1 At school

1 10 **Listen and look. Then listen and say the words.**

BIG QUESTION How do we learn?

2 11 **Listen and chant.**

Flash, Flash, please come back!
Flash, Flash, please come back!

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

Flash, Flash, close your bag!
Flash, Flash, close your bag!

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

Learning outcomes:
- to name and talk about classroom objects
- to say a chant

BIG QUESTION to start to think about the Big Question *How do we learn?*

New language: *ruler, pen, book, rubber, pencil case, pencil, desk, notebook, bag, paper, Come back, Close your bag*

Recycled language: colours

Cognitive control functions: Working memory

Flashcards: 15–24 (classroom objects)

Warm-up

Aim: to review colours
- Play a true/false game to review colours. Point to items and make true or false sentences about colour. Students stand up only when a sentence is true (e.g. point to something green and say *It's red* – students don't stand).

Presentation

Aim: to present classroom objects
- Hold up each flashcard in turn. Say the word for the class to repeat. Do this three or four times.
- Hold up each flashcard for students to say the word without your help. They can point to the item if it is nearby.
- Stick the flashcards on the board or around the room (next to or on the appropriate object, if possible).

1 10 SB p10 Listen and look. Then listen and say the words.

Aim: to practise classroom objects
- Students look at the picture in their Student's Books. Elicit the names of the characters.
- Play the recording. Students point to the objects and words when they hear them.

For script see TB p119.
- Play the recording again. Students repeat the words.
- Students practise pointing and naming in pairs. They also say the colours of the items.

BIG QUESTION How do we learn?

Aim: to encourage students to find out about how we learn
- Read the Big Question. Ask students to think about what they usually do in class, e.g. *We listen. We sing.*
- In pairs, students think about other ways they learn. Accept any reasonable suggestions for activities (not always in the classroom) which help learning, e.g. listening to others, asking questions.
- Elicit and discuss ideas as a class. **Note:** Some of the discussion will need to be in your students' first language (L1).

2 11 SB p10 Listen and chant.

Aim: to give students further practice saying the classroom words
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p10.
- Play the recording again, pausing after each verse for students to repeat. Do the chant as a class and then in groups.
- Students put the objects from the chant on their desks. They do the chant again, holding up the relevant objects. They can add actions for *please come back* and *close your bag*.

Practice

Aim: to personalise and practise the new language
- Students close their Student's Books.
- In pairs, they take turns to name the classroom objects on their desks from SB Activity 2.

1 WB p10 Look and match.

Aim: to practise matching words with pictures

Key: 2 g, 3 f, 4 e, 5 j, 6 b, 7 d, 8 a, 9 c, 10 i

2 WB p10 Look and colour.

Aim: to review colours and classroom objects

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

Ending the lesson

Aim: to review key language from the lesson
- Display the flashcards. Point to flashcards at random for students to say the words.

Extension activity

Aim: to review colours and classroom items
- Students look at the picture in their Student's Books for one minute and try to memorise it. Then they close their books. Say, e.g. *It's red*. Students say the name of the item from memory.
- Students can also play this game in pairs.

Learning outcomes:
- to ask and answer about classroom objects
- to play a game

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

Recycled language: classroom objects

Flashcards: 15–24 (classroom objects)

Warm-up

Aim: to review classroom objects
- Stick the flashcards on the board (picture side). Write the wrong word under each one, e.g. write *pen* below the ruler.
- Invite students to come up and swap two flashcards so that the word and picture match, until they all match.

1 12 SB p11 Listen and number the pictures.

Aim: to present *What's this? It's a (ruler). Is it a (ruler)? Yes, it is. No, it isn't.*
- Give students time to look at the pictures in their Student's Books. Say one of the items in the pictures, e.g. *It's a pencil case*. Students point to the correct picture.
- Play the recording. Students listen and number.

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

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

2 13 SB p11 Watch, listen and say.

Aim: to focus students on grammatical form
- Point to the picture of the penguin and say *This is Penny. Penny the penguin*. Write the name on the board. Students practise saying *Penny the penguin*.
- Play the *Penny the penguin* video. Students watch and listen, then watch and read. Check understanding of the grammar.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p12.
- Students practise the questions and answers in pairs (one holding a ruler, one asking the questions). Then they swap roles.

3 SB p11 Play the guessing game.

Aim: to give students practice with questions and answers
- Point to the first picture and ask *What's this? Is it a pen?* Students answer with their own ideas. Encourage them to ask questions to guess in the same way.
- In pairs, students take turns to ask and answer about the rest of the pictures.
- Elicit guesses and confirm what each item is.

Key: 1 desk, 2 pen, 3 ruler, 4 paper

1 WB p11 Look and write.

Aim: to review classroom objects

Key: 2 it, 3 isn't, 4 is

2 WB p11 Read and tick ☑.

Aim: to practise the new grammar

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

Ending the lesson

Aim: to review new language from the lesson
- Start drawing something, e.g. a bag, on the board and ask *What's this?*
- Draw slowly, pausing often for students to guess. Encourage them to ask full questions, e.g. *Is it a book?* and answer them with *Yes, it is* or *No, it isn't*.
- Repeat, drawing different items. After several rounds with the whole class, students can play the same game in pairs, taking turns to draw items.

Extension activity

Aim: to play a game to practise the new grammar
- Hold a flashcard so that students can't see the whole picture. Ask *What's this?* The students guess (*It's a …* or *Is it a …?*) Make the game competitive by scoring a point for each incorrect guess.
- Repeat with different flashcards.
- Students can play in pairs, drawing a picture and then covering part of it so their partner can't see and asking *What's this?*

1 12 Listen and number the pictures.

2 13 Watch, listen and say.

Language focus

What's this?

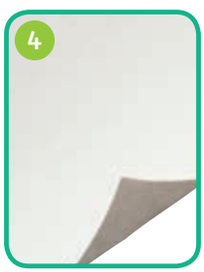
Is it a pencil? **Is it a** ruler?

No, **it isn't**. Yes, **it is**.

