1 Our school

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

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

BIG QUESTION What kinds of puzzles are there?

2 010 Listen and correct the sentences.

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

3 Ask and answer.

Do you like History?

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

What subjects are you good at?

Music and Art. I'm very good at them.

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

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

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

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

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

Cognitive control functions: Working memory

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

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

Presentation

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

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

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

For script see SB p10.

BIG QUESTION What kinds of puzzles are there?

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

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

2 010 SB p10 Listen and correct the sentences.

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

Key: 1 Ben's favourite subject is P.E. 2 Lucy doesn't understand the puzzle. 3 Lucy wants to ask the librarian. 4 Lucy likes the librarian.
Stronger students: Ask about Ben and Lucy's timetable, e.g. *What's after Music on Monday?* (I.T.) Students do the same in pairs.

For script see TB p119.

3 SB p10 Ask and answer.

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

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

1 WB p10 Read, think and write the days.

Aim: to give students further practice with the new vocabulary

Key: 2 Friday 3 Monday

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

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

3 WB p10 Write two sentences about your timetable.

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

Ending the lesson

Aim: to review school subjects
- Give some simple definitions, e.g. *In this lesson you learn about numbers.*
- Students answer, e.g. *Maths.*

Extension activity

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

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

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

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

Flashcards: 6–14 (school subjects)

Warm-up

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

Presentation

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

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

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

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

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

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

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

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

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

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

3 015 SB p11 Watch, listen and say.

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

For script see SB p11.

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

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

1 WB p11 Look, read and write sentences.

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

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

2 WB p11 Look and write sentences.

Aim: to practise writing the new language

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

3 WB p11 Write about you.

Aim: to personalise the new grammar

Ending the lesson

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

Extension activity

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

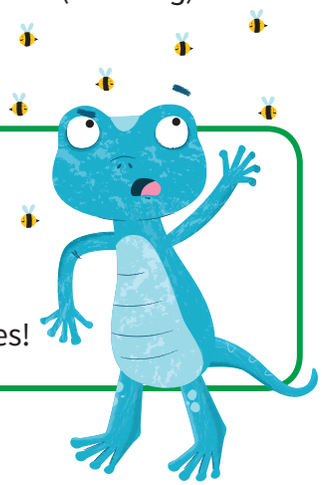
1 011 Listen and write *Z* (Zoe) or *A* (Adam).

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

2 Where do the words go? Say the sentences.

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

3 012 Watch, listen and say.



Language focus

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

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

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

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

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

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

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

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

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

There are lots of puzzles ...

2 Solve the puzzles and write the school subjects.

1 h l g E s n i

2 c c n e i S e

3 y t H r s i o

4 h o r p G e y g a

3 Create a puzzle for your friend.

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

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

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

Flashcards: 6–14 (school subjects)

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

Cognitive control functions: Cognitive flexibility

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

Cognitive control functions (WB): Working memory

Warm-up

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

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

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

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

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

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

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

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

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

3 SB p12 Create a puzzle for your friend.

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

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

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

Aim: to practise reading and spelling

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

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

Aim: to practise reading, collocation and grammar

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

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

Aim: to practise spelling

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

Ending the lesson

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

Extension activity

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

Learning outcomes:
- to talk about obligation

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

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

Materials: coloured pens or pencils (optional)

Cognitive control functions: Inhibitory control

Warm-up

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

Presentation

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

1 SB p13 Read and draw the missing picture.

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

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

Key: a homework book on a desk

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

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

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

3 015 SB p13 Watch, listen and say.

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

For script see SB p13.

