare the different gadgets and characteristics.
- KEY: Activity 1: 2 torch, bigger; 3 CD player, smaller; 4 laptop, more expensive; 5 mobile phone, bigger; 6 electric toothbrush, cheaper; Activity 2: 20, 30, 4b, 50, 6b; Activity 3: Students' own answers

Optional follow-up activity: Think of an object in the classroom but don't name it. Compare it with another object in the room, e.g. It's bigger than a chair. Students then play Twenty questions (see page 5), using comparative questions, e.g. Is it bigger than a torch? and ordinary ones, e.g. Is it black? The student who guesses what you are thinking of chooses the next object. To encourage the use of comparatives, you can suggest that a comparative question counts as one of the 20 questions but an ordinary question counts as two.

# Worksheet 3: The biggest in the world

## Using the worksheet

- This worksheet practises superlatives and helps students to learn facts about the world they live in.
- Students work individually or in pairs. They use the prompts and the words in the word box to write sentences about the pictures.
- Students then complete sentences giving their own opinions.
- KEY: Activity 1: 2 biggest market square, 3 smallest library, 4 smallest seahorse, 5 fastest train, 6 fastest runners, 7 most expensive violin, 8 most expensive mobile phone; Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs. They take turns to dictate a route around the pictures, e.g. This is the world's smallest seahorse. This is the world's most expensive violin. The other student traces the route with a finger. Alternatively, in small groups, one student gives the rest a combination of numbers, e.g. 8-4-7-1-3-5-2-6. All of the students then have to write sentences for the route, e.g. 8 is the world's most expensive mobile phane, 4 is the world's smallest seahorse. The winner is the first student to write down the complete route.

# Worksheet 4: Magic numbers

### Using the worksheet

- This worksheet practises using numbers. It also introduces students to the magic of numbers.
- Students work in pairs. They read the text and follow the instructions. One is the 'magician' and the other 'the audience'. Then they swap roles. You may like to demonstrate both exercises first to make sure they understand the workings of the 'magic'. In the first puzzle, regardless of the number you start with, the answer is always 3. In the second puzzle, the answer is always your age.
- Encourage students to do the magic at home with their families to experiment with different numbers.

Optional follow-up activity: Tell the students to record the number 0.7734 in their notebooks and then to put it into a calculator. They then turn the calculator upside down and tell you what the calculator 'said'. The answer is 'hELLO'!



# Worksheet 1: Shopping for gadgets



(1158)



# Worksheet 3: The biggest in the world



train violin market square seahorse mobile phone library butterfly runners



- 1 This is the (big) blagest butterfly in the world.
- 2 This is the (big) \_\_\_\_\_\_ in England.
- 3 This is the (small) \_\_\_\_\_\_ in the world.
- 4 This is the (small) \_\_\_\_\_\_ in the world.
- 5 This is the (fast) \_\_\_\_\_ in the world.
- 6 This is one of the (fast) \_\_\_\_\_\_ in the world.
- 7 This is the (expensive) \_\_\_\_\_\_ in the world.
- 8 This is the (expensive) \_\_\_\_\_\_ in the world.



# Choose and write.





# Do these puzzles with your friends.





# 3, 3, always 3!

- Write a number between 1 and 20 (e.g. 5)
- 2 Double the number. (e.g. 2 x 5 = 10)
- 3 Add 6. (e.g. 10 + 6 = 16) \_\_\_\_\_

0

# How old are you?

- 1 Take the first number of your age. (e.g. 2 if you are 27, but 0 if you are under 10.) \_\_\_\_\_\_ Don't tell me the number.
- 2 Multiply the first number by 5. (e.g. 2 × 5 = 10) \_\_\_\_\_
- 3 Add 3. (e.g. 10 + 3 = 13)
- 4 Double the number. (e.g. 13 × 2 = 26) \_\_\_\_\_

- 4 Divide by 2. (e.g. 16 ÷ 2 = 8) \_\_\_\_\_
- 5 Subtract the original number. (e.g. 8 - 5 = 3)

The answer is 3!

- 5 Add the second number of your age. (e.g. 26 + 7 = 33)
- 6 Subtract 6. (e.g. 33 - 6 = 27) \_\_\_\_\_

You are \_\_\_\_\_\_ (e.g. 27)

Maths: Magic numbers

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Super Minds Teacher's Resource Book Level 3



In the hospital

# Worksheet 1: Fingerspelling

## Using the worksheet

- This worksheet practises health-related vocabulary: doctor, nurse, cold, cough, headache, toothache, earache and stamach-ache. It uses sign language and so makes students aware of the way deaf and / or mute children may have to communicate.
- Explain to students that people who have difficulty hearing or speaking can use sign language. Although there are signs for whole words, there is also a fingerspelling alphabet so that people can spell names or words if they do not know the sign for a word. In this activity, students use the British Sign Language Fingerspelling Alphabet to work out which health-related words are being spelt.
- Students work individually or in pairs. They work out the words that are being fingerspelt and write the letters.
- They then draw a picture to illustrate each of the words.
- Students then practise spelling out two of the 'health' words using their hands and fingers.

KEY: Activity 1: 2 doctor. 3 cough, 4 cold, 5 stomachache, 6 earache, 7 headache, 8 toothache

Optional follow-up activity: Students learn to fingerspell their names.

# Worksheet 2: What happened yesterday?

# Using the worksheet

- This worksheet practises the simple past of the regular verbs: shouted, landed, jumped, looked at, watched, listened to, visited, phoned, played and walked.
- Students use the words from the word box to complete the sentences.
- They number the pictures to match the sentences.
- KEY: Activity 1: 2 walked, 3 visited, 4 played, 5 landed, 6 looked at, 7 shouted, 8 listened to, 9 jumped, 10 watched, 11 jumped; Activity 2: First row: 10, 6, 2, 4, 3, 9; Second row: 7, 11, 12, 1, 8, 5

Optional follow-up activity: Remind students that -ed can be pronounced in one of three ways, depending on the sound that comes before it. Write the verbs from the unit on the board or on flashcords. Tell a third of the class that they must listen for /t/, another third /d/ and the final third /Id/. Point to one of the verbs as you say it. The students who have that phoneme stand up. As play continues, stop saying the verb and just point to the word.

