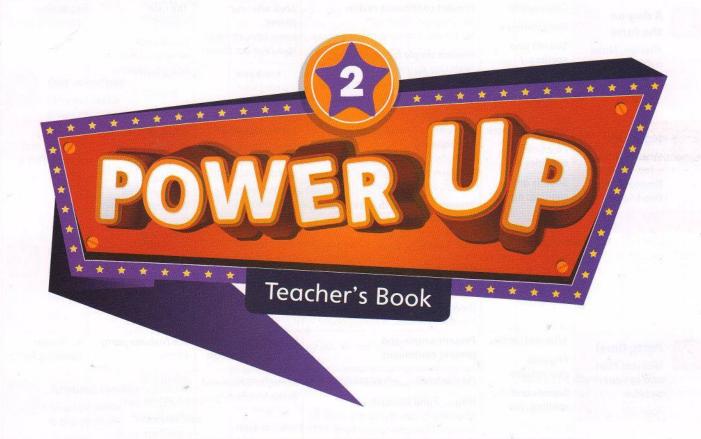


Lucy Frino
with Caroline Nixon and Michael Tomlinson







Lucy Frino

With Caroline Nixon and Michael Tomlinson

Meet the family Unit learning outcomes

Learners learn to:

- introduce themselves
- talk about families and relationships
- ask and answer the question How are you?
- give personal information

New language cook (n), How are you? I'm fine, thank you. Nice to meet you.

Recycled language animals, character names, family, sports and hobbies, farm, tractor, What's your name? My name's (Jim). How old are you? I'm (seven). Where do you live? I live in (London). present continuous

Materials flashcards of Jenny and Jim, audio, video

Warm-up

- Say My name's (Mrs Green). Nice to meet you. Practise with the class. Repeat the greeting to different learners. Encourage them to respond My name's (Mario). Nice to meet you.
- Learners stand up and walk around. When you say Stop they introduce themselves to the nearest person.

Presentation

Mime reading and say Look! I'm ... (reading a book).
 Repeat with mimes for playing piano/football, taking photos, riding a bike, swimming, watching TV and writing.
 Stronger learners
 Learners play the mime game in pairs.

Self-assessment

SA Say Open your Pupil's Books at page 4. Where's this? (The Friendly Farm) Point to the characters and ask Who's this? (Jim) What animals can you see? (A goat, a horse, etc.) Use self-assessment (see Introduction). Say OK. Let's learn.

Pupil's Book, page 4

Listen. What's Jim and Jenny's mum doing?

 Read the caption. Point to the characters and ask What's his/her name? Say Listen. What's Jim and Jenny's mum doing?

Track 1.02

Jim:

Jim and Jenny are on the Friendly Farm.

Jenny: I'm Jenny. I'm seven. This is my brother Jim.

Jim: Hi. I'm seven too. We're both seven!

Jim and Jenny: We're twins!

Jim: I like music and I love playing the piano.

Jenny: I like music too, but I don't like playing the piano. I love playing football and swimming.

Look! This is a photo of our dad. He's a cook and

he loves making food. Here he's making a cake.

He's happy in the kitchen.

Jenny: And this is our mum. She loves music and she

enjoys playing the piano. Here she's writing a song.

Jim and Jenny: We're the Friendly family!

Grandpa: ... and we live on Friendly Farm. These are our

animals. Nice to meet you!

Key: She's writing a song.

 Point to each character and ask Who's this? Is this Jenny's (dad)? No, it's her (grandpa). Is this Jim's (sister)? No, it's his (mum). Say Jim and Jenny's dad is a cook. Mime cooking.

- Ask How old are Jim and Jenny? (Seven) Say They're both seven. They're ... (twins).
- Point to the tractor. Ask What's this? Ask Where's the small tractor? Learners find the hidden tractor in the picture.

2 6 Say the chant.

- Ask a learner How are you? Help him/her reply I'm fine, thank you. Repeat with different learners.
- Stick flashcards of Jim and Jenny on the board. Play the audio or video, pointing to the flashcards. Hold up your fingers for seven and give a thumbs up for I'm fine. Learners chant and do the actions. Repeat in two groups (Jenny and Jim).

Track 1.03

Jenny: What's your name? What's your name?

Jim: My name's Jim.

Jim: What's your name? What's your name?

Jenny: My name's Jenny.

Jim: How are you? How are you?

Jenny: I'm fine, thank you.

Jenny: How are you? How are you?

Jim: I'm fine, thank you.

Jenny: How old are you? How old are you?

Jim: I'm seven.

Jim: How old are you? How old are you?

Jenny: I'm seven.

3 $\frac{6}{1.04}$ Listen and answer. Then ask and answer.

Play the audio, pausing for learners to answer as a class.

Track 1.04

Jenny: What's your name?

what's your nume:

Nice to meet you. How are you?

How old are you? Where do you live?

Learners ask and answer in pairs.

Activity Book, page 4

See pages TB120-132

- Make a sentence about someone in the picture, e.g. He's Jenny's brother. (Jim) He's wearing a green hat. (Grandpa) Learners say the name.
- Learners repeat the activity in pairs.

Learning outcomes By the end of the lesson, learners will be able to understand basic personal descriptions.

New language asleep, good at ...-ing, model, show (n), singer

Recycled language adjectives, animals, family, barn, book, ear, eat, fun, game, hair, paper, photo, sing, sleep, be + adjective (She's beautiful), Don't ..., He's got (long hair). I like ...-ing, present continuous, You can't ...

Materials Friendly Farm animal character flashcards, audio, video, coloured pens or pencils

Warm-up

- Show the flashcard of Shelly and say *This is Shelly*. Repeat with the other flashcards.
- Display the flashcards, point and ask What's his/her name?
 Stress the pronoun his/her. Say Henrietta is Rocky's ...
 (mum/mother).

Extra support Write captions below the flashcards, e.g. She's Shelly. Point at random and learners say, e.g. She's Shelly. / He's Rocky. Once learners are familiar with the names and genders, erase the captions.

- Choose a flashcard, keeping it hidden. Make the
 appropriate animal noise and ask What's his/her name?
 Learners say It's (Rocky). Show the card and say Yes, it's
 (Rocky). Repeat with different flashcards. Call a learner to
 the front to lead the activity.
- Display all the flashcards again. Learners play the game in pairs, choosing a card from the board.

Pupil's Book, page 5

60

The Friendly Farm song

 Play the song at the beginning of the cartoon story.
 Learners listen. Repeat. Learners listen and sing. Tap out the rhythm on the table. Learners copy and tap.

Track 1.05

The Friendly Farm, the Friendly Farm, Fun and games on the Friendly Farm, With the animals in the barn, Fun and games on the Friendly Farm.



The Friendly Farm

- Say Open your Pupil's Books at page 5. Ask Who can you see in the pictures? Learners name the characters. Ask What happens in the story? Look at the pictures. Give learners time to look.
- Ask Who's in Harry's picture? Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (His father)

Track 1.05

The Friendly Farm song + see cartoon on Pupil's Book page 5

Play the audio or video again. Pause after each picture and ask questions: 1: Who's in the photo? (Shelly's sister)
 2: How old is Shelly's sister? (She's five.) Is she ugly? (No, beautiful) Use mime to show the meaning of model. 3: Has Harry's father got short hair? (No, long hair) Is he sad? (No, happy) 4: Is Shelly a model? (No) Say She wants to be a model. She thinks her family is beautiful. 5: Who's sleeping? (Rocky's mum/mother / Henrietta) 6: Who's singing? (Shelly) Is her singing nice? (No) Say Point to your ears.

Extra support Say sentences for learners to complete, rather than asking questions, e.g. *Shelly's got a picture of her* ... (*sister*).

Extension Display the animal character flashcards and write their ages: Rocky 3, Shelly 3, Cameron 4, Henrietta 6, Harry 9, Gracie 11. Ask, e.g. How old is Harry? (He's nine.) Repeat for all the characters, making sure learners use He/She as appropriate. Learners ask and answer in pairs.

4 6 8

Who says it? Listen and say the name.

Play the audio and pause for learners to say the name.
 Extra support Display the animal character flashcards with their names on the board.

Track 1.06

1 Harry: How old is she?2 Henrietta: What ... is ... that?

3 Gracie: I like eating paper and books.4 Rocky: That's a photo of Shelly's sister.

5 Shelly: We're a beautiful family.6 Cameron: My ears, my ears ...

7 Harry: Look! This is an old photo of my father.

8 Shelly: You can't eat my sister!

Key: See names in audioscript

Activity Book, page 5

See pages TB120-132

- Divide the class into two teams. Teams line up. Display the animal character flashcards at a height learners can reach.
 Say Listen and touch the picture.
- Say a sentence, e.g. She's got a beautiful sister. The two learners at the front of the lines race to touch the correct flashcard and win a point for their team. These two learners go to the back of the lines.
- Continue in this way, revising colours, families, ages and adjectives.

Unit 1 learning outcomes

In Unit 1, learners learn to:

- talk about the countryside
- use the present continuous to talk about activities and actions happening now
- talk about daily routines
- use the present simple and times (o'clock) to ask and answer about routines
- learn about how to look after our planet
- read a poem and think about being supportive

Materials video, coloured pens or pencils, digital Mission poster, an example of a chart showing a plan for a day (optional), a copy of the Mission worksheet (Teacher's Resource Book page 14)

Self-assessment

SA Say Open your Pupil's Books at page 6. Look at the picture. Ask, e.g. What can you do here? Can you go for a swim? What colour is the lake? Is there a boat? Where are the houses? Are there lots of trees? Can you see a forest / a mountain / some rocks / some grass? Are there leaves on the trees? Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

- Hold up the picture. Ask Are there lots of houses? (No) Are there lots of cars and people? (No) Say It's the countryside. It's quiet. It's beautiful.
- Ask What can we see in the countryside? In pairs, learners think of five things they know in English, e.g. bird, cow, sheep, flower, farm. The first pair to think of five things are the winners.

Pupil's Book, page 6



Watch the video. Draw something you can see in the countryside.

- Say In this unit we're talking about the countryside. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 6. Point to the empty box. Ask What can you see in the countryside? Draw it here. Learners draw. Monitor.
 Tell each learner the name of the item they have drawn.

Make a daily routine chart

- Point to the Mission box or the digital Mission poster and say This is our Mission. If learners completed level 1, remind them that they did a Mission in every unit.
- Say Our Mission is: Make a daily routine chart. Show learners an example of a chart or draw one. Say A routine is something we do again and again. Every day. Mime getting

- up and say *get up*. Mime eating breakfast and say *eat* breakfast.
- Say Point to number 1. Make my chart. Show the Mission worksheet, if available. Say You draw a picture of you. Draw a picture of yourself. Say You write 'My daily routine chart' and your name. Write these next to your picture. Say Then you cut out cards for your chart. Mime cutting out.
- Say Point to number 2. Draw and write my personal daily routine. Mime drawing and say We draw pictures of things we do every day and we write them on the cards. Then we ask about the times. Point to a clock or watch and say What time do you get up? What time do you have breakfast?
- Say Point to number 3. Write 'Think' bubbles to help our planet. Draw Earth on the board and say This is our planet. Write planet. Say In our daily routines we can help the planet. Give an example, e.g. I come to school on my bike. I don't come in the car. Draw a stick figure with 'Think' bubbles on the board. Explain that learners are going to write their ideas.
- Say The last stage is 'Show my daily routine chart to the class.' Hold up a piece of paper and start to talk about a daily routine, e.g. I get up at seven o'clock.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 6

My unit goals

- Help learners to complete the unit goals. They circle the skills they want to work on and the number of new words they want to learn, and they draw something that they want to learn to say in English.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Say We have lots of routines in the classroom. What do we do
 in every lesson? Mime how you begin the class, encouraging
 learners to help describe what you are doing, e.g. I open
 the door. I write the date on the board. We get out our books.
 I say 'Good morning.' You say 'Good morning, (Mr Hill).'
- Say Let's act! You can be teachers! Describe familiar routines in the classroom. Learners stand up and mime being the teacher. They speak as necessary, e.g. I say 'Open your books!' (Learners mime giving an instruction and say Open your books!) I open my bag. (Learners mime opening a bag.) etc.



Learning outcomes By the end of the lesson, learners will be able to talk about the countryside.

New language countryside, field, forest, grass, ground, lake, leaf, leaves, mountain, outside, river, rock, tractor, farm, go for a swim/walk, move, pretty

Recycled language colours, afternoon, beautiful, behind, flower, garden, in front of, next to, nice, play, swim, tree, under, can for requests, have got, Let's ..., love ...-ing, There is/are

Materials Countryside flashcards, coloured pens or pencils, audio, video

Warm-up

- Write on the board: 10 2 9 4 3 11 5 1 8 6 7
- Write a 'secret code' on the board:
 1=S 2=O 3=T 4=N 5=Y 6=D 7=E 8=I 9=U 10=C 11=R
- Learners find the secret word (countryside).
 Stronger students Dictate the numbers/code.

Presentation

Hold up each Countryside flashcard and say the word.
 Learners repeat. Display the flashcards in turn. Learners say the words.

Pupil's Book, page 7

Listen and point. Then listen again and colour.

- Say Open your Pupil's Books at page 7. Who can you see? (Jim, Jenny, Grandpa) Point to the new characters and say This is Tom and this is Eva. Ask Where are they? (At the Friendly Farm) Ask Where's the small tractor? Can you find it? Learners find the hidden picture of the tractor.
- Ask Are they in the house? (No) Say No, they're outside.
 Check understanding. Read the caption. Ask Where's the (lake)? Where are the (leaves)? Learners point.
- Play the audio. Learners point to the items in the picture.
 Track 1.07

Grandpa, Jenny and Jim are outside, in the countryside, with their friends Eva and Tom.

Jenny: Oh, this is nice, a walk in the countryside.

Jim: Look, Tom. We can see our farm from here.

Tom: Hmm, those purple flowers on the grass are beautiful.

Grandpa: That's my garden.

Eva: Oh, yes. It's very pretty.

Jenny: Look, Eva! Grandpa's got a new blue tractor.

Eva: Wooh! That's nice.

Grandpa: Yes ... but ... there's a big grey rock in the field.

That's a problem ... I want to move it.

Tom: Look at that forest, with the mountains behind.

There aren't many leaves on the trees ... and there

aren't many leaves on that tree.

Eva: No, there aren't, but there are a lot on the ground.

They're red, yellow and brown. Look!

Tom: I love playing with leaves.

Jenny: So do I, and I love swimming. Grandpa, can you see

that lake and the river? Can we go for a swim this

afternoon?

Grandpa: No, we can't go for a swim, but let's go for a walk in

the forest.

Tom: Great! We can play with the leaves.

Children: Yoohoo!

Extra support Ask What colour is the rock? (Grey) Repeat with different items.

• Point to the tractor and the leaves and say *Listen and colour*. Plau the audio again.

Key: tractor - blue leaves - red, yellow and brown

2 Say the chant.

• Play the audio or video. Learners point and chant.

Track 1.08

Countryside, countryside, Forest and field,

Grass on the ground,

And leaves on the trees, Mountains and rocks,

Rivers and lakes. [x2]

$3 \frac{6}{1.09}$ Listen and say yes or no.

- Say Grandpa's got a red tractor. Yes or no? (No)
- Play the audio. Pause for learners to say yes or no.
 Track 1.09
 - 1 Grandpa's got a new tractor.
 - 2 His tractor's in his garden.
 - 3 The purple flowers are in the forest.
 - 4 Grandpa's garden is next to the forest.
 - 5 There's a big rock behind the tractor.
 - 6 There are a lot of leaves under the tree in Grandpa's garden.
 - 7 The river's next to the lake.
 - 8 They can go for a swim in the lake this afternoon.

Key: 1 yes 2 no 3 no 4 yes 5 no 6 yes 7 yes 8 no

Extension Learners ask and answer about the picture in pairs, e.g. What colour are the flowers? Where's the rock?

Activity Book, page 7

See pages TB120-132

Ending the lesson

• SA Say We learnt about the countryside. Show the flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

The Friendly Farm

Learning outcomes By the end of the lesson, learners will be able to understand when they hear the present continuous.

New language awake, fat, kitten, naughty, puppy (puppies), wash, the one with (the short tail)

Recycled language adjectives, colours, parts of the body, baby (babies), ball, drink, eat, look, lunch, open, play, sleep, sock, have got, present continuous

Materials Countryside flashcards, paper, coloured pens or pencils, audio, video

Warm-up

- Practise the Countryside words with the flashcards. Put the flashcards away.
- Give out paper and coloured pens/pencils. Give instructions while learners draw, e.g. *Draw some* mountains. *Draw a river from the mountains to a lake*.
 Include all the countryside words. Learners compare pictures when they've finished.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

 Mime drinking and ask What am I doing? Help learners make the continuous form. (Drinking / You're drinking.)
 Repeat with different known verbs (e.g. sleep, eat, play tennis, swim, ride a bike, run, throw a ball, watch TV).

Pupil's Book, page 8

1.10

The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen. Mime a happy face on the first line, do a thumbs up on the second line, and mime waving at the animals on the third line. Learners listen and copy.
 Track 1.10

See The Friendly Farm song on page TB5

1.10

The Friendly Farm

- Say Open your Pupil's Books at page 8. Ask Who can you see in the pictures? Ask, e.g. What is Cameron? Is he a horse? (No, a cat)
- Point to the second picture and say Look! The cat has got babies. Mime holding a baby. Say A baby cat is a kitten. A baby dog is a puppy. Point to the rest of the story and ask, e.g. Are the puppies old or young? What colour are the kittens? Has this puppy got a tail? Is it long or short?
- Point to the red sock which the puppy is eating in picture 6
 and ask Whose sock is it? Write the question on the board.
 Revise Whose by asking about learners' things. Play the
 audio or video. Learners listen and read. Check answers.
 (It's Grandpa's sock.)

Track 1.10

The Friendly Farm song + see cartoon on Pupil's Book page 8

• Play the audio or video again. Pause after each picture and ask questions: 1: Are the kittens ugly? (No, they're beautiful.) 2: Are the kittens sleeping? (No) Why are their eyes closed? (Because they're very young / they can't open them) Check understanding of young. 3: What's the cat doing? (Washing the kitten's face) Confirm the meaning of wash using mime. Check comprehension of pretty. 4: How many puppies are there? (Three) What's the one with the short tail doing? (Playing with a ball) Point to the puppy and say This one to show the meaning of The one with the ... Ask Whose ball is it? (Cameron's) 5: What's the big puppy with the white ear doing? Is it drinking? (No, looking at its face) 6: Why is Gracie angry? (Because the sock is her lunch) Check learners understand naughty and lunch.

Extension Play the audio or video again. Mime the present continuous actions as you play it (sleeping, playing, washing, etc.). Learners copy.

$oxed{1}_{1.11}^{\Omega}$ Listen and say the number.

 Play the first sentence. Learners find the correct picture, point and say the number. Play the rest of the audio.
 Pause after each sentence for learners to answer.

Track 1.11

a Shelly: It's eating Grandpa's old red sock. [6]

b Harry: The one with the short tail's playing with a ball. [4] c Gracie: Is that big puppy with the white ear drinking water? [5]

d Shelly: It's looking at its face. [5]
e Harry: What's it eating? [6]

f Rocky: Are they sleeping, Mum? [2]

g Harry: She's washing that kitten's face! [3]

h Henrietta: No, they aren't sleeping. I think they're awake. [2]

Key: See numbers in audioscript

Activity Book, page 8

See pages TB120-132

Ending the lesson

 In pairs, learners take turns to make sentences about the pictures. The other learner points. They can talk about what the animals look like or what they are doing.



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions and write about what people are doing, using the present continuous.

New language Are you reading a book? No, I'm not. I'm doing my homework. Is she playing tennis? Yes, she is. She's playing tennis. Are they putting on their boots? No, they aren't. They're taking off their boots. clean (v), do homework, put on, scissors, take off

Recycled language sports and hobbies, boots, crayon, drink, eat, hand, ice cream, kitchen, lemonade, wash

Materials Sports and hobbies flashcards from level 1, audio, Mission worksheets (Teacher's Resource Book page 14) or paper/card templates, scissors and an envelope for each learner, digital Mission poster, coloured pens or pencils

Warm-up

- Review sports and hobbies using the flashcards from level 1 or mime. Display flashcards or write sports and hobbies on the board. Ask different learners Do you like (playing basketball)? Can you (play the piano)?
- Learners ask and answer the same questions in pairs.
- Mime getting ready to do a sport and say, e.g. I'm putting on a helmet. I'm getting something out of the garage. I'm getting on. What am I doing? (Riding a bike) Encourage learners to make a complete sentence with You're ...-ing. Repeat with different sports and hobbies.

Presentation

- Hold one of the sports and hobbies flashcards so learners can't see it. If you don't have flashcards, write the phrase (e.g. playing tennis) on a piece of paper.
- Say There's a man in the picture. Is he swimming? No, he
 isn't. Now you guess. Help learners make questions with
 Is he/she ...? Use short answers (Yes, he is. / No, he isn't.).
 Show the picture or words when learners guess correctly.

Pupil's Book, page 9

Gracie's Grammar

- Say Open your Pupil's Books at page 9. Point to Gracie's Grammar box. Write the same sentences on the board.
- Play the audio. Pause for learners to repeat.
 Track 1.12
 See Pupil's Book page 9

Listen and stick. Then look, read and write.

 Play the audio. Learners point to the correct sticker. Play the audio again. Learners stick in the stickers.

Track 1.13

1 Tom: Is your mum eating some ice cream?

Jim: No, she isn't. My grandma's eating some ice cream.

2 Tom: Is your grandma drinking lemonade?
Jim: No, she isn't. My mum's drinking lemonade.

3 Tom: Is your grandpa washing his hands?
Jenny: No, he isn't. My dad's washing his hands.

4 Tom: Is your dad cleaning the kitchen?

Jenny: No, he isn't. My grandpa's cleaning the kitchen.

Ask What's Grandma doing? (She's eating some ice cream.)

THE PERSON NAMED IN

Point to the example sentence. Ask what word 's replaces. (is)

Say Now look, read and write. Learners complete the sentences.

Extra support Ask about all four people before learners write. Write the infinitive of the verbs on the board to help learners with spelling.

Key: 2 's drinking 3 's washing 4 's cleaning

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Make your chart.
- Learners complete the worksheet task in the Teacher's Resource Book (page 14). See teaching notes on TRB page 7.
- Alternatively, if you do not have the Teacher's Resource Book, give out paper or card templates. Learners draw a small picture of themselves in one corner. Write My daily routine chart, by ... on the board (or include it on the template). Learners copy this next to their picture and complete it with their name, then decorate it (e.g. with a colourful frame). They cut out the picture/title and then cut out 12 small cards.
- Learners put these into an envelope with their name on it.
 Collect the envelopes.

Activity Book, page 9

See pages TB120-132

Activity Book, page 6

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster. Say We made a chart. Add a tick to the 'Make your chart' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language get dressed, get up, have a shower, have breakfast, toothbrush, toothpaste, towel, wake up, clean your teeth, (get) dry, Time for us to ...

Recycled language food and drink, sports and hobbies, get, go, run, sit down, imperatives, present continuous, present simple

Materials Daily routines flashcards, a real toothbrush, toothpaste and towel (optional), audio, video, pieces of card/paper with phrases: have breakfast, get dressed, get up, have a shower, clean your teeth, eat a mango, take a photo, play the guitar/piano, read a book, sing, catch/throw a ball, etc. (optional)

Warm-up

Review sports and hobbies. Give an instruction with 'Simon says', e.g. Simon says 'Play the guitar.' Learners mime.
 After a series of imperatives, give an instruction without saying 'Simon says'. Any learners who mime the action are 'out'. Revise run, get, sit down and go as well as sports and hobbies.

Presentation

- Mime switching off an alarm clock. Say It's the morning. It's time for my alarm. Every day I do the same thing. I wake up. Mime waking up and put the flashcard on the board. Repeat and encourage learners to copy you. Say I get up. Mime getting out of bed and put the flashcard to the right of the wake up flashcard. Continue with a morning routine in this way – have a shower, get dressed, have breakfast.
- Point to all the flashcards in order. Learners say the phrases. Say Close your eyes. Remove one flashcard. Say the routine up to the missing flashcard (I wake up. I get up...) and ask What's missing? Learners say, e.g. I have a shower.
- Use a real towel, toothbrush and toothpaste to teach the words, or use flashcards. Teach tooth and the plural teeth.
 Say We use a towel to get dry. Explain dry.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 10



Listen and number. Then sing the song.

- Say Open your Pupil's Books at page 10. Who can you see?
 (Grandpa, Jenny, Jim) Say Find a towel. Learners point.
 Repeat for toothbrush, toothpaste, breakfast and shower.
- Say Wake up. Point to the picture. Learners point. Say Look at the number. Show learners the number 1 next to the picture of Jenny waking up. Say Let's listen and write the numbers. Play the audio or video. Check answers.

Track 1.14

Rocky: I'm Rocky-Doodle-Doo and here's our song for today:

Wake up!

Grandpa: Jim, are you awake? Oh dear, Jim's asleep and

Jenny's asleep too. Wake up Jim! Wake up Jenny!

See song on Pupil's Book page 10

Key: a 5 b 4 (c 1) d 3 e 6,7 f 8 g 2

- Learners stand up. Say each activity from the song and do the action. Learners repeat the words and actions.
- Play the audio or video again. Learners listen and sing, doing actions.
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Play the game.

- Demonstrate the game. Show and read the cards with phrases for daily routines / sports and hobbies. Take a card without showing the class and mime the action. Ask What am I doing? Learners guess, e.g. You're having breakfast.
- Put learners into two teams. One learner comes to the front from each team. Show a different card to each of the learners at the front. They both ask What am I doing? and start miming at the same time. The first team to guess correctly wins a point. They must make a correct sentence in the present continuous. Two different learners come to the front and the game continues with new cards.

Alternative Learners play the game in pairs.

Show the picture of Rocky in the bottom right-hand corner.
 Read out the question. Put the daily routine flashcards on the board again (just the actions). Learners say the order in which they do things every day. Choose different learners. Then learners tell each other in pairs.

Activity Book, page 10

See pages TB120-132

- Repeat the self-assessment used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do the actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use the present simple for routines with times (o'clock).

New language What time do you get up? I get up at seven o'clock. What time does school finish? It finishes at four o'clock. finish, go home, go to bed

Recycled language daily routines, at school, do homework, go to school, have lunch, lesson, start, present simple questions and answers

Materials Daily routines flashcards, teaching clocks (optional), audio, envelopes with cards from Mission Stage 1 lesson, a piece of A4 card for each learner, coloured pens or pencils, glue, scissors, digital Mission poster

Warm-up

Ask What do you do in the morning on a school day? The class say and mime verb phrases for a morning routine. Use the flashcards as prompts. When you get to go to school, describe a typical day, pausing for learners to supply words, e.g. You go to school. You start school in the morning. You have ... (lessons) and then in the middle of the day, you're hungry. (Mime feeling hungry.) You have ... (lunch). In the afternoon you have more ... (lessons) and then school finishes and you go ... (home).

Presentation

- Show a teaching clock with the hands set at seven o'clock or draw this on the board. Say Seven o'clock. I have breakfast at seven o'clock.
- Move the hands or draw different times (always o'clock) and say, e.g. Nine o'clock. Learners repeat. When they are confident, choose individual learners to say the times.

Pupil's Book, page 11

1 00

What time does he have lunch? Listen and tick √.

- Say Open your Pupil's Books at page 11. Point to the clock/ watches. Learners say the times.
- Play the audio. Learners listen and tick. Check answers.
 Track 1.16

Woman: Tell me about your day. What time do you get up?
Boy: I get up at seven o'clock and I have breakfast at

eight o'clock.

Woman: Do you have lunch at school?

Boy: Yes, I do. I don't go home for lunch.

Woman: What time do you have lunch? Is it 12 o'clock?

Boy: No. I have lunch at one o'clock.

Woman: Are there lessons in the afternoon?

Boy: Yes. Lessons start at two o'clock.

Woman: I see. And what time does school finish?

Boy: It finishes at four o'clock.

Key: one o'clock - picture 2

Extension Write more questions on the board and play the audio again, e.g. What time does he get up / have breakfast? What time do lessons start in the afternoon?

Gracie's Grammar

- Write the questions and answers on the board.
- Play the audio, pausing so learners can repeat.
 Track 1.17
 See Pupil's Book page 11
- Ask different learners the questions. Tell them to 'round up' the times to the nearest hour.

Ask and answer.

- Read the phrases. Make an example sentence, e.g. I go to bed at ten o'clock. Ask a learner What time do you go to bed? Remind learners to use the nearest 'o'clock' time.
- In pairs, learners ask and answer.

mission Stage 2

- Show learners the second stage of the Mission poster: Draw and write your personal daily routine.
- Give learners their envelopes from Stage 1. Learners choose and write daily routines on six cards and draw pictures of these routines on the remaining six cards.
- In pairs, learners pick up their picture cards one by one and ask each other when they do the routines, e.g. What time do you get up? I get up at seven o'clock.
- Give each learner a piece of A4 card. They put the card
 in landscape position. They stick their picture/heading
 at the top. Along the bottom in a row, they stick the six
 daily routine word cards. Just above these, in a row, they
 stick the matching pictures. With scissors, learners cut up
 between each word card to create a row of flaps.

Activity Book, page 11

See pages TB120-132

Activity Book, page 6

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Draw and write your personal daily routine' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have learnt about how to look after our planet.

New language air, Earth, gas, important, keep (someone) healthy, look after, need, oxygen, planet, plant (n)

Recycled language daily routines, animal, clean (adj), water

Materials Daily routines flashcards, video, pictures from Digital photo bank of someone looking after the Earth (e.g. putting litter in a bin) and someone damaging the Earth (e.g. cutting down a tree) (optional), audio

Warm-up

- Show the Daily routines flashcards (just the verbs).
 Learners say the phrases. Draw two clocks with times to review have lunch and have dinner.
- Take one of the flashcards and look at it without showing the class. Say What do I do? What time? Mime the action and hold up your fingers to show the time you usually do it. The class make a sentence, e.g. You have a shower at eight o'clock. Repeat until learners get the idea.
- Mix up the flashcards and hand them out around the class.
 Choose a learner with a flashcard to mime their action and hold up his/her fingers to show the time.
- Repeat with the rest of the flashcards. Then collect them in, hand them to different learners and do the activity again.
 Extra support Write the phrases on the board.

Stronger learners Write more prompts on the board or ask learners to think of their own actions, e.g. *get the bus, do homework, play football, have a snack, go home.*

Presentation

- Show the picture of Earth from Pupil's Book page 12 or draw it on the board. Say This is a planet. We live on a planet. Find out what learners already know about what living things need to live on our planet.
- Say Let's find out more about our planet.

Pupil's Book, page 12

Watch the video.

 Say Let's watch the video. Learners watch the video about looking after our planet and answer the questions at the end.

Tick \(\sqrt{}\) the activities that are good for our planet.

- Put up two pictures on the board: one showing someone looking after the environment, and another showing someone damaging it. If you don't have pictures, act out dropping litter or putting litter in the bin.
- Ask Which is good for our planet? Learners point to the correct picture. Tick it.

- Say Open your Pupil's Books at page 12. Look at the pictures.
 Which are good for our planet? Tick. Put learners into pairs to do the activity. Check answers.
- Point to the correct pictures and say, e.g. He's looking after our planet. When we look after something we do only good things. We look after our pets by giving them food and water. We can look after people in our family. And we need to look after our planet. Point to the title of the page.

Key: Pictures 1, 2, 4, 6

Stronger learners Make sentences about the pictures.

3 Listen and read. Answer the questions.

- Read the questions with the class and check comprehension. Ask for examples of plants (flowers, grass, trees) and animals (cats, dogs, etc.). Make example sentences with need, e.g. To do my homework I need a pen and some paper.
- Play the audio. Learners listen and read. They talk about the questions in pairs. Check answers.

Track 1.18 See Pupil's Book page 12

Extra support Read the text with the class, sentence by sentence, explaining new vocabulary. Answer the questions together.

Check comprehension of keep healthy. Say To keep healthy
we need to do exercise (mime exercising) and eat good food.
We need to drink clean water (mime drinking) and we need
clean air (mime breathing in deeply).

Key: 1 We live on Earth. 2 They need oxygen and water. 3 Because clean air and clean water keep us healthy.

Extension Ask What things make the air dirty? What things make the water dirty? Learners suggest ideas.

Activity Book, page 12

See pages TB120-132

- Show a line down the centre of the room and make one side 'True' and the other 'False'.
- Say sentences about the text. If learners think they are true, they jump on the true side; if not, they jump on the false side (e.g. Our planet is called Venus – false).



Cross-curricular

Learning outcomes By the end of the lesson, learners will be able to talk about looking after our planet.

New language glass, go out, go shopping, have a bath, light (n), plastic, plastic bag, recycle, save (water), tap, turn off, use

Recycled language daily routines, at home, clean your teeth, look after, new, paper, water, imperatives

Materials paper, coloured pens or pencils, audio, items which can be recycled made from paper, plastic and glass (e.g. old newspapers, empty plastic bottles and glass jars) (optional), daily routine charts from Mission Stage 2 lesson, sticky notes or paper and glue, digital Mission poster

Warm-up

- Show the picture of Earth from Pupil's Book page 12 or draw it on the board. Say This is our planet. What's it called? (Earth) It's important to look after the Earth. Remind learners of the meaning of look after.
- Hand out paper. Say Draw a picture of someone looking after the Earth. Monitor and ask questions about the pictures.
- Learners show their picture. Help them to say what the person is doing.
- Say Let's think of how we can look after the Earth every day.

Pupil's Book, page 13

4 🤼 Match the ideas with the photos. Listen and check.

- Say Open your Pupil's Books at page 13. Look at the pictures. What can you see? (A plastic bag, bins, a shower, a tap, turning the light on/off) Don't pre-teach new words at this stage, as learners can use known words to do the matching
- Read the instructions and the example sentence.
- Learners read and match individually, then listen and check.

Track 1.19

See Pupil's Book page 13

 Ask learners to find taps and lights in the pictures/ classroom. Demonstrate turning the lights in the classroom on and off. Show examples of real items to confirm the meaning of paper, glass and plastic, or point to items in the classroom. Say Turning off the taps saves water. Having a shower saves water. Check learners understand the meaning of save.

Key: 2 c 3 e 4 b 5 a

What do you do to look after the planet? Tell a partner.

- Read the instructions. Tell learners which things you do from Activity 1. Ask individual learners.
- Learners talk in pairs, using the speech bubbles as models. Extension Learners think of something they do which is not in Activity 1. They tell the class. Help with new vocabulary and write ideas on the board.

mission Stage 3

- Mime thinking. Say I'm thinking. Draw your face and a 'Think' bubble coming from your head on the board. In the bubble write a phrase, e.g. I want some tea. Say Look! I'm thinking 'I want some tea.' This is a 'Think' bubble.
- Show the class the third stage of the Mission poster: Write 'Think' bubbles to help our planet.
- Put learners into small groups. They talk together to come up with ideas for helping save resources as part of their daily routine. Write daily routine phrases on the board as prompts: have a shower, go to school, have lunch, go home, do my homework, go to bed.
- Learners write 'Think' bubbles individually on pieces of paper or sticky notes. Hand out their charts. Learners cut out the bubbles and stick them on their chart at the appropriate point in their daily routine.

Extra support Write sentence halves for learners to match on the board to make 'Think' bubbles:

I have a shower I walk I recycle my plastic cup I don't use lots of paper

when I go to bed. to save water. when I have a drink of water. to school. I turn off the computer and TV when I do my homework.

Activity Book, page 13

See pages TB120-132

Activity Book, page 6

Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Write "Think" bubbles to help our planet' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a poem about two sisters.

New language come/go back, every day, fall, fast, feel (sad), last (adj), move, race (n), win

Recycled language daily routines, field, fun, ground, happy, help, leaves, leg, nose, play, puppy, river, rock, run, sad, sister, stand, stop, I'm sorry, imperatives, Let's ..., present continuous, present simple

Materials Daily routines flashcards, Countryside flashcards, word cards, audio

Warm-up

Hand out the Daily routines and Countryside flashcards and the corresponding word cards so that each learner has a card (either a flashcard or a word card). Say Stand up and find your partner! Learners with a flashcard walk around saying, e.g. I've got 'towel'. until they find the learner with the matching word card. Then they give both cards back to you.

Fast finishers When they have made a pair, learners make a sentence using the word/phrase.

Presentation

- Say We're going to read a poem about two sisters. There's also an animal in the poem. What kind of animal do you think it is? Learners guess.
- Write words from the poem on the board: race, fast, win, last, fall. Define each word or ask learners to help explain what it means (e.g. People can run in a race. They swim. They ride bikes or horses or race in cars. They want to be fast. The person who is very fast finishes at the front. He or she wins the race.). Use gesture and mime or draw a picture of a race with someone clearly winning. Ask questions, e.g. Do you like racing? What type of race? Running? Swimming? Who wins when you race in your family? Who is last?

Pupil's Book, pages 14 and 15

Look at the pictures. Where are the girls? What are they doing?

 Say Open your Pupil's Books at page 14. Look at the pictures. Where are the girls? What are they doing? Learners suggest ideas. Encourage them to use the vocabulary on the board.

Key: (possible answers) They're at home. They're cleaning their teeth. They're in the countryside. They want to see a puppy. They're racing/running. One girl falls. The other girl wants to win/run but she goes back. She helps the other girl. They go to see the puppy.

Extra support Ask questions about each picture, e.g. 1: Are the girls friends? (No, sisters) Where are they? (In the bathroom) Are they having a bath? (No, cleaning their teeth) 2: Are the girls in a forest? (No, near some fields) Which animal do you think is in the field? (A dog/puppy) What are the girls doing? Are they walking? (No, they're running/ racing.) 3: What's happening? (One girl is falling.) 4: Has the girl got a problem with her head? (No, her leg) What's the other girl thinking? (She wants to run/win.) 5: What's happening? (One girl is helping the other girl.)

The race

- Say Let's listen and read. Play the audio. Learners listen and read. Pause the audio after the first verse. Ask What are the girls' names? (Beth and Gwen) What's the dog's name? (Jess) Track 1.20
 - See poem on Pupil's Book pages 14-15
- Play the next verse. Learners listen and read. Ask What colour is Jess's nose? (Black) Where does she live? (In a field) What's on the ground? (Leaves)
- Play verse three. Ask Who's winning the race? (Beth) Why does she fall? (Because there's a rock in the leaves)
- Play verse four. Ask What's the problem with Beth's leg? (She can't move it.) What does Gwen think? ('I don't want to be last'.)
- Play the last verse of the poem. Ask How does Gwen feel? (Sad) What does she do? (She goes back and helps her sister - then they go to see the puppy.)

Extra support Instead of asking questions, make sentences about the poem, pausing for learners to say key words, e.g. The girls' names are Gwen and (Beth). The puppy's name is (Jess).

Extension Play the whole poem again, without pauses, for learners to listen and read.

Activity Book, page 14

See pages TB120-132

- Place Daily routines and Countryside flashcards on the floor like a winding river. Say It's a river. Show the river flashcard. Say Let's cross the river.
- Choose a learner to stand at the beginning of the river. The other learners watch and answer. Point to the first flashcard and ask a question, e.g. Is he having a shower? / Is it a mountain? If learners answer correctly, the learner crossing the river can step on the first flashcard. Continue to ask questions about the flashcards, e.g. What's she doing? What colour is the tractor?



Literature

Learning outcomes By the end of the lesson, learners will have acted out a poem and thought about being supportive.

New language support, supportive

Recycled language language from the poem

Materials audio, pictures of people supporting or helping others (optional)

Social and Emotional Skill: Being supportive

- After reading the poem, say the following sentences and ask learners to complete them: Gwen and Beth have a ... (race) every day. Gwen and Beth run and run, but then Beth ... (falls). Gwen feels ... (bad). Gwen goes to ... (help) Beth.
- Say Yes, Gwen helps Beth when she falls in the leaves.
 She is being supportive.
- Point out that we can be supportive to people in different ways. Sometimes we can help them to carry something and sometimes we can be supportive by talking to someone and helping them with a problem.
- Write on the board I can support people ... and a list of ways:
 - I can help carry books or bags.
 - I can help someone who falls in the playground.
 - I can talk to someone who is sad or scared.
 - I can talk to someone who's got a problem.
- Read them aloud and learners put up their hands to show which they do.
- Ask learners Who is supportive to you? What do they do?
- Learners think about who supports them. It can be their parents, grandparents, friends, teachers, etc.
- They think of all the things these people do. They work in pairs and think of three ways people support them.
 Then, in their pairs, they act out one situation (e.g. When I'm sick, my dad looks after me.).
- Optional: Learners make a card to thank a family member or friend for everything they do to support them.

Warm-up

- Write Beth and Gwen on the board. Ask Who are Beth and Gwen? (Sisters) Where does the story happen? (In the countryside) What animal do they go to see? (A puppy)
- Say Listen. Who says it? 'Let's go and see Jess!' (Beth) 'I'm winning the race!' (Beth) 'I don't want to be last!' (Gwen) 'Come back!' (Beth) 'I'm sorry.' (Gwen)

Pupil's Book, pages 14 and 15

Say Open your Pupil's Books at pages 14 and 15. Play the audio. Learners read and listen to the poem again.
 Track 1.20
 See poem on Pupil's Book pages 14–15

Act out the poem.

- Read the instructions and the speech bubbles.
- Put learners into pairs. They act out the story, using the
 pictures in the Pupil's Book to help them. Encourage them
 to say lines, such as Let's go and see Jess. I'm winning. etc.
 Write key words and phrases on the board, if necessary.
 When they have acted the story once all the way through,
 get them to swap roles.

Extra support Summarise the story, sentence by sentence, as learners act. Say Gwen and Beth have a shower. They clean their teeth. They get dressed. Beth says 'Let's go and see Jess.' The girls run to see Jess. Beth says 'I'm winning.' Oh, no! Beth falls on a rock. Gwen looks back but she doesn't stop. She says 'I don't want to be last.' Beth says 'Ow! Gwen, can you come?' Gwen feels sad. She stops running. She goes back and says 'I'm sorry.' She helps Beth stand up. The two girls go and see Jess.

Extension Pairs continue acting out the story, after the end of the poem. They make up lines for the girls to say (e.g. Let me help you, Beth. / Thanks, Gwen.). They can act out the girls going home. Monitor and help with vocabulary. Pairs act out their stories for the class.

Gwen goes to help Beth. When do you support people like this?

- Check understanding of support. Show learners pictures of people helping others. Give examples, e.g. This woman is helping someone who can't walk very well.
- Ask Who do you support? How? If possible, talk about ways in which you support people. Say, e.g. I support my son. I help him when he doesn't want to go to the dentist.
- Put learners into small groups of three or four. Each learner tells the group about what they do to support people.

Activity Book, page 15

See pages TB120-132

Ending the lesson

• SA Use self-assessment to see how well learners think they understand the story. See Introduction.

Learning outcomes By the end of the lesson, learners will have practised answering basic personal questions and talking about the differences between two pictures (A1 Movers Speaking Part 1).

Test skills Describing two pictures by using short responses

New language farmer, have a picnic, sandwich(es)

Recycled language animals, countryside, food and drink, tap, tree, wash (her) hands/boots, have got, Here ..., prepositions of place, present continuous, There is/are

Materials paper, coloured pens or pencils (optional), practice paper for Movers Speaking Part 1 (optional), Countryside and Daily routines flashcards

Warm-up

- Draw a landscape on the board with mountains, a lake, a forest and a river. Draw flowers, rocks and grass. Draw animals, e.g. a dog swimming in the river, a cat on a rock.
- Ask What can you see? Learners make as many sentences as they can with There is/are.
- Ask about positions: Where's the (bird)? (In the tree)
 Extension Learners draw their own picture with different details/animals. They swap pictures and talk about their partner's picture in the same way.

Extra support Practise prepositions by asking about objects in the classroom or giving instructions (e.g. *Put your book under your chair. Put one pen on your desk.*).

Presentation

Say Let's practise for a speaking exam. Write Speaking exam on the board. Say your name in a quiet/unclear voice. Ask Is that good for a speaking exam? (No) Say your name clearly and ask Is this good? (Yes) Say Speak clearly in the exam. At the beginning of the exam, the examiner asks questions about you. What are the questions? Write learners' suggestions on the board (e.g. What's your name? Where are you from?).

Pupil's Book, page 16

Practise with a friend.

 Say Open your Pupil's Books at page 16. Look at the questions from the exam. Choose two or three learners to answer. Learners practise in pairs. Tell learners the examiner only asks these two questions. Learners can also role play the exam – with someone taking them to meet the examiner and exchanging greetings before the questions.

Look at this picture. What can you see?

- Show an example of the Movers Speaking paper (Part 1), if possible. Say Part 1 of the exam has two pictures. You need to look for four differences between the pictures.
- Focus on picture A. Point and ask Who's this? Teach farmer.

- Learners work in pairs to say as much as they can about the picture / name as many items as they can. Teach/ Revise have a picnic and sandwiches.
- Learners share ideas with the class. Encourage them to use different structures (I can see ... There is/are ... have got ... present continuous and prepositions of place) and expand on their first sentence, e.g. say Yes, there's a farmer. What's she doing? / Yes, there's an orange fish. Where is it?

Key: (possible answers) There's a farmer. She's washing her hands under a tap. She's got two children, a boy and a girl. They're having a picnic. There are sandwiches, orange juice and apples. There's an orange fish in the river. There's a lizard on a rock. There are three cows.

Look at this picture. How is it different from picture A? Read and correct.

 Read the instructions and the sentences. Learners look carefully at picture B and correct the sentences individually or in pairs. Check answers. Note that in the exam, the pictures are not labelled A and B.

Key: 1 In picture B, there are four cows in the field.2 In picture B, there are no leaves on the grass / there aren't (any) leaves on the grass.

Look and say.

- Say Now look at the pictures again. Focus on the first speech bubble and ask a learner to complete it.
- Learners talk about how to complete the other sentences in pairs. Check answers.

Extra support Do all three sentences as a class.

Key: 1 water 2 her boots 3 a duck

 Point to the monkey at the bottom of the page and read the sentence. Ask learners to look at another picture with lots of details, e.g. Pupil's Book page 4 or 9.
 In pairs, they make as many sentences as they can.

Activity Book, page 16

See pages TB120-132

Ending the lesson

 Show some Countryside and Daily routines flashcards. Ask learners What is it? What colour is it? What's he/she doing? Tell me about it. Put learners into groups of four. Each learner chooses and describes one of the flashcards. Other learners try to guess which it is. **Learning outcomes** By the end of the lesson, learners will have revised the language in the unit and presented their daily routine chart to the class.

Recycled language unit language

Materials teaching clock (optional), Daily routines flashcards, daily routines charts from Mission Stages 1–3 lessons (with a completed example for you), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Show a teaching clock or draw a clock with an 'o'clock' time. Ask What time is it? Repeat with different times.
- Show the Daily routines flashcards for actions (not towel, toothbrush or toothpaste). Learners say the phrases.
- Put one of the flashcards on the board. Then show or draw a clock with a different time. Make a sentence, e.g. I have breakfast at eight o'clock. Learners repeat. Change the flashcard and the time to prompt different sentences.
 Write key words to prompt other phrases, e.g. 'lunch' (have lunch), 'teeth' (clean my teeth), 'home' (go home).

Extension Clear a space or move to the playground. Learners stand at one side. Stand at the other side and say I'm Mr Wolf. I want to eat you. Mime to demonstrate how the game works.

- Learners ask What time is it, Mr Wolf? when you turn your back to them. This starts the game. Say a time with o'clock, e.g. It's three o'clock. Learners take three steps towards you. They ask What time is it, Mr Wolf? Say a time, e.g. It's six o'clock. Learners take six steps.
- Continue in this way, with the learners getting closer. At a certain point, when they ask What time is it, Mr Wolf?, say It's dinner time! and turn around. Run after the learners and try to 'catch' one. If you catch a learner, he/she becomes 'Mr Wolf' and the game starts again.

Pupil's Book, page 17

mission in action!

Show your daily routine chart to the class.

- Say Open your Pupil's Books at page 17. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Show your daily routine chart to the class.
- Read the instructions. Hold up your example chart and do a presentation yourself, stage by stage.
- Give learners time to practise in pairs. Monitor and help.
 Ask learners questions to prepare them for the last part of the presentation, e.g. Do you have a shower or a bath?

- Learners take turns to present their charts to the class or to a group of classmates. Encourage other learners to ask questions at the end.
- Learners take their charts home and can use them to help organise their day. When they have completed each activity in their daily routine, they can fold up the flap. (They may like to draw a tick on the back of each flap.)
 Note: You may want to spread the presentations over several lessons.

Self-assessment

- SA Say Did you like our 'Make a daily routine chart' Mission?
 A lot? (cheer) It's OK? (smile) Or not much? (shake your head
 and shrug) Encourage learners to show how they feel.
- Ask Which was your favourite stage of the Mission? Making the chart? Writing? Thinking about our planet? Showing the class? Learners respond.
- Say Our next Mission is 'Plan a fun activities timetable for two friends'. Explain the meaning of timetable. Say How can we do better? Shall we learn more words? Say Put your hand up if you want to learn more words. (Learners can raise hands.) More speaking? Writing? Reading? Listening?

Activity Book, page 17

See pages TB120-132

Activity Book, page 6

- Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt.
 They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Unit 2 learning outcomes

In Unit 2, learners learn to:

- talk about the days of the week and free time activities
- ask and answer questions using How often ...? and adverbs of frequency
- use must and mustn't

- learn about being safe when doing exercise and
- read a personal narrative and think about the consequences of their actions

Materials items needed for hobbies (e.g. swimming goggles) (optional), paper, video, coloured pens or pencils, digital Mission poster, an example of a timetable for a week with free time activities marked (optional), a copy of the Mission worksheet (Teacher's Resource Book page 24)

Self-assessment

SA Say Open your Pupil's Books at page 18. Read the title and check comprehension of week. Focus on the pictures and say These are all activities we can do in our free time. What are the children doing? (e.g. Reading / listening to music / watching television / shopping) What do you like doing? Learners suggest activities, e.g. riding my bike, playing basketball, going to the beach. Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

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- Show an object used for a free time activity, e.g. swimming goggles, or draw a picture on the board. Say I use these in my free time. Free time is when you don't need to go to work or school. What do I like doing? (Swimming) Repeat with different items.
- Give out paper. Learners quickly draw an object used for an activity they know in English. They play the game in pairs or as a class.

Pupil's Book, page 18



Watch the video. Draw an activity which you like doing.

- Say In this unit we're talking about activities. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 18. Show the space on the page. Say Draw an activity which you like doing. Monitor and check. Tell each learner the name of their activity in English if they haven't learnt the word yet.