3 Play the guessing game.

What's this?

Is it a … ?



1 14 Listen and sing. Then tick ☑ the objects in the song.

What's this? What's this?
Please tell me, what's this?
Is it a pen? Is it a book?
Come on, take a look.

It's a pencil, it's a pencil,
A pencil for my school.
It's a pencil, it's a pencil,
And the pencil's very cool.

What's this? What's this? ...

It's a notebook, it's a notebook,
A notebook for my school.
It's a notebook, it's a notebook,
And the notebook's very cool.

2 Tick ☑ the objects that are for school.

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

Learning outcomes:
- to sing a song
- to practise asking and answering questions about classroom objects

New language: *Please tell me, Come on, Take a look, for my school, Cool*

Recycled language: classroom objects, *What's this? It's a …*

Cognitive control functions: Cognitive flexibility

Cognitive control functions (WB): Working memory

Flashcards: 15–24 (classroom objects)

Warm-up

Aim: to review classroom objects, and questions and answers
- Flash each flashcard very quickly in front of the class and ask *What's this?*
- Students respond (*It's a …*) or guess (*Is it a …?*)

1 14 15 SB p12 Listen and sing. Then tick ☑ the objects in the song.

Aim: to sing a song with the class, and practise listening for specific details
- Students look at the picture. Elicit what they can see on the desk. Say *These are for school.*
- Pre-teach *tell me*, e.g. say to different students *Tell me a number. Tell me your name.* Use mime to teach *take a look* and *cool.*
- Play the audio (14). Students follow the song in their Student's Books.

For song lyrics see SB p12.
- Play the audio again for students to tick the objects they hear. Check answers.
- Play the song video, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version of the audio (15) or video to practise the song with the whole class and then in groups.

Key: Students tick the pencil and the notebook.

Practice

Aim: to practise the language from the song with real classroom objects
- Put classroom objects not in the song at the front of the class, e.g. a pencil case, a pen, a ruler, a rubber and a bag.
- Hold up one item and sing the chorus (*What's this? What's this?* etc.)
- Students sing the answer, using the song as a model, e.g. *It's a ruler, it's a ruler, A ruler for my school.*
- Repeat with different items.

2 SB p12 Tick ☑ the objects that are for school.

Aim: to practise recognition skills
- Point to the first picture and ask *Is it for school?* Students say *No, it isn't.* Explain that they only tick the things that are for school.
- Students look, think and tick. They compare answers in pairs.
- Check with the class.

Stronger students: Teach the names of items 1, 4, 5 and 6.

Key: Students tick pictures 2 (scissors), 3 (bag) and 5 (ruler). Some students might think that a spoon and a phone are also for school – accept any reasonable explanations.

1 03 WB p12 Can you remember? Listen and write.

Aim: to practise the song

For song lyrics see SB p12.

Key: 2 book, 3 pencil, 4 notebook

2 WB p12 Look and write.

Aim: to practise reading questions and writing short answers

Key: 2 it is. 3 Yes, it is. 4 No, it isn't. 5 Yes, it is. 6 No, it isn't.

Ending the lesson

Aim: to review key language from the lesson
- Stick flashcards of the items in the song on the board in order (pen, book, pencil, notebook).
- Play the song from SB Activity 1 again. Students join in, pointing to the flashcards.

Extension activity

Aim: to practise the spelling of classroom objects
- Students close their Student's Books.
- Write words for classroom objects on the board with letters missing for students to complete in pairs. Elicit answers by getting students to spell the words aloud in English.

Learning outcomes:
- to give and respond to classroom instructions
- to play a game

New language: imperatives: *Sit (at your desk), Open your (bag), Close your (book), Pass me a (pen), Get a (pen), Write (one to ten), please, Here you are*

Recycled language: classroom objects

Materials: Unit 1 stickers, scissors

Warm-up

Aim: to review classroom objects
- Hold up or point to different classroom objects. Ask *What's this? Write the word.* Students write the words in their notebooks.
- Students check answers and spelling in pairs before the class check. Students use the English letter names when they give their answers.

Stronger students: Students can write a sentence with *It's a …* for each item.

1 16 SB p13 Listen and stick. Then write the words.

Aim: to present imperatives
- Give students time to look at the pictures. Explain that a classroom object is missing in each one. Ask them to guess which it might be for each picture.
- Students find their stickers and cut them out together with the backing paper.
- Play the recording. Students listen and choose the correct stickers.

For script see TB p119.
- Students check in pairs.
- Play the recording again. Check answers with the class.
- Students stick the stickers on the pictures and write the words.
- Read and mime each instruction. Students copy the action as you give the instruction. Repeat two or three times.

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

2 17 SB p13 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Penny the penguin* video. Students watch and listen, then watch and read. Check understanding of the grammar and make sure they realise that *please* makes an instruction polite.
- Play the audio. Students follow in their Student's Book. They join in and do a mime in response to each imperative.

For script see SB p13.
- Students practise the sentences in pairs.
- Give different instructions for students to mime the actions, e.g. *Pass me a notebook, please. Open your pencil case.*

3 SB p13 Play the please game.

Aim: to give students practice with giving and following instructions
- Give different instructions. When you say *please* after an instruction, students do it. When you don't say *please*, students don't do it.
- Give instructions quickly one after the other, practising the imperatives and different classroom objects. You can make the game competitive by telling students they are 'out' if they carry out an instruction incorrectly (or do something when you haven't said *please*). Stop after about five minutes and declare those who are still 'in' the winners.

1 WB p13 Write the words.

Aim: to give students practice in writing imperatives

Key: 2 get, 3 Open, 4 Write

2 WB p13 Look and number the pictures.

Aim: to give students practice with reading and matching

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

Ending the lesson

Aim: to practise key language from the lesson
- A volunteer student comes to the front of the class and gives instructions for the class to follow.

Stronger students: The volunteer can lead a please game, rather than giving simple instructions.