KEY: /t/ walked. looked, jumped, watched; /d/ phoned, played. listened; /Id/ visited, landed, shouted

# Worksheet 3: Letter code

# Using the worksheet

- This worksheet practises the simple past of the irregular verbs: go. feel, say, wake up. have and give.
- Students work individually or in pairs. They use the code to work out and write the present or past forms of the verbs.
- They look at the pictures and write the verbs from Activity 1 in the correct part of the table. They then complete the table.
- KEY: Activity 1: 2 wake up. 3 went, 4 give, 5 said.
  6 have: Activity 2: 2 give/gave, 3 wake up/wake up.
  4 go/went, 5 say/said, 6 have/had

Optional follow-up activity: Students use the code to write a secret message to a friend.

# Worksheet 4: Keep cool!

# Using the worksheet

- This worksheet looks at the ways in which animals and humans regulate their body temperature.
- Students work individually or in pairs. They look at the pictures and tick the 'keep warm' or 'keep cool' box for each. Tell them to be careful about their choice, pointing out to them how, in picture a, the person looks cold but is shivering to keep warm!
- They then check their answers by matching each picture to a sentence.
- Finally, students use the ideas to write two sentences about themselves.
- KEY: Activity 1: Keeping warm: a. b. g. j. k. l: Keeping cool: c. d. e. f. h. i: Activity 2: 2b. 3a. 4k. 5g, 6l. 7i, 8c. 9e, 10f, 11d, 12h

Optional follow-up activity: Students use the Internet and/or books to discover how animals in polar regions keep warm and how animals in hot deserts keep coal. They can prepare a short presentation in groups or write and illustrate a short text in their notebooks / on a poster for display.



# Worksheet 1: Fingerspelling



# Fingerspell two of the 'health' words for a friend.

(Vocabulary: Health

2



# Worksheet 2: What happened yesterday?

# Write the words in the story.

phoned	jumped	shouted	visited	played	listened to
watched	landed	looked at	walked	jumped	

- Yesterday, Daisy \_\_\_\_\_\_ Clara and Oliver. 'I need some apples,' she said. 1
- Clara and Oliver \_\_\_\_\_\_ to the market square to buy the apples. 2
- They \_\_\_\_\_\_ their grandmother to give her the apples. 3
- Then they \_\_\_\_\_\_ in the park. 4
- Suddenly, a space ship \_\_\_\_\_. 5
- 6 A little monster was in the space ship. Clara and Oliver \_\_\_\_\_\_ him.
- It rained. The monster \_\_\_\_\_\_, 'Rain! Help!' 7
- The children \_\_\_\_\_ him shout, 'Help!' 8
- 9 Clara and Oliver \_\_\_\_\_\_ in the puddles. They were happy.
- 10 The monster \_\_\_\_\_\_ them.
- 11 The monster \_\_\_\_\_\_ in the puddles, too.
- 12 Everyone was happy!

# Look and write the numbers of the sentences in Activity 1.



# Grammar 1: Simple past; regular verbs )



# Worksheet 3: Letter code

# Use the code to find the verbs.

	Α	В	с	D	E
1	v	w	×	У	z
2	q	r	s	t	u
3	l	m	n	0	р
4	g	h	i	j	k
5	b	с	d	е	f
6	c	0	d	e	a

1 E5 - D5 - A3 - D2		felt	
2 B1 - E6 - E4 - D6	E2 – E3		_
∃ B1 - D6 - C3 - D2			
4 A4 - C4 - A1 - D5			
5 C2 - E6 - C4 - C6			
6 B4 - E6 - A1 - D6			

# Write the verbs in the chart.

			3	4 • • • • • • • • • • • • • • • • • • •		2
Present	feel	A LET "R	24454	200	1)-2/	
Past	felt					

Grammar 2: Simple past; irregular verbs

2



	sheet 4: Keanna tick (√).	•	
<sup>a</sup> Keep warm □ cool □	Keep warm□ cool □	C Keep warm □ cool □	Keep warm
<sup>e</sup> Keep warm □ cool □	<sup>€</sup> Keep warm□ cool □ □	Keep     warm     cool	h Warm cool
<sup>™</sup> Keep		Keep	Кеер

warm

cool

warm

cool



# Read and match to the pictures.

warm 🗸

cool

# **Keeping warm**

warm

cool

1	Eating food makes energy. Energy keeps us warm.	1
2	Goose pimples help hair to trap warm air.	
З	When we shiver, the muscle movement makes heat.	
4	Animals like polar bears have thick fur.	
5	Lizards lie in the sun.	
6	People wear warm clothes.	
Ke	eping cool	
7	Pigs roll in mud.	
8	People sweat. They keep cool through evaporation.	
9	Dogs pant. Water on their tongue evaporates.	
10	We wear <b>cool clothes</b> .	
11	Kangaroos lick their arms.	222010
12	Crocodiles stay in water.	
Ð	How about you?	
1	When I want to keep warm, I	•
2	When I want to keep cool I	

# Science: Body temperature

Around the world

# Worksheet 1: Countries and capitals

## Using the worksheet

- This worksheet revises the names and locations of countries: Mexico. Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia and India and the names of their capital cities.
- Students work individually or in pairs. They write the names of the countries in the puzzle. They could use a pencil until they are sure they are correct.
- Students then look at the map and locate the countries on it. They complete the sentences with the names of the capital cities.
- KEY: Activity 1: 2 Turkey, 3 Spain, 4 Egypt, 5 Brazil, 6 India, 7 Chile, 8 Mexico, 9 Argentina: Activity 2:
  - 2 Madrid, 3 Ankara, 4 Beijing, 5 Canberra.
  - 6 New Delhi, 7 Cairo, 8 Buenos Aires, 9 Santiago, 10 Brasilia

Optional follow-up activity: Students use the Internet and reference books to find the population, official language and currency of each country.

# Worksheet 2: I didn't do it.

## Using the worksheet

- This worksheet practises the negative form of the simple past and revises the affirmative.
- Students work individually or in pairs. They complete the phrases in the columns by putting the verbs into their past affirmative or negative form, depending on whether there is a tick (2) or a cross.
- Students then write next to each picture, the number and letter of the phrases that describe that picture.
- Students can then work in groups to practise saying the sentences: Student A reads the beginning of one of the sentences; Student B completes that sentence, then begins the next one, and so on.
- KEY: Activity 1: 3 went, 4 ate, 5 gave, 6 didn't phone, 7 visited, 8 didn't play, a didn't have, b was, c didn't feel, d didn't go, e didn't have, f didn't eat, g didn't want, h didn't have; Activity 2: i Zg, ii 7a, iii 8c, iv 3d, v 5h, vi 1b, vii 6e, viii 4f

Optional follow-up activity: Students play Sentence chains (see page 5): Student A says a sentence using the affirmative form of the past tense. Student B says the same sentence in the negative form, then produces a new affirmative sentence, and so on, e.g. A: I went to the cinema. B: I didn't go to the cinema. I watched a football game. C: I didn't watch a football game. ... Play continues round the class/group.