Fast finishers Learners write a short sentence for their activity, e.g. I like skateboarding (in my free time).

mission Plan a fun activities timetable for two friends

- Point to the Mission box or the digital Mission poster and say Our Mission is: Plan a fun activities timetable for two friends. Show learners an example of a timetable or draw one on the board. Say A timetable has days and times. We can plan a week. I look and ask 'What am I doing today in the morning?' 'What am I doing in the afternoon?' It helps us. 'Oh! Look! On Tuesday I play tennis.'
- Say Point to number 1. Work with a partner to talk to two friends about free time activities. Show the Mission worksheet, if available, or draw a three-column table on the board with two or three activities in the left column (e.g. play football, ride your bike, watch TV) and the names of two learners at the top of the columns on the right. Say You ask two friends about their free time and complete the table.
- Say Point to number 2. Make a fun activities timetable for a week. Explain that learners will make a timetable for the friends they talked to in Stage 1.
- Say Point to number 3. Write important information about the activities. Say In my free time I ride my bike. What do I need to wear? I need a helmet. Tell learners they are going to think about the activities in the timetable and give their friends information about what to do/wear to be safe.
- Say The last stage is 'Give our timetable to our two friends.' Say You need to give your friends the timetable and talk
- Say This is our Mission. Go through the stages of the Mission
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 18

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

Ending the lesson

Say Listen and mime. Say a free time activity. Learners do the action. Hobbies and sports to revise (from level 1): play football/tennis/badminton/basketball/baseball/hockey, ride a bike, play the piano/guitar, swim, watch TV, listen to music, run, skateboard.

Stronger learners Repeat the activity in pairs.



Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about days of the week.

New language days of the week, week, after, before, book club, feed, on (Wednesday(s)), swimming pool, swimsuit, take turns, (at the) weekend

Recycled language sports and hobbies, at home, classroom, day, favourite, fish, go for a swim, need, outside, play, read, school, sport, today, towel, write, have got, I love ...-ing, So do I.

Materials Days of the week flashcards, audio, video

Warm-up

 Write My week on the board. Tell learners they have 30 seconds to think of four things they do in their free time every week. Check ideas and write them on the board.

Presentation

- Say There are seven days in a week. Hold up each flashcard and say the day. Learners repeat. Display them in turn. Learners say the words.
- Put the flashcards on the board in order. Ask Which is the first day of the week? Which is the last? Say Monday comes before Tuesday. Tuesday comes before Wednesday. Which day comes before Friday? (Thursday) Ask more questions with before, then present after in the same way.

Pupil's Book, page 19



💶 🔮 Listen and point. Draw a happy face on Jim's favourite school days.

- Say Open your Pupil's Books at page 19. Who can you see? (Jim, Jenny, Tom, Eva and a teacher) Where are they? (In the classroom) What are they looking at? (A timetable) Who's in the small picture? (Cameron and a fish) Ask Where's the small tractor? Can you find it? Learners point.
- Read the caption. Ask Where's Monday? Learners point. Say Listen and point to the days. Play the audio.

Track 1.21

Jim, Jenny, Tom and Eva are at school. They're talking about their school week.

Teacher: Good morning. Let's look at our school week for

this year. Today's Monday and we haven't got any

activities outside school today. We're in the classroom all day.

Jim: Hmm. We've got sport on Tuesdays and Thursdays. Jenny:

We can play badminton or basketball. I love playing

basketball.

Tom: So do I! And look! We go for a swim at the swimming

pool on Wednesdays.

Eva:

Teacher: That's right, on Wednesdays you need your swimsuit

and a towel.

Eva: Do we need our swimming caps too?

Teacher: Yes, I think that's a good idea.

Look, Jim! On Fridays we've got book club. You love Tom:

reading.

Teacher: Yes, in book club we write about our book of the week. I

Jim: Fantastic! Mondays and Fridays are my favourite

school days.

Teacher: We haven't got school on Saturdays and Sundays and

we need to feed Fred the fish every day.

Eva: Do we take turns to feed him at home at the weekend?

Teacher: Yes, please.

Jenny: I can take Fred home on Friday. We can feed him this

weekend.

Jim: What about Cameron? Our cat loves eating fish!

- Say Your favourite day is the day you like more than the other days. What's your favourite day? Why?
- Point to the partially drawn faces and say Listen and draw a happy face on Jim's favourite school days. Play the audio again. Check answers.
- Point to the swimming pool. Ask What do the children need on Wednesday? Revise towel and teach swimsuit.

Key: Monday, Friday

Say the chant.

 Say Listen and say the chant. Play the audio or video. Learners point and chant. Then divide the class into groups to do the chant as a round.

Track 1.22

Monday, Tuesday, [x2] Friday! Friday!

Wednesday, Thursday, [x2] Saturday, Sunday. [x2]

Listen and say the days.

- Focus on the timetable and ask, e.g. When do they swim?
- Play the audio. Pause for learners to say the day(s).

Track 1.23

- 1 They can play badminton or basketball.
- 2 They write about the book of the week.
- 3 They don't go to school.
- 4 They need a swimsuit and a towel.
- 5 They're in the classroom.
- 6 They go for a swim.

Key: 1 Tuesday, Thursday 2 Friday 3 Saturday, Sunday 4 Wednesday 5 Monday 6 Wednesday

Activity Book, page 19

See pages TB120-132

Ending the lesson

SA Show the Days of the week flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

The Friendly Farm

2

Learning outcomes By the end of the lesson, learners will be able to understand when they hear *How often* ...? and adverbs of frequency.

New language shelf, How often ...?, once/twice a day, always, often, sometimes, never, Do you ever ...?, I don't think so.

Recycled language days of the week, at home/school, bird, face, feed, fish, food, here, live, (in the) morning/afternoon/evening, need, on, pet, put, table, talk, wash, weekend, I don't know, can, Let's ..., present simple

Materials Days of the week flashcards, audio, video

Warm-up

- Practise the days of the week with the flashcards. Mix them
 up and hand them to seven learners. They come to the
 front and arrange themselves in order. The others help.
- Put the flashcards away and ask, e.g. Which day comes before Thursday? Which day comes after Saturday? Which day is between Tuesday and Thursday?
 Extra support Leave the flashcards on the board while
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

you ask questions.

- Write always, often, sometimes, never on the board. Mime and say I brush my hair on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Every day. I always brush my hair. Write the sentence next to always. Say I walk to school four days a week – Tuesday, Wednesday, Thursday and Friday. I often walk to school. Present sometimes and never in the same way.
- Say These words tell us how often we do things. How often do you brush your hair? How often do you walk to school?
 Write How often? on the board.

Pupil's Book, page 20

The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 1.24
See The Friendly Farm song on page TB5

The Friendly Farm

Say Open your Pupil's Books at page 20. Ask Where are they?
 (In the living room) What can you see? (A table, a TV, etc.)
 Where's Cameron? (On a chair) Use the picture to teach shelf.

- Point to the fish and ask What's this? (A fish) What's his name? (Fred) Is Fred at school? (No, at home with Jim and Jenny) Say The children need to look after Fred at the weekend. Ask Have you got any animals at home? How do you look after your pets? Revise feed.
- Point to the rest of the story and ask, e.g. Where's Cameron now? (On the farm) Who is he talking to? (The other animals)
- Ask Does the fish talk? Play the audio or video. Learners listen and read. Check answers and explain the meaning of ever (Do you ever talk?). Check comprehension of sometimes.

Track 1.24

The Friendly Farm song + see cartoon on Pupil's Book page 20

• Play the audio or video again. Pause after each picture and ask questions: 1: Which day is it? (Friday) Is it the morning? (No, the afternoon) Why can't they put Fred on the table? (Because Cameron can get on the table – and he loves eating fish!) 2: When does Fred need food? (Every day) 3: When do Jim and Jenny feed Fred? (Once a day / In the evening) When do they feed the other animals? (Twice a day / In the morning and the evening) Explain the meaning of once/twice a day. 4: Does the fish wash its face? (No – it lives in water) 5: Do birds talk? (Yes, often) 6: Why doesn't Fred talk to cats? (Because cats want to eat him)

1 $\frac{\Omega}{1.25}$ Who says it? Listen and say the name.

 Say Listen and say the name. Play the audio and pause for learners to say the name.

Track 1.25

1 Henrietta: How often do they feed it?

2 Fred/fish: I sometimes talk, but I never talk to cats.3 Harry: Fish are always in water. Can they talk?

4 Jim: Cameron can get on the table!

5 Gracie: Fish live in water, Shelly. They're always in water.

6 Cameron: It's the school fish, but it needs food on Saturdays

and Sundays too.

7 Shelly: How often does this fish wash its face?

8 Rocky: Birds often talk. Cameron, does the fish ever talk?

Key: See names in audioscript

Activity Book, page 20

See pages TB120-132

Ending the lesson

 Put learners into pairs to role play picture 1. Play the audio. Learners repeat the speech bubbles for Jim and Jenny and act deciding where to put Fred.



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions using *How often* ...? and adverbs of frequency.

New language How often do you clean your teeth? I always clean them after breakfast, lunch and dinner. Do you ever get up late? No, I never get up late. always, often, sometimes, never, at night, late

Recycled language daily routines, days of the week, sports and hobbies, breakfast, burger, clean your teeth, dinner, feed, fish, go for a swim, lunch, once/twice a (week)

Materials pieces of paper with adverbs of frequency, audio, Sports and hobbies flashcards from level 1, Mission worksheets (Teacher's Resource Book page 24), digital Mission poster

Warm-up

Revise always, often, sometimes and never. Put pieces
of paper with the four adverbs on different walls. Say a
sentence, e.g. I do my homework. Learners decide how
often they do that thing and go to the right wall (or point).

Presentation

- Mime and say Look! I'm sleeping. It's seven o'clock ... It's eight o'clock ... Oh, no! Mime waking up. Point to a clock. Say It's time for school! I'm late!
- Ask Do you ever get up late for school? How often do you get up late? Sometimes? Never?

Pupil's Book, page 21

Gracie's Grammar

- Say Open your Pupil's Books at page 21. Write the questions and answers on the board.
- Play the audio. Pause for learners to repeat.
 Track 1.26
 See Pupil's Book page 21

Listen and stick. Then look, read and write.

- Play the audio. Learners point to the correct sticker.
- Check they understand what the ticks and crosses mean.
 Play the audio again. Learners stick in the stickers.

Track 1.27

- 1 Woman: Do you ever go for a swim, Peter?
 - Peter: Yes, I go with my class on Mondays, Wednesdays and Fridays. On Saturdays I go to the swimming

pool with my parents.

- Woman: Yes, I see! You often go for a swim!

 Man: How often do you feed your fish, Clare?
- Clare: I feed it once a day, every day, in the evening.

Man: Do your mum or dad, or your brother, sometimes

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feed it?

Clare: No, they don't. I always feed it. It's my fish.

3 Woman: Do you always have a shower in the morning.

Peter?

Peter: No, I don't. I sometimes have a shower in the morning, before school, on Mondays, Tuesdays,

Wednesdays and Thursdays, but I have a shower at

night on Fridays, Saturdays and Sundays.

Man: How often do you have burgers for breakfast, Clare?
Clare: I never have burgers for breakfast. I always have

cake and milk.

Say Now look, read and write. Check answers.

Key: 2 always 3 sometimes 4 never

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Work with a partner to talk to two friends about free time activities.
- Review hobbies and sports and write them on the board.
- Learners complete the worksheet task in the Teacher's Resource Book (page 24). See teaching notes on TRB page 17.
- Alternatively, if you do not have the Teacher's Resource Book, draw a three-column table on the board with activities in the first column and names of two learners at the top of the other columns. Ask these learners, e.g. How often do you (play basketball)? Note their answers in the second and third columns.
- Put learners into groups of four (two pairs in each group).
 Pairs choose activities to write in their table and write the names of the other learners.
- Pairs take turns to ask and answer and complete their table.

Activity Book, page 21

See pages TB120-132

Activity Book, page 18

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster.
 Say We talked about free time activities. Add a tick to the 'Work with a partner...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Vocabulary 2 and song



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language go skating/shopping, listen to a CD/music, read a comic, watch a DVD/film, write an email Recycled language sports and hobbies, adverbs of frequency, Do you ever ...?, How often do you ...?, present simple

Materials six or seven questions with How often ...? on pieces of paper (e.g. How often do you wear sunglasses? How often do you listen to the radio? How often do you go swimming? How often do you eat chocolate?), Free time activities flashcards, a real comic (optional), audio, video

Warm-up

- Pick ten learners to stand in a line at the front of the class. Choose a question from the ones you have prepared on paper, e.g. How often do you go to the countryside?
- Whisper it to the first learner in the line. The learner whispers it to the next learner. They continue whispering down the line. The last learner asks the question out loud.
- See if it is the same as the original question. Show learners
 the question and say it aloud so they can hear if it is correct.
 Say Well done! or Let's try again. When the learner says the
 question correctly let him/her choose a classmate to answer.
- Repeat with new learners and questions.
 Alternative Write How often do you ...? on the board.
 Say watch TV and point to a learner. He/She asks a classmate How often do you watch TV? The second learner answers. Say a different prompt, e.g. wear jeans for the second learner to make a How often ...? question. Weave the question around the class, changing the prompt each time (e.g. wear a hat, play badminton, eat fruit, help at

Presentation

home).

- Introduce the new free time activities using the flashcards.
 Show a real comic, if possible.
- Show the flashcards. Learners do appropriate mimes. Do a mime. Learners say the activity.
- Ask Which film do you often watch? Which type of music do you never listen to? Where can you go skating in (name of town)?
 Who do you write emails to? Do you like going shopping?
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 22



Listen and number. Then sing the song.

 Say Open your Pupil's Books at page 22. Say a sentence and learners point to the correct picture, e.g. She's listening to music. / She's skating. / She's watching a DVD., etc.

- Say Look at number 1. Point and show learners that number 1 is written next to the picture of the girl listening to music. Say Let's listen and write the numbers.
- Play the audio or video. Learners listen and write numbers in the boxes. Check answers.

Track 1.28

Rocky: I'm Rocky-Doodle-Doo and here's our song for today: How often?

See song on Pupil's Book page 22

Key: a 6 b 3 (c 1) d 8 e 2 f 4 g 5 h 7

- Say each activity from the song and do the action.
 Learners repeat the words and actions.
- Play the audio or video again. Learners listen and sing, doing actions. Once they have practised the song, ask them to stand up and perform it.
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

2 Ask and answer. Use often, sometimes or never.

- Demonstrate doing a survey. Pretend you have a clipboard and ask a learner How often do you go to the beach? Mime writing down the answer.
- Focus on the clipboard in the Pupil's Book and say Ask and answer. Put learners into pairs. They write their partner's answers on the lines.
 - Stronger learners Write once/twice a week, once/twice a month, once/twice a year on the board. Check comprehension. Learners can answer with these time phrases as well as the adverbs.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Ask for a show of hands for each answer: I often read comics. / I sometimes read comics. / I never read comics. Repeat for different materials: How often do you read a book / an e-book / a magazine?

Fast finishers Write sentences about how often they read the different materials.

Activity Book, page 22

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do the actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use *must* and *mustn't*.

New language What must I do? You mustn't wear your skates in the house. You must put them in the cupboard. helmet, roller skating, rules, skate (n, v)

Recycled language days of the week, free time activities, birthday, cupboard, do (your) homework, go shopping, listen, park, present, put, street, swimming pool, talk, wear, adverbs of frequency, can/can't

Materials Free time activities flashcards, cycling helmet (optional), audio, worksheets/tables from Mission Stage 1 lesson, an example weekly timetable, paper, digital Mission poster

Warm-up

 Mime a free time activity. Learners guess. Show the flashcard to confirm the answer.

Presentation

 Say I sometimes ride my bike to school. When I ride my bike there are rules. Write rules on the board. Say When I'm on my bike I must wear a helmet. Mime or show a real helmet. Say I mustn't ride on the pavement. I must ride in the street. Draw a picture to show the meaning. Say Rules are things we must or mustn't do.

Pupil's Book, page 23



Where can Jack go with his birthday present? Listen and tick ✓.

- Say Open your Pupil's Books at page 23. Ask Where's this? (Street, park / skate park, swimming pool)
- Play the audio. Learners listen and tick. Check answers.

Track 1.30

Jack: Mum, can I have some roller skates for my birthday ... please?

Mum: Hmm ... that's a nice idea, but first we must talk about the rules.

Jack: The rules? What must I do?

Mum: You mustn't skate in the street.

Jack: OK. I must skate in the park.

Mum: That's right, but in the roller skating area in the park, OK?

And remember, you must wear a helmet on your head.

Oh, and you mustn't wear your skates in the house. You must put them in the cupboard.

Jack: All right. So, can I have some skates, please, Mum?

Mum: OK, but you must remember they're for your birthday, not

Jack: Yes, of course, thanks, Mum.

Key: Picture 2

Ask What is Jack's birthday present? (Skates / Roller skates)
 Draw a picture of some roller skates. Ask different learners
 Do you ever go roller skating?

Gracie's Grammar

- · Write the questions and answers on the board.
- Play the audio. Pause for learners to repeat.
 Track 1.31
 See Pupil's Book page 23

Read and circle to make class rules.

- Say Let's think about rules in the classroom. What must you do? Must you put up your hand to speak? (Yes, we must.)
 Learners suggest rules with must/mustn't.
- Learners read and circle. Check answers.

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

Talk to your friends. Make more class rules.

In pairs, learners write more class rules in their notebooks.
 Extension Make a poster with the rules.

mission Stage 2

- Show learners the second stage of the Mission poster:
 Make a fun activities timetable for a week. Show learners an example of a weekly timetable.
- Learners work in their Stage 1 pairs. They draw a weekly timetable on a piece of paper and add activities for the pair of learners they worked with in Stage 1. They should put some activities that the other learners already do (referring to their Stage 1 tables) and some new. Make sure they leave space for adding safety information (see Stage 3).
 Extra support
 Write the days of the week and possible

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Activity Book, page 23

activities on the board.

See pages TB120-132

Activity Book, page 18

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Make a fun activities timetable' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Learning outcomes By the end of the lesson, learners will have learnt about being safe when doing exercise and sports.

New language accident, body (bodies), elbow/knee pads, exercise (n), gloves, goggles, healthy, protect, safe

Recycled language free time activities, parts of the body, clothes, helmet, wear, adverbs of frequency

Materials video, audio, pictures from Digital photo bank of people wearing protective clothing for hobbies, e.g. a beekeeper, an ice-hockey player, a climber (optional)

Warm-up

Review parts of the body by giving instructions and doing actions for learners to follow. Say Stand up. Touch your head. Wave your hand. Shake your arm. Stamp your feet.
Close your eyes. Open your eyes. Touch your ears. Lift your leg. Put your arms up. Put your arms down. Touch your nose. Practise several times. Then give instructions without doing the actions yourself, getting faster and faster.
 Alternative Make this a competitive game. The learner

Presentation

 Ask What do you like doing in your free time? Do you wear special clothes to do it? Why?

Stronger learners Play the same game in pairs.

Say Let's find out more about special clothes and equipment.

Pupil's Book, page 24

Watch the video.

 Say Let's watch the video. Learners watch the video about being safe when doing exercise and sports and answer the questions at the end.

who is last to do the correct action is 'out'.

Say Open your Pupil's Books at page 24. Look at the pictures.
 What are these free time activities? (1: Riding a bike,
 2: swimming, 3: playing tennis, 4: roller skating, 5: playing
 basketball, 6: playing football) Which do you do? Tick.
 Learners look and tick. Check answers. Learners say,
 e.g. I ride a bike and play basketball.

Extension List the activities on the board, and for each one ask Who likes (riding a bike)? Learners put up their hands. Count hands with the class. Write the results on the board. Ask different learners Which day(s) do you (ride a bike)?

Stronger learners Say or write sentences about how

often they do each of the activities, with adverbs of frequency or *once/twice a (week/month/year)*.

Read, look and complete. Then listen and check.

- Focus on the photos. Learners practise saying the words. Ask Which part of the body does a helmet protect? (Head) Say It protects your head. Repeat with the other items. Teach elbows and knees. Ask different learners Have you got a helmet? When do you wear it? Have you got any (gloves / elbow pads / knee pads / goggles)? When do you wear them?
- Read the text and the sentences with the class and go through the example. Check comprehension of accidents and bodies. Learners complete the sentences individually.
- Play the audio. Learners listen, read and check their answers.

Track 1.32 See Pupil's Book page 24

Key: 2 gloves 3 helmet 4 goggles

Extension Ask about different items of clothing: Why do we wear sunglasses? (To protect our eyes) Why do we wear caps or sun hats? (To protect our heads) Why do we wear walking boots? (To protect our feet) Show pictures of people wearing different protective clothing, for example a beekeeper, an ice-hockey player, a climber. Point to different items and ask Why is he/she wearing this? (To protect his/her (face).)

Activity Book, page 24

See pages TB120-132

Ending the lesson

 Give instructions for learners to get ready for a sport or hobby which requires protective clothing. Mime as you do so. They stand up and follow your instructions/mimes, then tell you which activity they are ready for, e.g. Put on your trainers. Put on some long shorts. Put on elbow pads, knee pads and big shoulder pads. Put on a helmet. Put in a mouth guard. Pick up the ball. (American football)

Alternative Learners work in pairs. They write the days of the week on small pieces of paper. They mix them up and practise putting them in order. Monitor and ask Which day comes after (Saturday)? What do you do on (Sunday)?



Cross-curricular

Learning outcomes By the end of the lesson, learners will be able to talk about being safe when doing exercise and sports.

New language bones, do exercise, exercise (v), horse riding, (get) hot, hurt, muscles, skin, sun cream, sweat (v), warm up

Recycled language days of the week, free time activities, parts of the body, beach, body, boots, drink, helmet, help, look after, move, outside, play (sport), protect, remember, safe, sun, use, water, must

Materials cue cards with the name of an activity and items needed (optional), audio, timetables from Mission Stage 2 lesson, paper, coloured pens or pencils, scissors, glue, digital Mission poster

Warm-up

- Draw pictures of a helmet, goggles, elbow and knee pads and gloves on the board (or mime putting on each item). Learners say the words. Write them on the board.
- Learners work in pairs. One learner gives the other learner instructions for putting on items of clothing for a sport/ hobby, e.g. Put on a helmet. Put on elbow and knee pads. Get your skateboard. The other learner mimes and then acts out playing the sport / doing the activity. Extra support Provide cue cards with the name of the activity and the items needed.

Pupil's Book, page 25

4 $\frac{60}{1.33}$ Listen and read. Then read and say yes or no.

- Say Open your Pupil's Books at page 25. Look at the pictures. What are they doing? Teach warm up (He's warming up.) and sun cream (She's putting on sun cream.). Revise drink
- Ask What happens to our bodies when we exercise? (We get hot.) Teach sweat. Say We get sweat on our skin. Teach skin.
- Read the instructions and sentences 1-4.
- Play the audio. Learners listen and read and decide if the answer to each sentence is yes or no. Check answers. Check comprehension of bones and muscles.

Track 1.33 See Pupil's Book page 25

Ask Do you use sun cream when you do sport? Do you always drink when you do exercise? Do you warm up? Extension Ask learners to show you some of the warm-up exercises they do.

Key: 1 no 2 yes 3 no 4 yes

Talk to a partner about your favourite sport or activity.

- Read the instructions and the speech bubble. Check comprehension of horse riding. Learners plan what to say using the speech bubble sentences as a model.
- Learners take turns to tell each other about their favourite activity.
- Ask learners to tell the class about their partner's activity. Extra support Write the prompts on the board (I like ... I go on ... I must wear/use/drink ...) and give more examples before the pair work.

mission Stage 3

- Show the class the third stage of the Mission poster: Write important information about the activities.
- Put learners into the same pairs as for Stage 2. They look at the timetable they made for the other pair and think about important information/advice they can give their friends. Say Write three sentences. Focus on the example in the Pupil's Book and ask learners to complete it. (For skating, they must wear knee pads, elbow pads, gloves and helmets.)
- Hand out paper, scissors and glue and say Write your sentences. Cut them out and stick them on the timetable. Monitor and help. Learners may like to draw pictures or write their sentences in a shape (e.g. a helmet). Check learners' sentences before they stick them on their timetables.

Extra support Ask for examples for different activities and write them on the board, e.g. play tennis - You must use sun cream and drink water.

Activity Book, page 25

See pages TB120-132

Activity Book, page 18

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Write important information about the activities' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a personal narrative.

New language alarm, assembly hall, blanket, downstairs, drive, go to sleep, leave (= go out), lights (= traffic lights), mirror, now, presentation, shout, suddenly

Recycled language daily routines, days of the week, family, parts of the body, time (o'clock), bathroom, breakfast, chocolate, classmate, fruit, happy, kitchen, late, milk, shirt, turn off, use, adverbs of frequency, How often ...?, must/mustn't, present continuous, present simple, want to

Materials Daily routines flashcards, Free time activities flashcards, pieces of paper with verb phrases for each pair of learners, an alarm clock (optional), audio

Warm-up

- Revise daily routines and free time activities with the flashcards.
- Write a sentence with an adverb about yourself on paper, but keep it secret, e.g. I never eat cake. Ask How often do I eat cake? Learners guess, e.g. You sometimes eat cake. until someone gets it right. Show them your sentence to confirm. Repeat with a different sentence.
- Learners play the game in pairs using pieces of paper with verb phrases (e.g. write emails, go shopping). They put the pieces of paper in a pile face down and take turns to take one and guess.

Stronger learners Use time expressions as well, e.g. once a week / twice a year / every day.

Presentation

- Say We're going to read a story called 'A bad, bad Monday morning'. Write the title on the board. Ask Why do you think the morning is bad? Learners guess.
- Ask What wakes you up in the morning? Do you have an alarm clock? Draw an alarm clock or set off a real alarm.
 Why do people need alarms? (So they aren't late) Say There's an alarm in today's story. Let's find out what happens.

Pupil's Book, pages 26 and 27

- Read the question at the start. Tell a classmate your answer and say why.
- Say Open your Pupil's Books at page 26. Read the question.
 Tell your friend the answer. Learners talk in pairs. The class
 share ideas. Encourage them to make full sentences and
 explain, e.g. I often want to sleep because I don't like getting
 up in the morning.

A bad, bad Monday morning

- Look at each picture and ask questions, e.g. Picture 1: Where is the boy? (In his bedroom / In (his) bed) What does he like? (Football) Has he got an alarm clock? (Yes, he has.) What's the time? (Seven o'clock) Picture 2: Who's the woman? (The boy's mum) Picture 3: What does the boy want to do? (Open the door) Why do you think he can't get in? (Maybe someone is in the bathroom.) Picture 4: Where is the boy? (In the kitchen) What's his mum giving him? (An apple and a drink) Picture 5: Where are they now? (In the car) Teach traffic lights. Explain that sometimes people call them lights. Picture 6: Is the boy happy? (No) Teach mirror.
- Say Read and listen to the first part. Play the audio.
 Pause after at school today! Ask What's the boy's name?
 (Alex) What time is it? (Eight o'clock) Why mustn't they be late? (Because he has a presentation at school) Check comprehension of presentation.

Track 1.34 See story on Pupil's Book pages 26–27

- Say Read and listen to the next part. Play the audio. Pause
 after the third paragraph. Ask What does Alex do after he
 jumps out of bed? (He gets dressed.) Who's in the bathroom?
 (His big sister) Who's in the bathroom downstairs? (His dad)
 Check comprehension of downstairs.
- Play the next part. Pause after Now, Alex! Ask What does Alex have for breakfast? (Chocolate milk and fruit) Does he always have that? (No) Why doesn't he have breakfast at home? (There's no time.)
- Play the rest of the story. Ask Why are they in the car for a long time? (Because all the traffic lights are red) Where does Alex go at school? (The assembly hall) Do we have an assembly hall? Where is it? Is his presentation OK? (Yes, it's good.) What does he see in the mirror? (He's wearing his sister's shirt, his hair is bad and he has chocolate milk around his mouth.)

Extra support Instead of asking questions, make sentences, pausing for learners to say key words, e.g. *The boy's name is ...* (Alex).

Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 26

See pages TB120-132

Ending the lesson

 Ask Do you sometimes wake up late? What happens? Can you always get into the bathroom at home? Who is in the bathroom for a long time in your house?



Learning outcomes By the end of the lesson, learners will have thought about the consequences of actions.

New language action, consequence

Recycled language language from the story, days of the week, favourite

Materials audio

Social and Emotional Skill: Thinking about the consequences of our actions

- After reading the story, ask learners What time do you get up to go to school? Do you sometimes get up late? What do you do before you go to school? Why is Monday morning bad for Alex? (He gets up late.)
- Explain that Alex has a bad Monday morning because he gets up late. There are consequences to his action.
- Tell learners that they must think of the consequences of their actions. Explain the word consequences. Write two lists on the board:

Actions

I don't do my homework.

I don't get dressed.

I don't have breakfast.

I break my tablet.

Consequences

My parents are angry.

I go to school in pyjamas.

I'm hungry.

I don't understand in class.

The learners work in groups and match the action and the consequence. They share their ideas with the class.

Warm-up

Write phrases from the story on the board:

turn off the bathroom

to school jump out

breakfast run to

have the alarm clock

drive the mirror

of bed look in

- Learners match in pairs. Check answers (turn off the alarm) clock, jump out of bed, run to the bathroom, have breakfast, drive to school, look in the mirror).
- Ask Why does Alex have a bad, bad Monday morning? Learners use the phrases to help them recall the story.

Pupil's Book, pages 26 and 27

 Say Open your Pupil's Books at pages 26 and 27. Play the audio. Learners read and listen to the story again.

Track 1.34

See story on Pupil's Book pages 26-27

What bad things happen to Alex in the story? Why?

 Learners share ideas. Write sentences on the board and ask for reasons, e.g. He wakes up late. Why? Because he turns off his alarm. He gets to school late. Why? Because the traffic lights are red.

Extra support Write the bad things that happen in the story on the board (as below, but in random order). Learners talk in pairs and number them in order.

Alex wakes up late.

He can't use the bathroom upstairs.

He can't use the bathroom downstairs.

He doesn't have his usual breakfast.

He arrives at school late.

He's very surprised when he looks in the mirror.

 Check answers and ask about the reasons, e.g. Why can't Alex use the bathroom upstairs? (Because his sister is using it) Why doesn't he have his usual breakfast? (Because there's no time)

Extension Learners act out the story in pairs – one is Alex, one is Mum. Play the audio. They do the actions and join in with their characters' lines.

🛂 🥘 Ask and answer.

- Read the speech bubbles. Explain that in the Movers Speaking exam, the examiner may say Tell me about ... or Let's talk about ...
- Put learners into pairs. They each say their favourite day and explain why. Share ideas as a class.

Activity Book, page 27

See pages TB120-132

Ending the lesson

- SA Use self-assessment to see how well learners think they understand the story.
- Play 'The photo game'. Choose a confident learner to come to the front. Ask him/her to mime an activity from the story or a daily routine. If he/she can't think of one, whisper an idea, e.g. Clean your teeth.
- Explain that when you take the photo, he/she should 'freeze'. Let the learner begin their mime and then, as he/ she moves, act taking a photo, aiming and clicking your
- When the learner freezes, ask the other learners What's he/ she doing? Repeat with other learners.

Learning outcomes By the end of the lesson, learners will have practised interpreting and writing definitions (A1 Movers Reading and Writing Part 1).

Test skills Reading short definitions and matching to words; Writing words

Recycled language vocabulary from Units 1 and 2, breakfast, lunch, dinner, morning, afternoon, evening, adverbs of frequency, present simple

Materials flashcards from Units 1 and 2, practice paper for Movers Reading and Writing Part 1 (optional)

Warm-up

- Stick eight flashcards on the board (not from Pupil's Book page 28).
- Put the class into teams of six to eight learners. Teams stand
 in lines facing the board. Define one of the words, e.g. There
 are lots of trees here. (Forest) The learners at the front of
 their line race to take the correct flashcard from the board.
- Repeat with the next two learners. The team with the most flashcards wins.

Presentation

Say Let's practise for a reading and writing exam. Show the Movers Reading and Writing paper Part 1. Say Part 1 of the exam has eight pictures. On the next page are five sentences. You need to match each sentence with a picture and copy the word carefully. So there are three pictures that you don't use (one is the example). Let's practise!

Pupil's Book, page 28

- Look at the pictures. What can you see?
 Copy a word or words from the box.
- Say Open your Pupil's Books at page 28. Read the
 instructions. Learners work in pairs to choose words.
 Remind them to copy carefully and use the articles where
 they are given. Explain that in all parts of the Reading and
 Writing exam they must spell correctly.
- Check answers. Ask How many words have articles? (Four)
 Note: Candidates often lose marks because they do not write words or letters clearly. It is often better not to use joined-up writing, as letters can become confused and unclear.

Key: 1 leaves 2 a comic 3 an email 4 toothpaste 5 a lake 6 breakfast 7 a tractor 8 skates

Extension In pairs, one learner closes his/her book. The other learner asks him/her to spell one of the words in Activity 1 (e.g. How do you spell 'breakfast'?). The first learner writes the word. They check and then swap roles.

Read and think. Circle the correct answer.

- Point to each picture in Activity 1 and say This is a/an ... or These are ... Learners practise doing the same.
- Read the first sentence, exaggerating the words these and they're. Show learners they need to circle the plural answer (leaves). Learners read the rest of the sentences and circle individually. Check answers.

Extra support Read each sentence out, exaggerating pronouns and helping learners choose the correct answer.

Key: 2 breakfast 3 skates 4 an email

Look at the answers. Read and complete.

 Learners read the words on the right and complete the definitions. If necessary, help learners form the plural of story. Check answers. Point out that toothpaste uses the singular form tooth not teeth.

Key: 1 teeth 2 stories

Look at Units 1 and 2. Write five sentences like Activity 3. Can your friend say the words?

- Read the instructions. Look back at the sentences in Activity 3. Write You can ... and There is/are ... on the board. Add This is ... and These are ... Learners write five definitions using the prompts on the board.
- Learners swap their sentences with a partner, who writes
 the word. Remind learners to think about whether they
 need to write the singular form (with a/an) or the plural.
 Extra support
 Learners write three sentences, instead of
 five. Alternatively, they write their definitions in pairs, then
- Point to the monkey at the bottom of the page and read the sentence. Ask learners to look back at the sentences in Activity 2 and circle the words that help them choose the answer (e.g. these, trees, they're, green in the example, leaves). They can do the same with the sentences from Activity 4.

Activity Book, page 28

swap with another pair.

See pages TB120-132

Ending the lesson

 In pairs, learners test each other on spelling words from the unit. This can also be done as a team game.

Review

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and described their timetable of fun activities.

Recycled language unit language, scene

Materials a large piece of paper and pen for each group of four/five learners, a watch or timer, a bell or whistle (optional), surveys from Mission Stage 1 lesson, timetables from Mission Stages 2 and 3 lessons, dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Put learners into groups of four or five. Give each group a large piece of paper. Choose a strong learner in each group and give them a pen.
- Say Let's remember! Tell them they have one minute for each part of the game. Show your watch or, if you have a timer, set the timer. Ask How many words can you remember? Check learners understand they have to write as many words as they can. The learner with the pen in each group writes. The other learners in the group say words.
- Say Write down things you do every day. You have one minute. After a minute, ring a bell or blow a whistle (or call Stop!). Check with each group how many things they wrote. Repeat with Write down free time activities.
- Pick out two or three words from each list. Ask learners to cover their lists. Say the words slowly. Learners try to write the words with the correct spelling.
- To check, ask learners to spell out the words and write them on the board, correcting any errors.
- SA Use self-assessment techniques to check how well learners think they understand and can write the vocabulary. See Introduction.

Pupil's Book, page 29



Give your timetable to your two friends.

- Say Open your Pupil's Books at page 29. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Give your timetable to your two friends.
- Read the instructions and demonstrate. First hold up an example survey from Stage 1 for two learners and talk to them about the activities which they do every week now, e.g. You play basketball twice a week. You never skate. Then hold up an example timetable from Stages 2 and 3. Describe the learners' new timetable day by day, giving some safety advice with must/mustn't.

- Put learners into their pairs from Stages 1–3. Give them time
 to practise talking about the other pair's current activities
 and the new timetable they have made for them. Monitor and
 help. Make sure both learners in each pair are talking.
- Pairs join with the pair they worked with in Stage 1. They talk about current activities before presenting their new timetable.

Fast finishers Write a response to the pair who prepared the timetable, e.g. We like the timetable of fun activities. We want to try horse riding and hockey. Our favourite day on the timetable is Friday.

Self-assessment

- SA Say Did you like our 'Plan a fun activities timetable'
 Mission? A lot? (cheer) It's OK? (smile) Or not much? (shake
 your head and shrug) Encourage learners to show how
 they feel.
- Say Write down one thing you know now about your classmates. Write one fun activity you want to try. Write a rule for an activity or sport with 'must' or 'mustn't'. Learners think and write individually or in pairs. Ask different learners to share with the class.
- Say Our next Mission is 'Plan and act out a scene'. Explain
 the meaning of scene. Ask Do you like acting? Do you think
 you need to practise speaking in class? Learners share their
 expectations and concerns.

Activity Book, page 29

See pages TB120-132

Activity Book, page 18

- Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Unit 3 learning outcomes

In Unit 3, learners learn to:

- talk about jobs and parties
- use the present simple and the present continuous
- describe people (physically)
- ask and answer questions with Why ...?
 and Because ...
- learn about people who help them at home, at school and in the community
- read a story about a costume party and think about asking for and offering help

Materials Friendly family and animal character flashcards, paper, video, coloured pens or pencils, digital Mission poster, a printed script for a play or a video clip of a play (optional), a copy of the Mission worksheet (Teacher's Resource Book page 34)

Self-assessment

• SA Say Open your Pupil's Books at page 30. Look at the picture. Ask What's happening? (A party) Point to the unit title and say Yes, it's party time! Look, everyone's wearing costumes at the party. Check comprehension of costume. Ask Do you like wearing costumes? Which costumes do you wear / can you see? Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

- Show the Friendly family and animal character flashcards.
 Learners say the names. Say Imagine it's your birthday.
 Who's at your party? Let's see!
- Put learners into groups of five and give each learner a number 1 to 5. Each group sits in a circle with a sheet of paper in the middle. Call out One! Learner 1 from each group comes up and looks at a flashcard. They go back to their group and sketch or mime the character. The group guess the name. Continue until all flashcards have been drawn/mimed and named.

Pupil's Book, page 30



Watch the video. Draw yourself at the costume party.

- Say In this unit we're talking about parties. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 30. Point to the empty box. Ask What are you wearing at the costume party? Draw yourself here.
 Learners draw themselves in a costume. Tell each learner the name of the animal/job/character they draw.

mission Plan and act out a scene

- Point to the Mission box or the digital Mission poster and say This is our Mission.
- Say Plan and act out a scene. Show learners a copy of a play script or a video clip of a scene from a play (with the stage visible). Say A play is a story you can watch in a theatre. Actors speak the lines. A scene is part of the story. Ask learners if they have ever seen or acted in a play.
- Say Point to number 1. Choose a job and draw my character. A character is one of the people in a play. Ask learners for examples of characters they know (from films, TV or plays). Write them on the board. Say These are all characters. Choose a character who has a job and ask What's his/her job? What does he/she do every day? Check comprehension of job. Say In Stage 1 of the Mission, you choose a job for your character and you draw a picture.
- Say Point to number 2. Describe my character. Choose one
 of the characters from the board and describe what he/she
 looks like. Learners should be familiar with descriptions
 of hair and eye colour (e.g. He's got brown eyes and black
 hair.). Use gesture to show the meaning of any new
 vocabulary (tall, thin, etc.). Say In Stage 2 you think about
 your character and write a description.
- Say Point to number 3. Write a scene with my group where someone is helping. If possible, show a scene in the script of a play or write a few lines on the board, with the speakers' names on the left. Say In a group, you write a short scene for a play. Something happens and someone helps.
- Say The last stage is 'Act out our scene for the class.' Say You need to act and the rest of the class watch.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 30

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

Ending the lesson

 Ask Who's this? Describe a learner, e.g. She's got long, brown hair. She's got blue eyes. She's wearing a blue T-shirt today. She's sitting next to the cupboard. Learners say his/her name. Repeat, describing different learners.

Stronger learners Repeat the activity in pairs.

Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about jobs and parties.

New language clown, cook, costume, dentist, doctor, farmer, film star, nurse, party, pirate, pop star, present, surprise, treasure, everyone, invite, job, only, Happy Birthday! Recycled language clothes, eye/hair colour, have got Materials Friendly Family flashcards, Jobs and parties flashcards, music, audio, video, coloured pens or pencils

Warm-up

- Hold up the Friendly Family flashcards and ask, e.g. What colour's his hair? What's she wearing?
- Learners sit in a circle. Hand out the flashcards. Play some music. Learners pass the cards around. Stop the music. Choose a learner with a flashcard. He/She says, e.g. This is Grandma Friendly. She's got grey hair.

Presentation

- Say I'm a teacher. It's my job. Ask Is Mr Friendly a teacher? (No, a cook) Say Let's learn some more jobs.
- Show the Jobs and parties flashcards and say the words. Learners repeat.
- Put the flashcards for the jobs on the board and number them 1 to 9. Say He's a farmer. Learners say the number. Say a number. Learners say the job or He's/She's a (nurse).

Pupil's Book, page 31

Listen and point. Then listen again and

- Say Open your Pupil's Books at page 31. Ask What's happening? (A (birthday) party) Whose birthday is it? (Grandpa's) Can you see a present? Who's a pirate? (Grandma) What's Grandma got? Teach treasure. Where's the small tractor? Can you find it?
- Read the caption. Teach surprise. Say Listen and point.

It's Grandpa's birthday today. The Friendly family are having a surprise costume party.

Eva: Hi, everyone! Look, Jenny, we've got the same

costumes. We're both pop stars.

Yes, that's right, we are. I love your costume, Tom. Jenny:

What are you?

Tom: I'm a film star. I'm Craig Daniels.

Can we invite Cameron? Eva:

Cameron's here. Look! He's wearing a clown's Jim:

costume. He loves it!

Oh, yes! And there's Grandpa's present, the purple Tom:

box on the table. I like your grandma's costume.

Yes, she's a great pirate. There's treasure in her Jim:

orange box. It's chocolate.

Eva: Hmm! Fantastic! We can see you're a doctor, Jim. Jim: Yeah, and Mum's a nurse. She always helps me. Mrs Friendly: Well, you can help me now, Jim. I must go and look

at the cake.

Dad can go and look at the cake, Mum! He's only a Jim:

dentist for the costume party. He's a cook really.

Mr Friendly: Yes, I am ... and you can help me with the food, Jim.

Grandpa:

Surprise! ... Happy Birthday, Grandpa! Everyone:

Grandpa: Ooh! Oh, I say! Where's my costume? What am I?

Jenny: It's OK, Grandpa ... you're a farmer!

Grandpa: Oh, yes, of course I am!

Say Listen again and colour. Play the audio.

Key: present - purple treasure box - orange

Say the chant.

Play the audio or video. Learners point and chant. Check comprehension of invite.

Track 1.36

It's Farmer Friendly's costume party! Wear a costume, bring a present. A clown, a doctor, a pirate with treasure, A pop star, a film star, a dentist and a nurse. Mr Friendly's a cook and he's cooking for the party. Invite everyone to a costume party!

Listen and answer.

Say Who is it? Play the audio. Pause for learners to say the name(s).

Track 1.37

- 1 Who's the pirate?
- 2 Who's the film star?
- 3 Who are the pop stars?
- 6 Who's the clown?
- 7 Who's the doctor?
- 8 Who's the dentist and the
- cook?
- 4 Who's the nurse? 5 Who's the farmer?

Key: 1 Grandma 2 Tom 3 Eva and Jenny

- 4 Mrs Friendly 5 Grandpa 6 Cameron 7 Jim
- 8 Mr Friendly

Activity Book, page 31

See pages TB120-132

Ending the lesson

SA Show the Jobs and parties flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

Learning outcomes By the end of the lesson, learners will be able to understand when they hear the present simple and present continuous.

New language call, dress up, famous, other people, study, work, be + a(n) + job (I'm a pop star)

Recycled language jobs and parties, box, cow, eye, feed, help, in the evenings, need, put on, stop, want to (be), adverbs of frequency, must, present continuous, present simple

Materials Jobs and parties flashcards, audio, video

Warm-up

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- Put the flashcards on the board and say, e.g. She's a nurse for each one. Learners practise.
- Learners open their Pupil's Books at page 31. Ask, e.g. Who's a nurse? (Mrs Friendly) Tell learners they have 30 seconds to look and remember all the jobs.
- They close their books and write the names and jobs individually or in pairs.

Alternative Learners work in pairs. One closes his/her book and the other says the jobs, e.g. *Cameron's a clown*. Then they swap.

 SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Write I work in this school. I'm working now. on the board.
 Point to the first sentence and say, e.g. I work here on Monday, Tuesday, Wednesday, Thursday and Friday. And today is (Tuesday), so I'm working now. I'm talking to you!
- Underline 'm and ing in the second sentence.

Pupil's Book, page 32

66

The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 1.38
See The Friendly Farm song on page TB5

6 6

The Friendly Farm

- Say Open your Pupil's Books at page 32. Ask Who can you see? Learners name the characters. Teach dress up. Ask Do you like dressing up? What do you dress up as?
- Point to the pictures and ask What are the animals doing?
 (Dressing up) Who puts on a film star costume? (Shelly)
- Ask What costume does Gracie put on? Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (A doctor costume) Check

comprehension of help other people. Ask Does Harry need a doctor? (No) Why not? (He doesn't have a problem with his eye – it's his pirate costume.) Draw a pirate with an eye patch on the board (or point to picture 4).

Note: a (clown's) costume and a (clown) costume are both correct usage.

Track 1.38

The Friendly Farm song + see cartoon on Pupil's Book page 32

• Play the audio or video again. Pause after each picture and ask questions: 1: How often do the animals wear costumes? (Never) What does Shelly want to do? (Have a costume party) 2: Whose clothes are in the box? (Grandma and Grandpa's clothes) Where's Grandpa? (He's feeding the cows) 3: What costume is Rocky wearing? (Pop star) Why does Shelly want to be a film star? (Because they go to lots of parties) Explain the meaning of famous and ask different learners Do you want to be famous? 4: What costume is Henrietta wearing? (Nurse) What does Gracie like doing? (Studying) Explain the meaning of call. 5: What must Gracie remember? (Doctors help other people) 6: What does Gracie want to look at? (Harry's eye) Is she helping Harry? (No, she isn't.)

11 🔝 Listen and complete. Use one word.

 Books closed. Play the audio and pause for learners to complete the questions and sentences.

Extra support Write the missing words in random order on the board.

Track 1.39

- 1 Harry: Oh, Cameron! What are you ...
- 2 Shelly: Oh, we never dress ...
- 3 Harry: He's outside feeding the ...
- 4 Shelly: I want to be a famous film ...
- 5 Harry: Rocky! What are you ...
- 6 Rocky: I'm calling Gracie. She likes ...
- 7 Gracie: Are you calling me? What do you...
- 8 Gracie: Harry! I'm a doctor! I must look at your ...

Key: 1 wearing? 2 up. 3 cows. 4 star. 5 doing? 6 studying. 7 want? 8 eye.

Activity Book, page 32

See pages TB120-132

- SA Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Put the flashcards on the board and number them.
 Learners work in pairs to ask and answer, e.g. Number 3.
 What does he do? / He's a ...



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use the present simple and present continuous appropriately.

New language He never works at the weekend. It's Friday. He's working today. I don't often listen to the radio. I'm not listening to it now. Do you eat meatballs? What are you eating at the moment? at the moment, work (v)

Recycled language adverbs of frequency, free time activities, jobs, eat, every day, field, make a cake, meatballs, now, present continuous, present simple

Materials four pieces of paper, each with an adverb of frequency, Jobs and parties flashcards, audio, Mission worksheets (Teacher's Resource Book page 34) or paper, coloured pens or pencils, digital Mission poster

Warm-up

 Put pieces of paper with always/often/sometimes/never on different walls. Say a sentence, e.g. I do my homework.
 Learners decide how often they do that thing and go to the right wall (or point). Ask some learners to make a sentence (e.g. I always do my homework.).

Presentation

- Show the flashcard for pop star. Ask What does he do? (He's a pop star.) What's he doing in this picture? (He's singing.)
- Ask different learners questions in the present simple and continuous, e.g. Are you wearing pink socks today? How often do you wear pink socks? Who are you sitting next to at the moment? Do you always sit next to (name)?

Pupil's Book, page 33

Gracie's Grammar

- Say Open your Pupil's Books at page 33. Point to Gracie's Grammar box. Write the sentences on the board. Underline the s in works and remind learners that in the third person singular we add s to the verb.
- Play the audio. Pause for learners to repeat.
 Track 1.40
 See Pupil's Book page 33

1 Listen and stick. Then look, read and write.

Play the audio. Learners point to the correct sticker.

Track 1.41

1 Harry: What's Jenny doing this morning?

Cameron: She's watching TV.

Harry: Does she always watch TV in the morning?

Cameron: No, she goes to school in the morning, but today's

Saturday.

2 Cameron: What's Grandpa doing? Harry: He's working in the field. Cameron: But today's Saturday.

Harry: Yes, Grandpa works every day. He's a farmer.

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3 Harry: What's Jim doing? Cameron: He's making a cake.

Harry: That's good. Does he often make cakes? Cameron: Yes, he does. He enjoys cooking.

4 Harry: That's nice music. Who's playing the piano?

Cameron: Mrs Friendly is.

Harry: Does she always play the piano?

Cameron: No, she sometimes plays the piano and she

sometimes plays the guitar.

- Play the audio again. Learners stick in the characters.
 Check answers by asking, e.g. Who's making a cake?
- Ask What's Jenny doing now? (Watching TV) Point to the example sentence and explain that because the sentence is about what is happening now, it is in the present continuous.
- Learners complete sentences 2 to 4. Check answers.
 Extra support Do all three sentences as a class.

Key: 2 works 3 making 4 play

mission Stage 1

- Point to the Mission box or show learners the first stage
 of the digital Mission poster: Choose a job and draw your
 character. Check comprehension of character. Explain that
 learners will choose characters for their scene.
- Put learners into groups of four. They each choose a different job and a name for their character.
- Learners complete the worksheet task in the Teacher's Resource Book (page 34). See teaching notes on TRB page 27.
- Alternatively, if you do not have the Teacher's Resource Book, learners write the names and jobs of their group's characters. They draw their own character and then present the character to their group.

Activity Book, page 33

See pages TB120-132

Activity Book, page 30

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster.
 Say We chose jobs and drew characters. Add a tick to the 'Choose a job ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language beard, blonde, curly, fair, fat, moustache, short, straight, tall, thin, scarecrow

Recycled language clothes, colours, hair and eye colour, dirty, ugly, He's/She's + adjective, He's/She's got (brown) hair/eyes. His/Her (hat) is (blue). possessive pronouns, Whose ...?