Extension activity

Aim: to give students further practice with imperatives
- Play the chain game. Put students into small groups. One student gives an instruction to the student on his/her left. The student carries out the instruction and then gives a new instruction to the student on his/her left.
- If students repeat an instruction or make a mistake, the game changes direction.

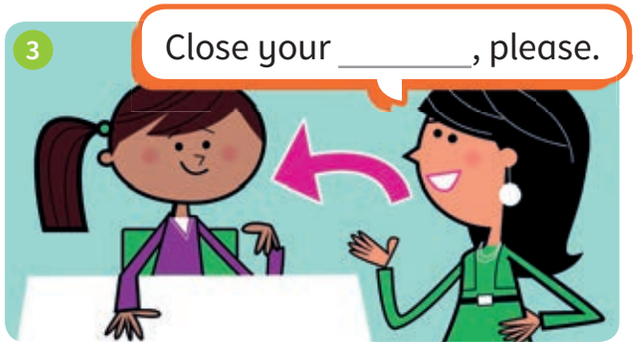
1 16 Listen and stick. Then write the words.

pen book bag desk

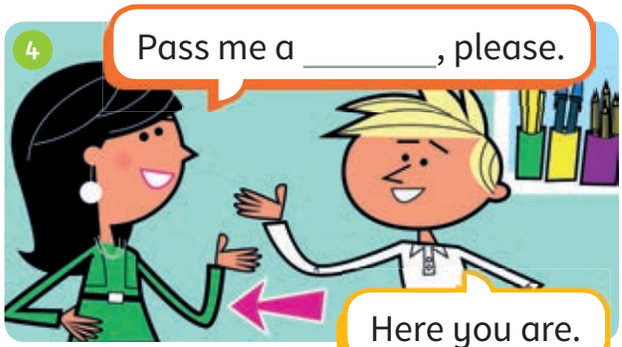
1 Sit at your _____, please.

2 Open your _____, please.

3 Close your _____, please.



4 Pass me a _____, please.



Here you are.

2 17 Watch, listen and say.

Language focus

Sit at your desk, please.
Now **get** a pen.
Open your book, please.
Write one to ten.

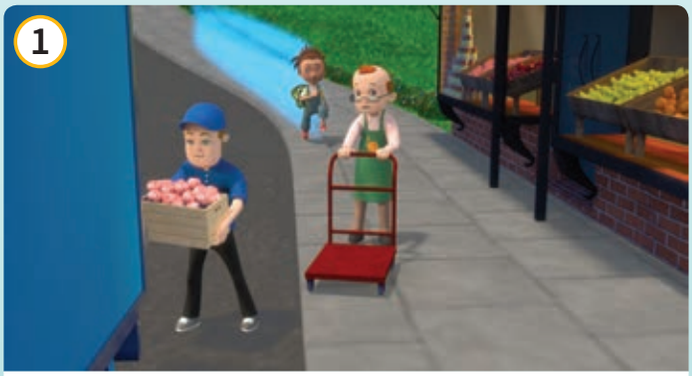
3 Play the please game.

Open your book.

Open your book, please.

Watch out, Flash!

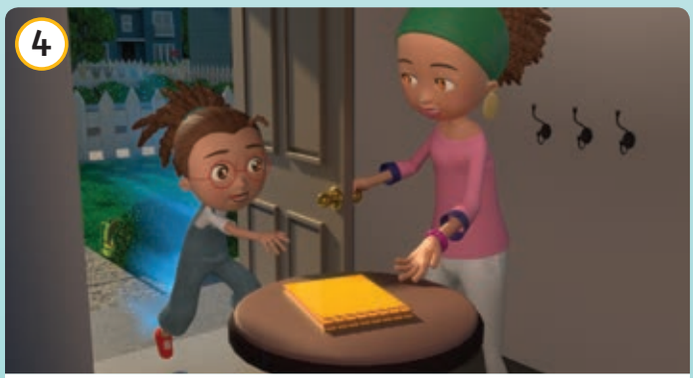
1 18 Which classroom objects can you see?



Shopkeeper: Pass me the box, please.

Delivery man: Watch out!

Flash: I'm sorry.
Delivery man: It's OK.



Flash: Mum. My notebook!
Mum: Here you are!

Flash: Thank you.
Mum: Flash, come back!

Thunder: Here's your pencil case.
Whisper: Here's your ruler.
Misty: Here's your book.

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

New language: *box, Watch out, I'm sorry, It's OK, Mum, Here you are, Thank you, Come back, Here's (your pencil case)*

Recycled language: classroom objects, imperatives

Value: helping each other

Critical thinking (WB): Identifies characters, setting, plots and theme in a story
Sorts and classifies objects and activities according to key features (e.g. types of animal or transport)

Materials: flashcards 15–24 (classroom objects), a box and peaches/balls and classroom objects for each group of seven students (optional)

Warm-up

Aim: to review the characters and the story
- Elicit the names of the four Super Friends (*Misty, Flash, Whisper, Thunder*) and ask individual students to mime their special powers. Ask students who their favourite character is.

Watch out, Flash!

1 18 SB pp14–15 **Which classroom objects can you see?**

Aim: to present a picture story
- Elicit which characters are in the pictures. Teach *box* using the first picture.
- Stick the flashcards on the board and review the words. Ask *Which classroom objects can you see in the story?* Point to the second frame and elicit *bag*. Give the students time to look for the items in the rest of the pictures, but do not confirm answers.
- Remind students that the names of the speakers in the story are on the left and explain *shopkeeper* and *delivery man*, using the pictures.
- Play the audio. Students look and listen for the classroom objects.

For script see SB pp14–15.
- Check answers or call students to the front to tick the correct flashcards.
- Play the whole *Super Friends* video. Play the video again, pausing to check comprehension. Make sure students realise that Flash leaves her bag at her house, e.g. ask *Where's the bag?* and then ask why her mum says *Flash, come back!* (*because she's forgotten her bag*).
- Talk with the class about the value (helping each other). Ask who helps Flash in the story (*her mum and her friends*) and if they can find another example of helping (*the shopkeeper helps the delivery man pick up the fruit*).