# Worksheet 3: Holiday photos

### Using the worksheet

- This worksheet practises questions and answers in the simple past.
- Students work individually or in pairs. They decide which three questions go with each picture, write the letters of the questions on the lines next to the picture and then answer each of the questions.
- KEY: Activity 1: 1 f (for) 6 days, i (with) Oliver, Ann and Clara; 2 b (for) 11 days, e Yes, I did. l Yes, I /we did: 3 d (for) 9 days, g Yes, I /we did, j (with) John: 4 c Yes, I /we did, h Yes, I /we did, k (for) 13 days

Optional follow-up activity: Students stick a photo from their last holiday or from a magazine into their notebooks. In groups, they show each other the pictures. Each student in the group asks the student to their left one or more questions about their picture. e.g. Who did you go with? Students with magazine pictures can make up their answers.

# Worksheet 4: Origami cranes

## Using the worksheet

- This worksheet looks at a story about the making of Origami cranes.
- Explain to the students that one of the most popular Origami animals is the bird called a crane. Cranes are supposed to have special powers to grant wishes. Show a picture of a crane. There is one on page 102 of the Student's Book. Then ask students if they can tell you anything about Hiroshima.
- Students work individually or in pairs. They read the text. Ask them to match the numbered sentences to the pictures. They write the number in the corner of each picture.
- Students make the pictures into a mini book by folding a portrait sheet of paper in three, horizontally, cutting along the folds and stapling the pages together in the centre. They then cut out the pictures and stick them in order. Under each picture, they write the underlined parts of the story.

### KEY: Activity 2: 2b, 3e, 4a, 5f, 6c

Optional follow-up activity: Cut up a set of enlarged pictures from the story and stick them on the board. Divide the class into teams and ask one member of each team to come forward. Say one part of the story. The first student to touch the correct picture wins a point for his/her team. Play continues with different players.

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# Worksheet 2: I didn't do it.

# Write in the missing words.

- 1 Mike (x wake up) didn't wake up at eight o'clock
- 2 Mike ( listen to) listened to his CD player
- 3 Mike (🗸 go) \_\_\_\_\_ to the beach
- 4 Mike (✓ eat) \_\_\_\_\_ the rolls
- 5 Mike (✓ give) \_\_\_\_\_\_ William a guitar
- 6 Mike (x phone) \_\_\_\_\_ Ann
- 7 Mike (🗸 visit) \_\_\_\_\_\_ Richard's house
- 8 Mike (x play) \_\_\_\_\_ football
- a but he (x have) \_\_\_\_\_\_ dinner there.
- b because he ( be) was very tired.
- c because he (x feel) \_\_\_\_\_\_ well.
- d but he (x go) \_\_\_\_\_\_ swimming.
- e because he (x have) \_\_\_\_\_ his mobile phone.
- f but he (x eat) \_\_\_\_\_ the cheese.
- g because he (x want) \_\_\_\_\_\_ to watch TV.
- h because he (x have) \_\_\_\_\_\_ an instrument.

# Make sentences and match them to the pictures.




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# Worksheet 4: Origami cranes

## Read the story.

(1) <u>This is Japan</u>, (2) In Japan, people make one thousand origami cranes, <u>a Senbazuru</u>, to have a wish.

(3) In 1945, an atomic bomb landed on Hiroshima . (4) Because of the bomb, a girl called Sadako Sasaki was ill .

(5) She decided to make a Senbazuru because she wanted to live. She finished 644 cranes before she died. Her family and friends made the other 356 cranes.

(6) <u>There is a statue of Sadako Sasaki in Hiroshima</u>. The Thousand Origami Cranes are a symbol of world peace.



## Make a book with the pictures and copy the underlined text.

Art: Origami



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Holiday plans

#### Worksheet 1: It's raining cats and dogs.

#### Using the worksheet

- This worksheet practises weather vocabulary: thunderstorm. lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat and boots.
- Students write the weather words under the pictures, then shade them in horizontally, vertically and diagonally (wind) in the word search.
- Students then copy in order the remaining unshaded letters to find the second part of a weather-related joke. Remind students of the word puddle. Students look at the picture. Explain the expression It's raining cats and dogs, i.e. a lot, and the pun poodle (a breed of dog) for puddle.
- KEY: Activity 1: 2 lightning. 3 rainy, 4 wind, 5 cloudy, 6 fog, 7 umbrella, 8 raincoat, 9 boots; Activity 2:

t	h	ш	n	d	e	r	5	t.	0	٢.	m
¢	16	k	.0.	a	w	w	1	. ¥.	e	a	J
t.	1	9	h	ŧ.	n	1	n	9	U.	1	b
0	4	t	-5	±.	0	p	n	p	e	n	0
u	m	ь	r	e.	t	1	-0	d	d	Y.	0
d	0	n		р	f	0	q	0	0	d	t
٧	٢	0	Ŧ	n.	¢	0	a	t	1	e	5

Activity 3: I know. I've just stepped on a poodle!

Optional follow-up activity: Get each student to look in the sky and draw a real cloud, then decide what it looks like. Make a class display of their named cloud drawings.

#### Worksheet 2: Holiday plans

#### Using the worksheet

- This worksheet practises positive and negative forms of going to + infinitive and revises days of the week.
- Students look at the pictures of Richard. Ann and Daisy and decide what each of them is going (\*) and not going (\*) to do on holiday. They use the verbs from the word box to complete the sentences.
- Students solve the anagrams and complete the sentences.
- KEY: Activity 1: 2 is going to go snorkelling, 3 isn't going to wake up at 7 o'clock, 4/5 is going to play the guitar, 5/4 is going to read, 6 isn't going to do the shapping, 7/8 is going to go to Chile, 8/7 is going to see the seals, 9 isn't going to watch TV! Activity 2: 2 Monday/lightning, 3 Friday/raincoat, 4 Wednesday/rainy, 5 Tuesday/thunderstorm

Optional follow-up activity: Give each student a clean sheet of paper. They write a sentence along the top of the page beginning. On Monday, it's / there's going to be, and add a weather type. They then fold over the top of the page to hide the sentence and pass it to the next student. Under the fold, the second student writes a sentence describing what they are or are not going to do that day. The paper is passed on. Students three and four do the same for Tuesday. Continue for the whole week. The last student unfolds the paper and reads out the sentences.