4 SB p13 Read and play the rules game.

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

1 WB p13 Look and complete the sentences.

Aim: to practise *have to*

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

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

Aim: to personalise the language

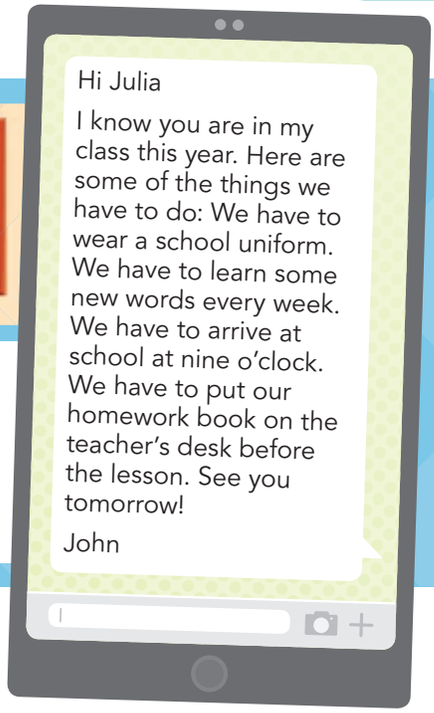
Ending the lesson

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

Extension activity

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

1 Read and draw the missing picture.



2 Put the words in order. Say the sentences.

1 uniform. | have to | wear | You | a school

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

3 015 Watch, listen and say.

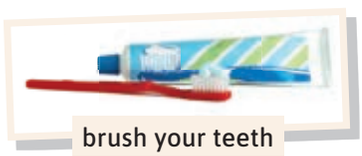
Language focus

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

4 Read and play the rules game.

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

wash your hands



brush your teeth

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

have breakfast

get up

do your homework

Getting help

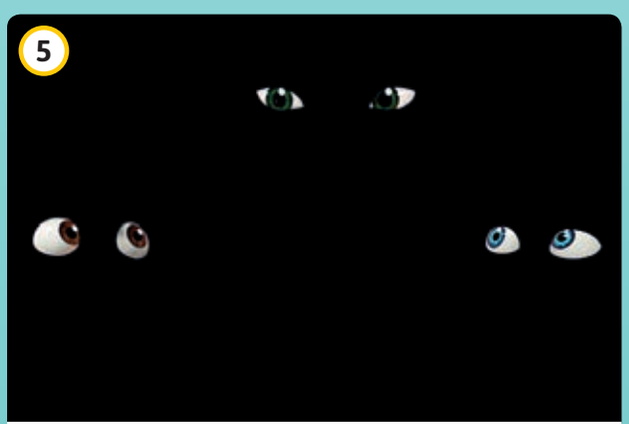
1 016 **Why can't Lucy and Ben read the book?**

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

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

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

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



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

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

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

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

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

Flashcards: 6–14 (school subjects)

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

Warm-up

Aim: to review the story so far
- Elicit the names of The Explorers (Ben, Lucy and Buster).
- Ask students to tell you what happens in the previous episode (remind them it's called *The old book*), e.g. *Ben and Lucy find a book. Zelda and Horax take the book and tie them up. Buster helps them get the book back.*
- Elicit the person at school Lucy says she likes (the librarian). Tell them the librarian is called *Mr Williams*. Write the name on the board.

Getting help

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

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

Key: Because it's in code.

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

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

Aim: to review the storyline

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

2 WB p14 Match the questions with the answers.

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

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

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

Aim: to practise problem solving

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

Ending the lesson

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

Extension activity

Aim: to give further practice with problem solving
- Students choose a sentence from the story and write it using the code on SB p15.
- They give it to a partner to solve.

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

New language: *DJ, UK*

Recycled language: *OK, USA*

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

Cognitive control functions: Cognitive flexibility

Warm-up

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

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

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

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

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

3 SB p15 Find who says ...

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

Key: Lucy

4 017 SB p15 Listen and say.

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

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

1 004 WB p15 Listen and write the missing words. Then say with a friend.

Aim: to practise conversation sequences

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

For script see TB p119.

2 005 WB p15 Listen and write.

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

For script see TB p119.

Key:

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

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

Aim: to reinforce and practise letter names

For script see TB p119.

Ending the lesson

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

Extension activity

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

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

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

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

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
☿	♐	☉	☾	♊	♋	♌	✳	♂	♃	◑	⚹	♎	♑	♈	♉	♍	♏	♒	♓	☊	♒	●	♌	∝	☍

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Phonics

3 **Find who says ...**

OK, thanks anyway.