Materials items of clothing in different colours and pairs of dice (optional), Clothes flashcards from level 1 (optional), Physical descriptions flashcards, coloured pens or pencils, audio, video, paper (optional)

Warm-up

- Show some real clothes and ask What's this? / What are these? What colour is it / are they?
- Hand out pairs of dice and tell learners to throw them and then pass them along. Whoever throws a double number (e.g. two fives) comes to the front of the class.
- Tell the learner at the front, e.g. Put on the blue T-shirt. The learner chooses the correct item of clothing and puts it on over his/her own clothes. Repeat instructions to this learner until someone else throws a double number, in which case the first learner takes off the items and you give instructions to the new learner. The rest of the class continue throwing the dice.

Alternative Revise items of clothing and colours with flashcards from level 1 / pictures, or by pointing to things you/learners are wearing.

Presentation

- Teach the words for descriptions using the flashcards.
- Ask Has anyone in your family got a beard/moustache? Is your mum/dad (tall)? Who's got curly hair in your family?
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 34

Listen and colour. Then sing the song.

- Say Open your Pupil's Books at page 34. Ask Who can you see? (Eva, Tom, Jim and Jenny) Point to the scarecrows and ask Where can you see these? (On a farm / in a field) Why do farmers need them? (To make birds go away) Say They scare birds. They're scarecrows. Explain the meaning of crow.
- Ask Whose scarecrow 's got curly hair? (Jim and Jenny's)
 Whose scarecrow's tall? (Eva's) Whose scarecrow's short?
 (Tom's), etc.

- Say Listen and colour. Point to the blank areas.
- Play the audio or video. Learners listen and colour the hair blonde (yellow), the beard black and the nose purple.
 Check answers by asking, e.g. What colour hair has she got? (Blonde) Make sure learners don't say yellow hair.

Track 1.42

Rocky: I'm Rocky-Doodle-Doo and here's our song for today: Scarecrow

See song on Pupil's Book page 34

- Learners stand up. Practise the song in sections.
- Play the audio or video again. Make three groups. One group sings each verse.
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Listen and say the number. Then play the game.

- Point to scarecrow 1 and ask Has he got a beard? (No, he hasn't.) Is he fat? (Yes, he is.) Has he got blonde hair? (No, black), etc.
- Say Listen and say the number. Play the audio.

Track 1.44

There's a tall scarecrow in the field. It hasn't got a moustache, but it's got a beard. It's wearing a small, green hat, it's got curly, blonde hair, and it's thin. Which one is it?

Key: 3

- Learners work in pairs. One learner chooses a scarecrow and describes it. The other says the letter. Then they swap.

 Stronger learners One learner chooses a scarecrow and the other learner asks questions to guess which one it is, e.g. Has it got a beard? Is it fat?
- Show the picture of Rocky in the bottom right-hand corner.
 Read out the instruction. Ask a strong learner to describe his/her hair, e.g. I've got short, black hair. It's curly.
- Learners talk in pairs about their hair.
 Fast finishers Learners write sentences about what they look like and what they are wearing on a piece of paper.
 Collect the paper and read a description, without saying the name. The class guess who it is.

Activity Book, page 34

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions with *Why* ...? and *Because* ...

New language Why are you asking a lot of questions? Because I love asking questions.

Recycled language jobs, parties, physical descriptions, read a (bia) book, show (n), wash (his) hands, wear (a helmet)

Materials paper, coloured pens or pencils, audio, worksheets/notes and pictures from Mission Stage 1 lesson, digital Mission poster

Warm-up

- Learners draw an adult in their family. Ask Is he or she thin?
 Has he or she got long hair? Has he got a beard?
- Learners show their picture to a partner, say who the person is and describe him/her.

Presentation

Ask Why are you listening to me? (You're a teacher.) Say Because I'm your teacher. Ask different Why questions in the present continuous about school / the classroom / what learners are doing, e.g. Why are we speaking English? Encourage learners to use Because before their answers. Say We use 'why' when we want to know the reason for something and 'because' to give a reason.

Pupil's Book, page 35

$oxed{1}_{1.45}$ What's Dad doing? Listen and tick \checkmark .

- Say Open your Pupil's Books at page 35. Point to each picture. Ask What's he doing? (Watching TV / listening to music / cleaning his shoes)
- Play the audio. Learners listen and tick. Check answers.
 Track 1.45

Clare: Charlie, why's Julia watching TV?

Charlie: Because it's Saturday morning and she hasn't got school.

Clare: Hmm ... And why's Dad cleaning his new shoes?
Charlie: Because they're dirty and he needs them for a party

this evening.

Clare: Hmm ... I like parties ... And why's Mum listening to

music in the kitchen?

Charlie: Because she likes listening to music when she cooks.

Why are you asking a lot of questions?

Clare: Oh! ... Because I love asking questions.

Key: He's cleaning his shoes. (picture 3)

Extension Write Why? on the board. Ask Why's Julia watching TV? Why's Dad cleaning his shoes? Why's Mum listening to music? Play the audio again.

👧 Gracie's Grammar

- · Write the questions and answers on the board.
- Play the audio. Pause for learners to repeat.
 Track 1.46
 See Pupil's Book page 35
- Mime an activity, e.g. running. Encourage learners to ask you Why are you running? Give them a reason (funny if possible), e.g. Because there's a tiger behind me.

Ask and answer with your own ideas.

- Point to the first picture and the examples. Ask learners for more ideas, e.g. Because they live in a circus.
- Learners ask and answer about the other pictures in pairs.

Ask pairs to share the best reasons they came up with.

Key: (possible answers) 2 Because they're dirty / it's lunchtime 3 Because he likes reading / he's doing his homework 4 Because she's skating / riding a bike

mission Stage 2

- Show learners the second stage of the Mission poster:
 Describe your character. Remind learners of the characters they created for Stage 1.
- Learners complete the second worksheet task in the Teacher's Resource Book (page 34). See teaching notes on TRB page 27.
- Alternatively, if you do not have the Teacher's Resource Book, go through the examples in the Pupil's Book.
 Learners work individually to think about a description, then get together in their Mission groups from Stage
 They pretend to 'be' their character and introduce themselves to the rest of the group. Monitor and encourage learners to use an appropriate voice/act.
- Learners write a description of their character.

Activity Book, page 35

See pages TB120-132

Activity Book, page 30

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster.
 Add a tick to the 'Describe your character' stage.
 Use self-assessment (see Introduction).
- Give out a completion sticker.

3

Learning outcomes By the end of the lesson, learners will have learnt about people who help us at home, at school and in the community.

New language fire station, firefighter, hospital, police officer, police station, surgery

Recycled language jobs, help, school, work (v), present simple

Materials Jobs and parties flashcards, video, audio

Warm-up

- Review jobs with the flashcards. Stick them on the board.
 Learners practise making sentences, e.g. He's a farmer.
- Mime doing one of the jobs and ask What's my job?
 Learners answer, e.g. You're a cook.
- Learners play the same mime game in pairs or groups.
- After the game, ask What do you want to be when you grow up? Help with new vocabulary.

Stronger learners Ask follow-up questions about what learners want to be: Why do you want to be a (vet)? Is anyone in your family a (taxi driver)?

Presentation

- Stick the flashcards for doctor, dentist and nurse together on the board and ask What's the same about these people?
 Learners suggest ideas. Say They all help people.
- Say Let's find out more about people who help us.

Pupil's Book, page 36

- Watch the video.
- Say Let's watch the video. Learners watch the video about people who help us and answer the questions at the end.
- These people help us. Where do they work? Look and write the number. Then listen and check.
- Say Open your Pupil's Books at page 36. Look at the pictures of the people. Point to the (doctor). Practise the new jobs firefighter and police officer. Ask What does a firefighter do? (Fights fires, rescues people, helps people when there's bad weather) What does a police officer do? (Keeps us safe, catches criminals) Is anyone in your family a firefighter / police officer?
- Point to the picture of the firefighter and then the pictures of places and ask Where does she work? Learners point to the picture of the fire station. Show how the number 1 is written next to the picture of the firefighter. Learners work in pairs to number the rest of the people. Play the audio. Learners listen and check.

Track 1.47

Man: a teacher

Woman: Picture 3. He works in a school.

Man: a firefighter

Woman: Picture 1. She works in a fire station.

Man: a dentist

Woman: Picture 5. She works in a dentist's surgery.

Man: a doctor

Woman: Picture 2. He works in a hospital.

Man: a nurse

Woman: Picture 2. She works in a hospital.

Man: a police officer

Woman: Picture 4. He works in a police station.

Learners work in pairs. One learner points to a person and asks, Where does he/she work? The other learner points to the correct place. Remind them to use Where do they work? for the picture of the doctor and nurse.

Key: a teacher – 3 a firefighter – 1 a dentist – 5 a doctor / a nurse – 2 a police officer – 4

Note: *firefighter* is acceptable written as one or two words in YLE exams.

Look at the pictures. Who can help?

- Say Listen. Which picture? He's fallen off his bike. Ouch!
 Learners point to the correct picture.
- Point to the first picture and ask Who can help? (A dentist)
 Repeat for the other pictures.
- Learners ask and answer the same question in pairs, then write the words under the pictures.

Key: 1 a dentist 2 a firefighter 3 a doctor or a nurse

Activity Book, page 36

See pages TB120-132

- Say What do I do? Listen and guess. Make sentences about a job, stopping after each one for learners to guess, e.g. I don't help people. I can work in a theatre or on TV. I love music. I wear beautiful costumes. (Pop star) You can make the game competitive – give learners five points if they guess after one sentence, four points after the second sentence, and so on.
- Once learners have got the idea, call on volunteers to lead the activity. Help the learner at the front with ideas/ prompts.
- SA Use self-assessment to see how well learners think they understand any new vocabulary from the lesson. See Introduction.



Learning outcomes By the end of the lesson, learners will be able to talk about people who help us.

New language near, restaurant, teach, work (n)

Recycled language days of the week, jobs, time (o'clock), animal, children, finish, fire, fun, hospital, kitchen, listen, plant (n), scary, scene, start, street, tell, work (v), I'm a ..., I like ...-ing, My name's ..., present simple

Materials Jobs and parties flashcards, a picture of someone in your family dressed for work (optional), audio, worksheets/notes from Mission Stages 1 and 2 lessons, digital Mission poster

Warm-up

- Review jobs with the flashcards.
- In pairs, learners spell out jobs on one another's backs and guess the words.
- Show a picture of someone doing their job and say, e.g.
 This is my sister. She's a nurse. She works in a hospital. She sometimes works at night or early in the morning. She helps people every day.

Stronger learners Think about the working day of someone in their family and tell a partner / the class.

Say Let's learn more about different jobs.

Pupil's Book, page 37

Read the sentences. Who is it?

- Say Open your Pupil's Books at page 37. Read the jobs in the box and check comprehension.
- Say Read the sentences. Who is it? Learners read and match individually, then compare answers in pairs. Check answers.

Extra support Read each sentence and match with a job as a whole class. Follow up by asking *Who stops fires?* (A firefighter) Who works in a restaurant? (A cook), etc.

Key: 1 a police officer 2 a doctor 3 a firefighter 4 a cook 5 a teacher 6 a farmer

[5] 🔝 Listen and read. Answer the questions.

 Read the questions with the class. Review scary. Play the audio. Learners listen and read, and answer the questions in pairs. Check answers.

Track 1.48 See Pupil's Book page 37

Key: 1 She's a teacher. 2 She works in a school. 3 No, she doesn't. 4 No, it isn't. 5 Yes, she does. (She loves it.)

Extension Ask more questions about Sally: What's her surname? (Green) Where's the school? (Near her house) When does she start/finish work? (Nine/Four o'clock) Why does she love her job? (Because she likes helping children)

Stronger learners In pairs, one learner thinks of someone in their family who works outside the home. The other learner asks the same questions as in Activity 5. Learners tell the class what they found out.

mission Stage 3

- Show the class the third stage of the Mission poster: Write a scene where someone is helping. Remind learners of the meaning of scene and show an example or draw their attention to the example lines in the box.
- Learners complete the third worksheet task in the Teacher's Resource Book (page 34). See teaching notes on TRB page 27.
- Alternatively, if you do not have the Teacher's Resource Book, tell learners that they need to write a scene for the four characters in their group, with the names of the speakers before the lines.
- Put learners into their Mission groups. They look at their characters, think of a setting for their scene and a situation where one or more of their characters can help. Read through the example in the Pupil's Book. Write Where? on the board and a list of places (with learners' help), e.g. school, street, park, home. Write What's happening? and some ideas for incidents, e.g. someone falls off their bike, there's a fire, someone can't find their little brother.
- Groups work together to write the lines of their scene and think of a title for their scene. Monitor and help. Make sure each learner has something to say in the scene. Encourage them to use Why ...? Because ...

Extra support Write some useful lines learners can include in their scene on the board, e.g. Help! / Can you help me? / What's the problem? / Can I help you? / I can help. / Thank you very much.

Activity Book, page 37

See pages TB120-132

Activity Book, page 30

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster.
 Add a tick to the 'Write a scene where someone is helping' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a story about helping others.

New language have an idea, laugh, superhero, be good at ...-ing, What about ...?

Recycled language clothes, jobs, parties, physical descriptions, birthday, dog, everyone, help, listen, meet, open, paper, sheep, silly, sing, smile, start, stop, wear, want to (be), can/can't, have got, present continuous, present simple

Materials Jobs and parties flashcards, word cards, a photo of yourself in fancy dress (optional), audio, coloured pens or pencils

Warm-up

- Practise the Jobs and parties words with the flashcards and word cards, e.g. by asking learners to come and match flashcards with word cards (if you don't have word cards, write the words – learners draw lines to match).
- Ask How do you spell (dentist)? The class practise spelling the words. Leave the words on the board.
- Divide the class into two teams. Two learners from each team stand at the front with their backs to the board. Ask one learner to spell a word from the board, e.g. How do you spell 'present'? He/She spells the word without looking. If he/she is right, the team get a point. Then it is the turn of the other team. Learners swap so everyone gets a turn. The team with the most points wins.

Stronger learners Add more vocabulary, e.g. *police* officer, firefighter, hospital, school.

Presentation

- Ask Who helps you? Learners tell you people who help them.
 They share stories of when someone has helped them.
- Say We're going to read a story about someone who needs help.

Pupil's Book, pages 38 and 39

- Do you like costume parties? Talk about your favourite costumes.
- Say Open your Pupil's Books at page 38. Read the instructions. Learners talk in pairs. Ask extra questions, e.g. Do you wear a hat for your favourite costume? Does anyone dress up with a beard? Show a photo of yourself in fancy dress, if possible, and describe the outfit (e.g. I'm wearing my favourite costume. I'm a cat! I've got a long tail and black ears. I've got a white face.).
- Ask Does anyone dress up as a superhero? Who's your favourite superhero? Write some famous superheroes on the board.

The costume party

- Look at each picture and ask questions, e.g. Picture 1: Is the boy happy? (No) What's on the walls of his bedroom? (Posters of superheroes) Who's the woman? (The boy's mum) Picture 2: What does the picture in the 'Think' bubble mean? Say She has an idea. Picture 3: Where's the boy? (At a party) Is he happy now? (Yes) Which costumes can you see? (A pirate,
 - a pop star, a dentist, a superhero, a farmer, a clown, a nurse, a police officer)
- Say Read and listen to the first part. Play the audio.
 Learners listen and read. Pause after superhero costume.
 Ask What's the boy's name? (Matt) Whose birthday is it?
 (Emily) Which costume does Matt want to wear? (A superhero costume) Why can't he wear it? (Because Harry wants to be a superhero)

Track 1.49

See story on Pupil's Book pages 38-39

- Say Read and listen to the next part. Pause after pirate costumes! Ask What can Matt make for a pirate costume? (A beard and a moustache) Has he got a pirate hat? (Yes, he has.) Why can't he wear a pirate costume? (Because Dan and Zoe have got pirate costumes)
- Play the next part. Pause after has an idea! Ask What is everyone talking about at school? (Their costumes) Who's got a farmer costume? (Julia) What kind of animal is Ludo? (A dog) Is Ludo a dog at the costume party? (No, a sheep) Who hasn't got a costume? (Matt) Why doesn't Matt want to be a clown? (Because he thinks it's silly) Check comprehension of silly.
- Play the rest of the story. Ask What's Emily wearing?
 (A pop star costume) What's she doing? (Singing) What is Matt's costume? (A superhero pirate clown) Why is everyone laughing? (Because his costume is funny) Explain the meaning of good at and ask What is Matt's mum good at? (Helping)

Extra support Instead of asking questions, make sentences, pausing for learners to say key words, e.g. *The boy's name is (Matt).*

Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 38

See pages TB120-132

Ending the lesson

Ask How do your family help you? Make a list of ways.
 Learners work in pairs to write sentences, e.g. My parents
 cook every day. My dad takes me to football. Monitor and
 help with vocabulary. Learners share their ideas. Write the
 sentences on the board.



Learning outcomes By the end of the lesson, learners will have thought about asking for and offering help.

New language choose

Recycled language language from the story, adverbs of frequency

Materials A4 paper, coloured pens or pencils, audio

Social and Emotional Skill: Asking for and offering help

- After reading the story, say to learners Matt asks his mother for help. Why does he need help? (He needs a costume for Emily's birthday party. He doesn't know what he can wear.) Does his mother help him? (Yes) How? (She gives him an idea for a great costume.)
- Ask What do your parents do for you? Learners say one thing their mother or father does for them (e.g. my father makes my breakfast or my mother takes me to school).
- Point out that it's good that learners do things themselves, but sometimes we need to ask for help.
 Ask learners in what situations they ask for help. Write some prompts on the board (e.g. when I can't do my homework, when I can't find something, when I . . .).
- Explain that it's important to ask for help in class too (e.g. when I don't understand a word, when I don't know how to do an activity, when I can't remember a word ...).
- Write a list of ways of asking for help in class:
 - What does ... mean?
 - Can you repeat that, please?
 - How do I do this?
 - How do you say ...?
- Hand out A4 paper. Learners copy down the questions and decorate the card. In pairs, they role play using the questions in class.

Warm-up

 Write sentences about the story on the board, with names on the right.

1	It's her birthday.	Ludo
2	He needs a great costume.	Emily
3	They've got pirate costumes.	Harry
4	She's got a pop star costume.	Matt's mum
5	He's a dog, but he's a sheep at the party.	Matt
6	He's got a superhero costume.	Emily
7	She has a good idea.	Dan and Zoe

- In pairs, learners read and match. Check answers. (1 Emily, 2 Matt, 3 Dan and Zoe, 4 Emily, 5 Ludo, 6 Harry, 7 Matt's mum)
- Ask What is Matt's costume at the end of the story? Do you remember? (Superhero pirate clown)

Pupil's Book, pages 38 and 39

 Say Open your Pupil's Books at pages 38 and 39. Play the audio. Learners read and listen to the story again.
 Track 1.49
 See story on Pupil's Book pages 38–39

Answer the questions.

Read the questions and check comprehension of choose.
 Learners think about the answers and talk in pairs. Check answers.

Key: 1 No, he doesn't. 2 His mum has the idea.3 Yes, he does. 4 Because he's very happy at the end of the story.

Extra support Say Act out the story. Summarise the story, sentence by sentence, and mime, e.g. There's a costume party for Emily's birthday. Matt's thinking about his costume. Mime thinking. Say He wants to be a superhero. Make a superhero flying pose. But Harry's got a superhero costume. Matt can be a pirate. Mime swordfighting. But Dan and Zoe have got pirate costumes. Emily's got a pop star costume. Mime singing into a microphone. Julia's got a farmer costume. Mime driving a tractor. Matt's sad. He hasn't got a costume. Then his mum has an idea. Mime having an idea. It's the day of the party. Matt opens the door. Mime opening the door. Matt says 'Meet the superhero pirate clown!' Mime being a superhero, then a pirate, then a clown.

- Repeat and encourage learners to act the story with you.
- Repeat and this time encourage learners to complete some of your sentences.

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3 🚱 Ask and answer.

 Read the speech bubbles. Put learners into pairs to talk about helping.

Extra support Write some prompts on the board, e.g. wash the car, do the shopping, clean my bedroom, look after my brother.

Activity Book, page 39

See pages TB120-132

Ending the lesson

• SA Use self-assessment to see how well learners think they understand the story. See Introduction.

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Learning outcomes By the end of the lesson, learners will have practised talking about a picture story (A1 Movers Speaking Part 2).

Test skills Understanding the beginning of a story and then continuing it based on a series of pictures

Recycled language jobs, parties, physical descriptions, describe, happy, kitten, look, open, point, sad, walk, have got, present continuous, present simple, *There is/are*...

Materials paper, coloured pens or pencils, practice paper for Movers Speaking Part 2 (optional)

Warm-up

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- Give out paper and say Let's draw a party! Think of a room before the party starts. What do you need? Set a time limit so this stage doesn't take too long. Monitor and ask questions, e.g. Is it a costume party? Is it someone's birthday? What about a cake? What's this on the table?
- Draw your own picture. Show it to the class, point and say,
 e.g. At my party there are balloons on the wall. There's a big table with drinks and food. There's a lovely chocolate cake!
- Learners describe their picture to a partner.
 Fast finishers Label items in their picture. Monitor and check spelling.

Presentation

Say Let's practise for a speaking exam. Show an example of the Movers Speaking paper (Part 2): the four pictures and the story title. Say Part 2 of the exam has four pictures that make a story. The name of the story is at the top. You need to look and think about the story and then tell the examiner. The name of the most important character is there. Let's practise looking at pictures and making a story.

Pupil's Book, page 40

- Look and read. Tick

 √ the sentences which describe the picture.
- Say Open your Pupil's Books at page 40. Ask questions about picture 1, e.g. What's the boy's name? (Jim) What has he got? (A present) What's he wearing? (A pirate costume) Whose birthday is it? (Zoe's) Read the instructions. Learners work in pairs to read and tick. Check answers.

Extra support Read the sentences as a class and decide together which to tick.

Key: 1,3

- 2 Look at pictures 2-4. What's the story called? Circle the answer.
- Point to picture 2 and ask Who's this girl? (Zoe) Say Jim's giving his present to Zoe. Ask Is Zoe wearing a costume? What costume is it? (Pop star) Say Look at pictures 3 and 4. What's happening? What's the story about?

 Read the possible titles and ask What's the story called? Ask learners to vote for each title.

Key: Zoe's present

3 Make sentences about the pictures. Use some of these words.

- Read the instructions. Read the phrases in the box and check comprehension. Point to the first picture and ask for some example sentences, e.g. There's a party at Zoe's house. Jim's wearing a pirate costume. There are balloons.
- Put learners into pairs to describe pictures 2 to 4 in the same way. Monitor and help.

Extra support Write more example sentences on the board for learners to match with the correct picture before the pair work.

Key: (possible answers) Zoe's wearing a pop star costume. She's got long, pink hair. Zoe likes the present. Zoe's happy. It's a comic (book). The comic book's on the table. The window's open. There's a kitten. The kitten's walking on Zoe's present. Zoe's sad. The other children are looking at the kitten. A girl is pointing at the kitten.

Extension Hand out paper. Learners imagine what happens next in the story about Zoe's party (or invent a story of their own). They draw four pictures and give the story a title. Monitor and help. In pairs, learners show their pictures and explain what is happening in the first picture. Their partner tells the rest of the story.

Point to the monkey at the bottom of the page and read the sentence. Tell learners not to worry if they don't follow the story at first, or can't find the words they need. The examiner has words which can help.

Activity Book, page 40

See pages TB120-132

- Write the following questions on the board: When do you read stories? Where do you like to read? What type of stories do you like? Who reads stories with you?
- Learners ask and answer in pairs. Discuss answers with the whole class.

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and acted out a scene for the class.

Recycled language unit language

Materials Jobs and parties and Physical descriptions flashcards, worksheets/notes from Mission Stages 1–3 lessons, props and costumes for the scenes (optional), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Put learners into groups. Say Let's do a quiz.
- Put the flashcards from the unit on the board. Ask for examples of the following and give a point for each correct answer:

Someone who works with animals

Hair men sometimes have above their mouths

Two jobs which help us

Two words for hair colour

Someone who likes treasure

Something we give at a birthday party

Alternative Play 'Hangman'. Draw a picture of a cliff dropping down to the sea. Draw a shark fin in the sea. Write the numbers 1–6 spaced out along the top of the cliff.

- Choose a word from the unit and write up a line for each letter in the word, e.g. costume would be ______.
- Learners call out letters. If they say a letter that is in the word, write it in the relevant space. If the letter is not in the word, tick one of the numbers, starting with 1, at the top of the cliff.
- Learners try to fill in all the letters and guess the word before they reach 6 and lose.
- Write the letters they have said at the side of the board.

Pupil's Book, page 41

mission in action!

Act out your scene for the class.

- Say Open your Pupil's Books at page 41. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Act out your scene for the class.
- Read the instructions. Say First you tell the class about your scene and the characters. Show learners what to do: pretend you are presenting a scene, tell them a title and mime showing a picture of your character and describing

yourself. Say Then you say 'Here is our scene' and you act out your scene.

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- Put learners into their Mission groups. Give them time to practise presenting their scene and characters and then time to rehearse the scene itself. If possible, learners use props/costumes. Monitor and help.
- Groups take turns to present their scene and act it out.
 Remind them to thank the audience (Thank you for watching and listening!).

Self-assessment

- SA Say Did you like our 'Plan and act out a scene' Mission?
 Think and draw a face. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Ask Was this Mission better than the last Mission (do a 'thumbs up' gesture) or worse (do a 'thumbs down' gesture)? Check comprehension of the question. Learners show you what they think.
- Say Our next Mission is 'Act out a visit to my cousins' new home.' Explain the meaning of cousin. Ask Have you got any cousins? How many have you got? How old are they? Do you often visit them? What kind of things do you do?
- Ask What can you do better in the next Mission? Choose one thing and write. Monitor and help learners write a simple sentence, e.g. I can talk more in groups. I can use my imagination more. They compare sentences in pairs. Make notes of their ideas.

Activity Book, page 41

See pages TB120-132

Activity Book, page 30

- Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt.
 They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Learning outcomes By the end of the lesson, learners will have consolidated language from Units 1–3.

Recycled language countryside, daily-routines, days of the week, free time activities, parties, times (o'clock), afternoon, morning, adverbs of frequency, How often ...?, present simple for routines

Materials flashcards from Units 1 and 2, word cards (optional), video, audio, teaching clock(s) (optional)

Warm-up

- Revise the Countryside and Daily routines words using the flashcards.
- Divide learners into two groups and ask them to stand in two lines at the front of the class. Draw a line down the centre of the board and write each team's name (or number) as a heading on the side nearest to them.
- Place a selection of flashcards on the floor or on a table
 at the back of the classroom. Define one of the words, e.g.
 This is something you need after you have a shower. The two
 learners who are at the front of their teams race to find the
 correct flashcard (towel) and stick it on the board.
- The team with the most flashcards on their side of the board wins.

Stronger learners Use word cards instead of flashcards.

Pupil's Book, page 42

Watch the video and do the quiz.

- Show the video to learners.
- Ask learners to do the quiz. Check their answers to see how much learners can remember.
- Repeat this at the end of the Review unit and compare the results to measure progress.

Listen and circle the activities you hear. Then listen and complete.

- Say Open your Pupil's Books at page 42. Give learners time to look at the small pictures. Then say an activity at random (play football, go for a swim, watch a DVD, go shopping, go to a costume party, write an email, go to the forest, go to the mountains). Learners point to the correct picture. They do the same in pairs.
- Read the instructions. Play the audio for learners to listen and circle the pictures of the activities they hear.

Track 1.50

Zoe: Hello, Jack!

Jack: Hi, Zoe! Hey, do you have any plans for Saturday morning?

Zoe: Why?

Jack: Because I want to go to the forest with my family. Do you

want to come?

Zoe: I'm sorry, I can't. I always play football on Saturday morning. I can come after lunch.

Jack: Oh, I always go for a swim on Saturday afternoon. How about Friday after school? Do you want to watch a DVD with me?

Zoe: Oh, I must go shopping with my mum on Friday. Mum always works on Saturdays and I must buy a present for Kim's birthday on Sunday.

Jack: Oh, yes! When is it? Zoe: At five o'clock.

Jack: That's right. What's your costume? I want to be a pirate!

Zoe: My costume's a clown! Jack: Great! See you on Sunday!

Key: Learners circle the pictures of shopping, swimming, costumes, football, forest and DVD.

Play the audio again for learners to complete the chart.

Key: 1 DVD 2 shopping 3 football 4 swim 5 five 6 pirate 7 clown

Choose a person. In pairs, ask, answer and guess who.

- Revise free time activities with the flashcards.
- Make sure learners understand the table by making sentences, e.g. She wakes up at eight o'clock and she never reads comics. Learners say the name (e.g. Sally).
- Read the instructions and the speech bubbles. Model the activity with a learner (he/she chooses a person and you make the questions).
- Put the class into pairs. Learners take it in turns to choose a person. Monitor and support.
 - Extra support Show a time (o'clock only) on a teaching clock or draw a clock on the board. Ask What time is it? Learners answer, e.g. Eight o'clock. Repeat with different times.
- Set the clock so learners can't see (or draw a clock). Say On Saturdays I play tennis at ... What time do I play tennis? Guess! Learners say, e.g. Two o'clock. When they guess correctly, show the clock to confirm. You can make this competitive by giving them only three guesses and scoring a point when they don't manage to guess / awarding them a point when they do.

Stronger learners Play the same game in pairs.

Activity Book, page 42

See pages TB120-132

Ending the lesson

• In pairs, learners ask and answer *How often* ...? questions using the pictures in Activity 2 as prompts, e.g. *How often do you play football?*



Review Units 1-3

Learning outcomes By the end of the lesson, learners will have consolidated language from Units 1-3.

Recycled language jobs, physical descriptions, feed, help, kitten, make a cake, puppy, adverbs of frequency, How often ...?, must, present continuous, present simple Materials Friendly family flashcards, Jobs and parties flashcards, paper, coloured pens or pencils, video

Warm-up

- Show the Friendly family flashcards and Jobs and parties flashcards (human characters only). Each time you show one, ask questions, e.g. Has he got straight or curly hair? Is he tall? Has he got a beard? What about a moustache? Has he got blonde hair? What colour is his hair? What does he do? What's he doing in the picture? Learners answer.
- Display flashcards and say Look and remember. Give learners two minutes to look at the pictures and then take them off the board.
- Hide one of the flashcards behind your back without showing learners which one, e.g. the pirate. Ask Which picture have I got? Ask me questions. Choose a learner. Say Have you got a man, a woman or a child? The learner repeats. Say It's a man. Choose another learner. Say Has he got black hair? The learner repeats. Say Yes, he has. Ask another learner Can you ask about a beard? (Has he got a beard?) Encourage learners to ask more questions in this way until they guess pirate.
- Continue with other flashcards. Encourage learners to ask questions until they guess who the person is each time. Learners say, e.g. Jim or the pop star.

Extension Put learners into groups of six. Give them a selection of flashcards face down. Learners take it in turns to pick up a flashcard without showing the group. The other learners ask them questions about their flashcard following the same sequence.

Pupil's Book, page 43

Look and read. Correct the sentences.

- Say Open your Pupil's Books at page 43. Focus on the pictures. Ask Where's the (cook)? Learners point.
- Read the instructions and go through the example.
- Learners work in pairs to read and correct the sentences. Monitor and support. Check answers.

Extra support Ask questions about all the pictures before learners read and correct, e.g. Has the farmer got curly hair? Is it blonde? What's she doing?

Key: 2 The doctor's got short, curly hair. She's listening to music. 3 The pirate's got a long beard. He's (roller) skating. 4 The farmer's got straight, brown hair. She's feeding a kitten. 5 The nurse's got a moustache. He's helping a girl.

Extension Learners find a picture of a person in the book and write two sentences about him/her. One sentence must have a mistake. They show the picture and their sentences to a partner, who corrects the mistake.

5 Write about you.

- Read the questions and check comprehension. Ask two or three learners to give answers to the first two questions.
- Learners write their answers individually. Monitor and
 - Extra support Write model answers / prompts on the board.
- Put learners into pairs with someone they don't know very well. They ask and answer the questions. Ask different learners to tell the class the best answer their partner gave. Stronger learners Write three more questions for their partner beginning How often do you ...? When do you ...? and What do you do ...?

Activity Book, page 43

See pages TB120-132

Ending the lesson

- Hand out paper and ask learners to draw a picture of a person - full length. Set a time limit so this stage doesn't take too long.
- Put learners in pairs with someone who hasn't seen their picture. One learner describes his/her person for the other learner to draw, e.g. My person's a man. He's short and fat. He's got short, straight, red hair. He's got green eyes and a small nose. He's got a beard. The other learner can ask questions, e.g. Has he got a moustache? but mustn't look at the picture. When the first learner has finished describing, they compare pictures. Then they swap roles.



Repeat the video and quiz.

The family at home



Unit 4 learning outcomes

In Unit 4, learners learn to:

- talk about extended family and homes
- make comparisons
- use possessive pronouns
- learn about machines at home
- read a story about a surprise party and think about initiative and managing their own emotions

Materials video, coloured pens or pencils, digital Mission poster, a copy of the Mission worksheet (Teacher's Resource Book page 44)

Self-assessment

• SA Say Open your Pupil's Books at page 44. Look at the picture. Who can you see? (A family) Where are they? (In their home) Point and ask Who's this? Is she the children's mum? (Yes, or big sister) Is she in the bathroom? (No, in the kitchen) Who's got (curly) hair? (The man) Is this his son/daughter? Can you see a (table)? Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

 Say Look at the picture and remember. Time one minute, then say Close your books! Ask, e.g. Are there any paintings on the wall? Is there a sofa? What colour is the man's T-shirt? You can play this as a team game, asking each team a question in turn.

Pupil's Book, page 44



Watch the video. Draw something which you do at home.

- Say In this unit we're talking about families and homes. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 44. Talk about what the family are doing in the picture. Encourage learners to suggest things they often do in their own homes. Show the space on the page. Say What do you do at home? Draw it here. Monitor and check. Help each learner to make a sentence about what they are doing, e.g. I'm playing with my sister.

Fast finishers Learners write a sentence about what they are doing in their picture.

Act out a visit to my cousins' new home

 Point to the Mission box or the digital Mission poster and say Our Mission is: Act out a visit to my cousins' new home.
 Remind learners of the meaning of cousin.

- Say Point to number 1. Make a family and talk to my cousin.
 Tell learners that they are going to work in groups to draw an imaginary family: grandparents, mum, dad and two children. Each group makes a family. Then they talk to a learner in another group (their cousin) and compare the people in their families.
- Say Point to number 2. Draw our family's home and talk to my cousin. Explain that learners design a new home for their 'family'. Draw a simple house on the board and ask What do you need to put in the house? Revise names of rooms and features (door, window, garden) and add them to your picture. Say After you draw the house you describe it to your cousin.
- Say Point to number 3. Invent a machine for our home. There
 are lots of machines in our homes. They can help us with
 washing, cooking and cleaning, or they can be for watching
 films and listening to music. Check comprehension of
 invent. Say In Stage 3 you invent a new machine for your
 new home.
- Say The last stage is 'Act out a visit to my other cousins' new home.' Ask What happens when you visit a new home? (People show you the house.) The people say 'This is the living room. The windows are very big. We like it because ...'
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 44

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Write a sentence about your home on the board, e.g.
 My house has got a red door. Ask the class Whose house
 has got a red door too? If no-one puts up their hand, try
 another sentence.
- Say Now write one sentence about your home. Write some useful words on the board (names of rooms, hall, clock, mirror, window, etc.). Monitor and help.
- Learners stand up and say their sentence to other learners until they find someone who says Me too! Help pairs make a sentence about what they have in common, e.g. There's a clock in the kitchen.



Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about extended family.

New language aunt, cousin, daughter, granddaughter, grandparents, grandson, grown-up (n), parents, son, uncle, at the front

Recycled language baby, brother, children, (grand)father, (grand)mother, sister, smile, stand, tall, imperatives, prepositions of place, present continuous

Materials Friendly family flashcards, Extended family flashcards, audio, video, coloured pens or pencils

Warm-up

Show the Friendly family flashcards and ask Who's this? Who's Jenny's brother? Who's Mr Friendly's father? etc.

Presentation

 Make the Friendly family tree on the board with flashcards. Add uncle and aunt (holding cousin). Use the family tree to teach the new extended family words.

Pupil's Book, page 45

Listen and point. Then listen and number.

- Say Open your Pupil's Books at page 45. Who can you see? Learners say the characters. Say Point to Jim and Jenny's cousin. Point to their aunt. Point to their parents.
- Ask Where's the small tractor? Can you find it?
- Ask Who are the children in the picture? (Jenny, Jim, Zoe) Who's the baby? (Zoe) Say The other people are grown-ups. Write grown-up on the board and practise.
- Say Listen and point to the people. Play Track 1.51.

Tracks 1.51 and 1.52

(1) Today, there's a family photo. The children are at the front and the grown-ups are behind.

Excuse me, everyone! Please listen. OK. Jenny Photographer:

and Jim, come and sit on the grass at the front,

please.

Jenny: OK. Can Cameron sit between us? He's part of

the family.

Photographer: Yes, of course. Now, let's have the grandparents

behind their big grandchildren....

(2) Photographer: ... Grandpa Friendly, sit behind your

granddaughter, please, ...

(3) Photographer: ... and Grandma Friendly, can you sit behind

your grandson, please?

(4) Jim: Can our cousin Zoe sit here, with Aunt Julia, behind Cameron? (5) Jim:

(6) Photographer: Good idea! Yes, that's nice. We can see the

baby in the photo.

Where's Uncle Jack standing?

(7) Photographer: He's tall, so he's standing behind your Aunt

Julia and between your parents.

(8) Grandma: That's right. I'm sitting in front of my son. (9) Grandpa: And I'm sitting next to my daughter.

Photographer: OK, that's nice. The children are smiling ... and

the grown-ups ... can you all smile too, please?

OK, that's lovely. Don't move!

Grandpa: Oh, Rocky!

Say Listen and number. Play Track 1.52. Learners write numbers 2-9 in the boxes. (Note that Track 1.52 omits the last two lines.)

- Ask What's number (2)? Learners say the word/name.
- Ask Who's sitting at the front? Who's sitting next to Grandpa? Who's sitting in front of Grandma? Who's standing behind Aunt Julia?

Key: 2 granddaughter 3 grandson 4 cousin Zoe 5 Aunt Julia 6 Uncle Jack 7 parents 8 son 9 daughter

Say the chant.

Play the audio or video. Learners point and chant.

Track 1.53

Aunt, uncle, cousin, Parents, daughter, son, Granddaughter, grandson, Grandparents, grown-ups. [x2] E

Listen and say the name.

Play the audio. Pause for learners to say the name(s).

Track 1.54

- She's Jim and Jenny's cousin.
- He's sitting behind his granddaughter.
- She's holding her baby daughter.
- They're sitting in front of their grandparents.
- She's sitting behind her grandson.
- She's sitting in front of her son.
- He's standing behind his baby daughter.
- 8 She's sitting between her parents.

Key: 1 Zoe 2 Grandpa Friendly 3 Aunt Julia

- 4 Jim and Jenny 5 Grandma Friendly
- 6 Grandma Friendly 7 Uncle Jack 8 Aunt Julia

Activity Book, page 45

See pages TB120-132

Ending the lesson

 SA Show the Extended family flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

The Friendly Farm



Learning outcomes By the end of the lesson, learners will be able to understand when they hear comparative adjectives.

New language clever, You're right. comparative adjectives

Recycled language adjectives, extended family, parts of the body, physical descriptions, baby, living room, photo,

Materials sticky notes or slips of paper, photos of you and your family (optional), audio, video

Warm-up

- Say Tell me a word we can use for a description, a word like 'old'. Brainstorm adjectives and write them on the board. Give or ask for example sentences. Learners can also match opposites (small/big, etc.). Teach clever and revise clean, pretty and naughty.
- Give each learner a sticky note or slip of paper. Divide the class into two groups and ask one group to write an adjective on their note. The other group write a noun (give some examples first). Monitor and support.
- Learners stand up and walk around. Learners with an adjective find a partner who has a noun that their adjective can describe (e.g. pretty and kitten). Pairs tell you their combination or stick their words on the board.
- SA Use self-assessment to check how well learners think they understand the adjectives. See Introduction.

Presentation

 Use items in the classroom or photos of your family to present comparative adjectives, e.g. This blue pencil is shorter than the red pencil. The red pencil is longer. This book is newer than this one. I'm older than my sister. My brother is taller than me. Then hold up the items/photos and ask Which pencil is shorter? Which book is newer? Who is taller, me or my brother?

Pupil's Book, page 46

The Friendly Farm song

Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 2.02 See The Friendly Farm song on page TB5

The Friendly Farm

 Say Open your Pupil's Books at page 46. Ask What are the animals looking at? (The Friendly family photo) Who's in the photo? Learners name the characters.

Ask Why do the animals say 'Sorry'? Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (Because they must be nicer / they mustn't talk about others) Explain the meaning of better and worse and check understanding of silly.

Track 2.02

The Friendly Farm song + see cartoon on Pupil's Book page 46

Play the audio or video again. Pause after each picture and ask questions: 1: Does Rocky like the photo? (Yes, he thinks it's funny.) 2: Is it an old photo? (No, it's new.) Who's taller, Uncle Jack or Mr Friendly? (Uncle Jack) 3: Is Shelly bigger than her cousin? (Yes, she is.) Who's got curlier hair, Shelly or her cousin? (Shelly's cousin) 4: Who's fatter, Shelly or her cousin? (Shelly) 5: Who's got smaller feet, Shelly or Gracie? (Shelly) Whose feet are cleaner? (Shelly's) Who says she's cleverer than the other animals? (Gracie) 6: Is Henrietta happy? (No, she's angry.)

Listen and say the number.

 Play the first sentence as an example. Learners find the correct picture, point and say the number. Play the rest of the audio. Pause after each sentence for learners to answer. Track 2.03

a Shelly:

I'm bigger than my cousin, but she's got curlier

hair than me. [3]

Prettier, uglier, fatter, thinner, better, worse. This b Henrietta:

is silly! [6]

Yes, it's funnier than the family photo in the c Cameron:

living room. [1]

d Gracie: I'm cleverer than all of you! [5] Henrietta: We must all be nicer to everyone. [6]

She's smaller and younger than them. [3] Harry:

It's better than the old one. [2] Rocky:

h Gracie: My ears are longer than your ears! [4]

Key: See numbers in audioscript

Activity Book, page 46

See pages TB120-132

- SA Use self-assessment to see how well learners think they understand the adjectives in the story. See Introduction.
- Say Stand up. Make a comparison, e.g. Grandpa Friendly's older than Jim. Yes or no? Learners jump to the left or right (or give a 'thumbs up' or a 'thumbs down'). Repeat with different comparative adjectives.



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use comparative adjectives to describe people and things.

New language Gracie's ears are long. They're longer than Shelly's ears. Those puppies are both fat, but the brown puppy's fatter than the white one. My cousin's hair is curly. It's curlier than my uncle's. Shelly's singing is bad. It's worse than Gracie's singing.

Recycled language adjectives, extended family, physical descriptions, *better*, *puppy*, *worse*

Materials Extended family flashcards, Friendly family and Friendly Farm animal character flashcards, audio, Mission worksheets (Teacher's Resource Book page 44), digital Mission poster

Warm-up

Show the Friendly family flashcards and ask Who's this?
 (Julia) Encourage learners to ask, e.g. Is she Jim's cousin?
 (No, his aunt) What's her daughter's name? (Zoe) Has she got straight hair? (No, curly)

Presentation

- Put flashcards of Gracie and Shelly on the board. Say and write Gracie is taller than Shelly. Gracie's legs are longer than Shelly's. Explain comparatives with -er.
- Ask Who's prettier Shelly or Gracie? Say and write Shelly is prettier than Gracie. (or the other way round, depending on what the class decides). Explain the spelling for comparative adjectives ending in -y, e.g. prettier, happier, dirtier, curlier.
- Add a flashcard of Harry. Say and write Harry is bigger than Gracie and Shelly. Explain the spelling for comparative adjectives ending in some consonants, e.g. bigger, sadder, fatter.

Pupil's Book, page 47

🔐 Gracie's Grammar

- Say Open your Pupil's Books at page 47. Write the sentences on the board. Revise better and worse.
- Play the audio. Pause for learners to repeat.
 Track 2.04
 See Pupil's Book page 47



Listen and stick. Then look, read and write.

- Describe the stickers, e.g. long, straight hair.
 Learners point.
- Play the audio. Learners point to the correct sticker.
- Play the audio again. Learners stick on the hair.

Track 2.05

1 Man: In this photo you can see my son with his family,

and my daughter with her family. Those two children are my grandchildren. They're cousins.

E

E

E

Woman: Which is your son?

Man: Here he is. My son's got short, brown hair. His hair's

shorter and straighter than my daughter's.

2 Woman: So your daughter hasn't got red hair?

an: No, this is my daughter. My daughter's hair's short and curly. It's curlier than my granddaughter's hair.

3 Woman: Yes, I see. Your granddaughter has got long, straight

hair.

Man: That's right. She's got longer hair than her cousin.

4 Woman: Yes, but your grandson's hair is longer than some boys' hair.

Man: Yes, it is. But it's shorter than his cousin's.

 Point to the example sentence. Remind learners to use the correct spelling for the comparative forms.

Key: 2 curlier 3 longer 4 shorter

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Make a family. Then talk to your cousin.
- Learners complete the worksheet task in the Teacher's Resource Book (page 44). See teaching notes on TRB page 37.
- Alternatively, if you do not have the Teacher's Resource Book, ask learners to make a family of six together – grandma and grandpa, mum, dad and two children (a boy and a girl). They decide what each person will look like. Each learner draws a picture of the whole family.
- Put two groups together. Explain that the children are cousins. Each learner takes the role of one of the children, and they compare families, e.g. Your brother is shorter than my brother.

Activity Book, page 47

See pages TB120-132

Activity Book, page 44

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster. Say We made a family and talked to our cousins. Add a tick to the 'We made a family ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Vocabulary 2 and song



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language balcony, basement, downstairs, (first/second/third) floor, inside, lift (n), outside, roof, stairs, upstairs, town centre, village

Recycled language extended family, rooms and objects in a house, barn, car, flat, flower, garden, guitar, house, in, live, on, plant, shower, small, up/down, have got, There is/are ..., Where do you live?

Materials Friendly Farm animal character flashcards, In and around the home flashcards, picture from Digital photo bank of a block of flats (optional), audio, video

Warm-up

- Show the animal character flashcards and revise names.
- Choose a card and hold it so learners can't see. Make comparisons, e.g. She's smaller than a horse. She's bigger than a cat. She's got curlier hair than Harry. Learners guess, e.g. Shelly. Repeat with different characters.
- Display all the cards. Learners play the game in pairs (taking turns to choose a card without saying who it is).
 Stronger learners Review the spelling rules for comparative adjectives. Say an adjective, then begin to spell it, e.g. happier. H-A-Point to a learner to say the next letter (P) and so on, around the class. The learner who finishes the word chooses another comparative adjective and begins to spell it. This can be played as a team game.

Presentation

- Show a picture of a block of flats. Count the floors and say There are ... floors. What about your home? Ask a learner How many floors are there where you live? Then ask another Is your home taller? How many floors? Which floor do you live on? Has anyone in your family got a taller home? What about your uncle and aunt / grandparents?
- Teach the rest of the words using the flashcards.
- Ask Are there any stairs in your house? Is there a lift? Have you got a balcony? Can you go onto the roof of your home? Is there a basement? Is your bedroom upstairs/downstairs? Where are we now? Are we inside or outside? Are we on the first floor?
- Revise rooms in a house and features such as window, door and wall.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 48



Listen and complete. Then sing the song.

- Say Open your Pupil's Books at page 48. Ask What can you see? Learners say, e.g. bedroom, roof, garden. Ask Is the flat in the countryside? (No, the town) Teach town centre. Ask Where's the house? (In the countryside) Teach village. Ask learners Do you live in the town centre or in a village?
- Ask Where are the stairs? Where's the first floor / basement?
 etc. Learners point.
- Say Listen and complete. Point to the spaces and the example. Play the audio or video.

Track 2.06

Rocky: I'm Rocky-Doodle-Doo and here's our song for today:

Town centre, small village
See song on Pupil's Book page 48

Key: 2 room 3 flowers 4 white

- Learners stand up. Practise the song in sections.
- Play the audio or video again. Make two groups. One group sings about the flat, one about the house. They can also do actions for third floor, door, car, guitar, etc.
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Describe the picture to your friend.

- Demonstrate the activity. Make a sentence about the flat or the house with There is/are ... or It's got ..., e.g. There are lots of flowers in the garden. Learners say, e.g. It's the house.
- Put the class into pairs. They take turns to make a sentence. Monitor and support.
- Show the picture of Rocky in the bottom right-hand corner.
 Read out the question. Tell learners where you live. They talk about their own homes in pairs.

Extra support Write useful phrases on the board, e.g. I live in a flat/house in ... I live on the (second) floor. There's a ... There are two ...

Stronger learners Ask and answer questions, e.g. Is there a balcony? / Are there stairs inside your house?

Activity Book, page 48

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use possessive pronouns.

New language mine, yours, hers, his, ours, theirs

Recycled language classroom objects, extended family, home, comparative adjectives, possessive 's and possessive adjectives, *Whose is this?*

Materials pictures from Digital photo bank of two flats, audio, worksheets/drawings from Mission Stage 1 lesson, paper, coloured pens or pencils, digital Mission poster

Warm-up

- Write homes on the board as the heading of a Venn diagram. Draw two overlapping circles headed inside and outside. Learners copy and add as many words as they can (e.g. inside – kitchen, outside – balcony, both – door).
- Call learners to the front to add words. Check spelling.
 Extra support Make the diagram as a class, with learners calling out words and spelling aloud.

Presentation

- Show pictures of a home. Say, e.g. This is my flat. It's mine.
 It's got two bedrooms. It's new. Show pictures of a different
 home and say, e.g. This is my sister's flat. It's hers. My
 sister's flat is older than mine.
- Show the first picture again and write This is my flat. It's mine. on the board. Show learners that mine means the same as my flat.
- Show the second picture and write This is my sister's flat.
 It's hers. Ask What does 'hers' mean? (My sister's)

Pupil's Book, page 49



Which is Aunt Jane's kitchen? Listen and tick \checkmark .

- Say Open your Pupil's Books at page 49. Point to the small, old kitchen. Point to the small, new kitchen. Point to the big, old kitchen.
- Ask Which is Aunt Jane's kitchen? Play the audio.

Track 2.08

Daisy: Hi, Peter. My aunt Jane's got a new flat in the town

centre.

Peter: Oh! That's interesting, Daisy.

Daisy: Yeah, our house is older than her flat, but some of

our things are better.

Peter: Really? Tell me about the flat.

Daisy: Well, my cousin's bedroom is nice, but mine's bigger

than his.

Peter: Have they got a big bathroom in their new flat?

Daisy: Yes, and it's beautiful. Our bathroom's smaller than

theirs.

Peter: What about their kitchen? Is it bigger than yours?