#### Worksheet 3: Holiday card game

#### Using the worksheet

- This worksheet practises questions and answers with going to + infinitive.
- Students use the pictures to complete the questions on the cords.
- In groups of four, they cut out one set of cards, shuffle them and place them face down on the desk. Student A turns over a card and asks the student on their left (Student B) the question. Student A writes B's answer on their worksheet. They place the card back on the table. Student B repeats the process with Student C (on the left). Play continues round the group until everyone has asked six questions and written the answers.
- Each student reads out their sentences in a new group, e.g. This person isn't going to play football and they try to guess who in the first group gave those answers.
- KEY: Activity 1: 2 Are / going to / ice cream. 3 Are / going to / beach. 4 Are / going to / dog. 5 Are / going to / swimming pool. 6 Are / going to / postcard. 7 Are / going to / grandma/grandmother. 8 Are / going to / computer games. 9 Are / going to / garden. 10 Are / going to / bedroom. 11 Are / going to / umbrella. 12 Are / going to / books: Activity 2: Students' own answers
- Optional follow-up activity: Make a graph on the board to see how many students say yes to each question and which is the most popular holiday activity.

#### Worksheet 4: Story board

#### Using the worksheet

- This worksheet practises talking about the seasons.
- Use the example story board, at the top of the page, to show how the game works. Count 3 from the Start square. Cross out the text on the square you land on. Then count 3 again, not counting the corners with arrows. Again, cross out the text. Continue in this way, jumping over 'Start', the corners and any crossed-out boxes, until there is only one text box not crossed out on each side of the board. The remaining information is used to write the story.
- Students work individually or in small groups, choosing a number (not 3) to count with.

Optional follow-up activity: Students make up new groups. They choose one story and make it longer.







## Shade in the weather words in the word search.

t	h	u.	n	d	e	r	5	t	0	r	m
¢	i .	k	n	o	w	W	i	v	e	a	1
l.	1	9	h	t	п	Ť.	n	g	u	- T	b
0	5	t	5	t	e	p	n	р	e	n	0
u .	m	b	r	e	L.	1	o	d	d	У	.0
d	D	n	a	Р	f	0	9	0	a	d	t
y	F	a	i	n	c	0	a	t	10	e	5



## Write the unshaded letters in order and finish the joke.



A: It's raining cats and dogs.

B: \_ \_

T173

---!



Write about Richard, Ann and Daisy's holiday plans.





Richard (✓) is going to play tennis

2	Richard (🗸)	
3	Richard (X)	
4	Ann (🗸)	
5	Ann (🗸)	
6	Ann (x)	

- 7 Daisy (🗸)
- 8 Daisy (🗸)
- 9 Daisy (x)

## Write the days and the weather words.

- 2 On (dynaMo) \_\_\_\_\_\_, there's going to be (ling thing) \_\_\_\_\_\_.
- 3 On (Fry aid) \_\_\_\_\_\_, I'm going to wear my (cat in oar) \_\_\_\_\_\_.
- 4 On (dandy eWes) \_\_\_\_\_\_\_, it's going to be (in ray) \_\_\_\_\_\_.
- 5 On (sueT day) \_\_\_\_\_\_, there's going to be a (horned mrs tut)

Grammar 1: Future with going to + infinitive )

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## Cut out the cards and play the question game. Ask six friends a holiday question, then write about them.

e.g. This person isn't going to tidy his bedroom.


Þ.))

T175



## Choose a number. Play the game and write the story.



It was spring, I was in the Arctic. There was a thunderstorm. So I put on my swimming costume.

State	It was spring.	It was summer.	It was autumn.	It was winter.	7
So I put on my boots.	England	Northern He	Stan at		I was in India
So I put on my raincoat.		See 5°	Ya )		I was in Australia.
So I put on my sunglasses.		Austra	63.11	/	I was in England.
So I put on my swimming costume.		Southern He	emisphere		I was in the Arctic,
5	It was raining.	It was snowing.	There was a thunderstorm.	It was hot and sunny.	)

**Geography: Seasons and hemispheres** 

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T177



# **Progress test 2: Reading and writing**

## Name



Write the words for the missing numbers.



## Complete the sentences about the family tree.



- 1 Walter is <u>Nick's</u> grandfather.
- 2 Dan is \_\_\_\_\_ brother.
- 3 Susan and Dan are \_\_\_\_\_ parents.
- 4 Jenny is \_\_\_\_\_\_ sister.

T178

- 5 Margaret is \_\_\_\_\_\_ wife.
- 6 Jenny is \_\_\_\_\_\_ and \_\_\_\_\_ daughter.



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61

2)

# **Progress test 2: Reading and writing**

# Name

## Read, then write the words.

- 1 In this subject, you learn to play an instrument. M ⊔ ≤ ⊥ ⊆
- 2 In this subject, you learn to use a computer. \_ · \_ ·
- 3 In this subject, you learn to draw. \_ \_ \_ \_
- 4 In this subject, you have to be good at numbers. \_ \_ \_ \_ \_ \_
- 5 In this subject, you learn to speak a different language. \_\_\_\_\_
- 6 In this subject, you learn about plants, animals and the body. \_\_\_\_\_

## Look, read and complete the sentences.

at 7 o'clock before you go ta	232 135	before you eat at 6 oʻclock	before you go to school every day
S 0 1	You have	to get up	at 7 o'clock
<b>P</b> ( <b>1</b> <sup>2</sup>	You have	to have breakfast	
	You have	to brush your hair	
4	You have	to wash your hands _	
5	You have	to play the guitar	
6	You have	to brush your teeth	

# Progress test 1: Listening

# Name



Listen and write the food and drink.

- lemonade 1
- 2
- 3
- 4
- 5
- juice 6









Is it in the lunch box? Listen and tick ( $\checkmark$ ) or cross (x).