Key: A bag, a notebook, a pencil case, a ruler and a book.

1 04 WB p14 **Who says it? Listen and tick ☑.**

Aim: to review phrases from the story

For script see TB p119.

Key: 1 Flash (1st picture), 2 Flash (2nd picture), 3 Man (1st picture)

2 WB p14 **Look and tick ☑ or cross ☒.**

Aim: to review the storyline

Key: 2 ☑ 3 ☑ 4 ☒ 5 ☑

3 WB p14 **Who says it? Match.**

Aim: to check comprehension of key phrases

Key: 2 a, 3 d, 4 b

Ending the lesson

Aim: to practise the story
- Put students into groups of seven. 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. They can use props (a box, peaches or balls, and the classroom items: a bag, a notebook, a pencil case, a ruler and a book).
- Groups role play for the class.

Extension activity

Aim: to review phrases from the story
- Students close their Student's Books.
- Write scenes from the story on the board, with lines in the wrong order, e.g. *Pass me the box, please. / I'm sorry. / Watch out! / It's OK.*
- In pairs, students order the lines. Encourage pairs to read the corrected scenes with expression, or act them.

Learning outcomes:
- to interpret deeper meaning from a story
- to practise saying the short vowel sound /æ/, as in *bag*
- to review language from the story and the unit

New language: *black*

Recycled language: classroom objects, *cat*

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

Value: helping each other

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

Warm-up

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

2 SB p15 Find these things in the story.

Aim: to focus on detail in the story
- Give students time to re-read the story as you play the recording.
- Students do the activity individually and then check in pairs.
- Check with the class, encouraging students to use the language in the speech bubble.

Key: a is in picture 4, b is in picture 8, c is in picture 5, d is in picture 3.

3 SB p15 Find who says ...

Aim: to present the letter sound /æ/
- Write *bag* on the board, using a red pen for the *a*. Separate out the three phonemes in the word and say each one separately (*b* – *a* – *g*) before saying the whole word.
- Students repeat *My bag!* after you and find the phrase in the story (picture 8).

Key: Flash

4 19 SB p15 Listen and say.

Aim: to practise the sound /æ/, a short vowel sound
- Play the recording. Students look at the picture, read and repeat.

For script see TB p119.
- Check understanding of *black* by asking students to point to other black items in the classroom. Explain that *Matt* is a shortened version of the name *Matthew*.
- Repeat the sentences as a class without the recording. Say them loudly, slowly, quickly, whisper them, etc.
- Students take turns to repeat in pairs.

1 WB p15 Who says what? Write numbers.

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

Key: a 3, 2, b 1

2 05 WB p15 Write and match. Listen and say.

Aim: to give further practice reading and saying words with the letter sound /æ/

For script see TB p119.

Key: 2 A fat rat – d, 3 A black hat – c, 4 A black bag – a

Ending the lesson

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

Note: In British English received pronunciation, *pass* (see story frame 1) is pronounced /pɑːs/ with a long 'a' sound: /ɑː/. In some areas of Britain the 'a' in *pass* is pronounced with a short 'a' sound: /æ/.

Extension activity

Aim: to discuss the value of helping each other
- Focus on the parts of the story where the characters help each other.
- Elicit from students why this value is important and elicit examples of when students have helped people.

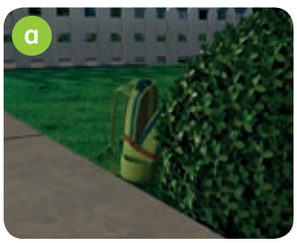
Note: This discussion will probably need to take place in L1.

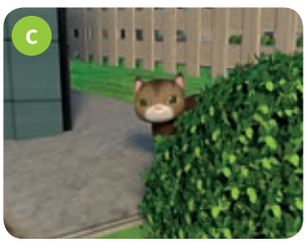
Flash: Oh, no!
Thunder: What is it?

Flash: My bag!

2 Find these things in the story.

a is in picture …





Phonics

3 Find who says …

My b**a**g!

4 19 Listen and say.

Come b**a**ck, M**a**tt! Here's your bl**a**ck b**a**g!