E

Daisy: No, it isn't. It's smaller than ours. It's got white

cupboards.

Peter: Yours has got white cupboards too.

Daisy: Yes, but hers are newer.

Key: Picture 1

🔐 Gracie's Grammar

- Write the sentences on the board.
- Play the audio. Pause for learners to repeat.
 Track 2.09

See Pupil's Book page 49

Extra support Write the phrases with the possessive pronouns next to them in columns, e.g. *my ruler – mine, your ruler – yours, my brother's hair – his,* and so on.

Talk to your friends. Describe things in your classroom.

 Read the examples and ask learners for more, e.g. My pencil case is longer than yours. They work in small groups and make as many sentences as they can.

Extra support Learners make sentences about possession, not comparisons, e.g. *This rubber is mine.*

mission Stage 2

- Show learners the second stage of the Mission poster:
 Draw your family's home and talk to your cousin.
- Learners complete the second worksheet task in the Teacher's Resource Book (page 44). See teaching notes on TRB page 37.
- Alternatively, if you do not have the Teacher's Resource Book, learners draw their imaginary home on a piece of paper. Groups work together on a floorplan but each learner draws the plan and labels the rooms.
- Learners compare homes with their cousin from another 'family'. Encourage them to use possessive pronouns.

Activity Book, page 49

See pages TB120-132

Activity Book, page 44

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Draw your family's home ...' stage. Use selfassessment (see Introduction).
- Give out a completion sticker.

4

Learning outcomes By the end of the lesson, learners will have learnt about machines around the home and how they work.

New language a few, complex, different, easier, electricity, energy, machine, make (something) work (= function), part (of a machine), pull, push, simple, swing (n)

Recycled language bike, computer, help (v), home, lots of, need, park, school, use, work (n)

Materials paper, coloured pens or pencils, pictures from Digital photo bank of simple and complex machines (optional), video, scissors, audio, dictionaries (optional)

Warm-up

-

- Draw a simple picture of a house. Ask Is it a flat or a house? How many floors/windows/doors has my house got?
- Ask learners to draw a picture of the outside of a home.
 Explain that it can be a flat or a house, with as many floors, windows, doors, etc. as they like. Set a time limit.
- Learners stand in a circle, holding their pictures. Choose a feature from your drawing and compare it to someone else's, e.g. His house has got three windows. Mine has got four. Learners do the same, around the circle.

Presentation

 Show pictures of machines or point to the door handle, CD player, etc. Say These are machines. Write machines on the board. Ask Can you see any more machines? Learners point. Encourage them to look for simple machines too, e.g. wheels on furniture.

Pupil's Book, page 50

1

Watch the video.

- Say Let's watch the video. Learners watch the video about machines and answer the questions at the end.
- Which machines do we use at home?
 Which do you use at school? Write H (Home),
 S (School) or B (Both).
- Say Open your Pupil's Books at page 50. Read the
 instructions and check comprehension of both. Learners
 write H, S or B. Check answers. Encourage learners to make
 a sentence, e.g. We use it at home.

Stronger learners Teach food mixer, pencil sharpener, stapler, dishwasher, hairdryer. Point out that many names of machines in English are compound nouns ending in -er.

Key: (possible answers) 1 H 2 B 3 B 4 H 5 H 6 H

$3^{\Omega}_{2,10}$ Listen and read. Answer the questions.

- Show a pair of scissors and say Machines have parts.
 This is a simple machine. It hasn't got lots of parts. Point to a complex machine, e.g. a CD player, and say This is a complex machine. It's got lots of parts inside.
- Point to each photo and ask Is this a simple machine or a complex machine? Teach swing. Say Listen and read. Play the audio.

Track 2.10 See Pupil's Book page 50

- Mime sitting on a swing that isn't moving. Ask How do you make a swing work? Mime pushing. Say We need to push a swing. Practise push with the class. Point to a handle and ask What about this? Pull and say We need to pull. Practise pull. Say Some simple machines need our energy.
- Ask Do simple machines use electricity? (No) Which machines use electricity? Learners point to examples (e.g. lamps, heaters, air conditioning units).
- Read the questions. Divide the class into pairs. They could use dictionaries to help them. Monitor and help.
- Learners share their lists with the class. Write them on the board. Pairs who have found a word no-one else found explain what it means.
- Help learners make sentences about the uses of machines, e.g. Scissors cut things. A pencil sharpener sharpens pencils.
 Extra support Write the names of machines on the board. Learners put them into two lists – home and school.

Key: (possible answers) Home: lift, vacuum cleaner, washing machine, fridge, microwave, mobile phone, dishwasher, DVD/CD player, TV, computer/tablet, tap, shower, light School: pencil sharpener, scissors, projector, DVD/CD player, TV, computer, lamp, playground equipment (see-saws, swings)

Activity Book, page 50

See pages TB120-132

- Ask learners to write a letter S on one piece of paper and C on the other. Say the name of a machine. Learners hold up S for simple or C for complex.
- SA Use self-assessment to see how well learners think they understand any new vocabulary from the lesson.
 See Introduction.



Cross-curricular

Learning outcomes By the end of the lesson, learners will be able to talk about machines at home.

New language dishwasher, invent, lay the table, vacuum (v), vacuum cleaner, washing machine

Recycled language homes, camera, clean (v), clothes, floor, help, lift (n), machine, photo, take, up/down, use, wash, work (n), adverbs of frequency, How often do you (lay the table)?

Materials audio, worksheets/drawings from Mission Stages 1 and 2 lessons, coloured pens or pencils, digital Mission poster

Warm-up

 Say Think about your day. How many machines do you use? You wake up and what do you do? Have you got an alarm clock? Do you use the shower? Do you have a hot drink in the morning? Write a list of machines learners / learners' parents used before they came to class, helping with new vocabulary.

Stronger learners For each machine ask *How does* it help you? What does it do? Does it use electricity? Help learners to make simple sentences, e.g. *An alarm clock* wakes me up. I push a button. It's got a battery inside.

Say Let's think more about machines we use at home.

Pupil's Book, page 51

$oxedsymbol{Q}_{\Omega}^{\Omega}$ Listen and number the photos.

- Say Open your Pupil's Books at page 51. Teach vacuum cleaner and washing machine using the photos and revise camera and lift.
- Learners listen and number, then compare in pairs. Check answers.

Track 2.11

- 1 [sound of vacuum cleaner] This machine cleans floors.
- 2 [sound of washing machine] This machine washes clothes.
- 3 [sound of lift] This machine takes people up and down.
- 4 [sound of camera] This machine takes photos. Smile!

Stronger learners Play the audio again. Pause after each description and ask *What does this machine do?*

Key: a 4 (b 1) c 3 d 2

Machines help us with work at home. Do you help? What do you do? Do you use a machine?

Point to each picture and ask What's he/she doing? Teach laying the table, helping with the dishwasher and vacuuming. Say They're all helping at home. Do you help at home? What do you do? Read the example speech bubbles and write typical chores on the board, e.g. *tidy my room, make my bed, feed the pets*. Ask different learners *How often do you (tidy your room)?*

- Ask Who's using a machine in the pictures? Which machines do you use to help with work at home? Do you use the (washing machine)?
- Put learners into pairs to talk about what they do and the machines they use. Monitor and help with new vocabulary.
 Fast finishers Write some sentences about how they help (and how often).

Extension Put learners into different pairs. One learner mimes something he/she does to help at home. The other learner guesses, e.g. *You feed the fish.* Then they swap over. Alternatively, learners could take turns to mime for the class to guess.

mission Stage 3

- Show the class the third stage of the Mission poster:
 Invent a machine for your home. Read the instructions and the example.
- Put learners into their Mission groups. They work together to design the machine and each draw a picture of it. They think of a name for their invention and a way to explain what it does. Monitor and support.

E

 Learners show and describe their invention to their cousin from the other family group.

Extra support Write questions on the board for learners to ask and answer: What's your machine called? What does it do? Does it use electricity?

Activity Book, page 51

See pages TB120-132

Activity Book, page 44

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Invent a machine for your home' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Learning outcomes By the end of the lesson, learners will have read a story about a surprise party.

New language ring (v), speaker phone, text (v), usually
Recycled language extended family, homes, birthday,
call, chocolate cake, dance, everyone, hat, have fun, late,
party, robot, sandwich(es), sing, surprise, town centre, work,
comparative adjectives, possessive pronouns, present
continuous, present simple

Materials sentences about parties on A4 pieces of paper, e.g. My birthday party's on Thursday. She's wearing a pirate costume. Have we got music for the party?, audio

Warm-up

- Pick ten learners to stand in a line at the front of the class.
 Choose a sentence from the ones you have prepared, e.g.
 My birthday party's on Thursday.
- Whisper it to the first learner in the line. The learner whispers it to the next learner, and so on. The last learner says the sentence out loud.
- See if it is the same as the original sentence. Show the learners the sentence and say it aloud so they can hear if it is correct. Say Well done! or Let's try again.

Presentation

- Write surprise party on the board and ask What happens at a surprise party? Say You don't tell the person about the party. It's a secret. When the person arrives, everyone says 'Surprise!' Let's all shout 'Surprise!' Learners practise.
- Ask Do you sometimes have surprise parties for your family?
 Learners share experiences.
- Say We're going to read a story about a surprise party.

Pupil's Book, pages 52 and 53

Talk about the robots in the pictures.

- Say Open your Pupil's Books at pages 52 and 53. What can you see? What's happening? Learners talk in pairs.
- Ask for ideas about the characters and story, but don't confirm or correct.

Surprise!

• Look at each picture and ask questions, e.g. Picture 1: Why is everyone looking at the door? (They're waiting.) Picture 2: Who's Dad calling? (The person who has a birthday) Picture 3: Where are they? (On the balcony) Why? (They're looking for the person.) Picture 4: What are they all doing? (Listening to the phone) Teach speaker phone. Picture 5: Who's the purple robot? Do you think it's her birthday? (Learners guess.)

 Say The main character in the story is Max. Let's read and listen to the first part. Play the audio. Learners listen and read. Pause the audio after five o'clock. Ask Whose birthday is it? (Max's mum) What type of cake is it? (Chocolate) Where does Mum work? (In the town centre) What time does she usually get home? (five o'clock)

Track 2.12

See story on Pupil's Book pages 52-53

- Say Read and listen to the next part. Play the audio. Pause after good party. Ask Is Mum answering her phone? (No, she isn't.) What are Max's cousins talking about? (Their party hats) Is it a good party? (No) Why not? (People aren't having fun. / They aren't dancing.) Check comprehension of have fun.
- Play the next part. Pause after from there. Ask Who's on the balcony? (Uncle Paul and Grandma) What can they see? (The street)
- Play the next part of the story. Pause after big party. Ask
 Why is Mum late? (Because her friends at work are giving her
 a surprise party) What happens? (Mum invites her friends
 home they can have a big party at their house.)
- Play the rest of the story. Ask What's Mum doing in the street? (She's dancing/singing.) Is the party a surprise now? (No) Is it a good party? (Yes, it's great.)

Extra support Instead of asking questions, make sentences, pausing for learners to say key words, e.g. *Today is Max's mum's (birthday)*.

Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 52

See pages TB120-132

- Write lines of speech from the story on the board in a column, with the names of the speakers on the right, in random order (Uncle Paul, Max, Joe, Uncle Paul and Grandma, Mum, Mary):
 - 1 My party hat's bigger than yours.
 - 2 Mine's nicer than yours.
 - 3 We can see the street from here.
 - 4 Sorry I'm late.
 - 5 We can all have one big party.
 - 6 They're dancing in the street.
- Learners match the lines with the speakers. Check answers.
 Encourage them to say the lines with the appropriate emotions. Answers: 1 Mary, 2 Joe, 3 Uncle Paul and Grandma, 4 Mum, 5 Max, 6 Uncle Paul.



Literature

Learning outcomes By the end of the lesson, learners will have thought about initiative and managing their own emotions.

New language excited, feel, worried

Recycled language language from the story, *angry, happy, sad*

Materials card for each learner, coloured pens or pencils, audio

Social and Emotional Skill: Initiative and managing one's own emotions

- After reading the story, ask learners Who's the surprise party for? (Mum) Where's Mum? (At a surprise party with her friends at work) Is the party at home good in the end? (Yes) Why? (Mum's friends come to the party and everyone is happy.) Whose idea is it? (Max's)
- Ask learners What makes you happy? What makes you sad? Learners answer.
- Divide the class into four or six groups, depending on the number of learners. Allocate an emotion to each group. Each member of the 'happy' group must mime something that makes them happy. The other groups guess what it is. Repeat with all the groups and their different emotions.
- Hand out card. Learners divide the card into four sections. Draw faces showing four emotions on the board for the learners to copy: happy, sad, excited and angry.
- In the top left, learners draw a smiley face and something that makes them happy. In the top right, they draw a sad face and something that makes them sad.
- In the bottom left, they draw an excited face and something that makes them excited. In the bottom right, they draw an angry face and something that makes them angry.
- In pairs, learners look at their pictures of things that make them angry and sad and help each other to think of ways to make the situation better.

Warm-up

Ask learners What do you remember about the story? Tell
the story with mistakes. Learners interrupt and correct,
e.g. Today's Grandma's birthday. (No, it's Mum's birthday.)
The family are having a costume party. (No, they're having a
surprise party.) and so on.

Pupil's Book, pages 52 and 53

Say Open your Pupil's Books at pages 52 and 53. Play the audio. Learners read and listen to the story again.
 Track 2.12
 See story on Pupil's Book pages 52–53

Read and circle the correct picture.

- Ask How do you usually feel at a party? Happy (make a happy face) or sad (make a sad face)? Learners say Happy.
 Encourage them to make a happy face.
- Read the instructions. Point to the first two emojis and ask learners to make the same face. Read the beginning of the short text and ask learners to make the right face. They circle the 'excited' emoji.

 Learners read and circle. Check answers. Learners make the correct face for each one (they can say happy for number 3).

Stronger learners Copy the emojis on the board. Revise angry and teach excited and worried. Learners say the words as they make the faces when you check answers.

Key: 1 excited 2 worried 3 happy

Extra support Say Act out the story. Summarise the story, sentence by sentence, and mime, e.g. It's Mum's birthday. Max and his family are having a surprise party. Mime jumping out as if surprising someone. There's party food ... Mime putting food on a table. ... and party hats. Mime putting on a party hat. But where's Mum? She usually gets home at five o'clock. Point to your watch. Dad calls and texts her. Mime pressing buttons on a phone. She doesn't answer. Look disappointed and shake your head. Uncle Paul and Grandma stand on the balcony looking for Mum. Mime looking out into the street. Then Mum calls Dad. Mime answering a phone, looking happy. She's late because her friends are giving her a surprise party. Mime jumping out as if surprising someone. Max says 'We can have one big party!' Gesture with your arms open to show 'big'. Mum comes home with all her friends. Mime shaking hands with people. They sing and dance. It's a great party. Mime dancing happily.

Repeat and encourage learners to act the story with you.

Activity Book, page 53

See pages TB120-132

Ending the lesson

 SA Use self-assessment to see how well learners think they understand the story. See Introduction. Learning outcomes By the end of the lesson, learners will have practised listening for gist and specific details (A1 Movers Listening Part 3).

Test skills Listening for words, names and detailed information

New language weak

Recycled language extended family, homes, comparative adjectives, present simple questions, There is/are ...

Materials In and around the home flashcards, practice paper for Movers Listening Part 3 (optional), audio

Warm-up

 Review In and around the home vocabulary using the flashcards.

Presentation

 Say Let's practise for a listening exam. If possible, show the Movers Listening Part 3 paper. Say In Part 3 of the exam you hear a conversation. You need to match the people they talk about with pictures on the next page. Let's practise.

Pupil's Book, page 54

Paul is talking to Mr Field. Listen. Who are they talking about?

- Say Open your Pupil's Books at page 54. Point to each picture and ask Who's this? How old is he/she?
- Tell learners not to write in the boxes at this stage. Play the audio. Pause after each section for the answer (His ...).

Track 2.13

1 Paul: Do you live near an aunt or an uncle? Mr Field: Yes, my Aunt Jill lives in these flats too.

Your daughter's a grown-up now. Does she live 2 Paul:

Mr Field: No, but she often comes here. She works at a garden

shop in the town centre.

3 Paul: Are there stairs?

Mr Field: Yes, and my grandpa doesn't like those!

Key: 1 his aunt 2 his daughter 3 his grandpa

Listen again. Circle the answer.

- Read the sentence/options. Play the audio.
- Explain that in the exam there is an introduction to the conversation with a question. This helps them to understand the topic and the task.

Key: new home

What can you see in these pictures of Mr Field's home?

Learners name the things.

Key: A lift B balcony C roof D stairs



Look at Activity 1. Which is their favourite place in Mr Field's home? Listen and write a letter in each box.

- Explain that learners listen and write a letter in the boxes in Activity 1 for each person. There is one picture in Activity 3 they won't use.
- Play the audio twice for learners to listen and match. Pause after each section.
- Check answers. Ask which picture they didn't use (D).
- Ask Why doesn't Mr Field's grandpa like stairs? (Because he's 92/old) Say His legs are getting weak. Write weak on the board and practise.

Track 2.14

Paul: Hello, Mr Field. Are those photos of your new flat?

Yes. It's in the town centre. Mr Field:

Paul: Your daughter's a grown-up now. Does she live here?

Mr Field: No, but she often comes here. She works at a garden

shop in the town centre.

Paul: Does she like your flat?

Mr Field: Oh, yes! She likes the windows in the living room because they're bigger than hers, but her favourite

thing is the balcony. It's got pink and yellow flowers.

Paul: Are there stairs?

Mr Field: Yes, and my grandpa doesn't like those! So his

favourite thing about my new home is ...

Paul: The lift! How old is he?

Mr Field: He's 92 now and his legs are getting weak.

Paul: Have you got an uncle or an aunt?

Mr Field: Yes, my Aunt Jill lives in these flats too. And she really

loves the roof!

Paul: Why's that?

Mr Field: Because it's new - and better than the old one! Aunt

Jill lives on the third floor and now she doesn't get

water in her flat on a bad day!

Key: his grandpa - A his aunt - C his daughter - B

Point to the monkey at the bottom of the page and read. Remind learners not to repeat the letter which is used in the example. They hear the conversation twice in the exam.

Activity Book, page 54

See pages TB120-132

Ending the lesson

 SA Use self-assessment to see how well learners think they understand the vocabulary. See Introduction.



Review

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and acted out visiting extended family.

Recycled language unit language, best

Materials Extended family flashcards, In and around the home flashcards, word cards, worksheets/drawings from Mission Stages 2 and 3 lessons, dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Stick the Unit 4 flashcards on the board in random order, at a height learners can reach. Hand the word cards out around the class. Call learners to come and stick their word card under the correct flashcard.
- Practise the words with the class. Leave the flashcards on the board but remove the word cards.
- Put learners into two or more groups. They line up facing the board, with one learner at the front.
- Define one of the words on the board, e.g. This is something you find inside or outside a house. You use them to go up and down. They don't use electricity. The learners at the front of their teams race to be the first to take the correct flashcard from the board (stairs). The learner who takes the card first and says the word correctly gets a point for his/her team. These learners go to the back of the line. Define the other words, with learners taking turns at the front of the lines. The team with the most cards/points wins.

Stronger learners Learners keep the flashcards and at the end of the game get extra points if they can say a definition for each one.

Pupil's Book, page 55



Act out a visit to your other cousins' new home.

- Say Open your Pupil's Books at page 55. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Act out a visit to your other cousins' new home.
- Read the instructions. Put pairs of learners from each group together with pairs from another group (not learners they have worked with in previous stages) to act out visiting each other's new homes and describing the homes/machines.
 They use their pictures from Mission Stages 2 and 3. Give them time to practise in their Mission groups first.

Extension Each group makes a poster/display with a picture of their machine and a short written description of what it is called and what it does. Learners walk around the classroom and look at all the inventions, noting down their favourites. The class vote to find the top three inventions.

Self-assessment

- SA Say Did you like our 'Act out a visit to your other cousins' new home' Mission? Think and draw a face. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Ask Did you do better in this Mission than in the last one? Or worse? Learners show thumbs up or thumbs down. Praise or say That's OK. We can try again.
- Say Our next Mission is 'Plan an animal documentary.'
 Explain the meaning of documentary. Ask Do you sometimes watch animal documentaries? Do you like them?
 What's your favourite animal?

Activity Book, page 55

See pages TB120-132

Activity Book, page 44

- Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!



Unit 5 learning outcomes

In Unit 5, learners learn to:

- talk about wild and domestic animals and what animals do
- use superlative adjectives
- describe location with prepositions of place
- learn about animals and their food
- read an Australian dreamtime story and think about helping others

Materials Farm animals and Zoo animals flashcards from level 1, video, digital Mission poster, a short video clip from a wildlife documentary (optional), a copy of the Mission worksheet (Teacher's Resource Book page 54)

Self-assessment

- SA Say Open your Pupil's Books at page 56. Look at the picture. What's happening? (They're filming / making a programme about a lion.)
- Ask Do you sometimes watch TV programmes about animals? Which animals? Do you like going to zoos and wildlife parks? Which are your favourite animals? Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

- Show flashcards of animals learners already know.
 Learners say the name. Hold up different flashcards and ask What can it do? Where does it live?
- Hide the flashcards. Give two minutes. In pairs, learners write down as many of the names as they can remember.
- Check how many each pair could write. Show the flashcards again one by one. Learners check to see if they remembered.

Pupil's Book, page 56

1

Watch the video. Write a name for the documentary.

- Say In this unit we're talking about animals. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 56. A programme about real life is called a documentary. Say documentary. Repeat and clap your hands on the stressed syllable: documentary. Learners repeat.
- Ask What's this documentary about? Can you think of a name? Point to the space on page 56.
- Put learners into pairs to think of a title for the programme.
 Monitor and help with new vocabulary. They write the name.

Extra support Learners can be given different names to choose from.

Fast finishers Learners work in groups. They each think of one or two names and then vote on the best name.

mission Plan an animal documentary

- Point to the Mission box or the digital Mission poster and say This is our Mission.
- Say Plan an animal documentary. Remind learners of the meaning of documentary. If possible, show a clip from a wildlife documentary. Ask What does a documentary tell us about an animal? (Where it lives, what it eats, what it does / its habits)
- Say Point to number 1. Choose animals for a documentary.
 Tell learners that they are going to work in groups. They choose the animals and decide who will be the narrator.
- Say Point to number 2. Write about what animals can do. Say You need to prepare the documentary. First you write about what animals can do. What can a polar bear do? Can it walk? Can it run? Can it swim? Can it fly? What can a duck do?
- Say Point to number 3. Write about what animals eat. Ask
 What do animals eat? Prompt with names of animals, e.g.
 What about lions? (Meat) Check comprehension of meat.
 Say In Stage 3 you write about what the animals in your
 documentary eat.
- Say The last stage is 'Act out an animal documentary.' Say
 You put the information about your animals together. One
 of you talks about an animal and someone else in the group
 acts the animal. You show your documentary to the class.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 56

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Hold one of the animal flashcards from the Warm-up so learners can't see it. They ask yes/no questions to guess your animal.
 - **Extra support** Write example questions on the board, e.g. *Is it a pet? Does it eat plants? Has it got four legs?*
- Learners can play the same game in pairs, choosing from pictures or names of animals on the board.



Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about wild and domestic animals.

New language bat, bear, cage, dolphin, kangaroo, lion, panda, parrot, penguin, rabbit, whale, wildlife park, fly (v)

Recycled language animals, asleep, awake, eat, jump, live, meat, move, outside, sleep, teacher, wall

Materials Farm animals and Zoo animals flashcards from level 1, Wild and domestic animals flashcards, audio, video

Warm-up

 Show flashcards of animals learners already know. Learners say the names. Ask Is this a farm animal / a wild animal / a pet? Check comprehension of wild.

Presentation

Present the new animals using the flashcards.

Pupil's Book, page 57



Listen and point. Then listen and

- Say Open your Pupil's Books at page 57. Who can you see? Where are they? Read the caption. Check understanding of wildlife park.
- Ask Where's the small tractor? Can you find it?
- Say Listen and point. Play Track 2.15. Learners point to the animals and cage.

Tracks 2.15 and 2.16

(1) This morning the children are in a wildlife park with their teacher.

Tom: Ooh, look at that big brown kangaroo next to the

(2) Eva: Ooh, yes, and the little brown rabbit's jumping.

(3) Jenny: Miss Field, that bat in the tree isn't moving. Is it

Teacher: Yes, it is. Bats often sleep in the day and they're

awake at night.

Ooh! There's a parrot flying in front of us. It's (4) Jim:

prettier than the bats.

(5) Tom: Miss Field, why's that black bear over there, look,

under that tree?

Teacher: It isn't with the kangaroos and rabbits because it

sometimes eats meat.

(6) Eva: And where are the lions? (7) Eva: Are they in a cage?

Teacher: No, there aren't any cages here, but there are some

very big walls. All the animals live outside.

Jim: Lions eat meat ... and they aren't in cages. Jenny: It's OK, Jim. We're staying inside the bus.

Jim:

... now let's go and look at the pandas. They don't (8) Jim:

eat meat!

(9) In the afternoon.

Jim: Look! Jenny: Heu!

Eva: Look at that whale!

(10) Eva: It's bigger than the dolphins!

(11) Jenny: Oh, penguins are sea birds. Are there any here? Teacher: That's right, they're birds, but they can't fly. There

aren't any here, sorry.

Tom: Look! Dolphins! They're cleverer than a lot of

animals.

Yes, I like them because they don't want to eat us.

Say Now listen and number. Play Track 2.16. Learners number the animals and the cage 2-11.

Key: 2 rabbit 3 bat 4 parrot 5 bear 6 lion 7 cage 8 panda 9 whale 10 dolphin 11 penguin

Say the chant.

Play the audio or video. Learners point and chant.

Panda, whale, bat and bear, Parrot, lion, penguin,

Panda, whale, bat and bear, Kangaroo, rabbit, dolphin. [x2]

Listen and say the animal.

Play the audio. Pause for learners to say the animal.

Track 2.18

1 This big cat likes eating meat.

- 2 These small black animals sleep in the day and they're awake at night.
- 3 This animal lives in the sea. It's bigger than a dolphin.
- 4 This beautiful bird's got a lot of colours.
- 5 These little animals live under the ground, but they like jumping on the grass.
- 6 These black and white sea birds can't fly.
- 7 This big black or brown animal eats plants, fruit, fish and
- 8 These sea animals are cleverer than a lot of other animals.
- 9 This big animal's got a long tail and it can jump.
- 10 This big black and white bear doesn't eat meat.

Key: 1 lion 2 bat(s) 3 whale 4 parrot 5 rabbit(s) 6 penguin(s) 7 bear 8 dolphin(s) 9 kangaroo 10 panda

Activity Book, page 57

See pages TB120-132

Ending the lesson

 SA Show the animal flashcards. Ask Do you know the words? Use self-assessment (see Introduction).



Learning outcomes By the end of the lesson, learners will be able to understand when they hear superlative adjectives.

New language bring, superlative adjectives

Recycled language adjectives, animals, barn, tail, wildlife park, Be quiet, Sorry, possessive pronouns

Materials three or more items to present superlatives (e.g. three balls of different sizes, one the newest; three books of different sizes/widths, one the prettiest) (optional), audio, video

Warm-up

- Ask What's the opposite of big? (Small) Write the adjectives on the board. Repeat with tall – short, long – short, old – new/young, good – bad/naughty, beautiful/pretty – ugly, fat – thin, happy – sad and clean – dirty.
 - Alternative Write all the adjectives on the board or give them out on slips of paper and ask learners to find pairs.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Use real items to present superlatives, e.g. say This ball is bigger than this ball. But this ball is the biggest. This one is the smallest. Which ball is the newest? Which is the oldest? / This book is thinner than this one. But this is the thinnest book. Which is the prettiest?
 - Alternative Draw three different-sized cats on the board, with tails of different length and ears of different size. Make sure one cat is the fattest, one the thinnest and one the prettiest. Name the cats, e.g. Alex, Ben and Clare. Say, e.g. Alex is smaller than Ben and Clare. He's the smallest cat. Clare's bigger than Alex and Ben. She's the biggest cat. Alex's tail is shorter than Ben's and Clare's. Alex has got the shortest tail. Ben's tail is longer than Alex's and Clare's. His is the longest tail. Ask Which is the fattest cat? Which is the thinnest? Which is the prettiest? Which has got the biggest ears? etc.
- Teach best and worst, e.g. using books (This book is good.
 This one is better. But I love this book. It's the best book.).

 Stronger learners
 Say the name of a cat or hold up an item. Learners make a sentence with a superlative.

Pupil's Book, page 58

2.19

The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 2.19
See The Friendly Farm song on page TB5

The Friendly Farm

- Say Open your Pupil's Books at page 58. Ask What has Gracie got? (A picture of animals from the wildlife park) Ask What animals are there?
- Ask Who's the angriest animal in the barn? Write the question on the board. Check comprehension of the angriest. Use mime/actions to help. Play the audio or video. Learners listen and read. Check answers. (Henrietta / Rocky's mum is the angriest.) Check that learners remember the meaning of best and worst.

Track 2.19

The Friendly Farm song + see cartoon on Pupil's Book page 58

Play the audio or video again. Pause after each picture and ask questions: 1: Whose picture is it? (Jim's) Is Gracie eating the photo? (No, she isn't.) Explain the meaning of bring. Practise by asking learners to bring you different items. 2: Which is the biggest animal? (The bear) Which animal has got the longest tail? (The kangaroo) 3: Is the kangaroo's tail longer than Harry's? (Yes, it is.) 4: Who's the prettiest animal in the barn? (Shelly) Who's the biggest and oldest animal in the barn? (Harry) 5: Who's the worst singer? (Shelly) Who's the naughtiest? (Rocky) 6: Why do the animals say 'sorry' again? (Because they aren't being nice)

Who says it? Listen and say the name.

Play the audio and pause for learners to say the name.
 Track 2.20

1 Rocky: And you're the biggest and the oldest, Harry.

2 Shelly: Well, I don't know which one's the best, but the parrot's the prettiest.

3 Harry: And you think you're the cleverest, but ... you ...

4 Gracie: And Rocky's the naughtiest animal in this barn!

5 Harry: Is its tail longer than mine?

6 Gracie: I'm not eating it! I'm bringing it to show you.

7 Rocky: Mum's the angriest animal in the barn!

8 Gracie: And you're the worst singer!

Key: See names in audioscript

Activity Book, page 58

See pages TB120-132

Ending the lesson

 SA Repeat the self-assessment to see how well learners think they understand the vocabulary. Is there any change?



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use superlative adjectives to describe people, animals and things.

New language My baby sister's the youngest in our family. This kitten's the prettiest. That puppy's the fattest. These ice skates are the best. ice skates, road

Recycled language adjectives, animals, asleep, baby, car, face, first, jump, lake, second, sister, sticker, tail, tree, wildlife park, prepositions of place, present continuous

Materials Wild and domestic animals flashcards, audio, Mission worksheets (Teacher's Resource Book page 54) or paper, digital Mission poster

Warm-up

- Show each animal flashcard. Say the word and pretend to be the animal / make the noise. Learners copy. Say Be a (parrot)! Learners do the action / make the noise.
- · Learners play in pairs one mimes, the other guesses.

Presentation

- Talk about your family, e.g. My grandmother is the oldest person. She's 87. My son is the youngest. He's three. Write the regular superlatives on the board. Point out that the superlative is formed by adding -est.
- Write the funniest on the board. Point out that the spelling for superlative adjectives ending in -y is similar to the comparative (y changes to i), e.g. happiest, dirtiest, prettiest.
- Write the biggest and point out the spelling for superlative adjectives ending in some consonants (similar to the comparative form), e.g. saddest, fattest, thinnest.

Pupil's Book, page 59

Gracie's Grammar

- Say Open your Pupil's Books at page 59. Point to Gracie's Grammar box. Write the sentences on the board. Revise worst.
- Play the audio. Pause for learners to repeat.
 Track 2.21
 See Pupil's Book page 59

Listen and stick. Then look, read and write.

- Ask What can you see? (A lake, a tree, a road, a car)
- Learners name the animals on the stickers. Play the audio.
 Learners point to the correct sticker.
- Play the audio again. Learners stick the animals in the spaces. Check and ask Where's the (lion)? What's it doing?
 Track 2.22
 - Girl: Look, Mum! I'm putting stickers in my sticker book.
 This is my wildlife park.

Mum: I see. Which animal are you putting in first?

- Girl: I'm putting the oldest animal on the ground, between the road and that small lake. It's the lion.
- Mum: Good!
- 2 Mum: What's your second animal?
 - Girl: Well, I think it's the tallest animal when it's standing ... and I'm putting it under the tree. Look! It's a bear.
 - Mum: Oh, yes. And it's got the dirtiest face!
- 3 Girl: My third animal's got the longest tail, and it's jumping behind the car.
 - Mum: Oh, yes. That's the kangaroo.
- 4 Mum: What now? Which is your last animal?
 - Girl: It's my favourite because it's the prettiest animal in my park.
 - Mum: And where are you putting it?
 - Girl: Here. Look! The parrot's on the car.
 - Mum: Oh, yes. That's a nice picture.
- Say Now look, read and write. Check answers.

Key: 2 dirtiest 3 longest 4 prettiest

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Choose animals for your documentary.
- Put learners into groups of six. Learners complete the worksheet task in the Teacher's Resource Book (page 54).
 See teaching notes on TRB page 47.
- Alternatively, if you do not have the Teacher's Resource Book, learners work together to choose animals for their documentary. They choose who will be the narrator and who will play each animal. They write the narrator's name and the animals/performers at the top of a piece of paper.

Activity Book, page 59

See pages TB120-132

Activity Book, page 56

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster.
 Say We chose animals for our documentary. Add a tick to the 'Choose animals ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Vocabulary 2 and song

5

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language climb, fall, fly, hide, jump, lose, move, run, walk, mask, sky, slow, snail, like (a) ...

Recycled language animals, banana, food, wild, wildlife park, Can you ...?, present continuous

Materials Farm animals and Zoo animals flashcards from level 1, Wild and domestic animals flashcards, Action verbs flashcards, audio, video

Warm-up

- Put animal flashcards on the board (include animals from level 1). Ask Which is the smallest animal? Which is the biggest? Which is the prettiest? Which is the cleverest?
- Make three or four teams. Teams line up with one learner at the front facing the board. Make a sentence, e.g. It's got the longest ears. The learners race to the board to take or touch the correct flashcard. The learners at the front go to the back of the line. Repeat with different sentences, e.g. It's the best flyer. (Parrot) It's the biggest bird. (Penguin) It's the quickest animal. (Lion) It's the slowest animal. (Panda) It's got the longest tail. (Kangaroo) It's got the best ears. / It's the best listener. (Bat) It's the best jumper. (Kangaroo)

Presentation

- Do actions for the verbs learners already know: fly, jump, move, run, walk. Learners say the words. Show the flashcards and say the words to confirm.
- Teach the rest of the verbs using the flashcards and actions. For lose, mime looking for some keys and say I always lose my keys in the morning. Where are they? What do you lose?
- Show an animal flashcard, e.g. the penguin, and ask Can it (fly)? (Yes, it can. / No, it can't.) Repeat with different animals.
- Show a flashcard and invite learners to make as many sentences with It can/can't as possible.
- Draw a snail on the board and teach the word. Ask Is it slow or quick? Can it walk? Can it move?
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 60



Listen and number. Then sing the song.

 Say Open your Pupil's Books at page 60. Ask Where are they? (At a wildlife park) What are they wearing? (Teach mask.) Say Point to the (lion). Learners point to the child who is wearing the mask.

- Say Look at number 1. Point and show learners that number 1 is written next to the picture of the boy with the lion mask. Say Let's listen and write the numbers.
- Play the audio or video. Learners listen and write numbers in the boxes. Check answers.

Track 2.23

Rocky: I'm Rocky-Doodle-Doo and here's our song for today:

Moving like wild animals!

See song on Pupil's Book page 60

Key: a 5 b 6 c 7 d 8 e 2 f 4 g 9 h 3 (i 1)

- Learners stand up. Practise the song in sections, doing the different actions for learners to copy.
- Play the audio or video again. Learners sing and do the actions.

Extra support Learners stand up. Give instructions with like a ... for learners to mime, e.g. Walk like a penguin. Swim like a dolphin. Jump like a kangaroo. Sleep like a bat/bear. Hide like a rabbit.

Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Play the game. Correct your friend.

- Demonstrate the activity. Make an incorrect sentence about one of the 'animals', e.g. The kitten's running.
 Learners say No, it isn't. Encourage them to say the correct sentence. (It's hiding.) Give more examples, if necessary.
- Put the class into pairs. They take turns to make a sentence. Monitor and support.
- Show the picture of Rocky in the bottom right-hand corner. Read out the instructions. Demonstrate by moving like one of the animals. Learners guess. Encourage them to make a sentence in the present continuous (e.g. You're climbing like a bear.). Learners play the same game in pairs. Write more animals on the board as prompts (e.g. monkey, duck, snake, crocodile).

Activity Book, page 60

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do the actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use prepositions above, below, near and opposite.

New language The bat's above the tree. The snail's below the flower. The parrot's near the cage. The bus stop's opposite the zoo. bus stop

Recycled language action verbs, animals, family, feed, flower, tree, zoo, can, prepositions, present continuous, superlative adjectives

Materials audio, coloured pens or pencils, paper, worksheets/notes from Mission Stage 1 lesson, digital Mission poster

Warm-up

 Play 'Simon says' with animals and actions (Simon says) 'Walk like a penguin / jump like a kangaroo', etc.). Then give instructions with prepositions learners already know, e.g. Simon says 'Put your book under your chair.'

Presentation

- Teach above, below, near and opposite using classroom items. Teach a hand movement for each preposition, e.g. opposite - hold your palms in front of your body facing each other. Practise the movements, then say the prepositions while learners move their hands.
- Give instructions for the class to follow, e.g. Daniel, stand opposite Carla, please. Hold your books above your heads.

Pupil's Book, page 61



🔐 🚱 Which kind of animal is in Vicky's picture? Listen and tick .

- Say Open your Pupil's Books at page 61. Point to each animal and ask What's this? (A panda)
- Ask Which kind of animal is in Vicky's picture? Play the audio. Learners listen and tick. Check answers.

Track 2.25

That's a nice picture, Vicky. Boy:

Thank you. It's a family of my favourite animals. Look, Vicky:

the daddy's here, above this tree.

Oh, yes. He's the biggest of the four. Boy:

Yes, but the mummy's the prettiest. She's on the ground Vicky:

below the tree.

Oh, yes. She's beautiful. What's she doing? Boy:

She's feeding her daughter. Her daughter's opposite her. Vicky:

Oh. And what about that little parrot near the cage? Boy:

That's their son. He's going there because he wants to Vicky:

I like your parrot family, Vicky. Boy:

Vicky: So do I.

Key: Picture 3

Extension Ask Where are all the parrots? Play the audio again for learners to answer.

Gracie's Grammar

- Write the sentences on the board.
- Play the audio. Learners repeat the sentences. Track 2.26 See Pupil's Book page 61
- Ask questions about the classroom, e.g. Where's the clock?

In pairs, draw your favourite animal family. Describe it to two friends.

- Draw an animal family on the board, e.g. penguins on some ice, with water below the ice. Draw them in different places, e.g. one below the ice, one near a rock, one next to its mum or dad. Point and say, e.g. This is the mummy penguin. She's below the ice. The daddy penguin is near the baby.
- Show learners the example speech bubbles.
- Put learners into pairs to draw their picture. Monitor and support. Encourage them to position their animals in order to practise the new prepositions.
- Put pairs into groups of four to describe their pictures.

MISSION Stage 2

- Show learners the second stage of the Mission poster: Write about what animals can do.
- Put learners into their Mission groups. They complete the second worksheet task in the Teacher's Resource Book (page 54). See teaching notes on TRB page 47.
- Alternatively, if you do not have the Teacher's Resource Book, ask learners to write about what the animals they have chosen can do. They also need to think about where each animal will be in the classroom when they act out their documentary. If time, they can rehearse this section of the documentary.

Activity Book, page 61

See pages TB120-132

Activity Book, page 56

Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Write about what animals can do' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Cross-curricular

5

Learning outcomes By the end of the lesson, learners will have learnt about animals and their food.

New language carnivore, classify, herbivore, kingdom, omnivore, seed

Recycled language animals, fish, fruit, leaf (leaves), meat, people, plant (n), prepositions

Materials Wild and domestic animals flashcards, Countryside flashcards, flashcard of meat from level 1, video, audio

Warm-up

Before class, move items around so they are not in their usual places (put things above, below, in, under, near and opposite other items). Ask What's different in the classroom today? Learners say, e.g. The clock is under your chair. Ask Where is it usually? (e.g. Above the board) Put items back when learners tell you correctly where they usually are.

Presentation

Put flashcards of a rabbit and a lion on the board. Show
the flashcard for grass and ask Which animal eats grass?
(The rabbit) Stick the grass flashcard next to the rabbit.
Ask What does the lion eat? (Meat) Stick the meat flashcard
next to the lion. Say Animals eat different things. What other
things do they eat? Encourage learners to say, e.g. fruit,
leaves, fish.

Pupil's Book, page 62



Watch the video.

 Say Let's watch the video. Learners watch the video about what animals eat and answer the questions at the end.

What do you think these animals eat? Listen and check.

- Say Open your Pupil's Books at page 62. Teach kingdom.
 Check comprehension of seeds. Learners talk in pairs, then share ideas. Don't confirm answers.
- Play the audio.

Track 2.27

Park ranger: Welcome to Old Town Safari Park. Now, who can tell

me the name of these animals?

Boy: They're dolphins.

Girl: Dolphins live in the sea. They eat fish.
Park ranger: And what's the name of this animal?
Girl: I've got a teddy like that! It's a bear.
Park ranger: That's right. And what do bears eat?

Boy: Meat! Girl: Fruit! Park ranger: Yes, you're both right. Bears eat meat, fish, leaves

and fruit. Now, what about these animals?

Boy: They're lions and they live in Africa.

Park ranger: Correct! What do lions eat?

Girl: They eat meat.

Park ranger: Yes, they do. Now, here in the water, you can see

some birds. They can't fly, but they can swim.

Girl: Penguins!

Boy: And they eat fish!

Park ranger: And these big black and white animals? What are

they?

Girl: Pandas!

Park ranger: And ... what do they eat?

Girl: They eat leaves.

Park ranger: And here we are at the parrot house.

Boy: Gosh! They're very noisy!
Girl: What do parrots eat?
Park ranger: They eat fruit and seeds.

Key: dolphins – fish bears – meat, fish, leaves and fruit lions – meat penguins – fish pandas – leaves parrots – fruit and seeds

Listen and read. Then complete the table with the animals from Activity 2.

- Learners stand up. Ask Who's wearing black shoes? Stand in a group, please. Who's wearing brown shoes? Stand in a group, and so on, until all the learners are in different groups. Say We can put things, animals or people in groups. We classify them. Write classify on the board. Say Let's learn about classifying animals.
- Learners listen and read. Check comprehension by asking What do (herbivores) eat? Are (chickens) carnivores?
 Track 2.28

See Pupil's Book page 62

Learners complete the table individually or in pairs.

Key: Carnivore: lion, penguin Herbivore: panda, parrot Omnivore: bear

Activity Book, page 62

See pages TB120-132

Ending the lesson

 Assign an animal to each learner. Say, e.g. Animals who can fly, stand over here. Animals who can swim, stand over here. Animals who can't fly or swim, over here. Then change the groups, e.g. carnivores, herbivores and omnivores; animals who live in the sea / on the ground; wild/domestic animals.



Cross-curricular

Learning outcomes By the end of the lesson, learners will be able to talk and write about animals and their food.

New language beak, feather, grassland, mammal, quickly, stripe, wing

Recycled language action verbs, animals, colours, parts of the body, *carnivore*, *herbivore*, *omnivore*, *can*, comparative adjectives, *have got*

Materials animal flashcards from levels 1 and 2, worksheets/notes from Mission Stages 1 and 2 lessons, dictionaries (optional), coloured pens or pencils, digital Mission poster

Warm-up

- Hide animal flashcards around the room before the learners come in.
- Choose learners to come up to the front in pairs. Describe
 one of the animals, sentence by sentence, e.g. It's a
 carnivore. It's got a long tail. It lives in Africa. It can run,
 climb and jump. It's near the window. They run to get the
 correct flashcard.

Alternative Split learners into two groups and ask them to stand in two lines in front of you. Show an animal flashcard. The learners at the front of each line play. The first learner who names the animal correctly gets a flashcard. At the end of the game, the team with the most flashcards wins.

Pupil's Book, page 63

Read about zebras and penguins.

- Say Open your Pupil's Books at page 63. Talk briefly about cards with information (some learners may collect or play games with cards like this). Ask Which is a bird? Learners point to the penguin. Point to the zebra and teach mammal. Ask for more examples of mammals. (People, lions, cats, dogs, horses) Ask Which is a herbivore? Learners point to the zebra.
- Say Let's read about zebras and penguins. Learners read the information silently.
- Check comprehension of the new words by asking, e.g. Do zebras run slowly? (No. They run quickly.) Check comprehension of quickly. Say Point to the stripes on the zebra. What colour are they? Point to the penguin's beak. Where are its wings?

Read and write Z (zebras) or P (penguins).

- Read the first sentence and point out the example answer.
 Ask learners to show you where the information is in
 Activity 4 .(Food: Carnivore (fish))
- Learners read and write Z or P individually, then compare answers in pairs.
- Check and ask where they found the information.
 Fast finishers Write prompts on the board for learners to complete: Zebras are ... They live ... They eat ... Then they complete the sentences about Adélie penguins.

Key: 2 Z 3 Z 4 P 5 Z 6 P

mission Stage 3

- Show the class the third stage of the Mission poster: Write about what animals eat. Read the instructions.
- Put learners into their Mission groups. They write about what their animals eat. They can do this as a group or each learner can write about one animal. Monitor and help with vocabulary.
- Ask learners to practise acting how their animals eat.
 Demonstrate with a confident learner. Ask him/her to listen and act out as you play the part of the narrator, e.g. Look.
 This penguin is swimming very quickly. It's got a fish. It's eating the fish.

Extra support Write prompts on the board: ... are carnivores. They eat meat. ... are herbivores. They eat leaves from plants. ... are omnivores. They eat meat, fruit, eggs and seeds.

Fast finishers Write extra information about what the animals look like, e.g. *It's got soft fur. / It's got a long beak*. They can use dictionaries to find new words.

Activity Book, page 63

See pages TB120–132

Activity Book, page 56

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster.
 Add a tick to the 'Write about what animals eat' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read an Australian dreamtime story.

New language brilliant, carry, cry, joey, kind, look for, noise, pouch, shout, take, wombat, What's the matter?

Recycled language asleep, baby, drink, eat, find, friend, grass, help, hold, late, present, river, tail, wake up, can/can't, have got, prepositions of place, present continuous, present simple, superlative adjectives

Materials animal flashcards from levels 1 and 2, globe/ world map (optional), pictures from Digital photo bank of Australian landscapes, landmarks and animals (optional), audio

Warm-up

- Mix up the animal flashcards. Take out the kangaroo flashcard and put it to one side.
- Learners stand in a circle. Show an animal flashcard, e.g. penguin, and make a positive sentence, e.g. They can swim. Give the first flashcard to a learner and ask him/her to make a sentence with can't, e.g. They can't fly. This learner passes the flashcard to the next person in the circle. He/She makes a positive sentence, e.g. They've got two legs. The next learner makes a negative sentence, e.g. They haven't got stripes. Continue in this way until the flashcard comes back to you (or learners can't find anything more to say). Start again with a different flashcard.

Extra support Write useful language on the board:
They're / They aren't (big/small/brown/tall/thin/fat)
They can / They can't (swim/climb/fly/jump/walk/run)
They've got / They haven't got (tails/wings/feathers/legs)
They eat / They don't eat (meat/fruit/seeds/fish/plants/grass)
Stronger learners Play the game in several smaller circles.

Presentation

- Show photos of Australian landscapes and landmarks. Ask Where's this? Write Australia on the board and ask/show learners where it is, using a globe or world map.
- Tell learners they are going to read and listen to a 'dreamtime story' from Australia. This is a kind of legend originally told by the Aboriginal people.
- Ask Which animals live in Australia? Learners suggest animals (e.g. kangaroos, wild dogs, sharks, spiders, snakes). Show photos.

Pupil's Book, pages 64 and 65

What do you know about kangaroos?

- Say Open your Pupil's Books at page 64. What do you know about kangaroos? Learners talk in pairs then share ideas, e.g. They live in Australia. They can jump. They've got long tails. They're fast. They eat plants.
- Read the title of the story and teach pouch.

Why the kangaroo has a pouch

- Look at each picture and ask questions, e.g. Picture 1: What can you see? (A river, plants, a mummy kangaroo and her baby) Teach wombat. Is the wombat happy? (No, he's sad.) Picture 2: What's the wombat doing? (Holding the kangaroo's tail) Where are they going? (To the river) Picture 3: What's the mummy kangaroo doing? (Looking for her baby) Where's the baby? (Under/Below the tree) Picture 4: Where's the baby now? (In the mummy kangaroo's pouch)
- Say Let's read and listen to the first part of the story. Play
 the audio. Pause the audio after crying. Ask What are
 the kangaroos doing? (Playing) What's a joey? (A baby
 kangaroo) What's the wombat doing? (Crying)

Track 2.29
See story on Pupil's Book pages 64–65

- Say Read and listen to the next part. Pause after Hold my tail. Ask Can the wombat see? (No, he can't.) Check comprehension of What's the matter? Ask What does the wombat need to do? (Eat and drink) What does the kangaroo do? (She helps the wombat.)
- Play the next part. Pause after Now you can eat. Ask Where does the kangaroo take the wombat to drink? (The river) Where does she take him to eat? (The grass)
- Play the next part of the story. Pause after sleep, too. Ask What does the kangaroo shout? (Where are you?) Does she find her joey? (Yes, she does.)
- Play the rest of the story. Ask What does the kangaroo put in the pouch? (Her baby/joey) Where does the pouch come from? (The wombat – it's a present)

Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 64

See pages TB120-132

Ending the lesson

- Say When the answer is 'kangaroo', jump in the air. When the answer is 'wombat', walk on the spot. Demonstrate the actions. Learners practise.
- Say sentences. Learners do the correct action.

It needs food and water. (W)
It's got a baby. (K)
It's very kind. (K)

It gives someone a present. (W)
It's got a long tail. (K)

It can't see. (W)

It hasn't got any friends. (W) It looks for its baby. (K)



Literature

Learning outcomes By the end of the lesson, learners will have thought about helping others.

New language How does (the wombat) feel when ...?