(4)

6









# **Progress test 2: Reading and writing**

# Name

## Read and circle the correct word.

- 1 Is there some / any chicken?
- 2 There is some / any cheese.
- з
- 4 Are there some / any oranges?
  - 5 There isn't some / any soup.
- There are some / any apples. 6 There aren't some / any rolls.





- It's hot. b
- 2 I'm hungry. \_\_\_\_\_
- 3 I'm thirsty.
- 4 I want to play a game.
- 5 I want to make a fruit salad.
- 6 I want to make some soup.
- G Shall we put some carrots, potatoes and onions in?
- b How about going swimming?
- C How about having a sandwich?
- d Shall we make it with bananas, oranges and apples?
- How about football? 0
- Shall we have some lemonade? f



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T182



## Name







Listen and tick (✓) the time. CD 9







## Read, then complete the sentences with never, usually, sometimes or always.

My name is Bob. I live with my mum, my dad and my sister. My family love reading. We all read books every evening. We like music, too. My sister has guitar lessons on Wednesdays and she plays the guitar at home on Sundays. I play the violin.

My sister and I go to school from Monday to Saturday. We go in the car with Mum on Monday and Saturday but walk with our friends from Tuesday to Friday. I take the dog for a walk every day. My mum usually tidies up but Dad tidies up on Sundays.

- 1 Bob's family <u>always</u> read in the evening.
- 2 Bob's sister \_\_\_\_\_ plays the guitar.
- Bob \_\_\_\_\_ goes to school on Sunday.
- 4 Bob and his sister \_\_\_\_\_ walk to school with their friends.
- 5 Bob \_\_\_\_\_\_ takes the dog for a walk.
- 6 Bob's dad \_\_\_\_\_\_ tidies up.







Name	
Write the questions and	answers.
the me where's excuse superr	market
Excuse me, where's the sup	ermarket ?
square in it's market the	
is where you can me tell bar	nk the
	?
library yes opposite the it's	
town map for I'm the lookin	
town map for 1 m the tookin	а
balance also assure tata	
below the tower it's	
	•
Match, then complete t	he sentences.
get a book play football	buy some oranges
	buy some oranges

3 I'm going to the sports centre \_\_\_\_\_

4 I'm going to the library \_\_\_\_\_

5 I'm going to the park \_\_\_\_\_

6 I'm going to the market square \_\_\_\_\_.



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Listen and write was, wasn't, were or weren't.



- 1 A long time ago, there <u>were</u> a lot of ichthyosaurs in the ocean.
- 2 The ichthyosaur \_\_\_\_\_ a dinosaur.
- 3 It \_\_\_\_\_\_ very good at swimming.
- 4 Its food \_\_\_\_\_\_ small dinosaurs.
- 5 Ichthyosaur babies \_\_\_\_\_ in eggs.
- 6 Ichthyosaur ear bones \_\_\_\_\_ big.

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# **Progress test 2: Reading and writing**

# Name



# Look at the pictures, then complete the sentences.

cheap	beautiful	fast	funny	happy	expensive
1 Tom	f a lom is		the funniest		
2 2 1 Ben Fido	Fido is				dog.
3 Tom Judith	Sylvia is _ sylvia				child in th
4 The 201	-carat Chopard	is the world	d's		watc
The 201-con Chopord we costs \$25 mil	atch ) ( Davtona w	atch ) ( The Se	tiko SNN233 costs \$250.		
5 Tom's	Judith's Sylvia's	s mp3 play	er is the		
6 The CRH	H 380A is the wo	orld's			train.
The AVE train go at 356 kg		- I f the same	380A train at 486 kph		
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## Read, choose and write the correct words.

5

Last Saturda	y, Louise ' <u>woke up</u> at nine o'	clock. Her mum
2	'Happy Birthday!' She 3	her a ball.
Louise 4	to the park. She played	with her friend, Carolina.
They <sup>5</sup>	hungry so they <sup>6</sup>	an ice cream.

1	wake up	woke up	wakes up
2	said	say	says
3	give	gives	gave
4	go	went	goes
5	is	was	were
6	had	has	have

(1192)



# Name

Listen and write the countries the women went to.





## Name



Write the countries.



Egypt



1\_\_\_\_

C .....





S\_\_\_\_



В\_\_\_\_





(3)

## Write questions about Clara's holiday.

1 holiday did where go you on Where did you go on holiday ? To Spain.

2 you did go who with \_\_\_\_\_\_? Mum, Dad and Oliver.
3 you how there long did stay \_\_\_\_\_\_? Ten days.
4 did you where stay \_\_\_\_\_\_? In a hotel.
5 get when home did you \_\_\_\_\_\_? On Monday.
6 a have did time you nice \_\_\_\_\_\_? Great, thanks.



#### PHOTOCOPIABLE



# **Progress test 1: Listening**

# Name



Listen and draw lines.



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Listen and tick (1) the correct picture and word.



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# **Progress test 2: Reading and writing**

## Name



## Read and look, then write the weather words.



- 1 In London, it's going to be <u>5</u> <u>u</u> <u>n</u> <u>u</u>.
- 2 In Edinburgh, it's going to be \_\_\_\_.
- 3 In Cardiff, there's going to be a \_ \_ \_ \_ \_ \_ \_
- 4 In Dublin, it's going to be \_\_\_\_\_.
- 5 In Cambridge, it's going to be \_ \_ \_ \_ .
- 6 In Birmingham, it's going to be \_\_\_\_\_.



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## Look at the pictures and answer the questions.









- 1 Tina. Are you going to stay at home? No, I'm not . 2 Tony. Are you going to watch television? \_\_\_\_\_\_.
- 3 Tony. Are you going to eat lots of food? \_\_\_\_\_.
- 4 Tina. Are you going to go snorkelling? \_\_\_\_\_\_.
- 5 Tony. Are you going to play tennis? \_\_\_\_\_\_
- 6 Tina. Are you going to watch football?

# **Progress tests**

For an introduction to the Progress tests see page 5.

## Meet the Explorers Progress test 1: Listening

### 1 Listen and tick (1) or cross (x).

Students listen and tick the box if the number they hear matches the number they can see. They put a cross in the box if it doesn't match.

#### TAPESCRIPT

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1 Girl: Is that your aunt? Boy: Yes, she's twenty-nine. 2 Boy: Who's that?

Girl: It's my mum. She's forty-three.

3 Boy: Is that your dad? Girl: Yes, he's fifty-one.

4 Girl: Is that your grandmother?

Boy: Yes, she's sixty-eight.