4 017 **Listen and say.**

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

Skills / Storytime

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

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

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

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

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

Puzzles are great fun

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

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

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

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

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

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

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

Skills: making predictions, reading for specific information

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

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

Flashcards: 6–14 (school subjects)

Value: Accepting others

Critical thinking: Makes predictions and estimations from given information

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

Cognitive control functions: Inhibitory control

Warm-up

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

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

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

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

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

Aim: to practise reading for specific information (scanning)
- Tell students to read quickly and quietly to find the answers. Give them a time limit, e.g. two minutes.
- Students compare answers in pairs. Do not confirm.

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

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

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

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

For script see SB p16.

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

Aim: to check comprehension using a story summary

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

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

Aim: to check comprehension

Key: 1, 2, 4 and 6

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

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

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

Ending the lesson

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

Extension activity

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

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

Learning outcomes:
- to read and listen for specific information

Skills: reading and listening for specific information, speaking

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

Recycled language: language from the story

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

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

Cognitive control functions: Working memory

Warm-up

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

4 SB p17 Put the story in order.

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

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

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

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

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

For script see TB p119.

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

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

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

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

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

Aim: to practise listening for detail

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

For script see TB p120.

Ending the lesson

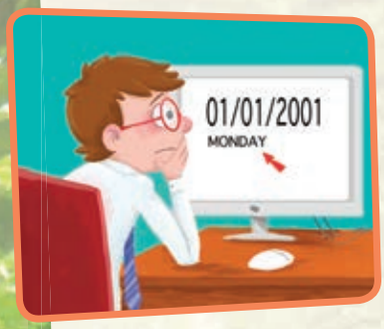
Aim: to practise speaking and review language from the lesson
- Ask students to think about what they talked about in SB Activity 6. Put them into new pairs. Tell them they have one minute to find one thing they have in common with their new partner, from their ideas in Activity 6.
- Pairs talk about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

Extension activity

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

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

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



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

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

4 **Put the story in order.**

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

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

In the summary we have …

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

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

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

Think and learn

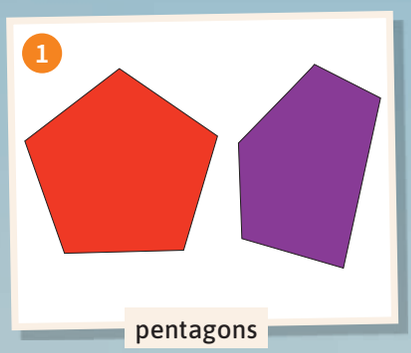
GEOMETRICAL SHAPES

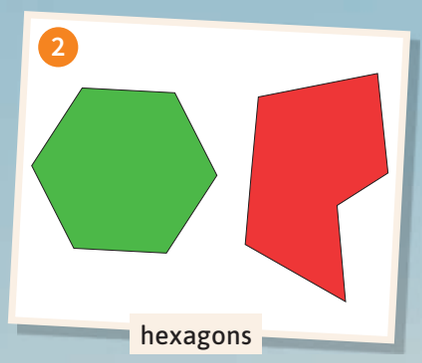
What shapes can we see in buildings?

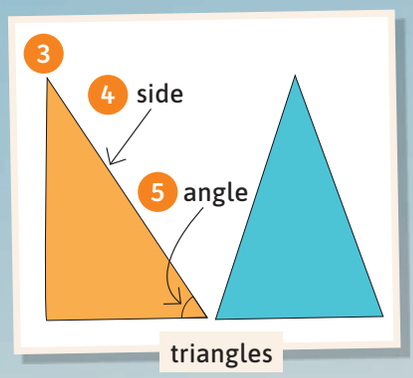
Super fact!

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

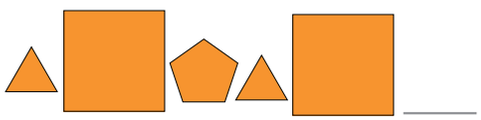
1 020 Listen and point.