Recycled language language from the story, be kind to (someone)

Materials A4 paper, coloured pens or pencils, scissors, stapler, audio

Social and Emotional Skill: Helping others

- After reading the story, ask learners How is the kangaroo kind to the wombat? (The wombat can't see. The kangaroo takes him to the river to drink and to the grass to eat.) How does the wombat feel? (Happy) How is the wombat kind to the kangaroo? (He makes a pouch for her.) How does the kangaroo feel? (Happy)
- Say Yes, when someone is kind to us and helps us, we feel happy. When we are kind to someone else, we feel happy too.
- Give learners two or three situations and they work in pairs and think of ways to be kind and to help, e.g. a new boy or girl comes to the school. (Play with him or her in the playground, take him or her to the dining room at lunchtime, share a snack) Or a teacher is carrying a lot of books to the classroom. (Help him/her carry the books, open the door for him/her)
- Tell learners they are going to make a booklet about being kind and helping others. Hand out A4 paper.
 They fold it in four and cut along the folds. Staple the pages together. On the front cover, they write Ways to be kind by ... and their name.
- Then inside, tell them to draw three ways to be kind, e.g. sharing my new crayons, playing with my little sister, talking to my grandparents, helping Mum with the shopping. They use the right-hand side of each double page.
- Optional: encourage the learners to do one kind act today and tell the class tomorrow.

Warm-up

- Write these words on the board: wombat, see, pouch, old, babies, river, kangaroo.
- Tell the story and pause for learners to say the word:

 A mummy kangaroo and her joey are playing near the ...

 (river). A joey is a baby ... (kangaroo). They meet a wombat.

 He's very ... (old) and he can't ... (see). The mummy

 kangaroo helps the ... (wombat). The wombat gives the

 kangaroo a ... (pouch). From that day, mummy kangaroos

 have pouches to carry their ... (babies).

Pupil's Book, pages 64 and 65

 Say Open your Pupil's Books at pages 64 and 65. Play the audio. Learners read and listen to the story again.
 Track 2.29
 See story on Pupil's Book pages 64–65

Talk about the questions.

- Read the questions with the class and check comprehension.
- Talk about each question as a class. Prompt learners to explain their answers, e.g. Why does the wombat feel sad? (Because he hasn't got any friends / he needs help / he's scared) Why does the kangaroo need a pouch? (Because she can't find her joey) How do we know that the kangaroo likes the pouch? (She says it's 'brilliant'.)

Key: 1 sad / hungry and thirsty 2 happy 3 to say 'thank you' / because she's the kindest kangaroo he knows 4 happy/surprised

Extension Learners act out the story in pairs. Write a simple script on the board. Encourage them to show emotions and act, e.g. the kangaroo jumps and the wombat follows behind to the 'river' and then the 'grass', the kangaroo acts looking for the joey, going to sleep, waking up, etc.

Kangaroo: Hello. What's the matter?

Wombat: I'm sad. I can't see and I haven't got any friends.

Kangaroo: Hold my tail. I can take you to the river.

Wombat: Thank you!

Kangaroo: Now I can take you to the grass.
Wombat: Goodbye! Thank you again.

Kangaroo: Where's my joey? ... There you are! Let's sleep.

What's this? It's brilliant!

Wombat: It's a present. You're the kindest kangaroo I

know!

Who's kind to you? Are you kind to people? What do you do?

- Read the first question. Give learners a minute to make a list of all the people who are kind to them. They share ideas.
- Read the second and third questions. Learners talk in pairs about ways they are kind. Monitor and support. Write their suggestions on the board, e.g. I'm kind to my grandparents. I call them every day.

Activity Book, page 65

See pages TB120–132

Ending the lesson

 SA Use self-assessment to see how well learners think they understand the story. See Introduction.

(5)

Learning outcomes By the end of the lesson, learners will have practised completing a multiple-choice task (A1 Movers Reading and Writing Part 2).

Test skills Reading a dialogue; Choosing the correct responses

New language wrong, Why don't we ...?

Recycled language animals, drink (n), wave (v), Let's ...

Materials practice paper for Movers Reading and Writing Part 2 (optional)

Warm-up

 Put learners into pairs. Write Do you like going to the zoo?
 Which wild animals do you like? on the board. Learners talk in pairs.

Presentation

 Say Let's practise for a reading and writing exam. Show the Movers Reading and Writing Part 2 paper (the picture and dialogue with multiple-choice answers). Say In Part 2 of the exam you read a conversation. You need to choose the correct answers from three choices. Let's practise.

Pupil's Book, page 66

Where are Mary and Jack? What are they doing?

Say Open your Pupil's Books at page 66. In the exam there's
a picture of the people talking in the dialogue. Read the
questions. Learners share their ideas. Ask What do you
think they're talking about? Point out that the picture in the
exam can help them to understand what they read.

Key: They're at the zoo. They're looking at the pandas.

Match the questions with the answers.

 Explain that in the exam learners sometimes need to match a question with an answer. Learners read and match individually, then compare answers in pairs.

Extra support For each question, ask if a yes/no answer is needed (2 and 3) or if the question is more open (1). Ask which words in the answers helped them to match.

Key: 1 b 2 c 3 a

Read what Mary says and Jack's three answers. Which two are wrong?

 Explain that in the exam some lines in the conversation are sentences, not questions. Learners need to choose an appropriate response / continuation of the conversation.
 Read the instructions. Check comprehension of wrong. Learners work individually or in pairs to identify the two incorrect choices.

Key: a and b are wrong

Why are the two answers wrong? Write a letter in each box.

 Learners look back at Jack's incorrect responses (a and b).
 Talk about each option with the class. Learners write the letters in the correct boxes.

Key: 1 b 2 a

Read and think. Choose the best answer.

- Tell learners that the two questions are the same format as the exam (show the practice paper again). Read the questions and options. Check comprehension of Why don't we ...? (explain that it means the same as Let's ...) and wave.
- Learners read and choose their answers individually.
 Remind them to look again and check that their answers make sense after they have chosen.
- Check answers. Ask learners to explain why the options they didn't choose are wrong.

Key: 1 b 2 a

Extra support Learners practise the complete conversation in pairs (Activities 2 to 4). Pairs can read it / act it out for the class.

Point to the monkey at the bottom of the page and read. Remind learners to consider all the options before they choose an answer. Going back and reading the whole conversation is the best way to check it makes sense.

Activity Book, page 66

See pages TB120-132

Ending the lesson

• Write phrases on the board: So do I. / No, I don't. / Yes, I do. / Yes, of course I can. / You're welcome. / Great idea. / Yes, there is. / No, thank you. Say a sentence or ask a question. Learners say a response from the board, e.g. Can you help me? (Yes, of course I can.) Thank you very much. (You're welcome.) Do you like snakes? (No, I don't.)



Review

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and acted out an animal documentary.

Recycled language unit language

Materials three large pieces of paper or card with carnivore, herbivore and omnivore written on them, worksheets/notes from Mission Stages 1–3 lessons, animal masks/costumes (optional), video equipment (optional), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Put the pieces of paper/card with carnivore, herbivore and omnivore in three corners of the room. Ask What does a carnivore eat? (Meat, fish) What about a herbivore? (Plants, leaves) Which animals are omnivores? (Bears, people)
- Say and clap the stress with the learners: <u>car</u>nivore, <u>herbivore</u>, <u>om</u>nivore.
- Demonstrate the game. Stand in the middle of the room and close your eyes. Say Go! Learners run to one of the three corners with signs. Say the name of an animal, e.g. Lion. All the learners standing by the carnivore sign stay in the game. The rest sit down.
- Repeat with new animals until only one learner is left as the winner.
- Play several times.

Alternative The learners standing in the correct place get a point each time. If you want, choose learners who are out of the game to come to the middle and call out the animal names (make sure they keep their eyes shut). At the end, check how many points each learner has.

Pupil's Book, page 67



Act out an animal documentary.

 Say Open your Pupil's Books at page 67. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Act out an animal documentary.

- Read the instructions. Give learners time to rehearse their documentary, using their scripts from Stages 2 and 3.
 Monitor and help.
- If possible, groups video each other's documentaries.
 Extension Learners make animal masks or costumes for their documentary.
- Groups take turns to present their documentary or show their video. Have a class vote on the best performance.

Self-assessment

- SA Say Did you like our 'Act out an animal documentary'
 Mission? Think and draw a face. Learners draw a happy
 face, neutral face or sad face and then hold it up in the air.
- Ask What did you do better in this Mission? Working together? Writing a script? Presenting to the class? Learners each say one thing, or, if you have a large class, they can tell partners.
- Say Our next Mission is 'Create a holiday island.' Explain that learners will create an imaginary island and talk about things to see there and the weather. Check understanding of weather.

Activity Book, page 67

See pages TB120-132

Activity Book, page 56

- Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.

121 121

 Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt.
 They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Unit 6 learning outcomes

In Unit 6, learners learn to:

- talk about the weather and clothes
- use was/were and There was / There were to talk about the past
- learn about instruments to measure the weather and weather symbols
- read a poem and learn about thinking positively

Materials sun and snow symbols on pieces of paper, video, coloured pens or pencils, digital Mission poster, a copy of the Mission worksheet (Teacher's Resource Book page 64), Clothes flashcards from level 1 or real clothing

Self-assessment

• SA Say Open your Pupil's Books at page 68. Look at the picture. Is it a hot day or a cold day? What can you see? What are the children doing? What are they wearing? Read the title and check understanding of weather. Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

- Ask learners Do you like hot or cold weather? Show a symbol/picture to represent hot (e.g. a sun) and say It's hot. Show a picture for cold (e.g. a snowflake) and say It's cold. Stick the pictures on different walls in the classroom.
- Mime an activity or say, e.g. playing tennis. Learners point to the correct symbol. Say, e.g. Yes, that's right. We can play tennis when it's hot. Repeat with different activities.

Stronger learners Take turns to lead by saying an activity.

Pupil's Book, page 68

Watch the video. Draw a picture of yourself in this weather.

- Say In this unit we're talking about weather. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 68. Point to the empty space for drawing. On the board, draw yourself as a simple outline and add clothes for a winter's day (jacket, hat, boots, etc.). Say This is me in the photo. Say Draw you. It's cold. What are you wearing?
- Learners draw pictures of themselves.
- Put learners into pairs. They show their drawing to their partner.

mission Create a holiday island

- Point to the Mission box or the digital Mission poster and say This is our Mission.
- Say Our mission is: Create a holiday island. Show learners
 a picture of an island. Say This is an island. Ask learners to
 name islands they know. Say Our mission is to create an
 island for a holiday.
- Say Point to number 1. Make a map of an island with my group. Show the Mission worksheet, if available. Say You make a map. You write the names of the different places.
- Say Point to number 2. Add things to see on our island. Ask
 What things can we see on the island? Draw simple pictures on
 the board to give learners ideas (e.g. a river, trees, animals).
- Say Point to number 3. Create weather symbols for our map.
 Show a weather map from the internet or a newspaper.
 Say A weather map shows the weather in different places.

 Point to the symbols and say These are symbols. They show us the weather. Point to the sun symbol and ask What does this symbol show? (Sun)
- Say The last stage is 'Present our island to the class.' Say You complete your map and then you show it to the class. You talk about the places on your island, the things you can see and the weather.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 68

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Show flashcards from level 1 of clothes/accessories learners already know (boots, cap, dress, glasses, hat, jacket, jeans, shirt, shoes, shorts, skirt, sunglasses trousers, T-shirt,) or real clothing. Learners say the name.
- Learners stand up. Give an instruction, e.g. Sit down if you're wearing white shoes. Repeat with different items until only one or two learners are left standing (they are the winners).



Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about the weather.

New language cloud, cloudy, cold, hot, make a video call, rain (n, v), rainbow, snow (n, v), sunny, wind, windy, terrible, weather, put on, What's the weather like? It's ...

Recycled language asleep, board game, jacket, leaves, mountain, noise, outside, pick up, sun, tablet, can/can't, have got, Let's ..., present continuous, present simple

Materials The weather flashcards, audio, video, coloured pens or pencils

Warm-up

• Say Where am I? Mime relaxing on the beach. Say The sun's in the sky. It's hot. I'm wearing my sunglasses and my sun hat. What's that noise? The sea ... Learners say The beach! Repeat, this time with learners joining in with the actions/words. Then mime walking in the mountains, e.g. It's cold. I'm wearing boots and a big jacket. I'm walking up. What's that noise? The wind ... Learners guess (The mountains) and then copy and join in, as before.

Presentation

- Teach the new weather words using the flashcards and mime.
- Draw the sun and ask What's this? Write sun in the centre. Draw a cloud. Ask What's this? and write cloud in the centre. Say I can see the sun. It's sunny. Write It's sunny below the sun. Draw more clouds and say I can see lots of clouds ... It's cloudy. Write It's cloudy. Mime trying to walk on a windy day and say I can feel the wind today. It's windy. Write It's windy.
- Draw and teach It's raining and It's snowing.
- Ask What's the weather like today? Is it sunny/cloudy/cold?

Pupil's Book, page 69

1 6 6 6 2.30 2.31

Listen and point. Then listen and number.

- Say Open your Pupil's Books at page 69. What are Jim and Jenny doing? (Talking to Grandma and Grandpa on a tablet) Where are Grandma and Grandpa? (In the mountains)
- Ask Where's the small tractor? Can you find it?
- Read the caption and check comprehension of make a video call. Play Track 2.30. Learners listen and point. Tracks 2.30 and 2.31
 - (1) This afternoon the children are making a video call to their grandparents.

Jim:

Hello, Grandpa. Hi, Grandma. How's your

holiday? Is it snowing?

Grandpa:

It isn't snowing now, but there's a lot of snow.

(2) Jenny:

Is it cold?

Grandma:

It's cold on the mountains, but it's OK here.

(3) Grandma:

It's very sunny.

(4) Grandpa: Jenny: What's the weather like there on the farm? Ah, it's terrible, Grandpa! There are a lot of grey

clouds ...

(5) Jenny:

... and a lot of wind.

Grandma: (6) Grandma: Oh, dear. I'm sorry it's cloudy and windy. What's that noise? Is there a problem with the

call?

Jim:

No, Grandma. It's Cameron. He's asleep. He's

nice and hot.

(7) Jenny: Grandpa: It's Saturday, but we can't play outside! You can play outside! Put on your big jackets and go and pick up the leaves in the garden.

That's fun!

Jim:

It's raining. We can't pick up leaves in the rain,

THE PERSON NAMED IN

Grandpa.

Grandma:

You can play a board game.

Jim: (8) Jenny: Yes! That's a good idea. Come on, Jenny! Oh! Look, Jim – there's a rainbow. Let's show

Grandma and Grandpa.

Grandpa:

You need sun and rain to have a rainbow.

Jim and Jenny: That's right, Grandpa.

- Say Now listen and number. Play Track 2.31.
- Ask What's the weather like on the farm? Teach terrible.

Key: 2 cold 3 sunny 4 cloud 5 wind 6 hot 7 rain 8 rainbow



Say the chant.

• Play the audio or video. Learners point and chant.

Track 2.32

Weather, weather, What's the weather like? Hot, cold, Sun, sunny, Wind, windy,

Cloud, cloudy.

Weather, weather,
What's the weather like?
Snow, it's snowing.
Rain, it's raining.
I can see a rainbow.
What's the weather like?

Listen and write the words.

Play the audio. Pause for learners to write each word.

Track 2.33

1 w-i-n-d-y 2 w-e-a-t-h-e-r 3 r-a-i-n-b-o-w 4 c-l-o-u-d-y 6 s-n-o-w 7 s-u-n-n-u

8 r-a-i-n 9 c-o-l-d

5 h-o-t 10 w-i-n-d
Activity Book, page 69

See pages TB120-132

Ending the lesson

 SA Show The weather flashcards. Ask Do you know the words? Use self-assessment (see Introduction).

Learning outcomes By the end of the lesson, learners will be able to understand was and were.

New language do your hair, yesterday, Shall I ... ?, was, were

Recycled language adjectives, countryside, days of the week, weather, near, outside, today, What's the weather like?, can/can't, comparatives

Materials The weather flashcards, audio, video

Warm-up

- Review the weather words with the flashcards. Ask What's the weather like today? Learners say, e.g. It's cloudy. It's cold. It isn't raining.
- Teach a mime for each type of weather, e.g. putting up an umbrella for It's raining, putting on sunglasses for It's sunny. Practise the mimes with the learners, saying the sentences at the same time.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Ask What day is it today? Learners say Today is (Friday). Gesture behind you and say Yesterday was (Thursday). Learners repeat the sentence and the gesture.
- Say Yesterday the weather wasn't (cold). It was (hot and sunny). It wasn't (rainy). Ask Was it sunny/windy/cold? Help learners to reply with short answers Yes, it was. / No, it wasn't. Then ask Were you in the town centre last weekend? Focus on a negative answer and present weren't, e.g. You weren't in the town centre. Where were you?
- Ask a strong learner How old are you? (I'm seven.) Gesture behind you and ask How old were you last year? (Six) Help the learner reply I was (six). Ask different learners the same two questions. Then ask other learners How old was (Antonio) last year? He was (six).

Pupil's Book, page 70

The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 2.34

See The Friendly Farm song on page TB5

The Friendly Farm

- Say Open your Pupil's Books at page 70. Point to the first picture and ask What's the weather like? (It's cloudy/windy. It's raining.) Point to the rainbow at the end and ask What's this? What's the weather like now?
- Say Gracie is telling the animals a story. Where were Gracie and her cousin in the story? Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (They were in the fields near the forest.) Check comprehension of Shall I tell you a story? and do my hair. Track 2.34

The Friendly Farm song + see cartoon on Pupil's Book page 70

Play the audio or video again. Pause after each picture and ask questions: 1: What was the weather like yesterday? (It was sunny and it wasn't cold.) 2: Where's Grandpa Friendly today? (The animals don't know.) Where was he yesterday? (He was in the mountains with Grandma Friendly.) 3: Why were they in the mountains? (They were on holiday.) 4: Is Gracie's cousin older or younger than her? (Older) 5: Were they in the snow? (Yes, they were.) Were they cold? (No, they weren't.) Were they sad? (No, they were happy.) What time was it? (Six o'clock) 6: What do the animals do at the end? (They go outside.)

Listen and say the number.

Read the instructions. Play the first sentence as an example. Learners find the correct picture, point and say the number. Play the rest of the audio. Pause after each sentence for learners to answer.

Track 2.35

Where was I? [6] a Gracie:

They were on holiday ... in the snow. [3] Cameron: It was sunny yesterday and it wasn't cold. [1] Shelly:

It was six o'clock in the evening. [5] Gracie: Rocky: How old were you, Gracie? [3] Rocky: Why were they there? [2] g Harry: Well, she was ... younger. [4]

We were in the snow, ... but we weren't cold. [5] h Gracie:

Key: See numbers in audioscript

Activity Book, page 70

See pages TB120-132

Ending the lesson

 SA Repeat the self-assessment to see how well learners think they understand the vocabulary. Is there any change?



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use was and were.

New language Were your grandparents here last weekend? Yes, they were. / No, they weren't. Were you at school on Tuesday? Yes, I was. / No, I wasn't.

Recycled language days of the week, family, places, weather, island, town

Materials The weather flashcards, audio, Mission worksheets (Teacher's Resource Book page 64), coloured pens or pencils, paper, digital Mission poster

Warm-up

 Stick The weather flashcards on the board and number. them. Say Look and remember. Then turn them over, Ask What was number (3)? Show the card to confirm. Repeat, asking about all the cards. Prompt with questions, e.g. Was 'rain' next to 'rainbow'?

Presentation

 Say Last weekend I was in the countryside. I was with my grandparents. We were at their house in the village. Write Where were you at the weekend? Who were you with? on the board. Ask different learners. Ask extra questions, e.g. Were you happy? Was the weather nice?

Pupil's Book, page 71

Gracie's Grammar

- Say Open your Pupil's Books at page 71. Point to Gracie's Grammar box. Write the questions and answers on the board.
- Play the audio. Pause for learners to repeat. Track 2.36 See Pupil's Book page 71

Listen and stick. Then look, read and write.

- Say A girl is talking to her grandma about last week. Point to each sticker and ask What was the weather like? Was she inside or outside? Was she (walking)?
- Play the audio. Learners point to the correct sticker.
- Play the audio again. Learners stick the stickers under the heading for the correct day. Check and ask, e.g. Where was she on (Thursday)? What was the weather like?

Track 2.37

1 Grandma: I was on holiday last week. The weather was hot

and sunny. What was it like here?

Girl: Well, Grandma, it was different every day. Grandma: Really? What was it like on Wednesday? It wasn't bad on Wednesday: sunny, but windy

too. I was in the park in the afternoon.

Grandma: That's nice!

2 Grandma: Was the weather better last weekend? Girl:

Yes, it was. On Saturday it was sunny, but it

wasn't hot. I was with Dad.

Grandma: Where were you? Girl: We were in the forest. 3 Grandma:

OK, tell me about Thursday. Girl:

On Thursday, it was cold and rainy, so I was inside

with my older cousin.

Grandma: Your older cousin? Why?

Girl: Because Mum and Dad weren't at home. They

were in the town centre.

4 Girl: And on Friday it was terrible again. It was cold and

windy. And I was outside when it was rainy too.

Grandma: Why were you outside?

Girl: Because I was on my way to school.

Point to the example. Say Now look, read and write.

Key: 2 were 3 weren't 4 was

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Make a map of an island.
- In groups, learners complete the worksheet task in the Teacher's Resource Book (page 64). See teaching notes on TRB page 57.
- Alternatively, if you do not have the Teacher's Resource Book, give each group paper to draw a map of an imaginary island. They choose a name for their island and mark/name five towns. Then they imagine they were on holiday on the island last week. They talk about what the weather was like in each town and make notes.

Activity Book, page 71

See pages TB120-132

Activity Book, page 68

Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1. Monitor.

- SA Go back to Stage 1 on the digital Mission poster. Say We made a map of an island. Add a tick to the 'Make a map of an island' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Learning outcomes By the end of the lesson, learners will have practised the new language through song.

New language boots, coat, put on, scarf, shorts, sweater, T-shirt, take off, fire

Recycled language clothes, colours, weather, go out, inside, near, today, I'm wearing ..., imperatives, present continuous

Materials Clothes flashcards from levels 1 and 2, real items of clothing that learners can put on, e.g. boots, coat, scarf, shorts, sweater and T-shirt, plus others they know, e.g. skirt, shirt, hat, baseball cap, sunglasses, two dice, audio, video, your favourite scarf or sweater (optional)

Warm-up

- Say Today I'm wearing (a red shirt and black trousers). Ask a learner What are you wearing today? He/She says, e.g. I'm wearing black trousers, a green T-shirt and black shoes. Ask, e.g. Are you wearing socks? What colour are they?
- In pairs, learners take turns to say what they're wearing.
 Then they stand back to back and say as much as they can about their partner's clothes (You're wearing ...).

Presentation

- Teach coat, scarf and sweater and revise boots, shorts and T-shirt with the flashcards or real items of clothing.
- Stick the flashcards for boots, coat, scarf, shorts, sweater and T-shirt on the board and number them 2 to 7. Add flashcards for three more items learners know (or draw pictures), e.g. sunglasses, shirt, hat. Number these 8 to 10.
- Demonstrate the game. Show a real item of clothing corresponding to each flashcard on the board. Put the clothes on a table at the front. Ask a learner to throw the two dice. Say I put on the item which has the same number. If the learner throws a four, point to flashcard 4 and say Put on the (scarf). Put on the scarf from the table or mime putting it on (if you don't have real clothes). Ask the learner to throw another number. Put on the corresponding item of clothing, until the class get the idea. Explain that if a number 11 or 12 is thrown, the learner at the front takes off the item of clothing. The learner who threw 11 or 12 throws the dice again, then comes to the front and puts on the corresponding item of clothing.
- Play the game, with learners passing the dice around and taking turns to throw. When they throw a number they say, e.g. Number two. Put on the boots.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 72



Listen and complete. Then sing the song.

- Say Open your Pupil's Books at page 72. Ask What's the boy doing? (e.g. Watching TV) What has his dad got? (e.g. A T-shirt and shorts) What's the weather like? (e.g. It's hot and sunny.) Teach fire.
- Say Listen and complete. Point to the spaces and the example. Play the audio or video. Check answers.
 Extra support Point out that they can copy the missing

Track 2.38

Rocky: I'm Rocky-Doodle-Doo and here's our song for today:

All weather clothes

See song on Pupil's Book page 72

words from line 3 in each verse.

Key: 2 shorts 3 sweater 4 scarf 5 coat 6 boots

- Learners stand up. Practise the song in sections.
- Play the audio or video again. Learners sing and do actions (for the weather and putting on the clothes).
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Imagine the weather. Talk to your partner.

- Read the instructions and example speech bubbles.
- Put the class into pairs. One learner imagines the weather and asks the question, the other responds with his/her own ideas of what to wear.
 - **Extension** The learner who is describing his/her outfit draws a picture of it and labels the items of clothing.
- Show the picture of Rocky in the bottom right-hand corner. Read Rocky's questions. Tell the class about your favourite scarf or sweater (show them if possible), e.g. My favourite sweater's blue and purple. It's got stripes. It was a birthday present from my sister. I wear it on very cold days. Learners talk in pairs. Monitor and support.

Activity Book, page 72

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use There was and There were.

New language Was there a scarf in the bedroom? Yes, there was. / No, there wasn't. Were there any boots in the bedroom? Yes, there were. / No, there weren't.

Recycled language clothes, countryside, homes, prepositions of place

Materials Clothes flashcards from levels 1 and 2, audio, timer(s), worksheets/maps and notes from Mission Stage 1 lesson, coloured pens or pencils, digital Mission poster

Warm-up

- Learners stand or sit in a circle. Demonstrate the activity: stand in the centre of the circle and mime putting on or taking off an item of clothing. Learners say, e.g. You're putting on your boots.
- Choose a learner to stand in the middle and mime. The others guess. Continue until as many learners as possible have had a go.

Presentation

- Put the flashcards for boots, shorts, scarf, coat, sweater, T-shirt on the board. Let learners look for 20 seconds. Take the flashcards down, take one away and substitute it with another. Mix the flashcards and put them back on the board in a different order.
- Ask What's different? Learners say, e.g. No coat / There isn't a coat. Say Yes. There was a coat, but now there's a (shirt).
- Remove boots and put in jeans to present the plural, e.g. There were some boots, but now there are some jeans.
- Write the model sentences (singular and plural) on the board. Learners copy in their notebooks.
- Practise a few more times, substituting a singular noun for a singular noun, or a plural noun for a plural noun.

Pupil's Book, page 73

Which room are they talking about? Listen and tick √.

- Say Open your Pupil's Books at page 73. Point to each room and ask, e.g. Where's the coat? (On the bed)
- Ask Which room are they talking about? Play the audio. Learners listen and tick. Check answers.

Teacher: OK. I want you to look at this picture for one minute. ...

OK. Stop. Now, close your books, please. Was there a

coat in the picture?

Zoe: Yes, there was.

Teacher: Good, Zoe. Where was it?

It was in the cupboard.

Teacher: Were there any shorts in the picture, Jane?

Jane: Er ... No, there weren't.

Teacher: That's right, there weren't any shorts ... and was there

a scarf, Jack?

No, there wasn't. Jack:

Teacher: Well, Jack, there was a scarf. It was with the coat. Jack: Oh, yes, that's right. There was a red-and-white scarf. Teacher: Excellent. Were there any boots in the bedroom? Paul: Yes, there were. They were behind the door.

Teacher: Very good, Paul. Now ...

Key: Picture 2

Gracie's Grammar

- Write the questions and answers on the board.
- Play the audio. Pause for learners to repeat. Track 2.41 See Pupil's Book page 73

Choose a page. Look at a picture. Ask your partner.

- Show learners the example speech bubbles. Demonstrate the game. You look at page 57 for one minute, then close your book and learners ask you questions.
- Put learners into pairs. Give each pair a timer, or time the minute yourself. Monitor and support. Make sure pairs choose a picture with plenty of things to talk about.

mission Stage 2

- Show learners the second stage of the Mission poster: Add things to see on your island.
- Read the instructions and the speech bubbles. Learners work in their Mission groups. They talk about what there was to see in or near each town on their island and draw small pictures on their map.

Activity Book, page 73

See pages TB120-132

Activity Book, page 68

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Add things to see on your island' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have learnt about instruments to measure the weather.

New language around the world, direction, how (+ adj), how much, instrument, measure, rain gauge, scientist, send, thermometer, weather report, weather station, weather vane

Recycled language clothes, weather, fall, listen to, map, radio, television, watch, What's the weather like today? What was the weather like yesterday?

Materials real (small) items of clothing (e.g. hat, scarf, sunglasses), toy animals (e.g. rabbit, bear), a tray and a cloth to cover it (optional), Clothes and The weather flashcards, a real thermometer (optional), video, audio, pictures of local weather vanes (optional), materials for each learner for making a weather vane (Activity Book): card, a straw, a pin, a pencil with an attached rubber, scissors, coloured pens or pencils

Warm-up

-

-

- Put seven or eight items on a tray or on a table everyone can see. Include some real clothes, soft toy animals and some plural items, e.g. scissors or pencils. Ask What is there on my tray/table? Hold each item up. Learners say, e.g. There's a hat. There are some pencils. Say Look for one minute and remember. Time one minute as learners memorise the items. Then cover the tray/table with a cloth.
- Ask different learners to say what was on the tray/table,
 e.g. There was a hat. There were some pencils. You can also
 play this as a team game, with teams writing sentences.

 Alternative
 Play with flashcards instead of real items –
 stick them on the board and give learners a minute to look
 and remember, then remove them or turn them over.

Presentation

- Revise weather with the flashcards. Ask What kind of weather do you like best?
- Ask What's the weather like today? Encourage learners to make sentences, e.g. It's cloudy. It's raining. It isn't hot.
- Say Today the temperature is (21). Write temperature on the board. Ask How do we know what the temperature is?
 Say We can measure the temperature. Teach measure by demonstrating – you can measure the temperature of some water with a real thermometer or measure the length of something with a ruler / tape measure.
- Say Let's find out more about how we measure the weather.

Pupil's Book, page 74

Watch the video.

 Say Let's watch the video. Learners watch the video about weather instruments and answer the questions at the end.

2 Look at the photos. What's the weather like?

 Say Open your Pupil's Books at page 74. Read the instructions. Learners match each picture with a type of weather. Check answers.

Key: 1 It's sunny. 2 It's raining. 3 It's cloudy.4 It's snowing. 5 It's windy.

Listen and read. Match the weather instruments with the photos.

- Point to each photo and ask What does this measure?
 (a wind, b temperature / hot and cold, c rain) or ask Does this measure (rain)?
- Play the audio. Learners listen and read. They match each weather instrument in bold with a photo.
 Track 2.42

See text on Pupil's Book page 74

 Check answers. Check comprehension of scientist, weather report and direction.

Key: thermometer - b rain gauge - c weather vane - a

Extension Ask Which of these instruments can we see in our town? Are there any thermometers in the street? Where? What about weather vanes? Show photos of any weather vanes in the learners' town, if appropriate, and ask learners where they are.

Activity Book, page 74

See pages TB120-132

Ending the lesson

• Write on the board: thermometer, rain gauge, weather vane, ruler, clock. Draw a simple picture of each thing or stick photos on the board. Say I want to know how much rain there was yesterday. What do I need? Learners say the instrument. (Rain gauge) Repeat with the different instruments. Example sentences: I want to know the direction of the wind so I can fly my kite. (Weather vane) I want to know if I'm late for school. (Clock) I want to know how long my pencil is. (Ruler) I want to know if I need to wear a coat today. (Thermometer)

Extra support Number the instruments, so learners reply, e.g. *Number 3*, instead of saying the name.



Cross-curricular

Learning outcomes By the end of the lesson, learners will be able to talk about weather symbols.

New language symbol

Recycled language clothes, countryside, weather, island, map, What's the weather like in ...?, present continuous

Materials The weather and Countryside flashcards, two plastic fly swatters (optional), audio, worksheets/maps and notes from Mission Stages 1 and 2 lessons, paper, coloured pens or pencils, scissors, glue, digital Mission poster

Warm-up

- Put the flashcards for different types of weather on the board, including rainbow. Make sure they are at a height learners can reach. Practise the words (point and ask What's the weather like?).
- Divide the class into two teams. Teams line up facing the board. Give the two learners at the front a plastic fly swatter each. Say a sentence with one of the weather words, e.g. It's raining. The two learners race to be the first to hit the correct flashcard. The learner who is first gets a point for his/her team.
- Two new learners come to the front of the team. Make a
 different sentence. Continue until one team reaches five
 points. If you don't have fly swatters, learners can touch
 the flashcard with their hands.
- Play the game again, moving the flashcards around and adding flashcards for mountain, forest, lake and river (example sentences: I'm walking in the mountains. / We're swimming in the lake.).

Pupil's Book, page 75

Look at the weather map. Ask and answer.

- Say Open your Pupil's Books at page 75. Ask What's this?
 (A map of an island) Ask What's the name of the island?
 (Bear Island) What's the name of the village in the centre?
 (Farmfield) What's the name of the forest? (The Green Forest) Where's Shell Beach? Learners point.
- Point to the weather symbols and ask What do the symbols show us? (The weather) Say The weather is different in different places on Bear Island.
- Show learners the example speech bubbles. Put learners into pairs to ask and answer about the different places.
 Extra support Ask more questions before the pair work, e.g. Is it raining in Farmfield? (No, it isn't.)

5) Where are the children? Listen and point. Then listen again and match.

- Say There are four children on Bear Island. They're talking on a video call. They're all in different places. Where are they? Listen and point.
- Play the audio. Pause where indicated (*) and ask, e.g. Where's Vicky? Learners hold up their books and point.

Track 2.43

Fred:

Vicky: Hi. It's Vicky. Is everyone there?

Paul/Clare/Fred: Yes./Yeah.

Vicky: Well, Bear Island has lots of different weather.

Where I am, it's a hot sunny day today. I'm wearing a dress! * What's the weather like for

you, Paul?

Paul: It's cold and raining here. I can't go outside

today! * What about you, Clare?

Clare: Well, I can fly my kite today because it's very

windy. * Is it windy where you are, Fred? Windy? No, it isn't! It's snowing here. Hooray!

 Say Listen again and match. Play the audio again. Learners draw lines to match. Check answers.

Key: Paul is in the Green Forest. Clare is in Whitewater. Fred is in the Black Mountains.

mission Stage 3

- Show the class the third stage of the Mission poster: Create weather symbols for your map. Read the instructions.
- Put learners into their Mission groups. They look at their notes about the weather from Stage 1. They draw and cut out weather symbols and stick them on their map.

Activity Book, page 75

See pages TB120-132

Activity Book, page 68

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Create weather symbols for your map' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a poem about different kinds of weather.

New language back (n), blow, from side to side, ice, pool, puddle, shine, slide (v), snowman, splash, How about you?

Recycled language clothes, weather, catch, elephant, fly (v), friendly, grass, ground, have fun, horse, jump, kick, leaves, put on, rabbit, present continuous

Materials beanbag (optional), The weather and Clothes flashcards, audio, coloured pens or pencils

Warm-up

Put The weather and Clothes flashcards on the floor.
 Learners stand around them in a circle. They take it in turns to throw a beanbag and say the flashcard it lands on.
 Stronger learners
 Make a true sentence with the word the beanbag lands on, e.g. I'm not wearing boots today. / It was sunny yesterday.

Alternative Put the flashcards for hot and cold on opposite walls. Say an item of clothing or a sentence, e.g. I'm wearing a coat, hat and scarf. Learners point to the correct flashcard.

Presentation

- Draw the sun on the board or show the sunny flashcard.
 Ask What things can you do when it's a sunny day? Where can you go? Learners suggest places and activities, e.g.
 Go to the beach. Go to the park. Have a picnic. Play tennis.
- Say Let's read a poem about different kinds of weather.

Pupil's Book, pages 76 and 77

- Look at the pictures. What different kinds of weather can you see?
- Say Open your Pupil's Books at pages 76 and 77. What different kinds of weather can you see? Learners talk in pairs. Check answers.
- Say In picture 3 the wind's blowing. Mime blowing out a candle or blowing up a balloon. Practise the word. Say In picture 6 the sun's shining. Check comprehension of shine and practise the word.

Key: In pictures 1 and 2 it's raining. In picture 3 it's windy. In picture 4 it's cloudy. In picture 5 it's snowing and cold. In picture 6 it's hot and sunny.

Fun in all types of weather!

- Look at the first picture and ask Where's the girl? (In her garden / In the park) What's she playing? (She's playing sailing / being in a boat.) Teach puddle.
- Say Let's read and listen to the first part of the poem. Play the audio. Learners listen and read. Pause the audio after the first How about you?
- Ask What's the girl wearing? (Boots and a coat) Where does she imagine that she is? (At sea) Is she happy? (Yes – she's having fun.)

Track 2.44 See poem on Pupil's Book pages 76–77

- Say Read and listen to the next verse. Play the audio.
 Learners listen and read. Pause at the end of the verse.
 Ask What are the trees doing? (They're dancing.) Check comprehension of from side to side. Ask What's the girl doing? (She's jumping in the leaves and kicking them.)
- Play the next verse. Ask What's the girl doing? (She's looking up at the sky.) What can she see in the clouds? (Elephants, rabbits and horses)
- Play the next verse. Ask What's the girl wearing now?
 (Boots, a coat and a scarf) What's she doing? (She's sliding on the ice.) Teach slide using mime and check comprehension of ice. Ask What's she making? (A snowman)
- Play the last verse. Ask Why does the snowman go away? (Because the sun is shining / it's hot) Is the girl sad? (No, she isn't.) What does she like doing? (Splashing at the pool)
 Extension Play the whole poem again, without pauses, for learners to listen and read.

Activity Book, page 76

See pages TB120-132

Ending the lesson

Say sentences and do an action to match. Learners copy.
 I imagine that I'm at sea. (Mime looking through
 a telescope.)

I'm jumping in the puddles.

I'm kicking the leaves.

I'm looking at the clouds.

I'm sliding on the ice.

I'm making a snowman.

I'm splashing at the pool.

- Say the sentences in a different order. Learners do the correct actions.
- Write the sentences on the board. Put learners in pairs. One learner says a sentence, the other does the action. Then they swap.



Literature

Learning outcomes By the end of the lesson, learners will have learnt about thinking positively.

Recycled language language from the poem, free time activities, can, What's your favourite ...? My favourite ... is ...

Materials a large piece of coloured paper for a collage and paper for each learner, pictures from Digital photo bank of clouds (optional), audio

Social and Emotional Skill: Thinking positively

- After reading the story, ask learners How does the girl think positively? How does the girl have fun? Say the beginning of the sentence and the learners complete it: On rainy days she ... (jumps in the puddles), on windy days, she ... (kicks the leaves), on cloudy days, she ... (watches the clouds) and on snowy days, she ... (makes a snowman).
- Point out that sometimes the weather isn't good but she has fun. She thinks of fun things to do in all situations. That's being positive. A lot of situations can be fun if you think positively.
- Play the 'Glad' game. Ask the learners to think of things that they like. Go round the class and the learners say When I feel sad, this makes me glad ... and something that makes them happy.
- Set up a colourful background for a collage. Hand out white paper and the learners draw something that helps them to have fun, e.g. singing when you tidy your room or counting the cars on a long journey or wearing funny clothes when you do your homework.
- Display the collage in the class.

Warm-up

- Ask What does the girl in the poem do on cloudy days? (She looks at the sky and sees different shapes.) Do you find shapes in the clouds? What do you see? If possible, show photos of clouds and ask What can you see?
- Ask learners if they can remember the different things
 the girl in the poem does on rainy days (e.g. playing in
 a 'boat', splashing in puddles), on windy days (jumping
 in leaves / kicking leaves), on snowy days (sliding on ice /
 making a snowman) and on sunny days (going to the pool).

Pupil's Book, pages 76 and 77

 Say Open your Pupil's Books at pages 76 and 77. Play the audio. Learners read and listen to the poem again.
 Track 2.44

See poem on Pupil's Book pages 76-77

What's your favourite weather? Does the girl in the poem do the same things as you?

- Read the questions with the class and check comprehension.
- Put learners into pairs to talk about their favourite weather and the things they do. Share ideas. Ask Who does the same things as the girl in the poem? Say Put up your hand if you ... jump in puddles in the rain / kick leaves when it's windy / watch the clouds on a cloudy day / slide on ice when it's snowing / make a snowman / go to the pool when it's hot.
 Extension Learners act out the poem. Play the audio and encourage them to do all the actions (putting on the items of clothing, blowing like the wind, moving their arms like trees in the wind, etc.).

Is there a type of weather you don't like? What fun things can you do?

 Read the first question. Ask different learners about weather they don't like. Provide new vocabulary as necessary (e.g. fog, storm). Encourage the rest of the class to suggest fun activities for that type of weather.

Activity Book, page 77

See pages TB120-132

- Learners choose a type of weather and write two sentences about what happens (e.g. The trees dance from side to side.) and what they do (e.g. I fly my kite.).
- Put learners into small groups. They read their sentences.
 The other learners guess what the weather is.
 - **Extra support** Learners can be given gapped sentences on strips of paper with the type of weather. They complete the sentences.
- SA Use self-assessment to see how well learners think they understand the poem. See Introduction.

Learning outcomes By the end of the lesson, learners will have practised listening to identify people in a picture and listening for and writing names and numbers (A1 Movers Listening Parts 1 and 2).

Test skills Listening for names and descriptions;
Listening for names, spellings and other information

Recycled language adjectives, clothes, colours,
numbers, physical descriptions, telling the time

Materials practice paper for Movers Listening Part 1 and
Part 2 (optional), audio

Warm-up

 Describe a learner, e.g. She's got long, brown hair. She's wearing a grey skirt. Learners say the name. Repeat several times, then learners practise in pairs.

Presentation

Say Let's practise for two parts of the listening exam. Show
the Movers Listening Part 1 paper. Say In Part 1 of the exam
you listen to match names with people in a picture. Show
Part 2 and say In Part 2, you complete some notes.

Pupil's Book, page 78

Listen to the names. Are they for a boy, a girl or both?

Say Open your Pupil's Books at page 78. Play the audio.
 Pause after each name for learners to answer. Write the names on the board – ask learners to spell them.

Track 2.45

That's Pat. I can see Lily! Is that Jim? Where's Jack? Which one is Alex? Do you know Charlie? Can you see Zoe?

Key: Pat – both Lily – girl Jim – boy Jack – boy Alex – both Charlie – boy Zoe – girl

Listen and tick √ the things you hear about the boy.

Play the audio twice if necessary. Ask What's the boy's name? (Charlie) Say Point to Charlie in the picture. Check answers.

Track 2.46

Man: Look at that naughty boy! His clothes are getting dirty!

Girl: Charlie? The boy who's wearing a red sweater?

Man: Yes, he's having fun. Girl: Yes, he is! Oh dear!

Key: 1 red sweater 3 dirty clothes

Work with a friend. Describe people in the picture. Find and point.

 Demonstrate the activity. Learners practise in pairs. They talk about clothes, appearance, where the person is or what they are doing.

Look. Do you need a word or a number? Listen and write.

- Before playing the audio, read through the notes and ask Word or number? for each space.
- Play the audio twice. Pause after each section. Check answers.
 Track 2.47

Mum: Come on, Peter. We're going to my friend Zoe's house

Peter: What's her address, Mum?

Mum: She lives at number 34 Dream Street.

Peter: Really? My friend Alex lives at 30 Dream Street.

Mum: That's very near Zoe's house!

Can you see the answer? Now you listen and write.

1 Peter: Oh, no! It's raining. Are we going by car?

Mum: No, we're getting the bus. But look, the rain's

Peter: And there's a rainbow! That's because it's sunny too.

Mum: That's right, Peter.

2 Peter: Why are we going to Zoe's house today?

Mum: It's her birthday.

Peter: Brilliant! Is there a party?

Mum: Yes, it's four o'clock now and the party's at five

o'clock.

3 Peter: Has Zoe got any children?

No, but Zoe's cousin Lucas is there today. He's at

school, but he's older than you.

Peter: What's his name? Mum: Lucas. L-U-C-A-S.

Peter: That's a cool name!

4 Peter: I've got my coat. Can we go now? Mum: Yes, but you must take a scarf too.

Peter: Oh, Mum!

Mum: Yes, you must. It's cold in the evening. Look, I'm

wearing mine.

Peter: Oh, all right then!

Key: 1 bus 2 5/five 3 Lucas 4 scarf

Solution
 Point to the monkey and read.

Activity Book, page 78

See pages TB120-132

Ending the lesson

 In pairs or teams, learners test each other on spelling words from the lesson (e.g. clothes, names).



Review

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and presented their island to the class.

Recycled language unit language

Materials The weather flashcards, island map and notes from Mission Stages 1–3 lessons, a recipe book (optional), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Put the flashcards for sunny and hot on one wall of the classroom and for snowy and cold on the opposite wall.
 Clear a space in the middle of the classroom.
- Point to the sunny/hot flashcards and ask What's the weather like? (It's hot and sunny.) Do the same for the other cards. (It's cold and it's snowing.)
- Demonstrate the game. Stand in the middle of the room and close your eyes. Say Go! Learners run to one of the walls with flashcards. Say I'm wearing sunglasses. All the learners standing by the wall with the 'hot and sunny' flashcards stay in the game. The rest sit down.
- Repeat with different items of clothing (always for hot and sunny or cold and snowy weather, e.g. shorts, T-shirt, swimsuit, sunhat, baseball cap, scarf, boots, coat, sweater) until only one learner is left as the winner.

Alternative The learners standing in the correct place get a point each time. If you want, choose learners who are out of the game to come to the middle and call out the items of clothing, showing them the appropriate flashcard first (make sure they keep their eyes shut). At the end, check how many points each learner has.

Pupil's Book, page 79



Present your island to the class.

 Say Open your Pupil's Books at page 79. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Present your island to the class.

- Read the instructions and speech bubbles. Put learners into their Mission groups. Give them time to practise their presentation, using their island maps and notes from the Mission stages. Monitor and check that each member of the group gets the chance to speak. Encourage learners to use the past tense, as in the example speech bubbles.
- Groups take turns to present their islands.

Self-assessment

- SA Say Did you like our 'Create a holiday island' Mission?
 Think and draw a face. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Say Tell me things you can do now. Learners suggest ideas.
 (We can talk about places on the island. We can talk about the weather.)
- Say Our next Mission is 'Make a class recipe book.' Explain
 the meaning of recipe. If possible, show a real recipe book.
 Say How can we do better? Tell me one thing the class will do
 better (e.g. We can work better in groups.).

Activity Book, page 79

See pages TB120-132

Activity Book, page 68

- Review My unit goals. Ask How was your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Review Units 4-6



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 4–6.

Recycled language action verbs, animals, clothes, countryside, family, weather, *I'm wearing ..., can/can't,* comparative and superlative adjectives, prepositions of place, (*There*) was/were

Materials Action verbs and Wild and domestic animals flashcards from Unit 5, video, audio, Friendly Family flashcards, Extended family flashcards from Unit 4

Warm-up

- Say Stand up. Give instructions with action verbs from Unit 5, e.g. Climb a tree. Swim. Jump up and down. Fly. Learners do the actions. Show the flashcards as prompts the first time, then repeat with just the instructions.
- Show some flashcards of animals. Ask learners What is it?
 What colour is it? Has it got long ears? What can it do? Tell me about it. Learners describe them.
- Tell learners to choose one of the animals. Put them into groups of four. Each learner describes their chosen flashcard. Other learners try to guess which it is.

Extra support You can give learners sentences describing one of the animals with the name written underneath. They can read the clues.

Fast finishers Learners can remember and describe more than one flashcard.

Pupil's Book, page 80

Watch the video and do the quiz.

- Show the video to learners.
- Ask learners to do the quiz. Check their answers to see how much learners can remember.
- Repeat this at the end of the Review unit and compare the results to measure progress.

Listen and tick .

- Say Open your Pupil's Books at page 80. Describe one of the
 pictures, e.g. It's swimming. It's black and white. Learners
 point to the correct picture and say, e.g. It's a penguin.
 Learners do the same in pairs.
- Read the instructions and go through the example. Play the audio twice. Learners listen and tick the correct picture in each pair. Check answers.

Track 2.48

- 1 I was in the countryside at the weekend with my cousin.
- 2 My sweater was green and yellow.
- 3 The weather was hot, but cloudy.
- 4 There were rabbits in a field!

- 5 And in the evening, there were bats too. They were cool!
- 6 My cousin's got straight, blonde hair. Mine's darker and curlier than hers. In this photo, we're jumping on the grass.
- 7 My cousin jumps like a kangaroo!
- 8 But when we swim, I'm quicker than she is. My dad says I swim like a dolphin!

Key: 2 A 3 A 4 A 5 B 6 A 7 B 8 A

Play the game. In pairs, choose, give clues and guess.

- Focus on the picture. Revise prepositions above, below, near and opposite by asking Which animal is (above) the (tree)? Where is the (lion)?
- Read the instructions and the speech bubbles. Model the
 activity with another example, e.g. It can swim. It's bigger
 than a rabbit. It's next to the bear. (Penguin)
- Put the class into pairs. Learners take it in turns to give clues.

Extension Say Let's play 'True or false'. Make a line down the centre of the room and tell learners that one side of the line is 'true' and the other 'false'. Hold up a flashcard of an animal and make a sentence about it, e.g. say its name, describe it, make a comparison or talk about its diet. If learners think your sentence is true, they jump on the true side of the line; if not, they jump on the false side, e.g. It's a herbivore (showing a lion – false). Example sentences: It's bigger than a rabbit. It swims better than a bear. It's got stripes. It eats fruit. It's the biggest mammal in the world.

Alternative Put signs with *true* and *false* on opposite walls. Learners point to the correct sign instead of jumping.

Stronger learners Volunteer to lead the activity.

Activity Book, page 80

See pages TB120-132

Ending the lesson

- Use the Friendly family flashcards to make a family tree on the board. Add names to the tree and ask questions to revise the words, e.g. Who's Jim's cousin? Who's Grandpa Friendly's son? Learners say the names. They can repeat the activity in pairs.
- Ask questions with superlative adjectives, e.g. Who's got the longest hair? Who's the youngest in the family? Who's the oldest?

Stronger learners Choose one person from the family and write as many sentences as they can about him/her, using comparatives, superlatives and family words.



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 4–6.

Recycled language clothes, family, homes, weather, hide, What's the weather like today? What was the weather like yesterday? comparative and superlative adjectives, prepositions of place, (There) was/were

Materials In and around the home flashcards from Unit 4, picture from Digital photo bank of a room in a house (optional), a photo of you in your favourite outfit (optional), coloured pens or pencils, video

Warm-up

- Revise home words and first, second, third with the flashcards.
- Learners stand up. Say Sit down if your home has got a basement. (Learners whose homes have basements sit down and the rest of the class remain standing.) Repeat with more sentences about homes until only one or two learners are still standing (they are the 'winners'). Possible sentences: Sit down if ... you live on the second floor / your building hasn't got a lift / you live with your grandparents / you live in a house / your home has got a balcony / you live in a village / people live upstairs from you / you can walk on the roof of your home.