Boy: Who's that? Girl: It's my grandmother. She's seventy-seven. 6

Girl: Look! That's my grandfather. He's eighty-five.

KEY: 2 . 3 . 4 x. 5 x. 6 .

Listen and tick (/) what the children are good at. <sup>CD</sup> 3

Students listen and tick the correct picture.

#### TAPESCRIPT

#### 1

з

5

Boy: Is Frank good at playing football? Girl: He watches football but he's good at playing basketball.

2 Boy: Does Pam like doing puzzles? Girl: Yes, and she's good at them.

Boy: Dain I'm good at climbing trees in the park. Girl: An ... m good at flying kites!

Boy: Are you good at playing the guitar. Kate? Girl: No. But I'm good at singing.

Boy: Oliver is good at riding bikes. Girl: I know but he's not good at riding horses.

### 6

Boy: Is Sam good at snorkelling or bad at snarkelling? Girl: He's good at swimming but he's bad at snorkelling.

KEY: 2a, 3b, 4b, 5a, 6a

# Meet the Explorers

# Progress test 2: Reading and writing

### Write the words for the missing numbers.

Students write the missing numbers in words.

KEY: 2 thirty-four, 3 forty-seven, 4 fifty-six, 5 eighty-two, 6 ninety-nine

## Complete the sentences about the family tree.

Students look at the family tree, read the sentences and complete them using possessive 's.

KEY: 2 Jenny's, 3 Nick's, 4 Dan's, 5 Walter's, 6 Walter and Margaret's / Margaret and Walter's

# Unit 1 Progress test 1: Listening

C Listen and number the pictures.

Students listen and number the school subjects.

### TAPESCRIPT

Boy: Hello, Maria. You've got a Science book. Do you like Science? Girl: Yes, I da.

## Girt: Y

Girl: Is that an English book?

Boy: Yes, it is. I've got English now. 3

Girl: What do you really like doing? Boy: I love drawing. My favourite subject is Art. 4

Boy: Do you like Geography?

Girl: Yes, I lave learning about countries.

Girl: Is that a History book?

Boy: Yes, my History class starts at ten o'clock. 6

Boy: Where are you going with that ball? Girl: I have P.E. now.

KEY: a2. b5, c4, d3, f6

## 2 Listen and circle a face. CD

Students listen and circle the correct face (likes, loves, doesn't like, really doesn't like) for the child named in the picture.



24 4 2 겱 17 1 G. S, Ę Ę 4 5 ą 12 15 Ċ 1.1 44

#### TAPESCRIPT

1

Girl: Does Bill like running? Boy: Yes. he loves it. 2

Girl: Fred doesn't like football. Boy: Really? It's my favourite sport. Girl: What sport does Amanda like? Boy: She likes tennis.

4

Girl: Do you like basketball, James? Boy: No. I really don't like it. Do you? Girl: Yes. I love it.

5

Girl: Sebastian, do you like swimming? Boy: Yes, I do. I go swimming every day. 6

Boy: Hello, Sylvia, What's the matter? Girl: I don't like badminton, Boy: Clara and William love it.

## Unit 1 Progress test 2:

## **Reading and writing**

#### Read, then write the words.

Students read the definitions and write the names of the school subjects.

KEY: 2 I.T., 3 Art. 4 Maths, 5 English, 6 Science

#### EO Look, read and complete the sentences.

Students look at the pairs of pictures and complete the sentences with words from the word box.

KEY: 2 every day, 3 before you go to school, 4 before you eat. 5 at six o'clock. 6 before you go to bed

## Unit 2 Progress test 1:

### Listening

#### 1 Listen and write the food and drink.

Students listen and write the name of the food or drink they hear.

#### TAPESCRIPT AND KEY

1 lemonade	4 rolls
2 water	5 solad
3 soup	6 opple (juice)

Is it in the lunch box? Listen and tick (/) or cross (x).

Students listen to the conversation and put a tick if the food is in the lunch box and a cross if it isn't.

#### TAPESCRIPT

Boy: Julie. Guess what's in my lunch box. Girl: Are there any oranges? Boy: Oranges? Er ... no but there are some bananas. 2 Girl: Is there any cheese in your lunch box? Boy: Yes, there is some cheese. Would you like some for your roll? Girl: Yes, please. ъ Boy: Look, there are some tomatoes. Girl: Tomatoes? I like tomatoes. 4 Girl: Is there any chicken? Boy: No. I don't like chicken. 5 Girl: Are there any rolls in your lunch box? Boy: Yes, two. One with solad and one with cheese. 6 Girl: Is there any lemonode? Boy: No, today, there's some water.

KEY: 2 . 3 . 4 x. 5 . 6 x

## Unit 2 Progress test 2: Reading and writing

#### Read and circle the correct word.

Students read and circle the correct word.

KEY: 2 some, 3 some, 4 any, 5 any, 6 any

🕗 Read, match and write the letter.

Students match the statements and suggestions and write the correct letter next to the statement.

KEY: 2c, 3f, 4e, 5d, 6a

## Unit 3 Progress test 1: Listening

## 1 Listen and number.

Students listen and number the pictures.

#### TAPESCRIPT

1 Man: Are you tidying up. Ann? Girl: Yes. I am.

GIFC Yes

Woman: Can you do the shopping, Henry? Boy: No. I'm drying the dishes.

3

Man: What are you cooking, Sally? Girl: Vegetables.

4

Woman: What are you doing, Ben? Boy: I'm sweeping the floor.

# ŝ.

5

6

Woman: Are you washing up. Tam? Boy: Yes. I am.

Man: What are you doing, Jane? Girl: I'm feeding the dog.

KEY: a4, c3, d6, e2, f5

## 🕑 Listen and tick (🗸) the time.

Students listen and tick (🖌) the time they hear.

#### TAPESCRIPT

1 Ann has lunch at quarter to two.

2 Oliver does his homework at quarter to six.

3 Andrew brushes his teeth at half past one.

4 Christine goes to bed at quarter past nine.

5 Paul gets up at half past eight.

6 Margaret drinks orange juice at eleven a'clock.

KEY: 2b. 3a. 4b. 5a. 6a

## Unit 3 Progress test 2: Reading and writing

#### 1 Look at the pictures, then write the words.

Students look at the pictures and write the daily tasks.