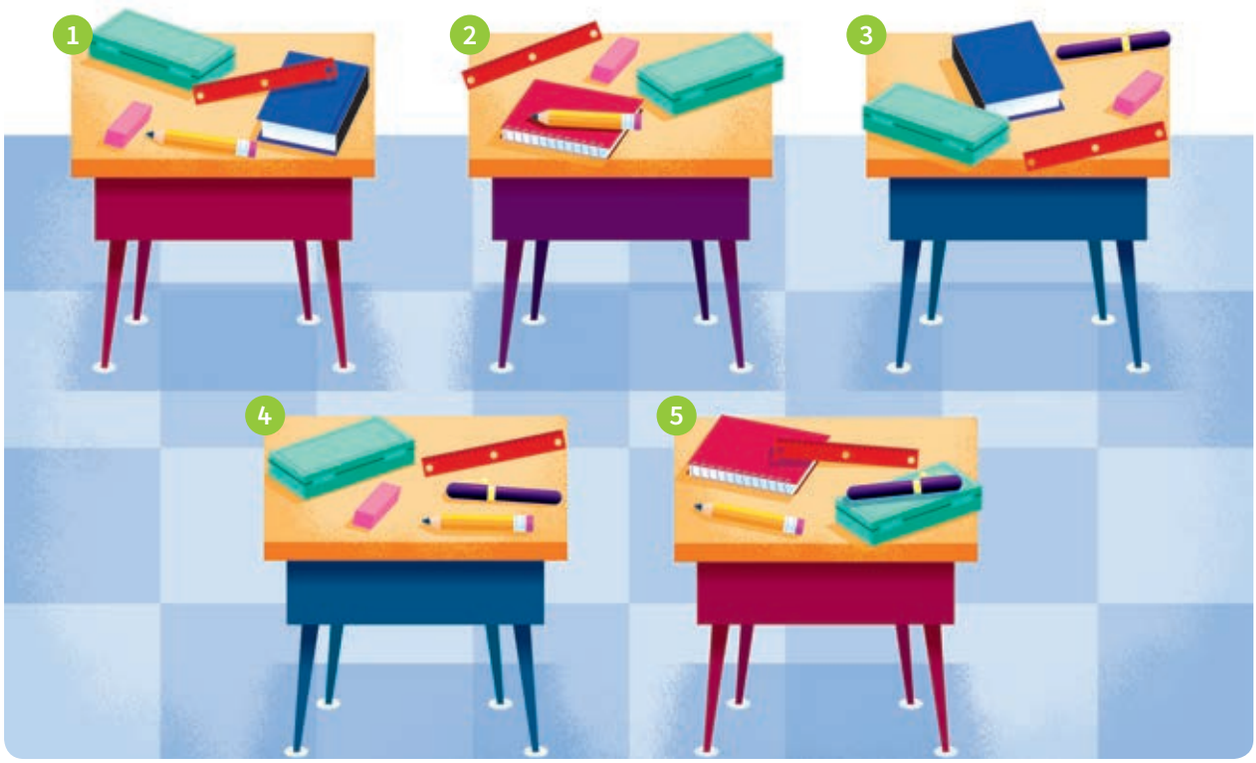
Skills

1 20 Listen and draw lines.

Sam

Fred

Kim



Mia

Jane

Learning outcomes:
- to listen for specific information
- to read for specific information
- to review classroom objects using *This is my … There's a …*

New language: *Sam, Fred, Kim, Mia, Jane, This is (my desk), There's a (bag).*

Recycled language: classroom objects

Flashcards: 15–24 (classroom objects)

Warm-up

Aim: to review classroom objects
- Display the flashcards on the board. Elicit what the objects are.
- Draw one of the objects in a corner of the board, hiding it so students cannot see.
- Students have three guesses. They ask, e.g. *Is it a bag?* Respond with short answers (*No, it isn't. / Yes, it is.*) The student who guesses does the next drawing.
- Repeat four or five times.

1 20 SB p16 Listen and draw lines.

Aim: to practise listening for specific information
- Read out the names of the five children in the pictures. Say *Point to (Jane).* Students listen and point to practise recognising and reading the names before they listen.
- Tell students to look carefully at the objects on the desks.
- Make sure students know what to do. Read the instructions aloud.
- Play the recording through without stopping.

For script see TB p119.
- Give students time to check their answers with a partner.
- Play the recording through again without stopping.
- Check with the class.
- Describe one of the desks in the pictures using *There's …* Students point to the correct desk and say the name.

Stronger students: Students can do the same activity in pairs (taking turns to describe the items on one of the desks).

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

1 WB p16 Look and read. Tick ☑ or cross ☒.

Exam skills

Aim: to practise reading for specific information (scanning)

Key: 3 ☒ 4 ☒ 5 ☑ 6 ☑

Ending the lesson

Aim: to give students listening practice, and to review vocabulary
- Draw a simple picture of a desk with items on it, but keep your picture hidden from the class.
- Say *Listen.* Describe the picture you have drawn, using gesture to help with meaning, e.g. *In my picture there's a desk. On the desk there's a pencil case, a book and a ruler. And there's a cat!*
- Say *Now listen and draw!* Repeat the description, pausing to give students time to draw. If you have time, you can add colours and let students mark each item with the correct colour (e.g. *The pencil case is red.*)
- Show your original picture for the class to compare their drawings.
- Ask a volunteer to repeat the description of the picture, pointing to the items in their version.

Stronger students: Check the colours, e.g. *What colour's the pencil case?*
- Students can colour the picture at home.

Extension activity

Aim: to give students writing practice
- Students place several objects of their choice on their desks.
- They draw a picture of their desks, with the objects, in their notebooks.
- They write sentences about their picture. Write a model text about your own desk on the board for guidance, e.g. *This is my desk. There's a notebook, a pen, a pencil, a rubber and a ruler.*
- Monitor and check spelling and that students are using commas to separate the items in their list.

Learning outcomes:
- to ask and answer about pictures
- to read for specific information
- to use *What's this? It's a …* in a game

New language: *What's number (1)? Put away your (book), Take out your (ruler).*

Recycled language: classroom objects, colours, numbers, imperatives, *It's a (bag).*

Creative thinking: Creates content for peers to use in class activities

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

Materials: piece of A4 card for each student (and one for yourself)

Warm-up

Aim: to review imperatives
- Give students simple instructions, e.g. *Sit at your desk, please,* building up to more complicated ones, e.g. *Pass your friend a black pen, please.* Students do the actions.

1 SB p17 Ask and answer.

Aim: to give students practice in asking and answering questions
- Students take turns to ask and answer about the pictures in pairs.
- Check and give further practice using open pairs.

Key: 2 a pen, 3 a pencil case, 4 a ruler, 5 a rubber, 6 a pencil

2 SB p17 Read and draw lines.

Aim: to practise reading for specific information (scanning)
- Present *Take out your (ruler)* and *Put away your (ruler)* by demonstrating.
- Students practise the new instructions in pairs, using classroom items.

Stronger students: Students can add colours, e.g. *Take out your green pencil. Put away your blue pen.*
- Read the instructions aloud and do the first one as an example.
- Students complete the activity individually.
- Students compare answers with their friends. Then check with the class. Students mime the answers.

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

3 SB p17 Make a question card. Then play the guessing game.

Aim: to give students practice in reading, writing and speaking
- Draw a picture of a 'close-up' of a classroom object on a card. Write the question *What's this?*
- Write the answer on the back of the card (e.g. *It's a ruler*), but don't show this side to the class.
- Show the picture side of the card and ask *What's this*? Students guess. Show the answer and read the sentence when they guess.
- Students make their own cards. Circulate and check spelling.
- Students work in groups and take turns to show the picture on their card and ask *What's this?*

1 OG WB p17 Listen and number.

Aim: to practise listening for specific information

For script see TB p119.