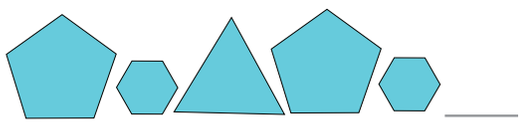


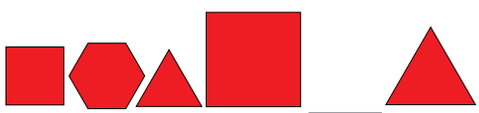




2 Look at these sequences. Draw the missing shapes.

1  ____

2  ____

3  ____

4 ____

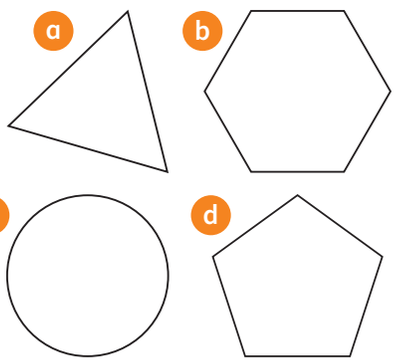
3 What shape is it? Match the sentences with the shapes.

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

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

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

4 It hasn't got any angles. ☐



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

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

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

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

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

Critical thinking: Makes predictions and estimations from given information

Cognitive control functions: Cognitive flexibility

Warm-up

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

Presentation

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

SB p18 What shapes can we see in buildings?

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

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

Key: pentagon, hexagon, triangle

For videoscript see TB p120.

1 020 SB p18 Listen and point.

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

For script see SB p18.

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

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

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

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

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

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

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

Aim: to practise new vocabulary for shapes

Key: 1 pentagon, 2 hexagon, 3 triangle

2 WB p18 Circle the correct words. Then match.

Aim: to practise words to describe shapes

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

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

Aim: to practise identifying and describing shapes

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

Lesson review

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

Extension activity

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

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

New language: *butterfly*

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

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

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

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

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

Warm-up

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

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

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

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

5 Project SB p19 Use shapes to draw an insect or a bird. Count the number of shapes, angles and sides. Tell your friends.