KEY: 2 sweep the floor, 3 wash up, 4 dry the dishes, 5 do the shopping, 6 feed the dog

#### Read, then complete the sentences with never, usually, sometimes or always.

Students complete the sentences with always, usually, sametimes or never, according to the text.

KEY: 2 sometimes. 3 never, 4 usually, 5 always, 6 sometimes

## Unit 4 Progress test 1:

#### Listening

#### Listen and draw lines. <sup>CD</sup> 10

Students listen and draw lines from the animals to the circles in the picture.

#### TAPESCRIPT

4

Man: Where's the dog? Woman: It's near the bus station. 2

Man: Do you know where the lizard is? Woman: Yes, it's opposite the sports centre. 3

Man: Can you see the rabbit? Woman: Yes, it's in the market square.

Man: Do you know where the butterfly is? Woman: Yes, it's above the tower.

#### 5

Man: Is that the fox? Woman: Yes, it's between the library and the bank. 6

# Man: Where's the cat?

Woman: It's there, below the map.

KEY: 2 lizard opposite sports centre, 3 rabbit in market square, 4 butterfly above tower, 5 fox between library and bank, 6 cat below town map

## Listen and draw lines from the names to the children. CD 11

Students listen and draw lines from the names round the picture to the children's name badges.

#### TAPESCRIPT

1

Man: Look at the children. What's the name of that dog opposite Charlie?

Woman: Oh. Its name's Bill. It's Charlie's dog.

#### 2

Man: And who's that boy between Charlie and Danny? Woman: His name's Ed. He's Danny's brother. 3

## n: Look

Man: Look. There's Clara. Who's that girl below her? Woman: Below Clara? Oh. that's Sam. She's Clara's friend.

#### 4

5

Man: And who's the boy near Clara. Is it Joe? Woman: Yes, that's right. Joe's near Clara.

#### 8 - S204-5

Man: Michael's here, too.

Woman: Yes. He's opposite Danny. Michael likes watching the big children.

#### 6

Man: And is that Liz? She's above Danny. Woman: Yes, that's Liz above Danny. She's very clever!

KEY: Ed – boy between Charlie and Danny. Sam – girl below Clara. Joe – boy near Clara. Michael – boy opposite Danny. Liz – girl above Danny

# Unit 4 Progress test 2:

## **Reading and writing**

#### Write the questions and answers.

Students put the words in order to form questions and answers and make conversations.

KEY: 1b It's in the market square. 2a Can you tell me where the bank is? 2b Yes, it's opposite the library. 3a I'm looking for the town map. 3b It's below the tower.



Students complete the sentences with the correct phrase from the box, adding to for purpose.

KEY: 2 to watch a film. 3 to play football. 4 to get a book. 5 to fly my kite. 6 to buy some oranges



# Unit 5 Progress test 1:

## Listening



Listen and draw the correct number of sea creatures. CD 12

Students listen and draw the correct number of sea creatures in the appropriate tanks at the zoo. Tell them to draw outlines only.

#### TAPESCRIPT

1

Girl: Hello, Ben, I saw some sea creatures at the zoo this morning. Boy: Really? Was it good there? Girl: Yes. There were fish and reptiles. Boy: Reptiles? So were there some turtles? Girl: Yes, there were three in Tank 1, 2

Boy: Were there any mammals?

Girl: Yes, there were. In Tank 2, there were two dolphins. They were lovely.

Boy: Oh. I love dolphins.

з

Boy: I love seals, too. Were there any seals at the zoo?

Girl: Yes, there was one in Tank 3.

4

Boy: Were there any shells?

Girl: No, there weren't. But there was an anchor in Tank 4.

Boy: An anchor? Wow!

5

Boy: What was in Tank 5? An octopus? Girl: Yes, there was. It was really big! 6

Boy: Were there any small sea creatures? Girl: Yes, there were three starfish in Tank 6. Boy: That's great.

KEY: 2 two dolphins, 3 one seal, 4 one anchor, 5 one octopus, 6 three starfish

#### Listen and write was, wasn't, were or weren't. CD 187

Students listen and write was, were, wasn't or weren't to complete the sentences.

#### TAPESCRIPT

1 A long time ago, there were a lot of ichthyosaurs in the ocean between England and Canada.

2 The ichthyosaur was a reptile. It wasn't a dinosaur.

3 It lived in the sea and it was very good at swimming.

4 Its food was in the sea and it ate fish and octopus.

5 The ichthyosaur had babies. It was a reptile but its babies were not in eggs.

6 Ichthyosaurs' eyes and ear bones were big.

KEY: 2 wasn't, 3 was, 4 wasn't, 5 weren't, 6 were

## Unit 5 Progress test 2: **Reading and writing**

#### Look at the picture, then write the words.

Students look at the picture, solve the anagrams and write the words.

KEY: 2 seahorse, 3 octopus, 4 shell, 5 dolphin, 6 turtle

#### Read, then complete the questions.

Students read the questions and answers and fill in the gaps.

KEY: 2 Was / there, 3 Was, 4 Were / there, 5 Wos / there, 6 Were

## Unit 6 Progress test 1: Listening

### Listen and number.

Students listen and number the gadgets.

#### TAPESCRIPT AND KEY

1 mp3 player	4 games console
2 torch	5 electric toothbrush
3 electric fan	6 mobile phone

## Listen and tick (1) the correct picture.

Students listen to the conversations and tick the correct picture to answer the questions.

#### TAPESCRIPT

Girl: Look at these shells and the starfish. Boy: What's more beautiful? Girl: Oh. the shells.

#### 2

Man: Shall we buy Robert a bike for his birthday? Woman: But a guitar's cheaper than a bike. Man: A guitar. OK. Good idea.

#### 3

Boy: Shall we go to the swimming pool in the park or the sports centre?

Girl: The swimming pool in the park. I really like it. It's newer than the sports centre.

Boy: OK.

#### 4

Man: Shall we take the laptop on holiday or the games console?

Woman: Er ... well, the laptop's lighter.

Man: Yes. But the games console's more fun! 5

Girl: I'm hungry. Shall we buy a sandwich?

Boy: Get a roll. A sandwich is more expensive than a roll.

Girl: OK. Good idea.

#### 6

Boy: Look at that seal and that dolphin.

Girl: The seal's bigger than the dolphin. Boy: Yes. The dolphin's a baby.

KEY: 2a, 3a, 4b, 5b, 6a

# Unit 6 Progress test 2: **Reading and writing**

#### Look at the pictures, then write the words.

Students read the definitions and write the words.