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

2 WB p17 Draw and write about your pencil case.

Aim: to practise writing and to personalise the language

Ending the lesson

Aim: to practise listening and to play a memory game
- Call six students to the front with their cards from SB Activity 3. They each show the picture and read the sentence on the back. The class repeats. Make sure there are at least four different objects.
- Give the class a minute to memorise the cards. Then ask the volunteers to hide them.
- Students who are not holding the cards try to repeat the items in order, e.g. *It's a pencil case. It's a notebook. It's a bag*. The volunteers holding the cards respond with *Yes, it is* or *No, it isn't.*
- Repeat the game with different volunteers – this time eight or ten.

Extension activity

Aim: to practise word order of instructions
- Write classroom instructions on the board with the word order jumbled, e.g. *book, please. / away your / Put*
- Students put the words in the correct order.

1 Ask and answer.

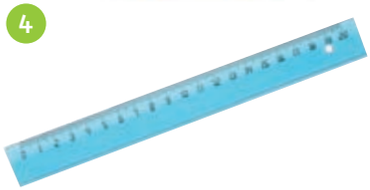
What's number 1?

It's a bag.

1

2

3

4 

5

6

2 Read and draw lines.

1 Put away your book, please.

2 Take out your ruler, please.

3 Pass me a pencil, please.

4 Open your bag, please.

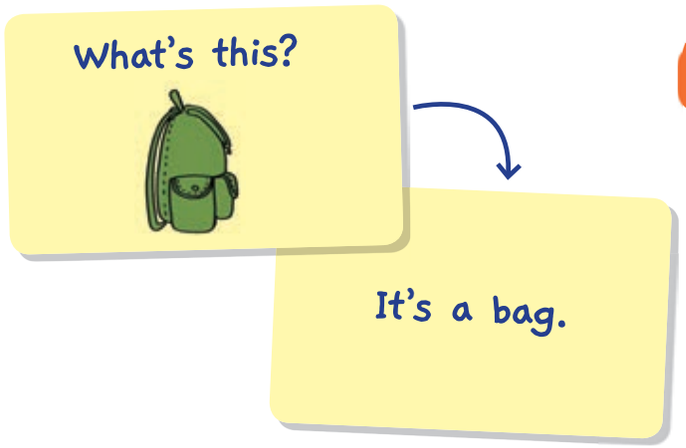
a

b

c

d

3 Make a question card. Then play the guessing game.



What's this?

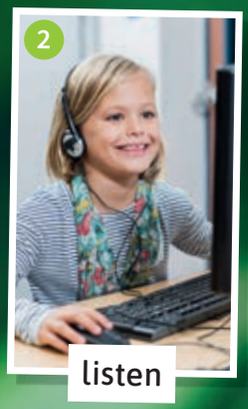
It's a …

Think and learn

Senses

How do we learn?

1 21 Listen and point.



2 Which senses do you use? Read and tick ☑.

	look	listen	smell	taste	touch
1 Listen to a story.					
2 Open your pencil case.					
3 Eat your lunch.					
4 Close your bag.					
5 Watch a video.					

Learning outcomes:
- to integrate other areas of the curriculum through English: Science
- to identify senses and how we use them to learn

BIG QUESTION to explore the Big Question *How do we learn?*

New language: *senses, look, listen, smell, taste, touch, story, Eat your lunch, Watch a video.*

Recycled language: classroom objects

Critical thinking: Uses pre-defined categories to analyse familiar concepts

Critical thinking (WB): Demonstrates understanding of links between new ideas

Materials: items to look at, listen to, smell and/or taste (e.g. fruit, salt, sugar) and touch (e.g. toys of different materials) (optional)
Note: Before the Extension activity, check if any students have allergies.

Warm-up

Aim: to introduce the idea of using senses to learn
- Write the Big Question *How do we learn?* on the board.
- Brainstorm verbs from instructions in the Student's Book (e.g. *watch, listen, write, sing, make, play*) and write them around the question on the board.
- Focus on one activity, e.g. *sing*, and encourage students to think about what we need to do to learn a song (we need to listen). Students can answer in L1.

SB p18 How do we learn?

Aim: to raise students' awareness of the five senses
- With Student's Books closed, play the video.

For videoscript see TB p119.

- Ask students what they remember. They can use L1 to tell you about the computer, fruit, flower, etc.
- Ask students to watch again and answer *Which senses do you use?* Play the video again and elicit answers (students can answer in English and L1).

1 21 SB p18 Listen and point.

Aim: to present words to describe senses
- Play the recording. Students listen and point to the photos.

For script see SB p18.

- Play the recording again. Students repeat.

2 SB p18 Which senses do you use? Read and tick ☑.

Aim: to practise words to describe senses
- Read the instruction aloud and make sure students know how to read the table. Do the first row (*Listen to a story*), copying the table on the board if necessary. Make sure students know they can tick more than one column.
- Read tasks 1 to 5 and check understanding of *story* and *Eat your lunch*.
- In small groups, students complete the activity, discussing the rest of the tasks (2 to 5) and ticking the columns.
- Elicit answers. Talk about which tasks apply to what the child is doing in the photo (*smell the mango, look at the mango, touch the mango*).

Key:

	look	listen	smell	taste	touch
1 Listen to a story.		☑			
2 Open your pencil case.	☑				☑
3 Eat your lunch.	☑		☑	☑	☑
4 Close your bag.	☑				☑
5 Watch a video.	☑	☑			

1 WB p18 Look and write.

Aim: to give practice identifying senses

Key: 2 see, 3 touch, 4 listen, 5 taste

2 WB p18 Look and match.

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

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

Ending the lesson

Aim: to review what students have learnt in the lesson
- Elicit what students learnt today and write it on the board, e.g. *Today I've learnt about how we use our senses to learn*. Students copy in their notebooks.