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

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

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

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

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

Aim: to practise solving visual puzzles

Key: A chicken

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

Aim: to personalise the topic of tangrams

Lesson review

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

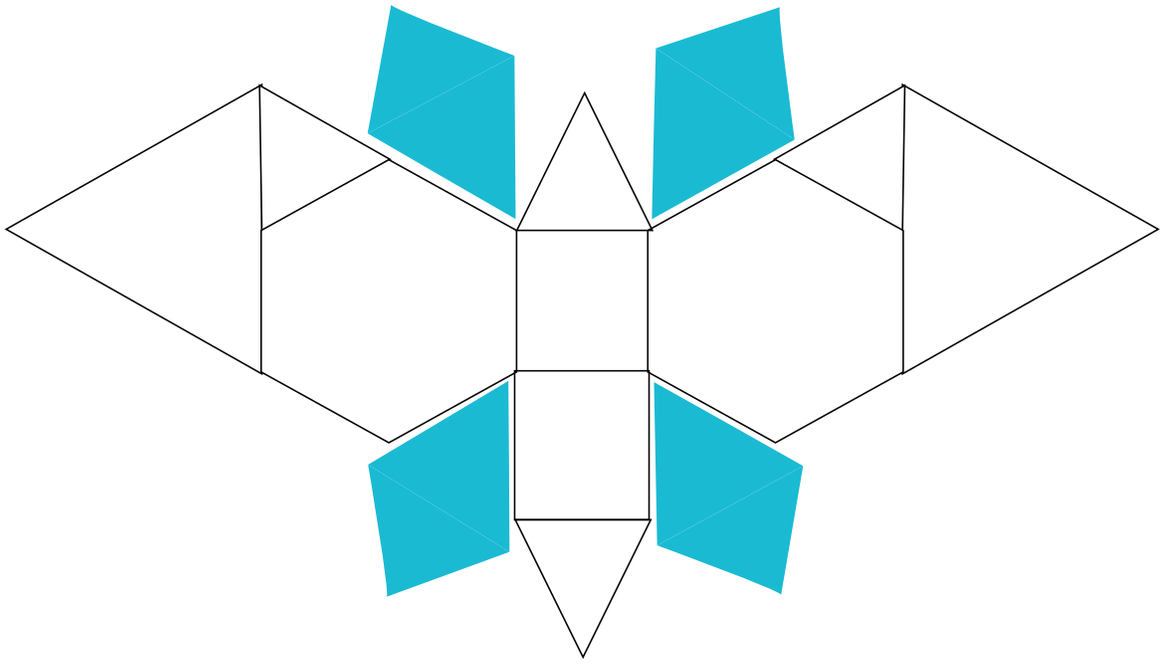
Extension activity

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

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

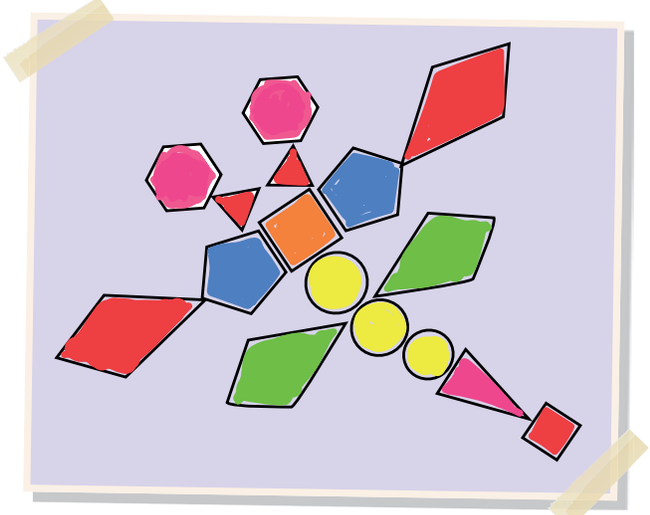
The kites are blue.

OK. And what colour are the small triangles?



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

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



Portfolio

Talk and find out

Favourite subjects

1 **Make a prediction.**

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

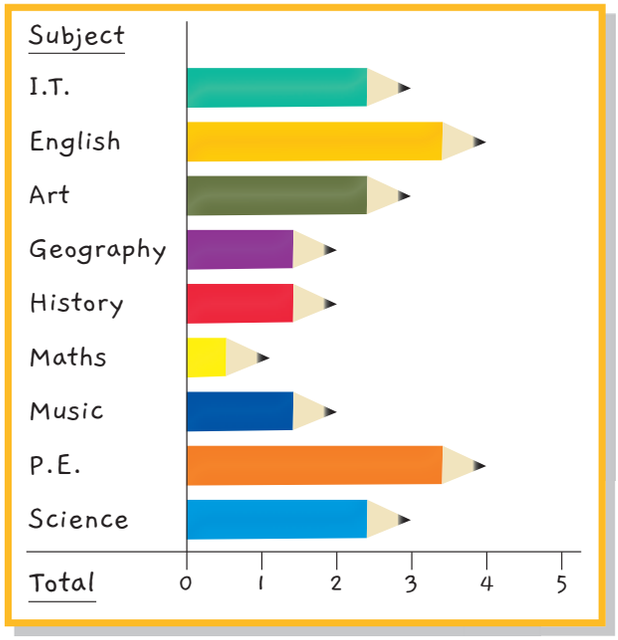
2 **Work in groups of four. Draw a table. Ask and write.**

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

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

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

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



Was your prediction correct?

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

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

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

New language: *prediction, predict, bar chart*

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

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

Critical thinking: Formulates and tests hypotheses

Warm-up

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

1 SB p20 Make a prediction.

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

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

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

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

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

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

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

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

1 WB p20 Match the questions with the answers.

Aim: to practise questions and answers

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

2 WB p20 Complete the report about the interview with Kate.

Aim: to practise reading and writing skills

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

3 WB p20 Write about you and your school subjects.

Aim: to personalise the topic

Ending the lesson

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

Extension activity

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

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

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

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

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

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

Cognitive control functions: Cognitive flexibility

Warm-up

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

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

1 SB p21 Read about the portfolio.

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

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

2 SB p21 Write a profile for your portfolio.

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

3 SB p21 Write some rules for your English class.

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

1 WB p21 Look and draw lines to make sentences.

Aim: to enable students to assess their own learning

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

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

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

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

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

Aim: to personalise the topic

Ending the lesson

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

Extension activity

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

Think and write

My portfolio

1 Read about the portfolio.

Did you know ... ?

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

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

You can create a print portfolio or a digital portfolio.

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

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

2 Write a profile for your portfolio.

3 Write some rules for your English class.

Writing tip

Check your sentences for capital letters and full stops.

English class rules:

We have to speak English.
We have to do our homework.
We have to listen to ...
We have to read a book every ...