KEY: 2 lift, 3 electric toothbrush, 4 (electric) fan. 5 torch, 6 laptop

#### 2 Look at the pictures, then complete the sentences.

Students complete the sentences using the appropriate superlative form of the adjectives in the word box.

KEY: 2 the most beautiful, 3 the happiest, 4 most expensive, 5 cheapest, 6 fastest

# Unit 7 Progress test 1:

## Listening

#### Listen and tick (/) the correct picture.

Students listen and tick the correct picture.

#### TAPESCRIPT

1 There's the doctor. 4 I've got a headache. 2 I've got toothache.

3 I've got stomach-ache.

5 I've got a cough. 6 I've got earache.

KEY: 2b, 3a, 4b, 5b, 6a

## Listen and draw lines. CD

Students listen and draw a line from the day to the correct picture.

#### TAPESCRIPT

1

Boy: On Monday, I watched a film. Girl: Was it a good film? Boy: Yes, I liked it.

Boy: On Tuesday, I played football in the park with my friends.

Girl: Do you like football?

Boy: Yes, I do. 3

4

Boy: I phoned Tom on Wednesday. Girl: Is he OK? Boy: Yes. he is.

Boy: Tom and I played basketball. Girl: Basketball on Friday? Boy: No. on Thursday.

Girl: I listened to my mp3 player on Friday.

Boy: Me, too. I love listening to music on my mp3 player.

Girl: What did you do on Saturday?

Boy: I visited my grandparents. They were really happy to see me!

KEY: Tuesday a, Wednesday d. Thursday f. Friday c. Saturday e

# Unit 7 Progress test 2:

## **Reading and writing**

## Complete the words.

Students fill in the gaps and complete the health words.

KEY: 2 stomach-ache, 3 earache, 4 toothache. 5 headache, 6 cold

#### Read, choose and write the correct words.

Students read the text. They then choose and write the correct words from the list.

KEY: 2 said. 3 gave, 4 went, 5 were, 6 had

# Unit 8 Progress test 1: Listening

## Listen and write the countries the women went to. CD

Students listen and write the country each woman went to.

#### TAPESCRIPT

1

Man: Hello, Victoria. I didn't see you on the beach this summer.

Woman: No, I went to Turkey with my family. 2

Man: Hello, Mary. Did you go to India this year? Woman: No. I went to Spain.

#### з

Man: Hello, Sam. Where did you go on holiday? Woman: I went to China.

Man: Did you say Chile?

Woman: No, China.

### 4

Man: I like your hat.

Woman: Thank you. I got it in Australia.

#### 5

Man: My cousin went to Brazil this summer, Linda. Woman: Oh, I went to Argentina.

## 6

Man: Hello, Maria. I saw the pyramids in Egypt. Woman: Really? I went to Mexico and I saw some

pyramids there.

KEY: 2 Spain, 3 China, 4 Australia, 5 Argentina, 6 Mexico

#### 2 Listen and write True or Not true. CD 1

Students listen, compare the picture with what they hear and write True or Not true.

#### TAPESCRIPT

1 We went to the beach but we didn't swim in the sea.

- 2 We went to the zoo and we saw the tigers.
- 3 We had some chocolate and we had some ice cream.
- 4 We went to England and it didn't rain!
- 5 We saw a film but we didn't like it.
- 6 We played tennis in the park.

KEY: 2 True, 3 Not true, 4 Not true, 5 True, 6 True

## Unit 8 Progress test 2: Reading and writing

#### Write the countries.

Students look at the outlines and symbols of the countries and write the names.

KEY: 2 India, 3 China, 4 Spain, 5 Brazil, 6 Australia

#### Write questions about Clara's holiday.

Students order the words to make questions that fit the answers given.

KEY: 2 Who did you go with? 3 How long did you stay there? 4 Where did you stay? 5 When did you get home? 6 Did you have a nice time?

## Unit 9 Progress test 1:

#### Listening

Listen and draw lines. 20

Students listen and draw lines from the days to the correct picture.

#### TAPESCRIPT

#### 1

Girl: Did you have a nice holiday at the beach?
Boy: Yes, but on Monday I was scored. There was a thunderstorm.

#### 2

Girl: Was the weather OK on Tuesday?

Boy: Well, it was cloudy but it didn't rain.

#### 3

Girl: Did it rain on Wednesday?

Boy: Yes, it rained all day.

#### 4

Girl: Did you visit the tower?

Boy: Yes, on Thursday, but it was very foggy so we didn't see the mountains from there.

#### 5

Girl: Did you fly your kite?

Boy: Yes. On Friday, it was very windy. It was great for flying my kite!

#### 6

Girl: Did you have really good weather any day?
Boy: Yes, on Saturday it didn't rain and it wasn't cloudy. It was sunny and I was in the sea all day!

KEY: Tuesday a. Wednesday e. Thursday f. Friday c. Saturday b



Students listen and tick the correct picture and word.

#### TAPESCRIPT

1

Boy: Today I'm going to play tennis with Paul but I'm not going to play football.

#### 2

- Boy: Tomorrow it's going to be windy. We can fly our kites.
- Girl: Sorry, tomorrow I'm going to play tennis on the beach.

#### 3

Boy: It's going to be sunny tomorrow. I'm not going to play with my friend. I'm going to help my grandmother in the gorden.

Woman: That's nice.

#### 4

Boy: I'm going to go on holiday tomorrow. I'm not going to phone my friends but I'm going to write to them.

Man: Good idea!

5

Girl: I'm going to buy an mp3 player. How about you? Boy: I want a CD player but I'm not going to buy one. I'm going to buy an mp3 player, too.

6

Woman: I'm going to go an holiday tomorrow.

Man: Are you going to go to Egypt?

Woman: This year I'm going to go to Turkey.

KEY: 2b, 3a, 4a, 5b, 6b

## Unit 9 Progress test 2: Reading and writing



Students look at the map and write what the weather is going to be like in the cities.

KEY: 2 foggy, 3 thunderstorm. 4 rainy. 5 windy, 6 cloudy



#### Look at the pictures and answer the questions.

Students look at the pictures of Tony and Tina and answer the questions with Yes. I am or No. I'm not.

KEY: 2 Yes, I am. 3 Yes, I am. 4 Yes, I am. 5 No, I'm not. 6 No, I'm not.

# (T202)

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#### Other resources you can use:

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