Extension activity

Aim: to review language from the lesson
- Ask *How do we learn about the world? Which senses do we use?*
- Hand out items for students to look at, touch, smell, listen to and perhaps taste. Ask different students *Which senses?*

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

New language: *something*

Recycled language: *senses, look, listen, touch, taste, smell*

Creative thinking: Combines newly learnt material with own ideas

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

Creative thinking (WB): Chooses options to create something new

Cognitive control functions: Cognitive flexibility

Materials: coloured pens or pencils, A4 paper (one piece for each student), five medium-sized boxes or trays, and items to explore the senses from the previous lesson (optional), digital or print portfolios
Note: If you are doing the Extension activity, check if any students have allergies.

Warm-up

Aim: to review words to describe senses
- Elicit words to describe senses from the previous lesson, and write them on the board.
- Agree on an action for each sense word (e.g. raising your hands to your ears for *listen*). Practise saying the words while doing the actions with the class.
- Say a sense word. Students do the correct action. They can play the same game in pairs.

3 SB p19 Read and complete the pictures.

Aim: to practise reading and the new senses vocabulary
- Read the instruction for Activity 3 and make sure students know they need to draw in the missing parts of the pictures. Explain the meaning of *something*.
- Students complete the activity individually, and then compare their pictures in pairs.
- Circulate and check answers.

Key: Students draw: 1 something to look at, 2 something to smell, 3 something to taste

4 Project SB p19 Make a senses book.

Aim: to enable students to apply what they have learnt about the senses
- Tell students they are going to make a senses book. Give each student a piece of A4 paper.
- Students fold the two short edges of the paper together to create a spread with two pages.
- Students decide on two things they would like to include. They don't have to know the words in English, but they should be things that use the senses, e.g. items of food, animals, classroom objects, toys.
- Students draw a picture on each page of their spread and write around each picture the sense words associated with this item.
- Help students put together their spreads to make a book, in small groups.
- Write *My senses book* on the board. Groups copy the phrase onto the cover page of their book. Fast finishers can decorate the covers.
- Alternatively, students could create their senses book digitally and save it to their digital portfolios.

3 WB p19 Look and write.

Aim: to give students practice in identifying situations in which different senses are used

Key: 1 Listen, 2 Look, 3 Taste

4 WB p19 Choose and draw.

Aim: to give students practice in categorising and personalising the topic

Lesson review

- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *practised senses vocabulary, and made a senses book.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

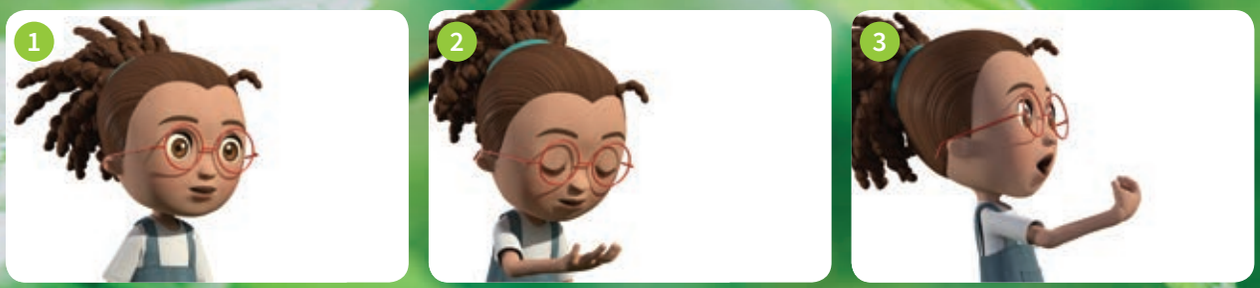
Aim: to make 'sense stations'
- Arrange a row of medium-sized boxes or trays in a corner of the classroom. Label them *look, listen, smell, taste, touch.*
- Hand out food items (fruit, salt, herbs, etc.), toys or materials and ask students which sense station they would like to put them in. Some items can be placed in more than one station.
- Students visit the sense stations and use their senses to explore the items there. Encourage them to use the language from the lesson. They can also add items from outside the classroom or from home.

3 Read and complete the pictures.

In picture 1, Flash looks at something.

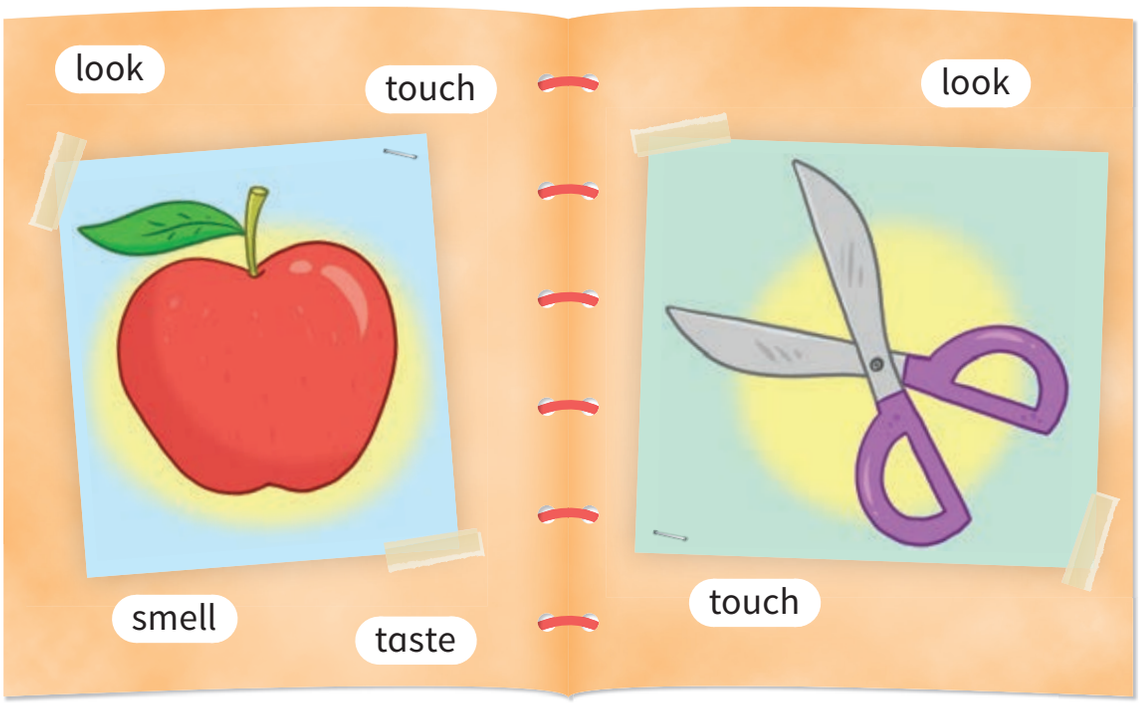
In picture 2, Flash smells something.