Pupil's Book, page 81

- Where are Aunt Laura's things? Find and circle.
- Say Open your Pupil's Books at page 81. Focus on the picture and ask questions about where things are, e.g. Is the bedroom upstairs or downstairs? (Upstairs) What's under the chair in the hall? (A sweater) Where's the boy? (On the stairs)
- Read the instructions and show learners the example answer.
- Learners work in pairs to read and circle. Monitor and support. Check answers.

Key: Learners circle the green and orange scarves on the wall downstairs, the long boots on the floor in the bedroom and the sweater on the chair in the bedroom.

Extension Show learners a large picture of a room, e.g. a living room or bedroom. Say Look and remember. Time one minute, then turn the picture over. Learners work in groups of three and write as many sentences as they can about the picture in the past tense, e.g. There was a lamp on the table. There were some posters on the wall. The group with the most correct sentences are the winners. You can set a time limit for the writing stage.

Alternative Groups play as teams. Ask teams yes/no questions about the picture in turn, e.g. Was there a lamp on the table? Were there any pictures above the desk? Team members confer to try to remember the answer. The team with the most correct answers wins. If two teams have an equal score, ask a 'decider' question, e.g. How many posters were there on the wall?

Write about you.

- Read the questions and check comprehension. Ask two or three learners to give answers to the first two questions.
- Learners write their answers individually. Monitor and help.
 - **Extra support** Write model answers / prompts on the board.
- Put learners into pairs with someone they don't know very well. They ask and answer the questions. Ask different learners to tell the class the best answer their partner gave.
 Fast finishers Write two more questions for their partner beginning Are you wearing ...?

Activity Book, page 81

See pages TB120-132

- Tell learners about your favourite outfit and show a photo
 of it, if possible, e.g. My favourite clothes are my green
 trousers, black boots and blue coat. I wear them when the
 weather's cold.
- Check learners have coloured pens or pencils. Tell them to draw their favourite clothes.
 - Fast finishers Learners write sentences describing the outfit, e.g. My favourite clothes are my shorts, a blue-and-red T-shirt and sunglasses. I wear them when it's hot and sunny.
- Collect up all the pictures and give them out randomly. Learners need to find the owner of the outfit. They find the learner they think it belongs to and ask questions: Are you wearing a T-shirt in the picture? Do you like shorts? Are your clothes for hot weather?
- Once they have found the person who owns the drawing, they give it back.
- Repeat the video and quiz.

Unit 7 learning outcomes

In Unit 7, learners learn to:

- talk about food and cooking
- use the past simple with regular and irregular verbs
- learn about how we use plants in food and other products
- read a fantasy story and think about perseverance

Materials large pieces of paper with the words breakfast and lunch, video, coloured pens or pencils, digital Mission poster, a recipe book (optional), a copy of the Mission worksheet (Teacher's Resource Book page 74), Food flashcards from level 1 or real food items (bread, fruit, cake, chocolate, lemonade, salad, water, cheese, pasta, eggs, beans, juice, sandwiches, etc.)

Self-assessment

• SA Say Open your Pupil's Books at page 82. Look at the picture. What are they doing? (Cooking) What can you see? Learners name things they already know. Ask What do you think they're making? Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

- Mime waking up and eating breakfast. Ask Am I having lunch? (No) What am I doing? (Having breakfast) Say We have breakfast in the morning. We have lunch at (two) o'clock in the afternoon.
- Show pieces of paper with breakfast and lunch and put them on opposite walls. Say a food that learners know, e.g. meatballs. They point to the correct sign or move to the correct wall.

Alternative Instead of pointing, learners do a mime for breakfast (e.g. drinking) and a different mime for lunch (e.g. eating with a knife and fork).

Pupil's Book, page 82



Watch the video. Draw some food which you'd like to cook.

- Say In this unit we're talking about food. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 82. Point to the empty tray. Ask What food would you like to cook? Draw it here. Learners draw.
 Monitor. Tell each learner the name of the food/dish they have drawn.

Fast finishers Learners draw a plate in their notebook and draw some of their favourite foods, labelling them in English, if they can.

Mission Make a class recipe book

- Point to the Mission box or the digital Mission poster and say This is our Mission.
- Say Make a class recipe book. Check learners remember the meaning of recipe and practise pronunciation, clapping the stress (recipe). If possible, show a real recipe book and ask What are the different parts of a recipe? First there's a list of the food you need. The ingredients. Then there's a list of instructions – how to make the dish. There are also usually some pictures of the food.
- Say Point to number 1. Choose what kind of recipe to write with my group. Ask What type of food do you like? Do you have any favourite dishes? Learners share their ideas.
- Say Point to number 2. Write a recipe. Say You need to think carefully about your recipe and write it step by step. People need to read and understand the instructions. Show the numbered instructions in a recipe book, if possible, or write an example list on the board.
- Say Point to number 3. Talk about the plants which we eat. Say We're going to read about plants in Unit 7. Then you can think about how to use more plants in your recipe. We eat different parts of plants – which foods are fruit? (Banana, mango, apple, orange, grapes)
- Say The last stage is 'Tell the class about our recipe.' Say You're going to show your recipe to the class and talk about it. Then we're going to put all the recipes together in a book.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 82

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Show flashcards of food learners already know or real food. Learners say the names. Ask different learners Do you like (bananas)? They talk in pairs about which foods they like/dislike.
- Offer a flashcard or a real piece of food to a learner and ask, e.g. Would you like (some grapes)? The learner replies Yes, please or No, thank you. If he/she says 'yes', hand him/ her the flashcard or food. Continue until you have handed out all the flashcards/food.
- Then ask different learners What has (Amelia) got? (She's got (an apple).)



Learning outcomes By the end of the lesson, learners will be able to talk about food and things we use to serve food.

New language bottle, bowl, cheese, cooking, cup, glass, pasta, plate, salad, sandwich, soup, vegetables, a (cup) of (hot chocolate), kind (What kind of ...?)

Recycled language food, class, cold, drink (n), hot, hot chocolate, lunch, outside, Can you ...?, Do you like ...?, have got, There were some / lots of ... Would you like ...? Yes, please. / No, thank you.

Materials Food flashcards from levels 1 and 2, real new food items, a bottle, bowl, glass, cup and plate (optional), audio, video

Warm-up

 Say Stand up. Jump to the right if you like beans. Point and demonstrate. Jump to the left if you don't like beans. Repeat with different known food and drink items. Use food flashcards from level 1 as prompts.

Presentation

- Teach the new words using the flashcards or real items.
 Ask Do you like (vegetables)?
- Hold up a bottle (or flashcard) and say A bottle of ...
 Learners say, e.g. water, milk, juice, lemonade. Repeat with A plate of ... (salad, sandwiches), A bowl of ... (soup, salad), A cup of ... (tea, coffee) and A glass of ... (water, juice, milk).
- Explain What kind of ...? Ask different learners What kind of ice cream do you like?

Pupil's Book, page 83

Listen and point. Then listen again and colour.

- Say Open your Pupil's Books at page 83. Who can you see?
 (The children, Mr Friendly and a woman) Point to the (bread).
 Who's got a bottle? (Eva) Who's got some cups? (The woman)
- Ask Where's the small tractor? Can you find it?
- Read the caption. Check comprehension of cooking class.
- Say Listen and point to the words. Play the audio.

Track 3.02

Today Mr Friendly's giving the children a cooking class at their school.

Mr Friendly: Good afternoon, everyone. Today we're making

some different things to eat. First, the vegetables.

Mr Friendly: OK. Jenny, what kind of sandwich have you got?

Jenny: Well, there was some bread and cheese, so I've got a fantastic cheese sandwich.

Mr Friendly: OK, can you put it on that green plate, please?

Now, Jim, what kind of soup have you got in that blue bowl?

Jim: There were lots of vegetables. There were some

potatoes, carrots and onions, so I've got a nice bowl

of hot soup.

Mr Friendly: Mmm! Hot vegetable soup and a cheese sandwich

make a great lunch! It's cold outside, but it's very hot in here. Now, Tom, what's in the red bowl?

Tom: There were some beans and tomatoes and there

was some pasta, so we've got some pasta in the red bowl, and we've got a salad in this purple one.

Mr Friendly: Mmm, lovely! And what's in that yellow bottle?

Eva: It's lemonade. Would you like a glass of nice, cold

lemonade?

Mr Friendly: Oh, yes, please. Thank you!

Teacher: Hello. It's cold today, so here are some cups of hot

chocolate.

Mr Friendly: Not for me, thank you. I've got a nice, cold glass of lemonade.

Point to the plate, bowl and bottle. Say Listen and colour.

Key: plate - green bowl - red bottle - yellow

2 Say the chant.

Play the audio or video. Learners point and chant.

Track 3.03

Cheese, pasta, sandwich, Salad, vegetables, soup Bowl, bottle, plate,

Cup and glass.

[x2]

Listen and answer.

Play the audio. Pause for learners to answer.

Track 3.04

- 1 What colour's the plate?
- 2 Who's got some soup?
- 3 What kind of soup has Jim got?
- 4 What have Tom and Eva got in their purple bowl?
- 5 What kind of drink is in the bottle?
- 6 Who's holding the bottle?
- 7 What kind of drink is in the cups?

Key: 1 green 2 Jim 3 vegetable soup 4 a salad 5 lemonade 6 Eva 7 hot chocolate

Activity Book, page 83

See pages TB120-132

Ending the lesson

 SA Show the flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

7

Learning outcomes By the end of the lesson, learners will be able to understand the past simple (irregular verbs).

New language ate, drank, got, had, made, put, saw, went, Did they (eat)? Yes, they did. / No, they didn't. I didn't (see). What did you (put in the soup)?

Recycled language daily routines, food and things for serving food, afternoon, at school, bring, car, classroom, cold, cooking, favourite, go shopping, home, kind (n), kitchen, nice, only, sock, yesterday, can, telling the time Materials Food flashcards, audio, video

Warm-up

- Review the words for food and things we use to serve food using the flashcards.
- Say I went to a party yesterday. At the party there was a plate of sandwiches. Point to a learner, who repeats your sentence and adds a new item, e.g. At the party there was a plate of sandwiches and a bottle of orange juice.
 Continue around the class, with learners adding an item each time.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say I get up at seven o'clock every day, so yesterday I got up at seven o'clock. Ask different learners What time did you get up yesterday? and encourage them to answer I got up at ... Repeat with I have breakfast at eight o'clock every day, so yesterday I had breakfast at eight o'clock. What time did you have breakfast yesterday? (I had breakfast at ...) and I go home by bus every day, so yesterday I went home by bus. How did you go home yesterday? (I went home ...)
- Write verbs in a column on one side of the board: eat, drink, get, go, have, make, put, see and the past tense forms in a column on the right: ate, drank, got, went, had, made, put, saw.
- Practise saying the infinitive and past forms together. Then say the infinitive for learners to say the past form.
- Ask Did you get up at six o'clock yesterday? and encourage learners to reply Yes, I did. / No, I didn't. Repeat with Did you have lunch at school yesterday? Did you eat (soup) yesterday?

Pupil's Book, page 84



The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

Track 3.05

See The Friendly Farm song on page TB5

The Friendly Farm

- Say Open your Pupil's Books at page 84. Point to the thought bubbles at the beginning of the story and ask What are the animals talking about? (The cooking class / food)
- Say Gracie made some soup. Ask What did Gracie put in the soup? Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (Socks)
 Track 3.05
 - The Friendly Farm song + see cartoon on Pupil's Book page 84
- Play the audio or video again. Pause after each picture and ask questions. Don't insist on learners answering with correct past forms. 1: Who went to Jim and Jenny's classroom? (Mr Friendly) 2: Did the children eat the food at home? (No, (they ate it) at school) What did they drink? (Hot chocolate) 3: Did Rocky see the food? (No, he didn't.) Did Cameron see the food? (Yes, he did.) 4: Where did Harry see them in the afternoon? (In the car) Did they go shopping? (Yes, they did.) What did they get? (Vegetables) 5: What can Gracie make? (Soup) 6: Why didn't Gracie put the vegetables in the soup? (Because the animals ate them)

Who says it? Listen and say the name.

 Say Listen and say the name. Play the audio and pause for learners to say the name.

Track 3.06

1 Shelly: Did they go shopping?

2 Gracie: Did they bring the food home?

3 Cameron: No, they didn't. They ate it all at school.

4 Rocky: I saw them in the kitchen yesterday, but I didn't see the food.

5 Shelly: Oh, they got vegetables for us!

6 Gracie: Socks! My favourite kind of soup is sock soup!

7 Cameron: Yes, they did, but they only got vegetables.

8 Harry: What did you put in the soup, Gracie?

Key: See names in audioscript

Activity Book, page 84

See pages TB120-132

Ending the lesson

SA Repeat the self-assessment to see how well learners think they understand the vocabulary. Is there any change?



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use the past simple (irregular verbs).

New language I went swimming last Saturday. I didn't go shopping yesterday. Did you go to the park? Yes, I did. / No, I didn't. (the) same

Recycled language animals, daily routines, family, food, places, drink (n), hot, last, (have) lunch, picnic, weekend, What about ...?, irregular past simple forms

Materials three pictures (see Warm-up), audio, digital Mission poster

Warm-up

- Before class, draw some mountains, some apples and a bear on a piece of paper.
- Hide the picture and say Yesterday I went on a picnic. Guess three things. Where did I go? What did I eat? What animal did I see? Tell learners they have 20 questions.
- Write Did you go to the park? Did you eat burgers? and Did you see a rabbit? on the board. Practise pronunciation.
- Learners ask Did you ...? Answer Yes, I did. / No, I didn't. Count the questions. Show your pictures at the end and say I went to the mountains. I ate some apples. I saw a bear.
- Learners can play in pairs.

Presentation

- Say I don't have salad for breakfast, so yesterday I didn't have salad for breakfast. Write the sentence on the board. Underline yesterday and didn't have and explain that didn't shows the verb is in the past and negative.
- Say I don't go to bed at six o'clock in the evening, so yesterday I (didn't go to bed at six o'clock). I don't have a shower at 12 o'clock at night, so yesterday (I didn't ...). We don't go to school on Sundays, so last Sunday (we didn't ...). She doesn't get dressed in the kitchen, so yesterday (she didn't ...).

Pupil's Book, page 85

🤬 Gracie's Grammar

- Say Open your Pupil's Books at page 85. Point to Gracie's Grammar box. Write the sentences on the board.
- Play the audio. Pause for learners to repeat.
 Track 3.07
 See Pupil's Book page 85

Listen and stick. Then look, read and write.

- Say A girl is talking about what she ate for lunch last weekend. Point to each sticker and ask What's this?
- Play the audio. Learners point to the correct sticker.
- Play the audio again. Learners stick in the stickers. Check and ask, e.g. What did the girl eat? What did her aunt make?

Track 3.08

- 1 Girl: I went to my aunt and uncle's house for lunch last weekend.
 - Boy: Ah, what did you eat?
 - Girl: I ate a bowl of hot tomato soup and a big piece of bread!
 - Boy: Mmm, that's nice!
- 2 Girl: My cousin had a big plate of pasta and meatballs.
 - Boy: Oh, yum. But why did he have pasta?
 - Girl: Because he doesn't like tomatoes and we all ate different things because my uncle likes cooking.
- 3 Boy: What about your uncle? What did he have?
 - Girl: He had soup too, but he didn't have the same drink.
 - Boy: What did he drink?
 - Girl: He drank a big glass of orange juice.
- 4 Boy: What about your aunt? Did she have lunch with you?
 - Girl: Yes, of course! And she made a fantastic chocolate cake. She put strawberries on top.
 - Boy: Oh, brilliant! I think I need some food now!
- Read the sentences. Check understanding of the same. Say Now look, read and write. Check answers.

Key: 2 had 3 didn't 4 put

wission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Choose what kind of recipe to write.
- Put learners into groups to talk about the food they ate last week and find a dish they all want to write about.

Activity Book, page 85

See pages TB120-132

Activity Book, page 82

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster.
 Say We chose what kind of recipe to write. Add a tick to the 'Choose what kind of recipe ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Learning outcomes By the end of the lesson, learners will have practised the language through song. New language boil, carry, cook, cry, cut, drop, fry, wash Recycled language food and things for serving food, all right, dinner, hat, help, kitchen, late, start, stop, wear, Can you (try this)? imperatives, mustn't, present continuous Materials two large pieces of paper, one with a tick and one with a cross (optional), Actions in the kitchen

flashcards, audio, video, coloured pens or pencils

Warm-up

- Put a piece of paper with a large tick on it on one wall of the classroom and a large cross on the opposite wall. Clear a space in the middle of the classroom.
- Point to the tick and say I ate a sandwich yesterday. Point to the cross and say I didn't eat chicken yesterday.
- Demonstrate the game. Stand in the middle of the room and close your eyes. Say Go! Learners run to the wall with the tick or the wall with the cross. Say I didn't eat an orange yesterday. All the learners standing by the wall with the cross stay in the game. The rest sit down.
- Repeat with different food and drink, e.g. I drank water yesterday. / I didn't drink lemonade. / I ate some pasta. / I didn't eat potatoes. until only one learner is left as the winner.
- If you don't have space for learners to move around, they can point to the tick or cross instead.

Presentation

- Teach the new verbs using flashcards and mime.
- Give instructions for learners to mime, e.g. Cut some onions. Cry! Fry some fish. Wash a plate. Carry lots of glasses. Drop a glass. Oh no! Learners can do the same activity in pairs.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 86

100

100

Listen and number. Then sing the song.

- Say Open your Pupil's Books at page 86. Ask Who's in the kitchen? (Jenny, Jim, Grandma Friendly, Mr Friendly) Who's cooking? (Mr Friendly) Who's helping? (The others) What's (Jenny) doing? (Carrying plates and bowls)
- Say Listen and write the numbers. Show the example.
- Play the audio or video. Check answers. Point out the spelling of cutting (double t).

Track 3.09

Rocky: I'm Rocky-Doodle-Doo and here's our song for today: We're in the kitchen.

See song on Pupil's Book page 86

Key: a 3 b 4 c 2 d 7 (e 1) f 6 g 5 h 8

- Learners stand up. Practise the song in sections.
- Play the audio or video again. Learners sing and do actions (washing glasses, carrying plates, etc.).
- 6 b Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Listen and colour. Then close your books. Play the game.

- Point to the hats for colouring and say Listen and colour.
- Play the audio. Pause for learners to colour. Track 3.11
 - 1 He's helping his dad. He's wearing a green hat.
 - 2 He's boiling the pasta. He's wearing a yellow hat.
 - 3 She's crying, but she's smiling. She's wearing a blue hat.
 - 4 She's carrying the plates. She's wearing an orange hat.

Key: Jim's hat - green Mr Friendly's hat - yellow Grandma's hat - blue Jenny's hat - orange

Extension Ask What's Grandma Friendly doing? (She's cutting onions. / She's crying.) Ask about the other characters. Encourage learners to use as many verbs as they can to describe the scene.

- Read the speech bubbles for the game. Learners play in pairs. Give them a minute to look at the picture carefully. One learner closes his/her book. The other says He's/She's wearing a (yellow) hat. The first learner says which person it is and makes as many sentences as they can about what that person is doing/wearing.
- Show the picture of Rocky in the bottom right-hand corner. Read the question. Learners talk in pairs. They explain how they help, e.g. I wash the dishes. Monitor and help with new vocabulary. Have a vote to see which jobs learners help with most in the kitchen.

Activity Book, page 86

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use the past simple (regular verbs).

New language like: I liked cooking them! fry: I fried the onions. stop/start: I stopped because you started asking me questions.

Recycled language actions in the kitchen, food, past simple questions

Materials Actions in the kitchen flashcards, audio, Mission worksheets (Teacher's Resource Book page 74) or paper, coloured pens or pencils, digital Mission poster

Warm-up

 Review the kitchen action verbs. Learners take turns to choose a flashcard and mime for the class to guess.

Presentation

- Say On Saturday I played basketball. I jumped a lot! Write the sentences on the board and underline the -ed endings. Ask Did you play any sport at the weekend? What did you play? Encourage learners to answer I played ...
- Point out the different pronunciation of -ed in played /d/ and jumped /t/. Practise the words. Write started on the board and practise pronunciation (/Id/). Explain that these are the three different pronunciations of -ed.
- Write numbered lists on the board: 1 'id' counted, painted, pointed, started, wanted; 2 't' liked, dropped, cooked, talked, washed; 3 'd' cleaned, listened, lived, boiled, cried. Read the lists, emphasising the different pronunciation of -ed. Learners repeat. They copy the lists in their notebooks.
- Say more verbs. Learners tell you which group they go in, e.g. looked (2), fried (3), snowed (3), danced (2), needed (1), planted (1), kicked (2), skated (1).

Pupil's Book, page 87

🚺 🤮 What did Paul boil? Listen and tick 🗸 .

- Say Open your Pupil's Books at page 87. Point to each picture and ask What are these?
- Ask What did Paul boil? Play the audio.

Track 3.12

Cook: This is your first day at work, Paul. You can help to make lunch this morning.

Paul: Great! OK ...

Cook: OK, good. Did you cook the meat?

Paul: No, I didn't cook the meat, but I cooked the vegetables.

Cook: Did you wash all the vegetables?

Paul: Yes, I did. Of course I washed the vegetables!

Cook: Ah, good. Did you boil the carrots?

Paul: No, I didn't boil the carrots, but I boiled the beans.

Cook: Did you fry the potatoes?

Paul: No, I didn't fry the potatoes, but I fried the onions.

Cook: Why did you stop?

Paul: I stopped because you started asking me questions.

Cook: Oh!

Ask What did Paul cook? (The vegetables) What did he fry? (The onions) Why did he stop? (Because the cook started asking him questions)

E

Key: Picture 1 - the beans

Gracie's Grammar

- Write the verbs and sentences.
- Play the audio. Pause for learners to repeat. Ask which pronunciation of -ed each example shows.

Track 3.13 See Pupil's Book page 87

Focus on the spelling patterns for -ed endings.

Ask and answer with the words.

 Show learners the example speech bubbles and make sure they understand the colours (blue for a question, red for a negative answer, green for positive). Learners ask and answer around the class, with your help, then in pairs.

11551611 Stage 2

- Show learners the second stage of the Mission poster: Write a recipe. Put learners into groups. Learners complete the worksheet task in the Teacher's Resource Book (page 74). See teaching notes on TRB page 67.
- Alternatively, if you don't have the Teacher's Resource Book, give each group a piece of A4 paper. Learners imagine they cooked their dish. They start with a heading How we made (name of dish) and draw a picture of the dish. They write a list of ingredients (they can draw these, if space) and then write what they did, step by step.

Activity Book, page 87

See pages TB120-132

Activity Book, page 82

Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

Ending the lesson

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Write a recipe' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

TB87

Learning outcomes By the end of the lesson, learners will have learnt about how we use plants in food.

New language broccoli, cauliflower, delicious, grow, lettuce, pepper, pod, spinach

Recycled language food, cold, cook (v), eat, flower, fruit, grass, kind (n), leaves, part, plant (n), seed, vegetables

Materials real vegetables and fruits which come from different parts of plants (optional), food flashcards for fruit from level 1 (banana, mango, apple, grapes, orange) and pictures from Digital photo bank of vegetables learners know (potato, carrot, onion) (optional), video, dried or fresh beans (optional), audio

Warm-up

 Say Think about yesterday. What did you do? Put your hand up if you talked to your grandparents. Ask Did you talk on the phone? What did you talk about? Repeat with different -ed verbs, e.g. Put your hand up if you listened to music / watched TV / painted a picture. Follow up each time, e.g. What kind of music did you listen to? What did you watch on TV?

Presentation

- Put flashcards and pictures of fruit and vegetables on the board (or show real fruit and vegetables). Ask Which are fruit? Which are vegetables? Learners come to the front and put them into groups.
- Ask Where do fruits and vegetables come from? (Plants)

Pupil's Book, page 88

Watch the video.

 Say Let's watch the video. Learners watch the video about how we use plants in food and answer the questions at the end.

Listen and read about the bean plant. Then look at photos 1-4. Which part of the plant are they?

Show learners some dried or fresh beans or draw a picture. Ask What are these? (Beans) Say Open your Pupil's Books at page 88. Read the title and teach/review delicious. Read the instructions. Learners look at the photo of the bean plant first. Say Point to the leaves. Point to the flowers. Play the audio for learners to listen and read.

Track 3.14

See text on Pupil's Book page 88

- Check comprehension of seeds, grow and pod.
- Say Look at photos 1-4. Which part of the plant are they?
 Learners discuss in pairs. Don't confirm answers.

Read and check.

- Learners read the next text to check their answers.
- Check by asking Which part of the plant is a (kiwi)?

Key: kiwi – fruit cauliflower – flower peas – seeds lettuce – leaves

Extension Show a picture of a carrot. Ask Which part of the plant is a carrot? Draw a diagram and teach root.

Which part of the plant are these? Listen and check.

- Practise pronunciation of rice, spinach, pepper and broccoli.
 Learners look and guess in pairs. Learners can share their ideas, but don't confirm.
- Play the audio for learners to listen and check.

Track 3.15

Teacher: OK, everyone. Let's check. Rice is a kind of grass. What

part do we eat?

Boy: The seeds?

Teacher: That's right. Now, spinach. What part do we eat?

Girl: Is it ... the leaves?

Teacher: Yes, we eat spinach leaves. We can cook them or eat

them cold in a salad. And what about peppers? What

are they

Boy: Are peppers ... the fruit?

Teacher: Well done! Yes, some vegetables that we eat are the

fruit of their plant. And is broccoli the fruit?

Girl: No, it's the flower, like cauliflower!

Teacher: Yes, you're right. Now, can you draw ...

Stronger learners Write questions on the board and play the audio again, e.g. What kind of plant does rice come from? (Grass) Can you cook spinach? (Yes, or eat it cold)

Key: rice – seeds spinach – leaves pepper – fruit broccoli – flower

Activity Book, page 88

See pages TB120-132

Ending the lesson

Books closed. Write on the board: banana, cauliflower, mango, beans, apple, lettuce, grapes, broccoli, tomato, rice, pepper, kiwi, spinach, peas. Add questions: Which part of the plant is it? Do you like it? Do we usually cook it? Learners talk about each food in pairs or small groups.



Learning outcomes By the end of the lesson, learners will be able to talk about how we use plants.

New language aloe vera, coffee, cotton, flour, medicine, sauce, tea, wheat

Recycled language food, beautiful, chair, clothes, eat, give, important, make, need, oxygen, paper, plant, protect, sun cream, table, tree, use, present simple

Materials word cards for food from levels 1 and 2 and homemade word cards for broccoli, pepper, spinach, cauliflower, peas, lettuce, rice, timer (optional), real products made from plants (e.g. cotton T-shirt, tea leaves, coffee beans, paper, cork, rubber gloves, a wooden spoon), audio, worksheets/recipes from Mission Stage 2 lesson, coloured pens or pencils, digital Mission poster

Warm-up

- Review parts of a plant by drawing a diagram on the board
 learners help you label fruit, flower, seeds and leaves.
- Show learners word cards for food items and a timer, if you
 have one. Explain that you are going to describe as many
 of the words as you can to the class in two minutes. You
 need to do this without saying the word. Ask a learner to
 come to the board and keep score.
- Set the timer for two minutes. Take a word card without showing the class, e.g. rice. Explain what it is, e.g. This is a food from the seeds of a plant. It's a vegetable. It can be white or brown. We boil it. We must cook it. We usually eat it with something – with meat or beans. The parts are very small. When learners guess, you pick up another card and describe it. Continue until the time runs out, then check your score.

Stronger learners Play the same game in two teams. Each team has a four-minute turn, with a different learner from the team defining each word. Allow time for learners to prepare their descriptions. Monitor and help.

Presentation

- Show different products made from plants (or pictures). Ask learners what they all have in common. Say They all come from plants. Ask Which things come from trees?
- Say Let's find out more about how we use plants.

Pupil's Book, page 89

5 $\frac{\Omega}{3.16}$ Listen and read. Answer the questions.

- Say Open your Pupil's Books at page 89. Read the questions first and check comprehension of protect. Teach flour using the photo. Say Listen and read.
- Play the audio for learners to listen and read. They answer the questions in pairs. Check answers.

Track 3.16 See text on Pupil's Book page 89 Key: 1 It comes from trees. 2 We use cotton.

- 3 Aloe vera can help protect us from the sun.
- 4 We can make bread, pasta and cakes.

Extension Ask further questions about the topic: Which part of the plant does coffee come from? (The seeds – they're beans) Which part of the cotton plant do we use to make cloth? (The flowers) Which part of the plant does tea come from? (The leaves) What about chocolate? (The seeds – we make it from cocoa beans)

wission Stage 3

- Show the class the third stage of the Mission poster: Talk about the plants which we eat. Read the instructions. Check comprehension of new idea!
- Put learners into their Mission groups. They look at their recipe from Stage 2. Together they think about which of their ingredients come from plants and come up with ways to add more plant products.
- Each group then adds a 'new idea' to their recipe. Monitor and help with new vocabulary.

Fast finishers Write about where the plant-based ingredients in their recipe come from and which part of the plant they are.

Activity Book, page 89

See pages TB120-132

Activity Book, page 82

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Talk about the plants which we eat' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a fantasy story about a dream job.

New language café, dream, ill, lovely, waiter, wash the dishes

Recycled language actions in the kitchen, food and things for serving food, bear, beautiful, cook (n, v), famous, job, kitchen, lunch, practise, shout, TV show, wash, well, How about ...?, past simple

Materials a video clip from a TV cookery programme (optional), pictures of famous TV chefs (optional), audio

Warm-up

- Say Look and remember. Show a clip from a TV cookery programme in which the cook is using ingredients learners recognise and doing actions they can describe, e.g. cut, mix, boil, fry, wash. Ask learners questions about what they saw, e.g. Which ingredients did you see? Were there any (onions)? What did the cook do? What did he/she cut? How many plates did you see?
- Play the clip again and pause for learners to check their answers.

Alternative Review actions, food and things for serving food by playing 'Simon says', e.g. *Simon says 'Cut some onions'*, *Simon says 'Cry'*, etc.

Presentation

- Ask learners for names of famous TV chefs or show pictures. Ask What does a TV chef do? (Shows people how to cook, makes new recipes, writes books)
- Say Let's read a story.

Pupil's Book, pages 90 and 91

Look at the pictures. What do you think the story is about?

 Say Open your Pupil's Books at page 90. Look at the pictures. What's the story about? In pairs, learners write as many words as they can to describe the pictures. List ideas on the board. Use the pictures to teach café and waiter.

Key: Learners' own answers, but they should predict that the story takes place in a kitchen, then a café, and is about a young cook.

Sonny's dream job

- Read the title and explain the meaning of dream job (A job you really want to do / Your perfect job). Ask learners What's your dream job?
- Look at the first picture and explain that Sonny is the younger bear. Ask Who do you think the bear near the door is? Learners guess. Ask Is he happy? (No, angry) Learners guess why.

• Say Let's read and listen to the first part of the story. Play the audio. Pause after he wanted to practise. Ask What did Sonny love? (Food and cooking) Where did he work on Saturdays? (At his uncle's café) What did he do at the café? (He washed the plates, cups, etc.) Teach wash the dishes. Ask Did Sonny like the job at the café? (No, he didn't.) Why did he work there? (Because he wanted to be a cook one day)

Track 3.17

See story on Pupil's Book pages 90-91

- Say Read and listen to the next part of the story. Pause after In my kitchen. Ask Why was Uncle Raymond angry? (Because all his cooks weren't well) Teach ill. Ask Who was Selina Redman? (A famous cook) What was the name of her TV show? ('In my kitchen')
- Play the next part of the story. Pause after his favourite pasta. Ask What did Sonny ask his uncle? ('Can I cook?') Did his uncle say 'yes'? (Yes, he did.) What did Sonny start cooking? (His favourite pasta)
- Play the rest of the story. Ask Why did Selina need a new pasta cook? (Because her cook went to Paris) When did she want Sonny to help? (On Saturday afternoons) What did she ask Sonny at the end of the story? ('How did you cook it / the pasta?') Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 90

See pages TB120-132

Ending the lesson

- Write these sentences on the board and the missing verbs in random order (want, like (x2), ask, talk, go, have, work). In pairs, learners complete the sentences with the correct verb in the past simple (positive or negative).
 - 1 Sonny ... in his uncle's café.
 - 2 Sonny ... his job.
 - 3 He ... to be a cook one day.
 - 4 On Saturday Uncle Raymond ... any cooks in the café.
 - 5 Sonny ... 'Can I cook?'
 - 6 After lunch, Selina Redman ... to Sonny.
 - 7 Selina ... Sonny's pasta very much.
 - 8 Sonny ... to work for Selina.
- Check answers: 1 worked, 2 didn't like, 3 wanted, 4 didn't have, 5 asked, 6 talked, 7 liked, 8 went.

Extra support Write the correct verb in the infinitive at the end of each sentence – learners change it to the past tense. Add a cross to show the negative sentences to make the task simpler.



Learning outcomes By the end of the lesson, learners will have thought about perseverance.

New language give up

Recycled language language from the story, like (Are you like Sonny?)

Materials audio

Social and Emotional Skill: Perseverance

- After reading the story, ask learners Where did Sonny work? (His uncle's café) What did he do? (He washed the dishes.) What did he want to do? (He wanted to be a cook.) What happened in the end? (He got a job as a cook in Selina Redman's restaurant.)
- Say Yes, he got his dream job. He didn't give up. Write on the board as a flow diagram: goal: to be a cook
 - work in uncle's café \rightarrow help in the kitchen \rightarrow learn from cooks there \rightarrow practise cooking at home \rightarrow take an opportunity
- Explain that they are the steps Sonny took to get to his dream job. Say Imagine you want to be a famous singer, what do you do? Learners give their ideas. Write them on the board in the flow diagram in order.
- Remind the learners that they may have things they
 have to or want to do and it's important to work hard
 to achieve them and not to give up.
- Write a list of things that learners at this age have to or want to do (e.g. do a difficult exam, learn a new instrument, play in the football team, sing in the school choir).
- Also write some steps (e.g. buy an instrument, practise playing my instrument every day, have music classes, listen in class, ask questions, study, do my homework, go to football practice after school, practise at home).
- The learners work in pairs. They match the steps on the board to the goals and write their own ideas.
- They share their ideas with the class.

Warm-up

• Write Sonny, Uncle Raymond, Selina Redman on the board. Ask Who's the youngest character in the story? (Sonny) Who's got a café? (Uncle Raymond) Who works on TV? (Selina Redman) Who wants to be a cook? (Sonny) Who's famous? (Selina Redman) Who gets angry in the story? (Uncle Raymond) Who gets a new job? (Sonny)

Pupil's Book, pages 90 and 91

 Say Open your Pupil's Books at pages 90 and 91. Play the audio. Learners read and listen to the story again.

Track 3.17

See story on Pupil's Book pages 90-91

What happens next? What do the characters say? Talk with a friend and then tell the class.

- Read the instructions. Ask What happens next in the story?
 Write some of the learners' ideas on the board, e.g. Sonny talks to Uncle Raymond about his new job. Uncle Raymond is angry.
- Say Imagine Sonny is telling Uncle Raymond about his new job. What does he say? How does he feel? Do you think Uncle Raymond is happy? Read the speech bubbles with the class. Learners then read them in pairs, swapping roles.
- They work in pairs to continue the conversation and practise it.
- Pairs perform their conversation for the class, starting with the speech bubbles in the Pupil's Book and continuing with their own ideas.

Extra support Ask for ideas about how to continue the conversation. Write them on the board, with learners helping you with the wording, e.g.

Uncle Raymond: What's your new job?

Sonny: Selina Redman wants me to work in her

restaurant!

Uncle Raymond: I can't believe it! Why?

Sonny: Because she really liked my pasta.

Read about Sonny. What does give up mean? Are you like Sonny?

Read the first question and the short text with the class. Ask learners to explain give up (= stop doing something) and translate it. Say Sonny didn't give up and in the end he got a new job. What about you? Ask learners for examples of times when they didn't give up.

Activity Book, page 91

See pages TB120-132

Ending the lesson

- SA Use self-assessment to see how well learners think they understand the story. See Introduction.
- Tell learners to each choose a food and make it into an anagram, e.g. asatp – pasta. Monitor and check. Put learners into pairs. Ask them to give their anagram to their partner. Their partner tells them the word. Repeat, giving each learner a new partner.

Alternative Play 'Hangman' with the food words (see page TB41 for instructions).

Learning outcomes By the end of the lesson, learners will have practised talking about the 'odd one out' in a set of pictures (A1 Movers Speaking Part 3).

Test skills Suggesting a picture which is different and explaining why

Recycled language actions, clothes, food and things we use to serve food, weather, present continuous

Materials Food flashcards, Actions in the kitchen flashcards, practice paper for Movers Speaking Part 3 (optional), coloured pens or pencils, audio

Warm-up

 Learners stand in two or three lines in front of you. Show a flashcard. The learners at the front of each line play. The first learner who names the item or action correctly gets the flashcard. At the end of the game, the team with the most flashcards wins.

Presentation

Say Let's practise for a speaking exam. Show the Movers
 Speaking Part 3 paper. Say In Part 3 of the exam you see
 groups of four pictures. You need to find one picture which is
 different. You have to explain why. The examiner does the first
 as the example, then there are three more groups of pictures.

Pupil's Book, page 92

- Find three word families: Circle the food blue. Circle the actions red. Circle the things for drinking green.
- Say Open your Pupil's Books at page 92. Make sure learners have coloured pens or pencils. Read the instructions and check understanding. Point to the first picture (bottle) and ask What colour must you use? (Green) Learners circle individually, then check in pairs.
- Check answers. Ask learners to say what is in each picture / what is happening. Ask for other reasons why the words can be put in a group, e.g. Soup, pasta and sandwich are all hot. Explain that it doesn't matter if they give a reason the examiner is not expecting, as long as it is a valid grouping.

Key: blue – soup, pasta, sandwich red – washing dishes, washing a bicycle, washing a tractor green – bottle, glass, cup

Which picture is different? Why? Listen and check.

 Learners look at the pictures in pairs and find the different one. Check answers before playing the audio, and ask pairs to give their reasons. Play the audio. Ask what reason the child gives. Point out that other ways to say the difference are fine, e.g. These are food and this isn't.

Track 3.18

Examiner: Now, you look at these pictures. Which one is

different?

Candidate: Um... These three pictures are... they are... all

things you can ... um ... eat.

Examiner: And this?

Candidate: It's ... um ... This is ... er ... not food. It's a

mountain.

Examiner: Good!

Key: The mountain, because it isn't food / you can't eat it.

Look at the pictures. Listen to the boy's ideas. Correct any mistakes.

- Ask learners to name each thing/action before they listen.
- Play the audio twice. Pause after each section for learners to say if it is right or correct any mistakes.

Track 3.19

Mmm ... I think ... yes ... this woman is crying and these people are dropping things.

The carrot and the potato are small, and the onion is small, but the ... the watermelon is shorter.

The sun, the rainbow and the cloud are on ... in the sky. The T-shirt ... er ... isn't.

Key: First group: no mistakes

Second group: the watermelon isn't shorter, it's bigger

Third group: it isn't a cloud, it's snow

Extension Ask learners for different reasons, e.g. *The watermelon is a fruit, the others are vegetables.*

Point to the monkey at the bottom of the page and read. Learners should say what the difference is, as well as finding the three things that are the same.

Activity Book, page 92

See pages TB120-132

Ending the lesson

 Display sets of four flashcards on the board for learners to find and explain the odd one out. You can play this as a team game.

Extension Learners work in groups to make sets of four flashcards with an odd one out. The class find the odd one out.



Learning outcomes By the end of the lesson, learners will have revised the language in the unit, presented their recipes and made a class recipe book.

Recycled language unit language

Materials recipes from Mission Stages 2 and 3 lessons, a recipe book (optional), card (to make a class recipe book) or a large notebook, scissors and glue, examples of online trip reviews (optional), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

Write on the board: What did you do yesterday after school?
 Below the title, write:

Did you ...

watch TV?

make some food?

go out?

play a game or sport?

help someone?

- Ask learners to copy the title and questions. They should leave space after each question to write the name of a learner. Practise the questions and check comprehension.
- Learners stand up and walk around the classroom. When you say 'stop' they ask the learner nearest to them the five questions. If a learner says Yes, I did. they write their name next to the question.

Stronger learners Ask another question and write down more information about the learner who said 'yes', e.g. What did you watch? What did you make? Where did you go? What did you play? Who did you help?

Fast finishers Write past simple sentences about their classmates.

 Set a time limit for the mingling stage. Then ask learners to report back about what they found out, e.g. Marina watched TV. She watched a programme about animals.

Pupil's Book, page 93



Make a class recipe book.

- Say Open your Pupil's Books at page 93. Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Make a class recipe book. Show a real recipe book to remind learners what they are making.
- Read the instructions and speech bubbles. Put learners into their Mission groups. Give them time to practise presenting their recipe to the class, using their worksheets/ notes from the Mission stages. Monitor and check that each member of the group gets the chance to speak.

- Groups take turns to present their recipe. The class can vote on the recipe they would most like to try.
- Learners put the recipes together in a class book.
 They should decide how to organise the recipes (e.g. alphabetically or by type of dish, e.g. soup, meat, dessert) and make a cover. Let learners pass it round the class so that they can look at their classmates' work.

Extension Learners swap recipes and try making them at home.

Self-assessment

- SA Say Did you like our 'Make a class recipe book' Mission? Think and draw a face. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Say Tell me things you can do now. Learners suggest ideas.
 (We can talk about food. We can say what we did yesterday or last weekend.)
- Say Our next Mission is 'Write a trip review.' Explain the meaning of trip review. If possible, show an example of an online trip review. Ask What wasn't so good this time? How can we do better in the next Mission? Learners suggest ideas, e.g. We can practise spelling more.

Activity Book, page 93

See pages TB120-132

Activity Book, page 82

- Review My unit goals. Ask How was your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Unit 8 learning outcomes

In Unit 8, learners learn to:

- talk about a day trip and places in town
- use more irregular verbs in the past simple
- use have to and don't have to
- learn about road safety
- read a fantasy story and think about being optimistic

Materials video, coloured pens or pencils, digital Mission poster, flashcards or pictures of four different places (e.g. beach, park, forest, town centre) (optional)

Self-assessment

SA Say Open your Pupil's Books at page 94. Look at the picture. What can you see? (e.g. A town, a street, shops, a door, windows, people with bags, plants) Use selfassessment (see Introduction). Say OK. Let's learn.

Warm-up

- Say Look at the picture and remember. Time one minute, then say Close your books! Ask, e.g. Did you see any (children)? Did you see a (white) bag? Were all the windows/ doors closed? What colour were the shops?
- You can play this as a team game, asking each team a question in turn and scoring a point for each correct answer.

Pupil's Book, page 94

Watch the video. Draw and write the name of a place in town.

- Say In this unit we're talking about places in town. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 94. Point to the blank shop front. Say
 Which place is this? You choose and draw. It can be a kind of
 shop or a different place. Write the name. Monitor and help
 with names of places.

mission Write a trip review

- Point to the Mission box or the digital Mission poster and say This is our Mission.
- Say Write a trip review. Check comprehension of trip. Ask
 When did you last go on a trip? Was it a day trip or a longer trip?
 Where did you go? Who went with you? Learners tell a partner.
 Stronger learners
 Tell the class about their partner's trip.
- Say Sometimes people write about their trip when they get back. They say what they did, and what was good and bad. They write a review of their trip.
- Say Point to number 1. Write about a trip. Draw a picture.
 Ask What kind of things do you tell your friends when you come back from a trip? Learners share their ideas. Write

- them on the board. Ask Do you take photos? Do you use a camera or a phone?
- Say Point to number 2. Help people who want to do the same trip. Say To help someone who wants to go on a trip you can give them lots of information. What do they want to know? Maybe how did you get there? What clothes did you take? Which are good places to visit and eat? What was the weather like?
- Say Point to number 3. Write how to be safe on the trip.
 Check comprehension of safe. Explain that in this stage learners will give other people advice on what they must and mustn't do to stay safe.
- Say The last stage is 'Show my review to the class.' Say
 You're going to talk about your trip and show your review to
 the class.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 94

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Ask learners to stand up. Put the pictures or flashcards of four places people could visit on a day trip on the walls in different parts of the classroom, e.g. beach, park, forest, town centre.
- Describe a place but don't say which one it is, e.g. There's lots of sand here. You can go swimming. You can look for shells. Learners run to the correct picture. (If you prefer, learners can just point to the correct picture.)
- Practise counting aloud from 1 to 20.
- Learners stand in a circle. Count aloud but clap every time you get to a multiple of three, e.g. One, two, [clap], four, five, [clap], seven, eight, [clap], etc. Learners join in.
- Say Don't say the 'threes'! Then say One and point to the learner next to you. He/She says Two. The next learner claps his/her hands. The next says Four, and so on.
 Extension Make this competitive a learner who says a number when he/she should clap hands is 'out'.

Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about a day trip.

New language car park, city centre, funfair, map, plan (v), ride (n), road, station, ticket, trip, numbers 21-30, adventure, buy,catch (a bus/train), drive (n, v), get off, get on, website

Recycled language numbers 1-20, places, vehicles, bus stop, countryside, have a picnic, near, outside, Can we ...?, comparative adjectives, must

Materials A day trip flashcards, audio, video, coloured pens or pencils

Warm-up

 Practise counting from 1 to 20 using the procedure at the end of the previous lesson. This time, clap multiples of four.

Presentation

- Draw a bus with 21 on the front. See if any learners can say the number. Teach/practise numbers 21 to 30.
 - Note: there is a full presentation of numbers 21 to 100 in Unit 9 and on page 120 of the Pupil's Book.
- Teach the day trip words with the flashcards. Then ask, e.g. Do you like going to the funfair? Which rides are your favourites? Is there a car park / station near the school?
- Teach go for a drive and get on / get off (a bus) using mime. Ask What do you need to buy before you get on a bus or train? (A ticket) Where do you get on the bus? Is there a bus stop near your house?

Pupil's Book, page 95

Listen and point. Then listen and

- Say Open your Pupil's Books at page 95. Who can you see? What are they looking at? (A map/website)
- Ask Where's the small tractor? Can you find it?
- Read the caption. Check comprehension of planning a trip.
- Play Track 3.20. Learners listen and point. Tracks 3.20 and 3.21
 - (1) Mrs Friendly and Grandma are planning a trip.

Jim: What's that map, Mum?

(2) Mrs Friendly: I'm looking at the website for a new funfair. (3) Mrs Friendly: It's called Funland and it's outside the city

Ooh, can we go there, please? (4) Jenny:

We can buy a ticket for the day for 20 pounds. Mrs Friendly:

(5) Mrs Friendly: We can go on all the rides.

Oh, must we go on all the rides? Jim: No, Jim. We can choose our rides. Jenny:

Oh, phew! Jim:

(6) Mrs Friendly: There's a big car park so we can drive there. Great! We can go for a drive in the countryside. Jim:

We can go by bus and train. There's a small (7) Grandma:

station near Funland.

Yes, we can get on the number 23 bus at the Jenny:

bus stop outside the farm.

Mrs Friendly: That's right. Then we can catch the train at the

big station and get off at Funland.

(8) Jim: But it's a good road, Mum. It's easier and

quicker by car.

But it's sometimes fun to travel by bus and Mrs Friendly:

train, ...

... and we can have a picnic. Grandma: That's a good idea! I like picnics. Jim: Jenny: Yes! What a great adventure!

Say Listen and number. Play Track 3.21.

Key: 2 funfair 3 city centre 4 ticket 5 ride 6 carpark 7 station 8 road

Say the chant.

Play the audio or video. Learners point and chant.

Road trip, road trip, Trip, map, station, ticket,

Get on, get off, Catch a bus,

City centre, car park, funfair, ride.

[x2]

Listen and say yes or no.

Play the audio. Pause for learners to answer.

Track 3.23

- 1 Mrs Friendly and Grandma are planning a trip to the funfair.
- 2 The funfair is called Sadland.
- 3 They can buy a ticket for the day for 12 pounds.
- 4 There's a big car park at the funfair.
- 5 They can go by car, or they can go by bus and train.
- 6 There's a small train station in the city centre.
- 7 They can get on the train outside the farm.
- 8 They can have a picnic.

Key: 1 yes 2 no 3 no 4 yes 5 yes 6 no 7 no 8 yes

Activity Book, page 95

See pages TB120-132

Ending the lesson

SA Show The day trip flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

Learning outcomes By the end of the lesson, learners will be able to understand when they hear more irregular past simple forms.

New language bought, brought, came, chose, drove, fed, found, gave, hid, lost, rode, sat, slept, stood, told, took, wore, hungry, Shall I ...?

Recycled language adventure, beach, behind, countryside, cousin, different, farm, favourite colour, forest, hat, last (year), lorry, on holiday, this (morning), vegetables, past simple, was, were

Materials pairs of word cards (drink - drank, eat - ate, get - got, go - went, have - had, make - made, put - put, see - saw) (optional), audio, video

Warm-up

- 10

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- 4

- M

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L

- Show word cards for infinitives from Unit 7. For each verb make a sentence in the present, e.g. I usually drink apple juice. Then show the past form and ask a learner to make a sentence about yesterday, e.g. But yesterday I drank orange juice.
- Stick the word cards on the board in two columns infinitive and past simple. If you don't have word cards, write the words. Practise the infinitives and past forms. Gradually remove/erase the past forms until learners are saying them from memory.
- SA Use self-assessment to check how well learners think they understand the past forms. See Introduction.

Presentation

- Say I drive to school every morning, so this morning I drove to school. Ask different learners Did your parents drive this morning? and encourage them to answer, e.g. My mum drove to work. Repeat with I see my grandparents every weekend, so last weekend I saw my grandparents. When did you last see your grandparents? (I saw them ...)
- Write verbs in a column on the board: buy, bring, come, choose, drive, feed, find, give, hide, lose, ride, sit, see, sleep, stand, tell, take, wear and past tense forms on the right: bought, brought, came, chose, drove, fed, found, gave, hid, lost, rode, sat, saw, slept, stood, told, took, wore.

Pupil's Book, page 96

The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen and sing.
 - Track 3.24

See The Friendly Farm song on page TB5

The Friendly Farm

- Say Open your Pupil's Books at page 96. Point to Cameron in picture 1 and ask Who's Cameron talking about? (Farmer Friendly / Grandpa)
- Ask What happened to Farmer Friendly's hat? Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (Harry took it.) Say the past tense forms from the story, and learners say the infinitives.
 - The Friendly Farm song + see cartoon on Pupil's Book page 96
- Play the audio or video again. Pause after each picture and ask questions. Accept short answers and model the new past forms. 1: When did Farmer Friendly buy the hat? (He bought it last year.) Why did he choose it? (He chose it because green is his favourite colour.) 2: When did Rocky and Henrietta come to the farm? (They came last year.) 3: What did Henrietta do in the lorry? (She slept.) What did Rocky do? (He watched the countryside.) 4: What did Gracie's cousin do? (She hid behind a tree.) Who brought Gracie and her cousin home? (Farmer Friendly brought them home.) 5: What did Farmer Friendly feed Henrietta and Rocky? (He fed them vegetables.) 6: Did Farmer Friendly give Harry his hat? (No, Harry took it.)