In picture 3, Flash tastes something.



4 Project Make a senses book.

look listen touch taste smell



Create that!

1 22 **Listen and imagine. Then draw your picture.**

2 **Work with a partner. Compare your pictures.**

What's this?

It's a …

Learning outcomes:
- to listen, imagine and draw to demonstrate meaning
- to describe classroom objects

New language: *eyes* (*Close your eyes*), *Imagine*, *Penny has*, *for you*, *What colour is it? What's in the bag? Is there a (book)? Draw the picture.*

Recycled language: classroom objects, colours, imperatives

Creative thinking: Chooses options to create something new

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

Cognitive control functions: Inhibitory control

Materials: coloured pens or pencils; For the WB making activity: toilet-roll tube, scissors, cardboard, glue, magazines

Warm-up

Aim: to review classroom objects and instructions
- Put the class into two teams, numbered 1 and 2 or named after colours.
- Give the teams instructions in turn, e.g. *Team 1, stand up. Team 2, open your pencil case. Team 1, sit down. Team 2, take out your pencil. Team 1, close your eyes*. Students mime or do the correct action. Once they have got the idea, make it more difficult by varying the groups (e.g. give two instructions to Team 1, one to Team 2, and so on).
- You can make the game competitive by telling students they are 'out' if they do the wrong action. The team with the most students left 'in' at the end wins.

Stronger students: Play with more than two teams to make it even more challenging (students have to listen very carefully).

1 22 SB p20 Listen and imagine. Then draw your picture.

Aim: to give students practice in listening and following instructions
- Explain the activity. Make sure students have coloured pens or pencils and that they know the meaning of *imagine* and *draw*.
- Play the recording for students to follow instructions.

For script see TB p120.

- Play the recording again before students draw, if necessary.
- Circulate as they draw their pictures, asking *What colour is your bag? What's in your bag?* Praise students for using their imagination and for their originality.

2 SB p20 Work with a partner. Compare your pictures.

Aim: to practise speaking
- Draw a picture of a bag on the board with different items inside it. Use colours if possible. Talk about the picture using *It's …* (e.g. *It's a bag. It's green. Look inside. It's a ruler. It's red. It's my notebook. What's this? It's a cat! In my bag!*)
- Students work in pairs. They show each other their pictures and describe. Encourage them to say as much as they can.

1 WB p20 Make a pencil holder.

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

Ending the lesson

Aim: to give students further practice in giving and responding to instructions
- Students put their empty pencil holders from the WB activity on their desks, together with a selection of classroom items.
- Give instructions for them to listen and follow, e.g. *Put three pencils, one pen and a ruler in your pencil holder. Now take out your ruler and a red pencil*.
- Students repeat the activity in pairs, taking turns to give instructions.

Extension activity

Aim: to review colours and classroom items
Aim: to give students practice in writing instructions
- Students work in pairs. They write a set of three instructions, similar to those in the Warm-up, to give to another pair. Write prompts on the board to help, e.g. *Close … Open … Take … Pass me …*
- Pairs swap instructions, read them silently and then act them out.

Learning outcomes:
- to review language from the unit by doing a quiz
- to reflect on learning

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

Recycled language: vocabulary and grammar from the unit, colours, the alphabet

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

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review colours
- Revise pronunciation of the alphabet, if necessary (e.g. play the alphabet song 05 from Student's Book p6).
- Write the colours (*yellow, red, orange, green, blue, purple, black*) in jumbled letter order on the board.
- Students work in pairs and write each colour correctly.
- Choose pairs to spell out each colour word and ask them to find an item of that colour in the classroom.

1 SB p21 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz
- Make sure students know how to answer by circling one option for each sentence, using the picture clues. Do the first item as an example, if necessary.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

Key: 1 a, 2 c, 3 b, 4 a, 5 a, 6 b, 7 c, 8 b

Picture dictionary

Aim: to review vocabulary for classroom objects
- Students look at the Picture dictionary page for classroom objects (WB p119).
- In pairs, they take turns to point to one of the pictures and say the word.
- Then students write the words under the pictures.

Key: book, desk, notebook, pen, pencil, pencil case, rubber, ruler, paper

1 WB p21 Write and circle.

Aim: to enable students to assess their own learning

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

2 WB p21 Look and write.

BIG QUESTION

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

Key: 2 listen, 3 taste, 4 smell, 5 touch

3 WB p21 Read. Then draw and write.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learnt
- Put students into groups of four.
- Each student opens their Workbook at p21.
- Students take turns to read aloud what they have written for Activity 3 and to say something about their pictures.
- Encourage students to compare what they have written and drawn.

1 Read and circle.

1 It's a …

a pencil. b ruler. c desk.

2 It's a …

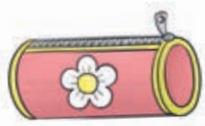
a rubber. b pencil case. c notebook.

3 … your book, please.

a Open b Close c Pass me

4 … at your desk, please.

a Sit b Write c Take out



5 Is this a pencil case?

a Yes, it is. b No, it isn't.

6 Is this a bag?

a Yes, it is. b No, it isn't.

7 This is Flash's …

a pencil case. b box. c ruler.

8 You … a song.

a look at b listen to c smell