Listen and complete. Use two words.

- Play the first sentence and pause for learners to say the next two words. Play the rest of the audio. Check answers.
 - Track 3.25 1 He bought it last year and he wore it ...
 - 2 He chose it because green's his ...
 - 3 The family drove to the beach. We were there for ...
 - 4 I stood and watched the ...
 - 5 Shall I tell you about my adventure? I lost my cousin in ...
 - 6 You didn't lose her! She hid behind ...
 - 7 Gracie! You told us a ...
 - 8 He didn't give you the hat. You took it from ...

Key: 1 on holiday. 2 favourite colour. 3 a week.

- 4 beautiful countryside. 5 the forest. 6 a tree.
- 7 different story! 8 the garden!

Activity Book, page 96

See pages TB120-132

Ending the lesson

 SA Use self-assessment to see how well learners think they understand the new past forms.



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use more irregular past simple forms.

New language find: I found my old hat. lose: I lost my cousin in the forest. buy: He bought it last year. come: We came to the farm last year. huge

Recycled language day trips, chocolate cake, draw a picture, scariest, take a photo, irregular past simple forms

Materials pairs of infinitive / past simple word cards for verbs from the previous lesson (optional), audio, Mission worksheets (Teacher's Resource Book page 84), coloured pens or pencils, digital Mission poster

Warm-up

 Write Town and Countryside on the board. Say a word, e.g. field, and ask Town or countryside? Continue with other words, e.g. bus stop, forest, shop, houses, grass. Learners can make a sound effect (e.g. a car horn / sheep) instead of saying the category.

Presentation

- Show a past simple word card (or write on the board).
 Learners say the infinitive. Stick both cards on the board.
 Repeat with the other new forms.
- Give each learner an infinitive or a past simple word card.
 Learners walk around saying their word until they find their partner.
- Pairs sit together and write a sentence with their verb in the past (e.g. sleep – We both slept for nine hours last night.).

Pupil's Book, page 97

Gracie's Grammar

- Say Open your Pupil's Books at page 97. Point to Gracie's Grammar box. Write the verbs and sentences on the board.
- Play the audio. Pause for learners to repeat.
 Track 3.26
 See Pupil's Book page 97
- Ask learners to make the sentences negative.

Listen and stick. Then look, read and write.

- Say A boy is talking to his grandma about a trip to the funfair. Point to each sticker and ask What's this?
- Play the audio. Learners point to the correct sticker.
 Track 3.27
 - 1 Boy: Last Saturday we went to the new funfair outside

town. Look! I drew these pictures for you, Grandma.

Grandma: Oh, thank you. Is that you there?

Boy: Yes, it is.

Grandma: What have you got in your hand?

Boy: That's our all-day ticket. Dad bought it online.

2 Boy: Dad doesn't like funfairs, so he didn't go on

many rides.

Grandma: Oh. What did he do there?

Boy: He took a lot of photos.

Grandma: Ah, yes. I can see. He had his camera with him.

Boy: Yes, he did.

3 Boy: We had a great time. Mum loved the biggest ride. Grandma: Oh, I don't like big rides. What was it called?

Boy: It was called the 'Crazy Train'.

Grandma: Oh, yes. She rode on the scariest rides when she

was a child too.

4 Grandma: Did you have lunch there?

Boy: Yes, we took a picnic. My uncle made some lovely

cheese sandwiches.

Grandma: Oh, that's nice. Did you have anything else?
Boy: Oh, yes. He brought a huge chocolate cake.

Grandma: Mmm. Yes, it is big!

- Play the audio again. Learners stick in the stickers. Check and ask, e.g. Where did Dad buy the ticket? What did Dad do at the funfair? What did Mum do? What did the boy's uncle bring to eat?
- Say Now look, read and write. Check answers.

Key: 2 took 3 rode/went 4 brought

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Write about a trip. Draw a picture.
- Learners complete the worksheet task in the Teacher's Resource Book (page 84) individually. See teaching notes on TRB page 77.
- Alternatively, if you do not have the Teacher's Resource Book, learners write about a trip, answering the questions, and draw a picture of their favourite part. Monitor and help.
- Put learners into pairs to talk about their trips.

Activity Book, page 97

See pages TB120-132

Activity Book, page 94

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster. Say We wrote about a trip and we drew a picture. Add a tick to the 'Write about a trip ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language bus station, café, cinema, hospital, library, market, shopping centre, sports centre, square, supermarket, swimming pool, numbers 31–100

Recycled language day trips, numbers 1–30, book, bus, clothes, film, food, go for a swim, home, park, play tennis, pretty, shop, vegetables, irregular past simple forms

Materials Places in town flashcards, a map of a city centre (optional), audio, video

Warm-up

- 8

100

1.00

Say Look at the story on page 96. Give learners two minutes to look and remember what happened. Ask questions with Who ...? e.g. Who found the hat? Who bought the hat? Who rode in Farmer Friendly's lorry?

Extra support Learners work in pairs and score a point for each correct answer.

Presentation

- Ask What can you see in the city centre? Prompt learners to say words they already know, e.g. Where do you go to buy things? (Shops) Where do you go to ride a bike? (Park) Write more places they know on the board.
- Teach the new places using the flashcards. Practise pronunciation and clap the stress. Ask Do you buy books in a library? (No) to check learners understand the difference between library and bookshop.
- If possible, show a map of a city centre with key places such as squares, hospitals and shopping centres marked. Ask Where's the (hospital)? Is there a (sports centre)? Where is it? Ask learners about their hometown / home city: What's the name of the biggest square in our town/city? Do you sometimes go to the (name) sports centre? Is it near here? How many swimming pools are there in our town/city? Which swimming pool do you go to? What's the name of your favourite café?

Extension Learners ask and answer in pairs.

 SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 98

Listen and write. Then sing the song.

- Say Open your Pupil's Books at page 98. Listen and point.
 Say They're swimming / playing tennis / shopping / visiting someone / catching a bus. Learners point to the picture.
- Say Listen and write. Point to the numbered pictures and the example answer, café. Point out that café has an accent because it comes from French.
- Play the audio or video. Learners listen and write the names of the places in the spaces in pictures 1, 2, 3 and 5.

Track 3.28

Rocky: I'm Rocky-Doodle-Doo and here's our song for today:

Last week in town

See song on Pupil's Book page 98

Key: 1 library 2 market 3 cinema (4 café) 5 hospital

- Learners stand up. Practise the song in sections.
- Play the audio or video again. Learners sing and do actions (sitting in a café, eating popcorn at the cinema, etc.).
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Extra support Ask learners What number bus did they catch? (25) Practise numbers 1 to 30, counting around the class. Use the activities on Pupil's Book page 120 to present and practise numbers from 21 to 100. There is an audioscript and answer key for the second activity on page TB132.

Ask and answer. Use the places in the song and your own ideas.

- Read the example speech bubbles and ask one or two more questions, e.g. What did they do at the library? (They got a book.)
- Learners ask and answer in pairs.
- Show the picture of Rocky in the bottom right-hand corner. Read the question. Learners talk in pairs. Encourage them to ask more questions, e.g. What did you do/buy/ eat there? Who did you go with? Monitor and help with new vocabulary. Ask learners to tell the class about their partner, e.g. George went to the market. He bought a toy.

Activity Book, page 98

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use have to and don't have to.

New language I have to see the eye doctor at the hospital. My brother has to wear glasses. Do you have to wear glasses? Yes, I do. / No, I don't.

Recycled language places in town, clean your bedroom, do your homework, help at home, make your bed, make your breakfast, plate, ride (n), wash, wear (glasses)

Materials Places in town flashcards, audio, worksheets / descriptions of trips from Mission Stage 1 lesson, digital Mission poster

Warm-up

- Review places in town with the flashcards.
- Learners take turns to choose a flashcard and mime for the class to quess.

Presentation

- Say I live outside town. I can't walk to school. I have to catch the bus. Ask different learners Do you have to catch the bus to school? Encourage them to reply Yes, I do. / No, I don't. Say, e.g. Hugo has to / doesn't have to catch the bus to school.
- Write Do you have to ...? on the board. Ask different learners Do you have to make your bed in the morning? Learners practise asking the person next to them.
- Practise more questions with have to around the class, e.g. listen to the teacher in class / go to football practice today.
- Explain that have to describes an obligation (it is similar to must).

Pupil's Book, page 99

Mhich are Zoe's mum's glasses? Listen and tick .

- Ask Who has to wear glasses in your family? Does your (mum) have to wear glasses?
- Say Open your Pupil's Books at page 99. Point to each pair of glasses and ask What colour are they?
- Ask Which are Zoe's mum's glasses? Play the audio.

Track 3.30

- Girl: Zoe, your mum's here to get you.
- Zoe: Yes, I have to go now.
- Girl: Really? Why?
- Zoe: Because I have to see the eye doctor at the hospital.
- Girl: Oh! Why? What's wrong? Do you have to wear glasses?
- No, I don't. Well, not now ... but in the classroom I have to sit near the board because I can't read the words well.
- Girl: Hmm ... there are some brilliant glasses, you know. My brother has to wear glasses and his are great.

- Yes, I know. My mum has to wear glasses too. Hers are fantastic and they're blue and black. She never wants to take them off!
- Haha. Well, good luck at the hospital. Girl:
- Thanks. We all really have to look after our eyes. Zoe:
- Girl: Yes, we do.
- Ask Why does Zoe have to sit near the board at school? Who has to wear glasses in Zoe's friend's family?

Key: Picture 3

Gracie's Grammar

- Write the sentences on the board.
- Play the audio. Pause for learners to repeat. Track 3.31 See Pupil's Book page 99
- Write negative sentences on the board: I don't have to wear glasses. My sister doesn't have to wear glasses.

Ask and answer. What do you have to do? Write three sentences for you.

- Check comprehension of the phrases in the box.
- Learners ask and answer in small groups first using their own ideas as well as the phrases in the box.
- Learners then write three sentences about themselves.

MISSION Stage 2

- Show learners the second stage of the Mission poster: Help people who want to do the same trip.
- Learners complete the next worksheet task in the Teacher's Resource Book (page 84). See teaching notes on TRB page 77.
- Alternatively, if you don't have the Teacher's Resource Book, learners work individually to write some advice for people who want to do the trip they wrote about in Stage 1.
- Put learners into pairs to exchange advice.

Activity Book, page 99

See pages TB120-132

Activity Book, page 94

Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Help people who want to do the same trip' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have learnt about how to be safe in town.

New language across, bench, cross (the road), hold (someone's) hand, litter bin, pavement, pedestrian crossing, road sign, safety, street lamp, traffic lights

Recycled language places in town, vehicles, always, ball, carry, grown-up (n), listen, look, play, road, safe, stop, wait, walk, imperatives

Materials Places in town flashcards, video, a picture of a city street with street lamps, traffic lights, road signs, etc. (optional), two circles of paper or card per learner, coloured pens or pencils (optional)

Warm-up

- Review places in town with the flashcards. Stick the flashcards on the board as if they were part of a city centre map and ask, e.g. Is the car park next to the hospital? What's near the cinema?
- Tell learners to imagine it's the weekend. Say You're going to the town centre. Make a list of six places you need to go to and things you have to do there.
- Write some examples on the board, e.g. The library to get a book. The shopping centre – to buy a T-shirt. Monitor and help as learners write their lists.
- Put learners in pairs with someone they weren't sitting next to. Tell them they have to find out if they have written the same place or reason on their lists. They don't look at their partner's list (they can sit back to back). They need to ask questions, e.g. Do you have to go to the library? Do you have to get a book? Demonstrate the task with a learner first.
- Ask pairs to tell you the things they both have to do, e.g.
 We have to go to the shopping centre.

Extra support Learners write the list of places in pairs, then join with another pair to compare their lists in a group. **Stronger learners** After the speaking activity, learners write sentences about the things they have to do.

Presentation

- Stand at one side of the classroom and say Imagine I'm in a street. Make sound effects of traffic (motors, horns, etc.). Ask What can I see? Learners suggest, e.g. cars, motorbikes, people, bikes. Point to the other side of the classroom and say I want to cross to the other side of the street. Mime stepping straight out in front of traffic and ask Is that OK? Why not?
- Say It isn't safe. Write Road safety on the board and ask learners what they think it means.
- Say Let's find out more about being safe in the street.

Pupil's Book, page 100

Watch the video.

 Say Let's watch the video. Learners watch the video about road safety and answer the questions at the end.

Tick ✓ the things in the street that help to keep us safe.

- Say Open your Pupil's Books at page 100. Present the things in the photos and practise pronunciation. Ask What colour is the litter bin? (Orange) What number is on the road sign? (30)
- Say Tick the things that help to keep us safe. Check comprehension of keep (someone) safe. Learners discuss in pairs and choose which pictures to tick. Check answers. For each answer ask Why does it keep us safe? Learners say, e.g. Because the cars have to stop when we use a pedestrian crossing.

Key: Pictures 1, 3, 4, 5, 7

Extension Show a photo of a city street. Say Look and remember. You have one minute. Turn the photo over and ask learners questions, e.g. Was there a bench in the photo? How many street lights were there? You can make this a team game by asking groups a question each and keeping score.

Complete the poster.

- Ask learners if there are any information/safety posters in the school. Read through the poster with the class and check comprehension of grown-up and carry.
- Learners complete the poster individually, then compare answers in pairs.

Fast finishers Write another tip for keeping safe in town using the imperative.

Key: 2 road/street 3 green 4 pedestrian crossing 5 hand 6 Don't

Activity Book, page 100

See pages TB120-132

Ending the lesson

Give each learner two circles of paper or card. Ask them to design two signs – one with the word YES and one with the word NO on it. Give instructions, some correct, some incorrect, e.g. Don't run across the road. Hold hands with a child when you cross the road. Learners show their YES sign if the sentence is correct and the NO sign if it is wrong. Learning outcomes By the end of the lesson, learners will be able to talk about being safe in town.

Recycled language bench, cross (the road), hold (someone's) hand, litter bin, pavement, pedestrian crossing, road sign, safe, street lamp, traffic lights, imperatives, must/mustn't, prepositions of place

Materials pieces of paper with instructions for a mime game (some safe actions and some not safe), e.g. Run across the road. Hold hands when you cross the road. Look before you cross. Use your phone when you cross the road. Stop, look and listen. Kick a ball across the street, worksheets / trip descriptions and advice from Mission Stages 1 and 2 lessons, digital Mission poster

Warm-up

• Draw a horizontal line on the board and say This is a street. What shall I draw in the street? Learners say the features they remember from the previous lesson. Ask questions as prompts, e.g. Where do people put their litter? What if people want to sit down? Shall I draw lights? What kind of lights? Draw the items learners suggest and ask Where shall I draw the (bench)? Under a street lamp?

Stronger learners Give out paper and dictate a picture for learners to draw, e.g. *Draw a street. Draw four street lamps. Draw a bench under the second street lamp.* Learners compare pictures in pairs.

Presentation

Ask learners to stand up. Ask What do you have to do before you cross the road? There are three things. Write the first letter of each verb on the board, if necessary (S..., L..., L...). Learners say Stop, Look, Listen. Mime walking on the spot, stopping, looking and listening before crossing the road. Learners copy.

Extension Take learners outside, e.g. to the playground, to practise crossing the road safely.

Say Let's find out more about being safe.

Pupil's Book, page 101

Are they being safe? Tick ✓ or cross X the photos. Say why or why not.

- Say Open your Pupil's Books at page 101. Read the instructions.
 Learners look at the photos and talk about them in pairs.
- Check answers. Make sure learners explain why / why not.
 Encourage them to use have to and must or rephrase to include language from the unit.

Key: (possible answers) 1 (X) You mustn't run across the road. 2 (X) You mustn't play with balls in the street. 3 (✓) You have to hold a grown-up's hand when you cross the road. 4 (✓) You must use a pedestrian crossing. 5 (✓) You must walk on the pavement, not the road. 6 (X) You mustn't use your mobile phone in the street.

 Point to picture 1. Ask Why mustn't we run across the road? Discuss as a class. Learners should understand that running is dangerous, even on a pedestrian crossing. You can fall and a car may not see you.

Make sentences about the photos in Activity 2 for a friend to guess.

- Read the instructions and the example. Make some more definitions for the class to guess, e.g. We must put our litter in this. (Litter bin) These tell drivers what they must and mustn't do. (Road signs)
- Learners make definitions in pairs.

piece of paper with an instruction for a mime (some of the actions should be safe and some not safe), e.g. Run across the road. The class call out Safe or Not safe. Ask a learner (or the learner who mimed) to make a sentence, e.g. You mustn't run across the road. Repeat with different sentences.

mission Stage 3

- Show the class the third stage of the Mission poster:
 Write how to be safe on this trip. Read the instructions and the example.
- Learners complete the next worksheet task in the Teacher's Resource Book (page 84). See teaching notes on TRB page 77.
- Alternatively, if you don't have the Teacher's Resource Book, learners write safety tips individually.
- Put learners into pairs to tell each other their safety tips.

Activity Book, page 101

See pages TB120-132

Activity Book, page 94

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Write how to be safe on this trip' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a fantasy story about taking the school bus for the first time.

New language believe, buddy, driver, heard, (higher) and (higher), kindly, seat, seatbelt, thought

Recycled language adjectives, colours, places in town, catch (the bus), close, dream, first, funfair, get ready, late, open, push, put on, ride, smile, Don't worry, have to, past simple, prepositions

Materials Places in town flashcards, audio

Warm-up

- Play 'Noughts and crosses'. Put a grid on the board, three columns by three rows (nine squares). Divide learners into two groups (noughts or crosses). Put a Places in town flashcard in each square. To win their square, learners make a sentence with the word in the square, e.g. I have to go to the market to get some fruit. When they make a correct sentence, replace the flashcard with their symbol.
- The first group to make a row, horizontally, vertically or diagonally, wins.

Alternative Write infinitives of verbs with irregular past forms in the grid, instead of flashcards. Include verbs from the story (*stand, give, see, sit, go, come*). Learners make sentences in the past simple to win their square.

Presentation

- Ask learners How did you get to school today? Who walked to school? Who came by car? Who caught the bus? Ask learners who caught the bus Where did you catch the bus? Is the bus stop near your house? Did you have to buy a ticket? Did you sit with your friends?
- Write school bus on the board and explain that in some countries there are buses especially for taking children to school.
- Say Let's read a story about a school bus.

Pupil's Book, pages 102 and 103

- Look at the pictures. How do you think the boy feels about going on the school bus? Whu?
- Say Open your Pupil's Books at page 102. Look at the pictures. Use picture 1 to teach driver and picture 2 to teach seat and seatbelt. Ask How do you think the boy feels about going on the school bus? Learners guess. (Excited, worried, happy) Don't confirm answers at this stage, but ask learners for their reasons.

Tom's first day on the school bus

- Read the title and check comprehension of first day.
- Look at the first picture and ask Who is the woman waiting with the boy? Learners guess. (His mum)
- Say Let's read and listen to the first part of the story. Play the audio. Pause after what he saw.
- Ask Why did Tom's mum give him a little push? (Because he didn't want to get on the bus) Ask Why didn't he want to get on? Learners share ideas, e.g. Because it was his first day / He didn't know the other children.

Track 3.32

See story on Pupil's Book pages 102-103

- Say Read and listen to the next part of the story. Play the audio. Pause after everyone, please! Explain the meaning of believe and ask Why didn't Tom believe what he saw? (Because the bus was big and the colours were different) What did the driver do? (She smiled.) Who was Bruno? (He was Tom's 'bus buddy'.) Explain that buddy means friend. Ask What do you think a 'bus buddy' does? (Makes friends with people who are new) Where was Tom's seat? (Next to Bruno) What did the children have to do when they sat down? (Put on their seatbelts)
- Play the next part of the story. Pause after catch the bus. Ask What did Tom see from the bus? (His town – the sports centre and the market) What did Tom hear? (His mother say 'You have to get up.') Check that learners realise that heard is the past of hear.
- Play the rest of the story. Ask What did Tom think when he woke up? (It was a dream.) Explain that thought is the past of think. Ask Who did he see on the bus? (Brenda and Bruno) Extension Play the whole story again, without pauses, for learners to listen and read.

Activity Book, page 102

See pages TB120-132

- Write sentence halves on the board. Learners match in pairs.
 - 1 Tom stood
- a) his town below.
- 2 Tom sat
- b) it was a dream.
- 3 Brenda said
- c) at the bus stop.
- 4 Tom saw
- d) on the bus the next day.
- 5 Tom thought
- e) 'Put on your seatbelts.'
- 6 Brenda and Bruno were f) next to Bruno.
- 9
- Check answers: 1 c, 2 f, 3 e, 4 a, 5 b, 6 d.

8 Literature

Learning outcomes By the end of the lesson, learners will have thought about being optimistic.

New language optimistic

Recycled language language from the story

Materials a bright, happy picture and a grey, sad picture, paper, coloured pens or pencils, audio

Social and Emotional Skill: Being optimistic

- After reading the story, ask learners What was Tom's dream about? (His first day on the school bus) Was it a happy dream? (Yes) Why? (The walls on the bus had flowers on them, the children were happy, the driver was friendly and Tom had a bus buddy.) Did Tom's dream help him? What do you think?
- Say Yes, the bus was a happy bus and the people were friendly. Tom was happy to see Bruno and Brenda.
- Ask How do you feel when you do something for the first time? Draw faces on the board or write the words (e.g. happy, sad, excited, anxious, worried, shy, surprised, angry). Invite learners to choose one or more and to say why they feel that way.
- Show two illustrations or photos one is a happy, optimistic-looking one with bright colours and the other looks sad and grey. Ask learners how the pictures make them feel.
- Explain that it's important to be optimistic about things. Being optimistic means you feel excited and happy and you think about all the good things that can happen. Being pessimistic means you feel worried and scared and you think about all the bad things that can happen.
- Say Let's think about the good things. Hand out paper and the learners draw a happy, optimistic picture of something they do. Point out that they need to use bright, happy colours.

Warm-up

• Ask learners to stand up. Give instructions for learners to mime, e.g. Stand at the bus stop. Look at your watch. Look for the bus. Here it is! The bus doors are opening. Get on the bus. Show your ticket. Sit down in your seat. Put on your seatbelt. Wait for the bus to stop. The doors are opening. Get off the bus.

Pupil's Book, pages 102 and 103

 Say Open your Pupil's Books at pages 102 and 103. Play the audio. Learners read and listen to the story again.

Track 3.32

See story on Pupil's Book pages 102-103

How does Tom feel when he gets on the bus at the end of the story? Why?

- Read the question and then the last section of the story from 'Do I have to catch the bus, Mum?' Ask How does Tom feel after he wakes up? (Worried) Why does he feel better when the bus comes? (Because he sees Brenda and Bruno and he thinks that he knows them)
- Say Let's act out the story. Summarise the story and mime. Encourage learners to copy. Say Tom and his mum waited for the school bus. Mime waiting at a bus stop. Say Tom didn't want to go. His mum gave him a little push. Mime gently pushing someone. Say Tom didn't believe what he saw on the bus. Act being surprised/amazed. Say Brenda the bus driver was friendly. She said 'Welcome Tom!' Mime waving and smile. Say Bruno was Tom's bus buddy. He said 'This is your seat.' Mime showing someone to their seat. Say Tom put on his seatbelt. Mime putting on a seatbelt. Say The bus went higher and higher. Tom looked at the town below. Mime looking down, amazed. Say Then Tom woke up. Mime waking up. Say He thought it was a dream. Look sad/shocked. Say He didn't want to catch the bus. Shake your head and look worried. Say When the bus came, he saw Brenda and Bruno from his dream. He wasn't worried any more. Mime waving and getting on a bus, happily. Extension In groups of four (Tom, Mum, Brenda, Bruno), learners act the last part of the story (from when Tom's mum wakes him up).

Talk with a friend.

 Learners talk about their first day at school. Read the speech bubbles. Ask the class How did you feel? Write key words on the board, e.g. excited, worried, anxious, shy. Monitor and support.

Activity Book, page 103

See pages TB120-132

Ending the lesson

 SA Use self-assessment to see how well learners think they understand the story. See Introduction. Learning outcomes By the end of the lesson, learners will have listened and found the correct picture by listening for detail (A1 Movers Listening Part 4).

Test skills Listening for specific information of various kinds

Recycled language clothes, colours, countryside, food and drink, places in town, bookshop, present continuous Materials practice paper for Movers Listening Part 4 (optional), audio

Warm-up

 Each learner chooses a word from the unit and spells it out to their partner. Their partner writes it down, says the word and explains what it means.

Presentation

Say Let's practise for a listening exam. Show the Movers
Listening Part 4 paper. Say In Part 4 there are groups of
three pictures. Each group has a question above it. You need
to read and listen and then choose the correct picture.

Pupil's Book, page 104

Listen. Who's talking? Circle the correct picture.

 Say Open your Pupil's Books at page 104. Read the instructions and play the audio. Explain that thinking about who is speaking can help them understand.

Track 3.33

Pat: Mum, where's Dad? Is he at the market?

Mum: No, he isn't.

Key: Picture 2

Listen and point as you hear each place. Listen again. Where's Pat's dad now? Tick \(\sqrt{} \) the box.

 Point to each picture and ask Where's this? (A road, a market, a shop) Say Listen and point as you hear each place.
 Play the audio. Check comprehension of bookshop.

Track 3.34

Pat: Mum, where's Dad? Is he at the market?

Mum: No, he isn't. He's buying a map.

Pat: In the bookshop?

Mum: That's right.

Pat: Good - because then we can drive to that village in

the mountains!

 Ask Where's Pat's dad now? Play the audio again. Explain that all three places are mentioned, but only one is correct.

Key: Picture C

Listen and look at Maya's tick. Why is her answer wrong? What was her mistake?

Read the instructions. Play the audio.

Track 3.35

1 Who is Grace?

Girl: Look, Uncle Bill! There's my friend Grace.

Uncle: Is she the girl with the glass of milk?

Girl: No, she's got a glass of orange juice. She's putting on her

coat, look.

Uncle: Oh, yes. I can see her now. Let's go and say hello.

Girl: OK!

Ask Which is the correct answer? Play the audio again.

Say Don't tick the first thing you hear. Wait until the end.

Key: Maya heard the word milk and ticked picture A. The correct answer is B.

Listen and tick 🗸 the box.

 Give learners time to read the questions and look at the pictures. Play the audio twice. Make sure learners have put a tick in one box only in each row. Explain that if they tick two answers it is marked wrong in the exam.

Track 3.36

2 What clothes does Mary need today?

Woman: Can you help Mary get dressed, please?

Girl: Yes. How about this red sweater?

Woman: No, it's hot today. A dress is better.

Girl: How about this purple one?

Woman: That's a good idea. And ... a pair of white socks too,

please.

3 What does Nick do at the weekend?

Boy: Do you have to work in the café at weekends, Nick?

Nick: No, but I make a lot of soup at the weekend!

Boy: Why? Have you got a big family?

Nick: No! But I go and help in the town centre. We give soup to

people who haven't got a home. Why don't you help me

next weekend?

Key: 2 Picture C 3 Picture A

 Point to the monkey at the bottom of the page and read. Learners must use a tick in the box, not a cross.

Activity Book, page 104

See pages TB120-132

Ending the lesson

Ask Which names did you hear in today's lesson? Can you remember? Divide the class into teams to suggest names. **Learning outcomes** By the end of the lesson, learners will have revised the language in the unit and presented their review to the class.

Recycled language unit language

Materials word cards with infinitives of verbs from the unit (bring, buy, choose, come, draw, drive, feed, find, give, hear, hide, lose, ride, see, sit, sleep, stand, take, tell, think, wear), a bag or box (optional), worksheets/reviews from Mission Stages 1–3 lessons, a globe / world map (optional), coloured pens or pencils, dice and counters (for Activity Book game), digital Mission poster

Warm-up

- Learners sit in a circle. Put word cards with irregular verb
 infinitives from the unit into a bag or box. Take out a card,
 show it to the class and make a sentence with the verb
 in the past simple to start a story, e.g. Last week I lost
 something very important. Stick the card on the board.
- The next learner in the circle takes a card and makes another sentence with the new verb, trying to continue the story, e.g. It came from England. Stick the verb card on the board next to the first card. Continue in this way, making a story as a class. Repeat previous sentences, point to the cards on the board as prompts and help with new vocabulary, as necessary.

Alternative Use word cards with the past tense forms, rather than the infinitives.

Extra support Learners choose the word cards but you make the story. They repeat the sentences after you / add ideas and act out the story, if appropriate.

Extension Practise counting around the class from 1 to 100 (e.g. in twos, threes, fives, tens). Dictate a list of eight numbers between 1 and 100. Learners write them and then compare in pairs. Write the numbers on the board for learners to check. Ask volunteers to read the numbers back. Learners can do the same dictation activity in pairs.

Pupil's Book, page 105



Show your review to the class.

- Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Show your review to the class.
- Read the instructions and speech bubbles. Give learners time to practise talking about their review using their worksheets/reviews from the Mission stages. If there is time, learners could draw more pictures to illustrate their trip.
- Learners take turns to present their review to the class or to a group.

- Display the reviews around the classroom. Learners walk around and read the reviews. They choose which place they would like to visit.
- Learners sit down again. Ask different learners to say which place they want to visit and what they liked about the review / what helped them to decide.

Self-assessment

- SA Say Did you like our 'Write a trip review' Mission? Think and draw a face. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Say Tell me two things you learnt during this Mission.
 Learners talk in pairs and then tell you examples.
- Say Our next Mission is 'Plan a holiday world tour.' Explain the meaning of world tour. If possible, show a globe or world map and say A world tour is a trip around the world. Ask What countries would you like to visit on a world tour?
- Ask How can we do better in the next Mission? Learners suggest ideas, e.g. We can speak more English when we work in groups.

Activity Book, page 105

See pages TB120-132

Activity Book, page 94

- Review My unit goals. Ask How was your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!

Unit 9 learning outcomes

In Unit 9, learners learn to:

- use adjectives to talk about opinions and feelings
- use comparative adjectives with more
- talk about a new adventure
- use superlative adjectives with most
- learn about natural and manmade wonders of the world
- read a counting poem and think about taking pride in their work

Materials video, coloured pens or pencils, digital Mission poster, a globe / world map (optional), a copy of the Mission worksheet (Teacher's Resource Book page 94), Friendly family flashcards

Self-assessment

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• SA Say Open your Pupil's Books at page 106. Look at the pictures. Indicate people and items in the pictures and ask questions using language from the unit or the level, e.g. What's he/she doing? What's he/she wearing? Who's under the water? Which is more interesting? Use self-assessment (see Introduction). Say OK. Let's learn.

Warm-up

- Read the title and check comprehension of change. Give examples of a big change, e.g. moving to a new house or school, a new baby brother/sister arriving.
- Ask learners to think about one big change in their life. They say what happened in pairs. Monitor and help with new language. Learners share ideas with the class. Ask questions, e.g. When did you move house? Where did you move from? How old were you? How did you feel?

Pupil's Book, page 106



- Say In this unit we're talking about Adventures. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Draw simple emojis for happy, sad, scared and excited on the board. Write the words below the pictures. Mime each one and say, e.g. It's my birthday! I feel happy. Learners copy the mime.
- Say Show me (sad). Learners mime.
- Point to the first activity and the 'scared' emoji. Ask How do you feel about climbing? Learners say/mime.

- Learners draw an emoji for each activity. They draw one more activity of their choice.
- Ask different learners How do you feel about (birdwatching)? Show me. Learners show their emoji and mime.

Mission Plan a holiday world tour

- Point to the Mission box or the digital Mission poster and sau This is our Mission.
- Say Plan a holiday world tour. Check learners remember the meaning of world tour. If possible, show a globe or map and gesture around the world, saying Nowadays we can travel around the world. Some people go on a world tour for a holiday. Pop stars also go on world tours.
- Say Point to number 1. Talk about different kinds of holidays. Ask learners for examples of places to go on holiday, e.g. the beach, the mountains. Ask Where did you last go on holiday? What did you like best about it?
- Say Point to number 2. Choose a kind of holiday for a class tour. Explain that learners are going to work in groups to talk about their ideas, and then vote for the best holiday. If you have the Teacher's Resource Book, show the worksheet they will use for recording and scoring the ideas.
- Say Point to number 3. Write our group's idea for the class tour. Tell learners they are going to do research and work on their group's idea for the class tour.
- Say The last stage is 'Put our group's idea on the holiday world tour map.' Explain that learners are going to make a large map with all the ideas on.
- Say This is our Mission. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 106

My unit goals

- Help learners to complete the unit goals. See notes on page TB6.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

- Choose a Friendly family flashcard and hold it so learners can't see. Talk about the character with comparatives and superlatives, e.g. He's got smaller glasses than Jim. He's the oldest person in the Friendly Family. Learners guess. Repeat with different characters.
- Display the cards. Learners play the game in pairs.



Learning outcomes By the end of the lesson, learners will be able to use adjectives to describe opinions and feelings.

New language afraid, boring, dangerous, difficult, easy, exciting, frightened, hungry, surprised, thirsty, tired, circus, net

Recycled language adjectives, asleep, catch, enjoy, have a picnic, lemonade, lunch, sun, ticket, trip, Would you like to go?

Materials Adjectives for opinions and feelings flashcards, audio, video

Warm-up

- Say Show me a happy face! Learners act being happy. Repeat with sad, angry and surprised.
- Act one of the emotions and learners guess, e.g. You're sad. In pairs, learners take turns to act and guess.

Presentation

- Teach the new adjectives for opinions and feelings using mime, actions and the flashcards. Explain that afraid and frightened mean the same thing.
- Say an adjective. Learners do the mime/action.
- Ask, e.g. Is riding a bike easy or difficult? When do you feel hungry/thirsty/tired?

Pupil's Book, page 107

Listen and point. Then listen and number.

- Say Open your Pupil's Books at page 107. Who can you see? What are they doing? (Having a picnic) What's Jim looking at? (A poster) Can you see the circus on the poster? People are watching the acrobats. Write circus on the board.
- Ask Where's the small tractor? Can you find it?
- Read the caption. Ask if any learners know Cambridge.
- Say Listen and point. Play Track 3.37. Learners point to the labelled parts of the picture.

Tracks 3.37 and 3.38

(1) The Friendly family are on a day trip to Cambridge. It's hot and sunny and they're having a picnic.

Look, children! There's a circus in town. Would Mrs Friendly:

you like to go?

Jenny: Yes, please! Look at that girl's face. She's really

surprised!

(2) Mr Friendly: Well, we've got tickets for this afternoon.

Mrs Friendly: Now you're surprised!

But look at that boy there. He's frightened. Jim: (3) Mr Friendly: Hmm, yes. I think that's because it's

dangerous.

(4) Jim: Well, I'm afraid ... and it's only a photo. (5) Jenny: It's a dangerous jump, but there's a net to

catch them.

They need it! It's difficult to catch someone. Jim:

It isn't easy!

(6) Mrs Friendly: But look, those people are enjoying it. Mr Friendly: And Grandpa isn't frightened. He thinks it's

boring. He's asleep!

Grandpa: I'm not asleep. I'm tired.

(7) Grandpa: And I don't think the circus is boring. Grandma: No! The circus is exciting! It isn't boring!

(8) Jim: Oh, all right. Let's go.

Mr Friendly: Mmm. I'm hungry. When's lunch?

Grandma: Shall I get the picnic out?

(9) Mrs Friendlu: And shall I get some cold lemonade? Is

everyone thirsty?

Yes! I think we all are! It's hot in the sun. Jenny:

 Say Now listen and number. Play Track 3.38. Check answers.

Ask Who's afraid? (Jim) Why is he afraid? (He thinks the circus is dangerous.) Who's tired? (Grandpa) Who thinks the circus is exciting? (Grandma Friendly)

Key: 2 frightened 3 dangerous 4 afraid 5 difficult, easy 6 tired 7 exciting, boring 8 hungry 9 thirsty

 Say Look at the picture for one minute and remember. Time a minute. Say Close your books. Learners work in groups of three to write as many sentences as they can about the picture, e.g. Mr Friendly's hungry. Grandpa's sitting in a chair.

Say the chant.

Play the audio or video. Learners point and chant.

Track 3.39

Easy, difficult, Exciting, boring, Hungry, thirsty, tired. Afraid, frightened, Dangerous, surprised, Hungry, thirsty, tired.

[x2]

Listen and write the words.

Play the audio. Pause for learners to write each word.

Track 3.40

4 t-i-r-e-d

1 t-h-i-r-s-t-u 2 b-o-r-i-n-g 3 a-f-r-a-i-d

6 h-u-n-g-r-y 7 s-u-r-p-r-i-s-e-d 8 d-i-f-f-i-c-u-l-t 9 d-a-n-g-e-r-o-u-s

10 f-r-i-g-h-t-e-n-e-d

Activity Book, page 107

See pages TB120-132

5 e-x-c-i-t-i-n-g

Ending the lesson

 SA Show the adjective flashcards. Ask Do you know the words? Use self-assessment (see Introduction). Learners show how they feel.

Learning outcomes By the end of the lesson, learners will be able to understand comparative adjectives with more.

New language brave, comparatives with long adjectives: more (surprised) than

Recycled language adjectives, better, the best, catch, children, circus, clothes, cook (n), costume, farm, jump, ride (v), school, sing, want to, work (v), write/play music, Shall I ...?

Materials Adjectives for opinions and feelings flashcards, word cards, pictures for comparison (see Presentation) (optional), audio, video

Warm-up

- Review the new adjectives using mime and flashcards.
- Write the adjectives on the board or display word cards. Say Some words describe the way people feel. Which are those? You can say 'I'm ... ' (afraid, frightened, hungry, surprised, thirsty, tired). Some words usually describe things, sports, activities. You can say 'It's ... ' (boring, dangerous, difficult, easy, exciting). Write I'm ... and It's ... as column headings. Put the adjectives in the correct columns.
- Show the flashcards. Learners make sentences, e.g. She's thirsty. It's dangerous.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Show pictures or use items in the classroom to present comparisons with more, e.g. This house is more beautiful than that one. Watching TV is more boring than going skating.
- Then hold up the pictures and ask, e.g. Which house is more beautiful?
- Explain that we make comparisons using more for adjectives with two syllables which finish with a consonant sound (afraid, frightened, surprised, boring) and for all adjectives with three or more syllables (beautiful, difficult, dangerous, exciting). We also use more with tired.

Extra support Write adjectives in groups – two syllables and three syllables. Practise pronunciation, encouraging learners to clap along with the syllables. Make sure they focus on the sound not spelling for *frightened* and *surprised*.

Pupil's Book, page 108

The Friendly Farm song

 Play the introductory song at the beginning of the cartoon story. Learners listen and sing.

See The Friendly Farm song on page TB5

6 6

The Friendly Farm

- Say Open your Pupil's Books at page 108. Point to picture 1 and ask How does Grandma feel? Ask learners to guess what the Friendlys are talking about. Say Look at the other pictures. What are the animals doing? (Dressing up / jumping)
- Ask Why does Henrietta say 'I can't look'? Write the question on the board. Play the audio or video. Check answers. (Because she's afraid/frightened. Because Rocky's doing something dangerous) Say Cameron is doing something dangerous but he isn't afraid. He's brave.

Track 3.41

The Friendly Farm song + see cartoon on Pupil's Book page 108

Play the audio or video again. Pause after each picture and ask questions: 1: What do Mr and Mrs Friendly want to do? (Work for a circus) Write Diversicus on the board and explain that it's the circus from the poster. Ask Who is more surprised, Grandpa or Grandma? (Grandma) 2: Who thinks the circus is more exciting than the farm? (Rocky) 3: Are Grandpa and Grandma going to the circus too? (No, they aren't.) Why is Shelly surprised? (Because Mr Friendly is a cook and Mrs Friendly writes and plays music) 4: What does Rocky want to make? (Better costumes) 5: What does Shelly want to do? (Sing) Is Cameron afraid? (No, he's brave.) 6: Who's more difficult, more exciting and more dangerous than Diversicus? (Rocky and Harry)

Who says it? Listen and say the name.

Play the audio and pause for learners to say the name.

Track 3.42

1 Rocky: We've got the brilliant, the brave Cameron Cat!
2 Grandpa: I'm not surprised. I think your mother's more

surprised than me.
3 Henrietta: I can't look!

Shelly: ... circus clothes are more beautiful than these.

5 Rocky: The circus is more exciting than the farm!
6 Gracie: ... more difficult, more exciting and more

dangerous than Diversicus ...

7 Mr Friendly: We want to work for Diversicus.

8 Gracie: Jumping and catching are dangerous!

Key: See names in audioscript

Activity Book, page 108

See pages TB120-132

Ending the lesson

SA Repeat the self-assessment to see how well learners think they understand the vocabulary. Is there any change?



Language practice 1

Learning outcomes By the end of the lesson, learners will be able to make comparisons with *more*.

New language beautiful: Circus clothes are more beautiful than these. exciting: The circus is more exciting than the farm! dangerous: And now, more dangerous than Diversicus ...

Recycled language adjectives, days of the week, free time activities, holidays

Materials paper, coloured pens or pencils, Adjectives for opinions and feelings flashcards, audio, digital Mission poster

Warm-up

- Give out paper. Say Draw a picture of a beautiful place.
 Draw a picture yourself.
- Show your picture and say This is (name). It's a beautiful place. Who has a more beautiful place? Learners show their pictures and say I think (name) is more beautiful than (name).

Presentation

- Call two learners to the front. Show them both the same flashcard (afraid, frightened, hungry, surprised, thirsty or tired). They mime. Learners guess, e.g. They're thirsty.
- Ask the learners at the front to repeat the mime. Then
 ask Who is more (surprised/afraid/frightened/tired)? Who is
 hungrier/thirstier? Learners say, e.g. Pablo's more surprised.

Pupil's Book, page 109

Gracie's Grammar

- Say Open your Pupil's Books at page 109. Point to Gracie's Grammar box. Write the sentences on the board.
- Play the audio. Pause for learners to repeat.
 Track 3.43
 See Pupil's Book page 109
- Remind learners when we use more with adjectives.

Listen and stick. Then look, read and write.

- Say Mary's talking to her friend. Point to each sticker and ask Where is she? Who is she with? What's she doing?
- Play the audio. Learners point to the correct sticker.
- Play the audio again. Learners stick the stickers next to the correct day. Check and ask, e.g. Where was Mary on (Thursday)? Was she (frightened)?

Track 3.44

1 Boy: Hi, Mary. Did you have a good week, last week? Mary: It wasn't bad. Saturday was the best day. I watched a DVD with my mum. It was called Scary Monsters. Boy: Were you frightened?

Mary: I wasn't, but my mum was. She was more frightened

2 Boy: What did you do on Thursday?

Mary: I had a really difficult test in the morning. It was terrible.

Boy: I think your school's more difficult than mine.

Mary: Erm, I don't know, but I was very tired in the evening.

I was more tired than my younger sister, and she's only five!

3 Mary: Friday was better because I got the mark for my test.

Boy: Hmm. Were you afraid?

Mary: Yes, I was, but I was very surprised because I got a good mark.

Boy: Oh?

Mary: Yes, I was more surprised than my teacher. She was very happy.

4 Boy: What about Sunday? What did you do yesterday?

Mary: Dad and I went to the cinema.

Boy: Was the film good?

Mary: No, it was really boring. Dad was asleep after 20 minutes

Boy: Was it more boring than doing your homework?

Mary: Yes, I think it was!

Point to the example. Say Now look, read and write.

Key: 2 more tired 3 more frightened 4 more surprised

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster: Talk about different kinds of holidays.
- Learners work individually to think of a type of holiday they like and what they do there. Monitor and support.
- In pairs, learners talk about their ideas. Encourage them to make comparisons.

Activity Book, page 109

See pages TB120-132

Activity Book, page 106

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 1.

- SA Go back to Stage 1 on the digital Mission poster. Say We talked about different kinds of holiday. Add a tick to the 'We talked about ...' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language adventure, busy, email (n, v), round (the world), (send a) text, text (v), travel (v), world

Recycled language adjectives, apartment, blanket, book, call, circus, DVD, family, friend, job, map, school, tour, trip, have got, Let's ..., questions with who, what, where and

Materials Animals and Free time activities flashcards (optional), A new adventure flashcards, globe / world map (optional), audio, video

Warm-up

- Write beautiful, boring, dangerous, difficult and exciting on the board. Tell learners to write as many sentences as they can with the comparative form of the adjectives. Give some examples, e.g. Mountains are more beautiful than beaches. Put them into pairs and time five minutes. Monitor and support.
- Ask a pair to read one of their sentences. Write it on the board. Ask other pairs in turn for their (different) sentences and write them up. Continue until you have ten sentences on the board.
- Ask pairs to put a cross next to their sentences if they are on the board. See which pair has the greatest number of original sentences. Ask Did you use all the adjectives? Extra support Stick flashcards of animals and free time activities on the board as prompts.

Presentation

4

4

4

4

- Show a globe or world map. Remind learners that their Mission is to plan a world tour. Write world tour on
- Say People travel round the world. How can you travel? Learners give examples (car, plane, train, etc.). Check comprehension of travel and write it on the board. Say Travelling round the world is an adventure. Learners give more examples of adventures. Write adventure on the board.
- Say When people are travelling round the world it's a long way. They don't see their friends and family for a long time. How can they send messages? How can they talk to their friends and family? (Call, email, text) Write the ways of communicating on the board.
- Say There's lots to do before you go on a trip. What do you have to do? Learners give examples (e.g. buy tickets, pack suitcases, find places to stay). Say When you have a lot to do, you're busy. Mime being busy. Write busy on the board.
- Show the flashcards. Learners say the words.
- SA Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 110

Listen and circle. Then sing the song.

- Say Open your Pupil's Books at page 110. Say The Friendly family are busy. Why do you think they're busy? Ask for learners' ideas and talk about what they can see in the picture.
- Say Listen and circle. Point to the pairs of words in the song. Play the audio or video. Check answers. Teach/ Revise blanket.

Track 3.45

Rocky: I'm Rocky-Doodle-Doo and here's our song for today: A world tour

See song on Pupil's Book page 110

Key: 2 adventure 3 busy 4 Text 5 books 6 round

- Learners stand up. Practise the song in sections.
- Play the audio or video again. Learners sing and do actions (reading an email, a circling gesture for world tour, being busy / packing books / texting, etc.).
- Extension Once learners are confidently singing along, try singing the karaoke version as a class.

Ask and answer questions about the song.

- Read the instructions and examples. Write a prompt on the board, e.g. Where can / travel? Choose a learner to make a question (e.g. Where can the Friendly family travel?) and ask a classmate. He/She answers (e.g. Around the world).
- Write more prompts on the board, e.g. What / this morning? (e.g. What came this morning?)
- Put the class into pairs to ask and answer. Extra support Learners work in pairs to make questions. then swap partners and ask and answer. Monitor and help.
- Show the picture of Rocky in the bottom right-hand corner. Read out the questions. Learners talk in pairs then share ideas with the class. Help with names of countries. Ask Would you like to work in a circus? Why? / Why not?

Activity Book, page 110

See pages TB120-132

- SA Repeat the self-assessment used after the Presentation to see how well learners think they understand the vocabulary. Is there any change?
- Play the song again. Learners join in and do actions.



Language practice 2

Learning outcomes By the end of the lesson, learners will be able to use superlative adjectives with most.

New language beautiful: This city is one of the most beautiful in the world. frightened: In my family, my brother is the most frightened of spiders.

Recycled language animals, countryside, places, buy, CD, circus, funfair, ride (n), ticket, in the morning/afternoon/ evening, comparatives, past simple

Materials audio, Mission worksheets (Teacher's Resource Book page 94) and notes from Stage 1 lesson, digital Mission poster

Warm-up

- Learners stand in a circle. Say Stand in the centre if you're the tallest person in the class. Say to the learner in the centre Find the person with the longest hair and swap.
- Repeat, making different 'swaps', e.g. Find the person with the cleanest shoes / the curliest hair / the biggest feet.

Presentation

- Write on the board beautiful, boring, difficult, dangerous, exciting, afraid, frightened, surprised, tired. Remind learners that we use more with these adjectives when we are comparing two things.
- Say and write on the board I think tigers are more beautiful than elephants. I think tigers are the most beautiful animals in the world. Ask What do you think? Help different learners to reply The most beautiful animal is ...

Pupil's Book, page 111



Mhat did Charlie's dad buy? Listen and tick .

- Say Open your Pupil's Books at page 111. Point to each photo and ask What's this? (A CD, tickets, a toy lion)
- Say Charlie's talking to his friend. He went to the circus. Ask What did Charlie's dad buy? Play the audio.

Track 3.47

Girl: Hi, Charlie. Did you know the circus is in town? Charlie: Yes, Mum got tickets and we went last week.

Girl: Did you? Did you enjoy it?

Charlie: Yes, I did! I think the circus is the most exciting place in

Girl: Really? Do you think it's more exciting than a funfair? Charlie: Oh, I don't like funfairs. I'm frightened on the rides.

Yes, but a circus is sometimes dangerous. Lions are one

of the most dangerous animals in the world.

Charlie: Lions?! There weren't any animals. The best circuses

never have animals. The most dangerous thing was when a woman jumped from a swing in the air, and a

man caught her.

Girl: Wow! Were you frightened?

Charlie: We were all a little frightened, but my dad was the most

frightened. He had to put his hands over his eyes and he only listened to the music. He thought it was the most beautiful music in the world, so he bought the CD.

Girl: Does he often play it?

Charlie: Yes, but when he listens to it, he goes to sleep!

Key: Picture 1

Gracie's Grammar

- Write the questions and answers on the board.
- Play the audio. Pause for learners to repeat. Track 3.48

See Pupil's Book page 111

What do you think? Ask and answer.

Read the instructions and the first question. Ask different learners to reply with a full sentence. Learners ask and answer with a partner. Encourage them to give reasons.

MISSION Stage 2

- Show learners the second stage of the Mission poster: Choose a kind of holiday for a class tour.
- Learners complete the worksheet task in the Teacher's Resource Book (page 94). See teaching notes on TRB page 87.
- Alternatively, if you do not have the Teacher's Resource Book, learners draw a two-column table with ten rows (one per group). Individual learners take turns to explain their ideas for holidays to the group and say why they like them (using comparatives and superlatives). Groups write ten ideas in the first column of the table. Then they award the ideas points from 1 to 10 (10 is the group's favourite idea).

Activity Book, page 111

See pages TB120-132

Activity Book, page 106

Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 2.

- SA Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Choose a kind of holiday' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

9

Learning outcomes By the end of the lesson, learners will have learnt about natural and manmade wonders of the world.

New language Africa, Antarctica, Asia, Australia, Europe, North America, South America, bottom, build, canyon, continent, in order, wonder (n), (four thousand) years old

Recycled language colours, natural features, climb, different, Earth, famous, fish, huge, old, planet, river, rock, round the world, swimsuit, towel, water, have to

Materials picture from Digital photo bank of Earth as seen from space (optional), video, audio, pieces of paper with names of continents on them (except Antarctica), coloured pens or pencils

Warm-up

 Write on the board the names of natural features your learners know in their country, but with parts of the name mixed up, e.g.

Ebro Mountains Canarias Beach Sierra Nevada River La Concha Islands

 Learners work in pairs to match and make names. They say what they know about each place (using comparatives and superlatives where they can). Check answers.

Presentation

- Draw Earth on the board or show a picture. Say This is our planet. What's it called? Write Earth on the board.
- Point to one of the continents and say This is a continent.
 Ask Do you know the names of the continents? How many are there? Which continent do we live on? Don't confirm answers.
- Say Let's find out more about the continents.

Pupil's Book, page 112

Watch the video.

 Say Let's watch the video. Learners watch the video about continents and answer the questions at the end.

Find the continents on the map.

- Say Open your Pupil's Books at page 112. Read the introductory text and the names of the continents.
 Check understanding of in order. Ask Which is the biggest continent? Which is the smallest?
- Ask Where's Asia? Learners point and say the number.
- Ask What's the (green) continent? Practise pronunciation of the continent names.
- Learners practise asking and answering in pairs.

Match the places with the continents. Listen and check.

- Focus on the photos and say Point to a green mountain.
 Point to a palace. Point to the sea.
- In pairs, learners discuss which continent they think each place is in. Don't confirm answers at this stage.
- Play the audio. Learners listen and check.

Track 3.49

Come with me on a trip round the world. We can see a lot of exciting places.

- 1 This is the famous Grand Canyon in North America. The rocks are huge and they're different colours. There's a river at the bottom of the canyon.
- 2 This is called the Taj Mahal. It's in India. India's in Asia.
- 3 Have you got a swimsuit and a towel? Let's explore the Great Barrier Reef and see the fish that live there. The Great Barrier Reef's in the ocean in Australia.
- 4 You have to climb mountains to visit Machu Picchu. Machu Picchu's in Peru, in South America.
- 5 You have to travel to Africa to see the Victoria Falls. They're in Zambia and Zimbabwe. Look at all the water!
- 6 Stonehenge is in England, in Europe. It's very, very old four or five thousand years old! How did they build it? We don't really know!

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

Extension Write on the board: Which country is the Taj Mahal in? What can you see on the Great Barrier Reef? Where's Machu Picchu? Where are the Victoria Falls (two countries)? Play the audio again. Check answers.

Activity Book, page 112

See pages TB120-132

- Put six pieces of paper with Asia, Africa, North America, South America, Europe, Australia around the walls of the classroom. Clear a space in the middle of the classroom.
- Demonstrate the game. Stand in the middle of the room and say France. Learners run to the correct continent sign. All the learners standing by the Europe sign stay in the game. The rest sit down.
- Repeat with different countries and cities, e.g. Brazil, New York, Sydney, Japan, Italy, Argentina, until only one learner is left as the winner.



Learning outcomes By the end of the lesson, learners will be able to talk about natural and manmade wonders of the world.

New language coral, hard, living thing, manmade, natural, reef

Recycled language continents, countryside, animal, around, fish, home, house, make, rock, small, station, whale, superlative adjectives

Materials a world map without continents labelled (optional), a selection of small natural things (e.g. a piece of chalk, a seed such as an acorn, a leaf, a shell) and manmade objects (e.g. a coin, a ring, a pencil sharpener, a plastic toy) (optional), pictures of manmade and natural wonders in learners' own country (optional), worksheets / tour ideas from Mission Stage 2 lesson, a slip of paper for each group, access to the internet for research (optional), digital Mission poster

Warm-up

- Show a world map without the continents labelled (or the map from Pupil's Book page 112, with the list of continents covered). Point and ask Which continent is this? (It's Africa.) Which is the biggest continent? (Asia) Which is the smallest? (Australia)
- Learners ask and answer Which continent is this? in pairs, using the map on page 112 (one learner covers the list of continents).

Stronger learners Write more questions about the continents on the board. Learners guess the answers, e.g. Which is the coldest continent? (Antarctica) Which continent has the most people? (Asia) Which continent has the most rain? (South America) Which continent has the most languages? (Asia) Which continent has the most countries? (Africa)

Presentation

- Show a selection of natural and manmade items (or pictures) and start to sort them into two groups. Point to the natural things and ask What's the same about all these things? Learners guess. Ask Did people make them? (No) They're natural things. Write natural on the board. Let learners pass the items around the class.
- Show manmade things and ask What about these things?
 Are they natural? (No) Say People made them. They're manmade. Write manmade on the board.

Pupil's Book, page 113

- Read and think. Are the places in Activity 3 natural or manmade?
- Say Open your Pupil's Books at page 113. Read the text with the class. Refer learners back to the pictures in Activity 3 and give them time to talk in pairs. Check answers.

Key: 1 natural 2 manmade 3 natural 4 manmade 5 natural 6 manmade

Extension Show pictures of natural and manmade wonders in the learners' own country (or write the names on the board). For each one, learners say natural or manmade. Follow up with additional questions, e.g. Where's this? How old is it? Why is it famous?

Read the text. Then circle the correct words.

- Point to the picture and ask What's this? Teach reef. Ask Are reefs natural or manmade? (Natural) Are there any reefs in (learners' country)? Where are they?
- Read the instructions and go through the example answer.
 Tell learners to read the whole text before they do the circling activity. They read individually and circle, then compare answers in pairs.
- Check answers. Check comprehension of living thing, coral and hard.

Key: 2 Australia 3 animal 4 are lots of

mission Stage 3

- Show the class the third stage of the Mission poster: Write your group's idea for the class tour. Read the instructions.
- Put learners into their Mission groups. They decide on the best country to travel to for the kind of trip they chose in Stage 2. If possible, they do research on the internet.
- Each group then writes a short description of the place and where it is on a slip of paper for the final Mission stage.
 Fast finishers Draw a picture of the destination or copy a map of the country and mark where it is.

Activity Book, page 113

See pages TB120-132

Activity Book, page 106

 Review My unit goals. Ask How is your Mission? Learners reflect and choose a smiley face for My mission diary 3.

- SA Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Write your group's idea for the class tour' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

Learning outcomes By the end of the lesson, learners will have read a poem about a mystery picnic.

New language carefully, clue, good news, in the shape of, last, mystery, quiz, past (prep), reach, shiver, step (n), treat (n), wood

Recycled language adjectives, countryside, food, numbers 1–100, children, cross (v), find, first, giraffe, hide, laugh, picnic, plan (v), second, shoe, sunny, take off, imperatives, past simple, prepositions of place

Materials audio, coloured pens or pencils

Warm-up

- Count with the class from 1 to 100. Practise counting in tens and in fives.
- Challenge learners to count backwards from 100 or from 20.
- Alternative Learners perform the chant from Pupil's Book page 120 and do the listening activity. There is an audioscript and answer key for the second activity on page TB132.

Presentation

- Draw a picture of a picnic blanket with a basket and some plates on the board. Add trees, flowers, etc. Ask What's this?
 (A picnic) Do you like picnics? What do you usually eat on a picnic? Review food items.
 - **Extra support** Write the food learners suggest on the board.
- Say Draw your perfect picnic. Draw a blanket and some plates with food and glasses with drink. Is there any fruit in your picnic? Are there any vegetables? What about lemonade? Set a time limit for the drawing.
- Put learners in pairs. They sit back to back. One learner guesses what is in his/her partner's picture by asking yes/no questions, e.g. Is there any milk? Have you got sandwiches? Then they swap roles.
- Say Let's read a poem about a special kind of picnic.

Pupil's Book, pages 114 and 115

Look at the pictures. What do you think the poem is about?

Say Open your Pupil's Books at page 114. Look at the
pictures. What do you think the story is about? Learners talk
in pairs. Then they share ideas (e.g. a picnic with friends, a
day trip to the forest).

- Point to picture 4 and ask What are the children thinking about? (A giraffe) Point to picture 5 and say Look! It's a tree in the shape of a giraffe. Write in the shape of on the board. Say Put your hands in the shape of a bird / a rabbit / a triangle. Learners practise. Point to picture 6 and ask What are the children doing? (Crossing a river)
- Point to the title and check comprehension of mystery. Ask Why is it a mystery picnic? Learners guess. Say Let's find out.

The mystery picnic

- Say Let's read and listen to the first part of the poem. Play the audio. Pause the audio after I think the clues are good!
- Ask Who gave a picnic? (Richard) Who for? (The children in Year 2) What's he doing in picture 1? (Planning/writing)
 Point to the first clue and say This is one of Richard's clues.
 Explain the meaning of clue and ask learners if they are good at solving clues. Ask Did Richard give the clues to the children? (No, he hid them.) Where was the picnic? (In a wood) Explain that a wood is a small forest. Say Richard hid the clues in the wood carefully. Use mime to show the meaning of carefully.

Track 4.02 See poem on Pupil's Book pages 114–115

- Say Read and listen to the next part. Pause after grass behind! Ask Were all the clues easy? (No. Some were difficult.) Where did Richard hide the clues? (In the trees and on the ground) Was it difficult to find the first clue? (No, it was easy.)
- Play the next part. Pause after very near, you know! Ask What did they need to find for the second clue? (An amazing giraffe) Did the children walk to find the clues? (No, they ran.) How many steps was it from the last clue to the picnic? (A/One hundred) Use mime to show the meaning of steps.
- Play the last part. Ask What did the children take off when they crossed the river? (Their shoes) Was the water cold? (Yes, it was.) Show the meaning of shiver. Ask What did they find at the end of the quiz? (Richard and the picnic / lots of food) Extension Play the whole poem again, without pauses, for learners to listen and read.

Activity Book, page 114

See pages TB120-132

Ending the lesson

Play the last section of the story, from Twenty, thirty ...
 Learners do the actions and join in with the counting.

9 Literature

Learning outcomes By the end of the lesson, learners will have thought about taking pride in their work.

New language (be) proud (of)

Recycled language language from the poem

Materials paper, coloured pens or pencils, audio

Social and Emotional Skill: Pride in your work

- After reading the poem, ask learners What did Richard do? (He planned a picnic. He made a treasure hunt for Year 2 with clues.) Why was he proud of his work? (He wrote the clues carefully. It was fun for his friends. It was exciting. He did it himself.) Did the children in Year 2 have fun? (Yes)
- Say some things that learners might be proud of. Abilities can vary, so say as many different options as possible: Hands up if you ... e.g. can sing, can dance, can play a team sport, can play an instrument, are good at drawing, are good at (school subjects), can run, can swim, can ride a bike.
- Show two examples of pieces of work: one that is messy and another that's very neat.
- In groups, learners think of things that can make a piece of work look good and work well, e.g. presentation, planning, correct spelling, correct grammar, no crossing out or crossing out neatly.
- They share their ideas with the rest of the class.
- Hand out a piece of paper. Learners think, draw and write about something they are proud of. They write I'm proud of... They can decorate their work.
- Remind learners that they can be proud of school work or of something else, e.g. playing a sport, playing an instrument, making new friends, helping others, or getting a good mark in a test.
- Learners can present their work or you can display it around the classroom.

Warm-up

Write adjectives and nouns from the story on the board in random order:

mystery giraffe difficult picnic sunny clues amazing water cold picnic fantastic wood

 Draw a line from the last adjective fantastic to picnic and say At the end of the poem there was a fantastic picnic.
 Richard planned it. Can you match the rest of the words from the poem? Learners match the words in pairs. Check answers. (mystery picnic, difficult clues, sunny wood, amazing giraffe, cold water)

Stronger learners Tell the story from the poem in pairs, using the pairs of adjectives and nouns to help them.

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Pupil's Book, pages 114 and 115

 Say Open your Pupil's Books at pages 114 and 115. Play the audio. Learners read and listen to the poem again.

Track 4.02

See poem on Pupil's Book pages 114-115

Why is the poem called *The mystery picnic?*Why was Richard proud of his work?

- Read the questions with the class and explain the meaning of proud.
- Learners talk in pairs. Have a brief class discussion. Ask Who planned the picnic? Who made all the clues and hid them? (Richard) Say Richard was proud of his work. He did it all himself. Ask learners for examples of work they have been proud of (I am/was proud of ...).

Key: (possible answers) It was a mystery picnic because the children had to find/follow clues. Richard was proud because he planned the picnic, he made all the clues and hid them, and it was fun.

Extension Learners act out the poem. Play the audio and encourage them to do all the actions (writing clues, hiding clues, looking in trees and on the ground, counting steps, etc.).

Activity Book, page 115

See pages TB120-132

Ending the lesson

 Write these sentences on the board in random order for learners to copy and reorder.

Richard planned a picnic.

He walked into the wood and hid clues.

The children looked for the clues.

They walked past ten trees.

They saw an amazing giraffe.

They counted 100 steps.

They crossed a river.

They found the picnic.

- Learners underline the verbs and tell you which are regular and which are irregular. They practise pronunciation of the -ed verbs.
- SA Use self-assessment to see how well learners think they understand the story. See Introduction.

Learning outcomes By the end of the lesson, learners will have practised identifying word classes and choosing options in a cloze text (A1 Movers Reading and Writing Part 3).

Test skills Reading for specific information and gist; Copying words

New language earache, in those days, one day

Recycled language adjectives, animals, free time

activities, circus(es), clown, point, think, I'd like to ...

Materials pictures from Digital photo bank of a modern circus and an old-fashioned circus with elephants, lions, etc. (optional), practice paper for Movers Reading and Writing Part 3 (optional)

Warm-up

 Write circus on the board and ask What can you see at a circus? What kind of animals did people see at circuses in the past? Show pictures, if possible. Encourage learners to think about the living conditions of the animals and how circuses have changed.

Presentation

Say Let's practise for a reading and writing exam. Show the Movers Reading and Writing Part 3 paper. Say In Part 3 of the exam you read a story with five spaces. On the next page are nine pictures with words. You choose five words and copy them in the story. Then you choose the best title for the story.

Pupil's Book, page 116

- Read the start of a story. Why are words a-c the correct answers?
- Say Open your Pupil's Books at page 116. Read the instructions and the question.
- Learners read and talk about the answers in pairs. Check as a class, asking for reasons for each choice. Tell learners that looking at what comes before a space as well as reading the whole sentence helps in Part 3 of the exam.

Key: a: the word must be a noun (there is an adjective before the options) b: the word *is* before the options means the verb is in the present continuous c: the verb *is* is already there, so the answer must be an adjective

- Read the next part. Write V (Verb), A (Adjective) or N (Noun) next to 1-3.
- Read the instructions. Make sure learners realise the boxes represent missing words. Remind them to look at the whole sentence and the words around the missing word. In the exam, the verbs can be in the present simple, present continuous or past simple.

 Learners think and write individually, then compare answers in pairs. Check answers and ask learners to explain what helped them choose.

Key: 1 A (the verb is already there before the missing word; the missing word must describe animals) 2 V (the subject pronoun *he* is before the missing word; the next word must be a verb) 3 N (there is a determiner before the missing word; it must be an uncountable or plural noun)

Read again. Circle the correct answer.

- Learners read again and choose the correct words for the text in Activity 2.
- Check answers. Learners explain how they chose (e.g. number 1 – dangerous is an adjective).

Key: 1 dangerous 2 pointed 3 lions

Read the last part. Write the correct word from the box next to 4 and 5.

- Read the instructions. Point out that the labelled pictures are similar to the ones in the exam. There are two extra words here, but there are four in the exam (they choose five from nine). Remind learners to copy the answers carefully.
- Learners read and choose individually, then compare answers in pairs.

Key: 4 think 5 clowns

- Point to the monkey at the bottom of the page and read. Learners lose marks if they copy the words incorrectly. Their handwriting needs to be clear too.
- Write these story titles on the board: Sally's favourite animal / Sally and Tom's afternoon / A trip to the circus.
 Ask learners to decide which title is best (Sally and Tom's afternoon) and explain why.

Activity Book, page 116

See pages TB120-132

Ending the lesson

 In pairs, learners test each other on spelling words from the unit. This can also be done as a team game. Learning outcomes By the end of the lesson, learners will have revised the language in the unit and put their holiday ideas on a 'world tour' map.

Recycled language unit language

Materials Adjectives for opinions and feelings flashcards, audio, worksheets/notes and tour ideas from Mission Stages 1–3 lessons, a large piece of display paper with a world map drawn on it (continents only) or coloured paper/card for learners to make the seven continents (optional), dice and counters (for Activity Book game), coloured pens or pencils, digital Mission poster

Warm-up

- Review adjectives for opinions and feelings with the flashcards and mime. Revise the adventure words by playing the song from Pupil's Book page 110.
- Write a selection of 10–12 of the words from the unit on the board. Tell learners to study the words and remember the spelling.
- Divide the class into two teams. Choose a learner from each team and ask them to stand with their back to the board. Decide which learner is going first. Say a word from the board. The learner spells it aloud, letter by letter, without turning to look at the board. If he/she is correct he/she gets a point for the team. If not, the other learner can spell it for a bonus point. Then it is the second learner's turn to spell a word.
- The two learners at the front swap with different learners from their teams. The team with the most points wins.

Pupil's Book, page 117

mission in action!

Put your holiday ideas on the holiday world tour map.

- Point to the Mission box or show learners the last stage of the digital Mission poster. Say Let's put our Mission in action! Say Put your holiday ideas on the world tour map.
- Read the instructions and speech bubbles. Put learners into their Mission groups. Give them time to practise presenting their holiday idea, using their notes from the Mission stages. Monitor and check that each member of the group gets the chance to speak. Encourage learners to use the superlative to explain why they think their holiday idea is the best.

Groups take turns to present their holiday ideas. Then they attach their slip of paper with the destination (from Stage 3) to the world map, together with a picture if they have drawn one.

Alternative Instead of preparing the map yourself, divide the class into seven groups and get each group to draw, cut out and label one of the continents. They could use different-colour ed paper/card for each continent.

Extension Learners discuss and mark the route of the world tour on the map.

Self-assessment

- SA Say Did you like our 'Plan a holiday world tour' Mission? Think and draw a face. Learners draw a happy face, neutral face or sad face and then hold it up in the air.
- Ask Did you like all the Missions? Which did you like best? Learners say their favourite Mission.
- Ask How can you make your English better? (e.g. I can keep a vocabulary notebook. I can sing songs in English.)

Activity Book, page 117

See pages TB120-132

Activity Book, page 106

- Review My unit goals. Ask How was your Mission? Learners reflect and choose a smiley face for My mission diary the final stage.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to look back at the unit and find at least five new words they have learnt. They write them in their word stack.

- SA Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell learners You have finished your Mission! Well done!



Learning outcomes By the end of the lesson, learners will have consolidated language from Units 7–9.

Recycled language adjectives for feelings, food and things we use to serve food, numbers 1–100, places in town, comparative and superlative adjectives, have to, infinitive of purpose (I went there to watch a film), past simple

Materials Adjectives for opinions and feelings and Places in town flashcards, video, audio

Warm-up

- Hand a learner an Adjectives for opinions and feelings flashcard or word card (afraid, frightened, tired, hungry, surprised or thirsty). Say Guess the feeling! The learner mimes for the class to guess (e.g. You're tired.).
- Repeat with the flashcards for places in town. The learner mimes being at the place on the flashcard and the rest of the class guess (e.g. You're at the sports centre.).

Pupil's Book, page 118

Watch the video and do the quiz.

- Show the video to learners.
- Ask learners to do the quiz. Check their answers to see how much learners can remember.
- Repeat this at the end of the Review unit and compare the results to measure progress.

Listen and match the children with the food.

- Say Open your Pupil's Books at page 118. Practise
 pronunciation of the names with the whole class. Then
 point to the food pictures in turn and ask What's this?
 Encourage learners to guess with a phrase, e.g. I think it's a
 plate of sandwiches.
- Play the example. Play the rest of the audio twice.
 Learners listen and match each name with a food item.
 Check answers.

Track 4.03

Jack: Hi! I'm Jack. My friends and I made lunch yesterday and we had it in the garden. Everyone helped to make the food and we were very hungry! Zoe made tomato soup and my mum put it in her biggest bottle for us. Sam made some cheese sandwiches. Daisy's food was the most delicious. She made potatoes and salad, but then she saw a rabbit in the garden. She was surprised and she dropped her plate! Lily helped me make some pasta. She said pasta was boring, so she ate hers with tomatoes and cheese. I think my pasta was more exciting. I cooked lots of vegetables with mine. We all sat under a tree and it was a nice sunny day.

Key: 2 b (cheese sandwiches) 3 a (potatoes and salad) 4 e (pasta with tomatoes and cheese)5 d (pasta with lots of vegetables)

Extension Write questions on the board: 1 Where did they have lunch? (In the garden) 2 Where did Zoe's mum put the tomato soup? (In her biggest bottle) 3 What kind of sandwiches did Sam make? (Cheese) 4 Whose food was the most delicious? (Daisy's) 5 What did Daisy see in the garden? (A rabbit) 6 Why did she drop her plate? (Because she was surprised) 7 Where did they sit to eat their food? (Under a tree) Play the audio again. Check answers.

Do the sums. Then find the places and complete the sentences.

- Focus on the map and ask Where's the (library)? Learners point to the correct building. Show learners how the grid references work and ask, e.g. What's in square 33C? (The sports centre)
- Read the example sum and show learners how the answer gives them the location of one of the places.
- Learners solve the sums first in pairs. Check answers before they do the second part of the activity.

Key: 2 35 3 32 4 34 5 31

 Learners then read the sentences and match the sum answers to the grid numbers to find out what each place is. Check answers.

Key: 2 bus station 3 supermarket 4 library 5 café

Stronger learners Ask Why did he go to the bus station? (To buy a ticket) Repeat with the different places. Learners practise asking and answering in pairs.

Activity Book, page 118

See pages TB120-132

- Learners stand in a circle. Practise counting from 1 to 100 around the circle.
- Say Let's make up some rules! When someone says a number with a zero or a five, what do they have to do? Learners suggest, e.g. They have to turn around. Count again from 1, applying the rule. Learners who don't do the correct action for a multiple of five are 'out' and have to sit down.
- Repeat, adding in a different rule, e.g. When someone says a number with a two, they have to jump, and starting from 1 again. Continue adding new rules until only a few learners are left. They are the winners.



Review Units 7-9

Learning outcomes By the end of the lesson, learners will have consolidated language from Units 7–9.

Recycled language actions in the kitchen, adjectives for opinions, daily routines, food and drink, free time activities, places in town, funfair, ride (n), comparative and superlative adjectives, have to, past simple

Materials flashcards from Units 7 and 8, an example of a school yearbook (optional), a blank notebook to make a yearbook (optional), small pieces of paper for the yearbook entries (optional), coloured pens or pencils, video, audio

Warm-up

- Learners stand in two lines facing you. Mix up flashcards from Units 7 and 8 and divide them into two equal piles.
- Demonstrate how to play. Give a flashcard to the learner at the front of the line. This learner says the word/phrase and passes the flashcard over their head to the next learner. The second learner says the word and passes the flashcard under their legs to the next learner. The next learner passes the card over their head, the next under their legs, and so on, saying the word each time. When the flashcard reaches the last learner, he/she runs to the front and gives you the flashcard, saying the word. The first group to do this gets a point.

Pupil's Book, page 119

- Choose two or three activities. Your partner compares them. Use the words in the box and your own ideas.
- Say Open your Pupil's Books at page 119. Read the instructions.
- Go through the activities in the first box and check comprehension – ask learners to mime.
- Revise the adjectives in the second box and ask What's the opposite of difficult? (Easy) What's the opposite of exciting? (Boring) What's the opposite of dangerous? (Safe)
- Learners read the example speech bubbles. Explain that if their partner chooses two activities, they use a comparative adjective, but if there are three, they use a superlative.
- Learners work in pairs. Monitor and support.
 Extension Encourage stronger learners to use adjectives which are not in the box.

Extra support Choose activities yourself and ask pairs to come up with a comparative or superlative.

Write about you.

- Read the questions and check comprehension. Ask two or three learners to give answers to the first two.
- Learners write their answers. Monitor and help.
 Extra support Write model answers / prompts on the board.
- Put learners into pairs with someone they don't know well to ask and answer the questions. Ask different learners to tell the class the best answer their partner gave.
 - **Extension** Say *Let's make a class yearbook*. Explain that a yearbook has pictures of everyone and what is special about them. Show an example, if possible.
- Give each learner a small piece of paper. Say Draw a picture of the person next to you, head and shoulders, like a photo. Leave space to write below. Show an example. Set a time limit.
- Tell learners to write a caption with a superlative below their picture. Write examples on the board, e.g. The best at sports in the class. The person who does the most dangerous things. The friendliest in the class. Monitor and help with new vocabulary.
- Stick the pictures in a book which learners can read.

Activity Book, page 119

See pages TB120-132

- Repeat the video and quiz.
- Say We've finished the book. But let's sing one of the songs. Ask Which is your favourite? If possible, play short snippets of the songs. Say Let's listen again. Put your hand up for your favourite.
- Play the song snippets again while learners vote. (If you can't play snippets, learners can call out the songs they remember.)
- Replay the song and sing it again using the actions, if appropriate. Encourage learners to give each other a round of applause.
- Ask learners to look at their Pupil's Books. Say Find five things you can do in English really well. Learners write sentences in their notebooks, e.g. I can say the days of the week. I can talk about the weather.
- Ask What do you want to do more? What can you do better? Write two or three things. Learners write sentences, e.g. I need to practise irregular verbs.
- Put learners into groups of four and ask them to share what they wrote.
- When they have finished, invite a few learners to share with the whole group. Ensure you choose a mix of learners (not just fast finishers).
- Say Well done, everyone! You have learnt a lot!
- Encourage learners to stand up, mingle and shake hands, saying Well done! to each other.

Activity Book answer key and audioscript

Meet the family

Page 4

Key: 1 eight 2 fine 3 name 4-live 5 meet 6 His

E 60

Woman: Hello, what's your name? Jack: Hello. My name's Jack.

Woman: J-A-C-K?

Jack: Yes, that's right. Jack Brown.

Woman: Ah, Brown is your family name. B-R-O-W-N?

The same as the colour?

Jack: Haha. Yes.

Woman: And how old are you?

Jack: I'm eight.

Woman: Good, now, where do you live, Jack? Jack: My address is ... er ... number 7 ...

Woman: OK, 7 ...
Jack: Beach Street.
Woman: B-E-A-C-H?

Woman: B-E-A-C-H? Jack: Yes.

Woman: Good. And do you live in the town of Bath?

Jack: Bath, yes, B-A-T-H.
Woman: Thank you very much. That's great.

Jack: Thanks. Bye.

Woman: Bye.

Key: Family name: Brown Age: eight/8 House number: seven/7 Street: Beach (Street)

Town: Bath

Page 5

1 C-a-m-e-r-o-n 4 S-h-e-l-l-y 2 R-o-c-k-y 5 H-a-r-r-y 3 H-e-n-r-i-e-t-t-a 6 G-r-a-c-i-e

Key: a 5 - Harry b 4 - Shelly c 6 - Gracie d 2 - Rocky (e 1 - Cameron) f 3 - Henrietta

Key: 2 (blue) g 3 (red) f 4 (orange) b 5 (pink) a 6 (purple) e 7 (green) d

Unit 1

Page 6

See page TB6

Page 7

Key: a 4 b 7 c 6 (d 1) e 8 f 5 g 3 h 2

20

'r' 'r'

1 tractor tractor

2 field field 3 river river

4 rock rock

5 grass grass

6 leaf leaf

Key: Learners circle tractor, river, rock, grass a 6 b 3 c 4 d 5 (e 1) f 2

Page 8

136

See Pupil's Book page 8

Key: 2 aren't 3 face 4 playing 5 face 6 eating

Key: (possible answers) Look at this puppy. It's looking at its face. Look at this puppy. It's playing with a ball. Look at the kittens. They're sleeping.

Page 9

Key: Learners colour borders: 2 blue 3 pink 4 orange

Key: 2 No, it isn't. 3 No, she isn't. 4 Yes, they are. 5 No, he isn't. 6 Yes, it is. 7 No, she isn't. 8 Yes, he is.

Page 10

Key: 2 shower 3 toothpaste 4 teeth 5 has 6 breakfast 7 dressed 8 lunch 9 wakes 10 washes Secret word: toothbrush

60

1 Girl: Mum, look at that beautiful kitten.
Mum: Which one? The grey one?

Girl: No, not the grey one, the black-and-white one.
Mum: Ah, yes. It's sleeping with its mother.

Girl: No, the other black-and-white one – it's drinking

milk.
2 Dad: Lunch is on the table. Is Peter washing his hands?

Girl: I don't know. I think he's in the hall.
Dad: Oh, that's good, he's taking off his shoes.
Girl: Hmm. He can't come in with dirty shoes.
3 Mum: Charlie, is this your blue toothbrush?

Charlie: No, Mum. My toothbrush hasn't got toothpaste

Mum: Ah. Is it the red one, then?

Charlie: No, that's Vicky's. My toothbrush is green.

4 Dad: Good morning, Daisy. Would you like bread and milk for breakfast today?

Daisy: Hmm, not today, thank you. Can I have some chocolate, please?

Dad: Ah, how about some chocolate milk?
Daisy: Hmm, OK. Chocolate milk and a banana, please.

Key: 2 a 3 b 4 a

Page 11

Key: 2 Do the children have dinner with their family?

3 Jim doesn't have lunch at school. 4 Does Sally have breakfast with her mum? 5 Mary goes to school at nine o'clock. 6 Peter and Charlie clean their teeth in the bathroom.

Key: 2 gets 3 has 4 dressed 5 breakfast 6 cleans 7 walks 8 o'clock

Key: Pictures (1), 4 and 5

Key: 2 yes 3 no 4 yes 5 yes

Page 13

8 Key: 2 a 3 b 4 b 5 b 6 b

Page 14

🚺 **Key:** 2 a 3 b 4 a 5 b

Key: 2 no (The poem says, 'Jess is their puppy.')
3 yes (The poem says, 'Every day Beth and Gwen run to see Jess.')
4 yes (The poem says, '... there's a rock in the leaves and she falls!')
5 no (The poem says, 'She helps her to stand.')

Page 15

4

Emma: Look, Dad. Everyone's here for Lucy's party.

Dad: Is that girl Sally?

Emma: Where?

Dad: She's sitting by the lake.

Emma: Yes, that's Sally. She likes birthday parties!

Emma: That's Peter, Dad. Dad: Which one?

Emma: He's next to the tractor.
Dad: Is he the one wearing a hat?

Emma: That's right!
Dad: Look at that girl!
Emma: What's she doing?

Dad: She's taking a photo. Can you see her?

Emma: Oh, yes. She's standing in front of Lucy. That's Lily.

Emma: There's my friend John!

Dad: Where?

Emma: He's talking to Lucy.
Dad: Is he wearing sunglasses?
Emma: Yes, that's John!
Dad: Is that boy in Lucy's class?

Emma: Which boy?

Dad: He's standing in front of the big tree. He's next to

Tom, the dog.

Emma: Oh, yes. His name's Nick.
Dad: I think he likes Tom.

Emma: Me too!

Emma: Can you see Mary?
Dad: Where is she, Emma?

Emma: Look! She's sitting in the tractor! She's next to her

dad.

Dad: Oh, yes!

Key: Peter – boy in hat next to tractor Lily – girl taking photo John – boy wearing sunglasses Nick – boy next to dog Mary – girl in tractor

Page 16

Look at these pictures. They look the same, but some things are different. Here there's a mountain, but here there's a lake. What other different things can you see?

Key: (possible answers) In picture A there's a clock. In picture B there isn't a clock.

In picture A the baby's sleeping. In picture B it's awake / it isn't sleeping.

In picture A the kitten's playing with a toy helicopter. In picture B it's playing with a toy train.

In picture A there are oranges and bananas on the table / in the bowl. In picture B there are apples and bananas.

Page 17

Learners work in groups. They need a dice, and a counter each. Learners move around the board according to the number they roll on the dice. If they land on a picture square, they answer the question about it. If they answer correctly, they stay where they are. If not, they return to their last square. On a bonus/penalty square (green or red) they follow the instructions. The game finishes when one learner gets to the final square, or when all learners finish.

Unit 2

Page 18

See page TB18

Page 19

Key: 2 Thursday 3 Wednesday 4 Friday 5 Tuesday 6 weekend 7 Sunday 8 Saturday

6 8

'ay' 'ay'

On Monday and Tuesday, I don't play, On Wednesday and Thursday, I do, On Friday and Saturday, I play all day, On Sunday, I play at the zoo!

Page 20

6 8

See Pupil's Book page 20

Key: 2 new pet 3 feed it 4 its face 5 think so 6 to cats

Page 21

- **Key:** 2 before 3 evening 4 plays 5 sometimes 6 never 7 kitten
- Key: 2 They always wash their hands before lunch.
 3 How often does he play in the park? 4 She never eats burgers for breakfast. 5 We feed our puppy twice every day. 6 Do they always do their homework after school?

- Key: 2 write an email 3 go skating 4 read a comic 5 watch a DVD 6 go shopping 7 watch films 8 listen to music
- Key: 2 watches 3 comics 4 go shopping 5 listen to 6 go skating 7 email 8 a DVD / DVDs

Page 23

- Key: 2 bedroom 3 dad 4 shop 5 mangoes
- Key: 2 f 3 b 4 g 5 a 6 e 7 c

Page 24

- Key: Learners draw a helmet, elbow and knee pads and gloves
- Key: 2 John 3 Nick 4 Jane 5 Sally 6 Charlie

Page 25

- Key: Pictures (1), 4 and 8
- 5 Key: 2 water, drink 3 sun cream 4 clothes 5 helmet

Page 26

- **Keu:** Name: Alex What's he like? always late, sleepy, slow How do you know? he wants to stay in bed At the beginning: at home, in bed, in the bedroom, eight o'clock on Monday morning In the middle: in the kitchen, in the car At the end: at school
- Key: Learners tick answer b

Page 27

4 0

- 1 When are the football matches?
 - Guess what, Dad! I'm on the school football team!
 - Dad: That's great, Lisa. How often do you play?
 - Lisa: Well, we practise on Wednesdays and Mondays after
 - Dad: And the football matches?
 - On Saturdays. Lisa:
 - Dad: Fantastic.
- 2 What does the boy want?
 - Mum: Here's your lunch.
 - Bou: But I don't like chicken or salad!
 - Mum: Well, what do you want?
 - Cheese and tomato sandwiches, please. Bou:
 - Mum: OK.
 - Thanks, Mum. Boy:
- 3 What does the boy want to do?
 - Do you want to go swimming after school? Girl:
 - Boy: No, thanks. I can't swim, but I've got a new bicycle.
 - Girl: Great, I've got one too.
 - Let's go to the park and ride our bikes. Boy:
 - Girl:

- 4 Who is the girl's PE teacher?
 - Girl: Look, there's my PE teacher.
 - The woman wearing the red T-shirt? Girl: Yes. She's very tall.
 - Man: Yes. Is she nice? Girl: She's really nice.
- 5 Where are the children? Girl: Ah! The rabbits are really cute.
 - Yeah, but let's go and see the cows over there. Boy:
 - Why are the sheep running about?
 - Boy: Because the dog's moving them. Girl: Oh, he's a farm dog. He's really intelligent.
 - Boy: Yes, he is!
- 6 What is the boy looking for? Mum: Jack! Where are you?

 - Jack: I'm upstairs.
 - Mum: What are you doing? It's eight o'clock! Jack: I'm looking for my notebook!
 - Mum: It's in your backpack with your books and pens.
 - Jack: No, it isn't.
 - Mum: OK, but hurry up!

Key: 2 b 3 c 4 c 5 a 6 c

Page 28

Key: 1 grass 2 an email 3 a forest 4 films 5 a lake

Page 29

Learners work in groups. They need a dice, and a counter each. First, each learner writes four sentences in their notebook. They choose three different squares from the board for each sentence: an activity, a day and an adverb of frequency. Example sentence: I always read comics on Saturdays (always, read comics and Saturday squares). Learners move around the board according to the number they roll on the dice. They need to 'collect' the twelve items they used to write their sentences. The game finishes when one learner collects all twelve items from the four sentences written in their notebook.

Unit 3

Page 30

See page TB30

Page 31

- Key: 2 present 3 dentist 4 film star 5 pop star 6 nurse 7 doctor 8 farmer Secret word: treasure
- 2 60
 - father costume party grandpa farmer nurse grandma pirate doctor film star
 - Key: yes: father, party, grandpa, farmer, grandma, film star no: costume, nurse, pirate, doctor

father grandpa grandma party farmer film star Key: father, grandpa, grandma party, farmer, film star

1 63

See Pupil's Book page 32

Key: 2 (sheep) cows 3 (pop star) film star 4 (pirate) doctor 5 (clowns) people 6 (hat) eye

2 Key: 2 wear 3 helping 4 wants

Page 33

- 1 Key: 2 has 3 play 4 wears 5 's washing 6 skate 7 's getting 8 goes
- Key: 1 Paul 2 Vicky 3 Lily

Page 34

1 6

- 1 This pirate's short and thin. He's got short, straight, blonde hair and a big, blonde moustache.
- 2 This pirate's got short, curly, fair hair and a long beard. He's tall and thin and he's got a small moustache.
- 3 This pirate is tall and fat. He's got long, fair hair and a small moustache. He hasn't got a beard.
- 4 This pirate's got a long, black beard and long, straight, black hair. He's short and fat and he's got a big moustache.
- 5 This pirate's short, fat and ugly. He's got short, curly, fair hair and a long beard. He hasn't got a moustache.
- 6 This pirate's tall and thin. He's got curly, black hair and a long, black beard. He hasn't got a moustache.

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

Key: 2 hair 3 He's a pop star. 4 They're dancing.
5 Learners' own answers

Page 35

- 11 Key: 2 I'm taking photos of her because she's a film star. 3 They can't play tennis because they haven't got a ball. 4 She's wearing a helmet because she's riding a horse. 5 Peter's very happy today because it's his birthday. 6 They're wearing costumes because they're at a party.
- 2 Key: 2 d 3 b 4 e 5 a

Page 36

- Key: 2 police officer 3 doctor 4 nurse 5 firefighter 6 dentist
- 2 Key: 2 a 3 d 4 b 5 f 6 g 7 h 8 e

Page 37

- 3 Key: 2 firefighter 3 doctor/nurse 4 dentist
- Key: 2 police officer 3 firefighter 4 teacher 5 dentist 6 farmer

Page 38

- Key: 2 superhero 3 hat 4 superhero pirate clown
- Key: 2 superhero 3 beard 4 pirate 5 pop 6 funny

Page 39

Key: 2 a hat 3 a party 4 a farmer 5 a sheep

Page 40

11 A

Look at these pictures. They show a story. It's called 'Mary and Zoe are pop stars'. Look at the pictures first.

Look at the first one. Mary and her sister Zoe are watching TV. The singer on the TV is dancing and singing. Mum is cooking in the kitchen.

Now you tell the story.

Key: (possible story) Mary and her sister Zoe are watching TV. The singer on the TV is dancing and singing. Mum is cooking in the kitchen. Now Mary is dancing and singing like the girl on the TV. Zoe is taking a banana in the kitchen. She's smiling. Mary and Zoe are singing and dancing now. Their mother is very happy.

Page 41

Learners work in groups. They need a dice, and a counter each. Learners move around the board according to the number they roll on the dice. If they can describe the person on the square, they stay where they are (they have to say what the person does and describe what he/ she looks like). If not, they return to their last square. The game finishes when one learner gets to the final square, or when all learners finish.

Review Units 1-3

Page 42

FD 68

Girl: Monday is my favourite day. I always roller skate in the countryside with my puppy! I love playing football. I never play on Wednesdays. I always play on Tuesdays. I usually go to the farm on Wednesday and I often sit on a tractor! Thursdays are quiet. I never do sport. Today is Thursday and I'm listening to music. Friday is party day! I have a clown costume for my party tomorrow.

Key: 1 Thursday 2 Tuesday (3 Monday) 4 Friday 5 Wednesday

Key: 2 clown (it isn't an activity) 3 bed (you don't find it in the bathroom) 4 farm (the others are water) 5 present (it isn't a job/costume) 6 fat (it doesn't describe hair) 7 go to bed (you don't do it in the morning)

- **Solution** Key: 2 yes 3 no 4 no 5 yes 6 no 7 yes
- Key: 2 mustn't wear 3 mustn't eat 4 mustn't eat 5 must have 6 mustn't walk 7 must wear

Unit 4

Page 44

See page TB44

Page 45

- Key: 2 uncle 3 daughter 4 son 5 aunt 6 grandson 7 granddaughter 8 parents 9 grandparents
- moth

mother father brother son daughter mum dad uncle cousin

Key: yes: mother, brother, son, mum, uncle, cousin no: father, daughter, dad

B 60

mother brother son mum uncle cousin **Key:** mother, brother, son mum, uncle cousin

Page 46

1166

See Pupil's Book page 46

- Key: 2 x 3 x 4 x 5 √ 6 √
- Key: (possible answers) Harry's bigger than Shelly.
 Henrietta's older than Rocky. Shelly's prettier than
 Cameron. Rocky's smaller than Cameron. Gracie's
 thinner than Cameron. Rocky's younger than Harry.

Page 47

Key:

+er	y +ier	double letter +er	irregular
(longer)	(angrier)	(bigger)	(worse)
shorter	curlier	fatter	better
straighter	happier	sadder	
taller	naughtier	thinner	
Hounger	uglior		

younger uglier

- Key: 2 The cat's tail's longer than the dog's tail.
 - 3 The kittens are thinner than the puppies.
 - 4 My dad's beard's shorter than my uncle's beard.
 - 5 Our new house is better than our old one.

Page 48

Key: 2 first floor (it isn't a job/costume) 3 stairs (it isn't a place where people live) 4 doctor (it isn't a floor in a building) 5 basement (you don't find it in the countryside) 6 roof (it isn't an adjective / you can't use

it to describe hair) 7 village (it isn't hair) 8 balcony (it isn't a person in a family) 9 basement (it isn't for parties) 10 downstairs (you can't watch it)

91 6 8

- Jane: Hello, Jack. What are you doing today?
- Jack: Hi, Jane. I'm helping my family. They're all doing different things. At the moment my aunt's outside in
- the garden picking up leaves.

 Jane: Are you outside in the garden with her?
- Jack: I'm outside, but I'm not in the garden.
 Jane: What are you doing?
- Jack: I'm watching my uncle. He's up on the roof. He's painting it.
- Jane: Oh. Are you at your uncle's house?
- Jack: No, I'm at my grandparents' house. We're all helping them.
- Jane: Really? Where are they?
- Jack: They're cleaning the balcony.
 Jane: Are your parents with you?
- Jack: Yes, they are, but they're inside. They're downstairs in the basement.
- Jane: What are they doing?
- Jack: They're putting some old things into boxes. I must go because I want to help them. I like helping my family.

 Bue!

Key: his uncle - d his grandparents - b his parents - a

Page 49

- Key: 2 It's his. (orange) 3 It's hers. (yellow) 4 They're ours. (pink) 5 It's mine. (blue) 6 It's yours. (purple)
- Key: 2 Mine, hers 3 theirs 4 his 5 yours

Page 50

- Key: a 3 b 5 c 6 (d 1) e 2 f 4
- Key: (possible answers) 2 in the street 3 in the house 4 in the classroom / in the house 5 in the street / in the park 6 in the park 7 in the classroom / in the house 8 in the classroom / in the house

Page 51

(3) Key: a 5 (b 1) c 4 d 2 e 3 f 8 g 7 h 6

Page 52

- Key: 2 Lots of sandwiches and a chocolate cake.

 3 Because they want to see the street. 4 Her friends at work are giving her a surprise party. 5 To invite his mum's friends home. / To have one big party.
- Key: 2 party 3 train 4 phone

Page 53

Key: 2 comics/magazines 3 orange juice
4 He's wearing a blue cap. 5 It's next to the
table. 6 He's (roller) skating. 7 (possible sentences)
There's a cake on the table. Marta and Juan are sitting
under a tree.

1 63

Teacher: Is that your brother? I remember he was in my

class at school too.

Lily: Yes, that's John. He lives in the city centre now. In

a flat with some friends.

Teacher: That looks nice.

Can you see the letter H? Now you listen and write a letter in

each box.

1 Teacher: Does your uncle live in the city too?

Lily: He did, but now he lives in a much quieter place.

He's got a small house in the mountains. You can

see them from the window.
Teacher: What a beautiful place!

Lily: Yes, it's really lovely.

2 Teacher: What about your cousin? She isn't at our school

now.

Lily: That's right. Her dad has a job in another country

and they've got a big flat near the beach there.

Teacher: That looks lovely.

Lily: It is lovely, and my cousin likes her new school

there too. We went to see them last month.

3 Teacher: Does your grandfather live near here?

Lily: Yes, that's right. If you cross the river and go out

of town there are lots of fields with sheep and cows. It's difficult to see the house because it's in

the fields.

Teacher: Is that the house in the picture there?

Lily: Yes, that's right, it's big and old.

4 Teacher: Does your aunt live in town now?
Lily: No, she doesn't. She had a boat on the

ly: No, she doesn't. She had a boat on the river here, but it was very cold. She lives near water because

she loves fishing, but she's got a house now.

Teacher: Is that near the sea?

Lily: No, it's next to a small lake. It's near here.

5 Teacher: Where would you like to live?

Lily: I love my grandmother's house. It's small but it's

lovely. And she's got a garden with lots and lots

of flowers and some trees.

Teacher: Is it here in town?

Lily: No, it's in a small village near here. There are only six other houses there and one small shop.

Key: her grandfather – B her cousin – C her uncle – A her aunt – F her grandmother – D

Page 55

1

Learners work in groups. They need a dice, and a counter each. Each learner chooses one of the four places in the corners to start from. They tick four things from the list in the centre – they must visit these places on the board. Learners move around the board according to the number they roll on the dice. If they land on a blue square with instructions, they follow the instructions. The game finishes when one learner has visited all four places they ticked on their list.

Unit 5

Page 56

See page TB56

Page 57

Key: 2 dolphin 3 rabbit 4 bat 5 lion 6 parrot 7 bear 8 kangaroo 9 panda 10 whale

F1 63

 $\left(\frac{g}{g}\right)\left(\frac{g}{g}\right)$ goat goat 3 penguin penguin $\left(\frac{d_3}{d_3}\right)\left(\frac{d_3}{g}\right)$ giraffe giraffe 4 tiger tiger 1 cage cage 5 orange orange

2 kangaroo kangaroo

Key: 2 /g/ (goat) 3 /g/ (goat) 4 /g/ (goat) 5 /d₃/ (giraffe)

Page 58

17 63

See Pupil's Book page 58

Key: 2 the biggest 3 tail 4 parrot 5 the worst 6 the angriest

Page 59

- Key: Vicky small girl with dark hair Sally older girl with blonde hair Chu Lin smallest panda
 Bao Bao dirtiest panda Yang Yang panda on the left eating Gu Gu biggest/oldest panda on the right
- Key: 2 biggest 3 best 4 cleverest 5 thinnest 6 curliest 7 worst 8 funniest

Page 60

- Key: 2 jump 3 climb 4 fall 5 hide 6 lose 7 walk 8 run 9 fly
- 2 Key: 2 X 3 √ 4 X 5 X 6 √

Page 61

- 1 Key: 2 no 3 no 4 no 5 no 6 yes
- **Key:** (possible sentences) In picture A there's one bear near the rock, but in picture B there are two bears near the rock.

In picture A the snake is below a tree, but in picture B it's climbing/in a tree.

In picture A the brown bear is opposite the grey bear, but in picture B the brown bear is near the grey bear.

In picture A the snake is below the parrot, but in picture B it's opposite/near the parrot.

In picture A the parrot is above a tree, but in picture B it's below a tree.

Page 62

- **Key:** 2 c 3 b 4 a
- Key: 1 b 2 c 3 a
- Key: 2 (This is) a kangaroo. (It eats) plants. (It is) a herbivore. 3 This is a rabbit. It eats plants. It is a herbivore. 4 This is a lion. It eats meat. It is a carnivore.

Key: an elephant

Page 64

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

(possible story) A mummy kangaroo and a baby kangaroo are playing near a river. A wombat is crying. He can't see. He needs to drink and eat. The mummy kangaroo helps the wombat. She takes him to the river and he drinks. Then she takes him to the grass and he eats. The mummy kangaroo can't find her baby. At the end, she finds her baby. She puts him in a pouch. It's a present from the wombat.

- **Key:** (possible sentences) a A wombat is eating grass. b A wombat is drinking from the river. c The kangaroo is with her baby again. She's got a pouch now. d The wombat is crying. He can't see. e The kangaroo can't find her baby.
- **Key:** (possible sentences) 2 The old lady can't cross the street. The man is helping her. 3 The cat can't get down from the tree. The boy is helping it.

Page 65

Key: (possible differences) In picture A there's a wombat. In picture B there's a rabbit.

In picture A there's a small flower near the rock. In picture B there's a big flower near the rock.

In picture A there are three trees. In picture B there are four trees.

In picture A it's sunny. In picture B it isn't sunny.

Page 66

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

Page 67

Learners work in groups. They need a dice, and a counter each. Learners move around the board according to the number they roll on the dice. If they can say what the animals pictured are doing, they stay where they are. If not, they return to their last square. If they land on a yellow, green or red square they follow the instructions. The game finishes when one learner gets to the final square, or when all learners finish.

Unit 6

Page 68

See page TB68

Page 69

- Key: 2 snowing 3 windy 4 rainbow 5 sunny 6 clouds a 2 b 3 (c 1) d 5 e 4 f 6
- 2 60

tree bee three windy sunny cloudy

E 636

tree bee three windy sunny cloudy **Key:** (tr<u>ee</u>), b<u>ee</u>, thr<u>ee</u> wind<u>y</u>, sunn<u>y</u>, cloud<u>y</u>

Page 70

1 6 8 2.34

See Pupil's Book page 70

Key: 2 forest mountains 3 rain snow 4 younger older 5 sad happy 6 cloudy sunny

Key: 1 They were in the mountains. 2 It was cold. / There was snow. 3 They were out in the fields, near the forest. 4 It was cold. / There was snow. 5 Yes, they were.

Page 71

- Key: 2 were 3 was 4 was 5 were 6 weren't 7 was 8 weren't, was
- Key: 2 wasn't 3 weren't 4 were 5 was 6 were
 2 It was windy, but it wasn't cold. 3 Because the
 weather was good for flying their (new) kite.
 4 Because two silly birds were there. 5 They were
 above their heads.

Page 72

- Key: clothes: coat, scarf, shorts, sweater weather: cloud, rain, snow, sunny, wind house: balcony, basement, floor, roof, stairs animals: bat, bear, parrot, rabbit, whale
- Key: 2 wear 3 take off 4 coat 5 put on 6 costume 7 shorts 8 boots
 Secret word: sweaters

Page 73

- Key: 2 Were there any leaves on the trees? 3 There was a rainbow above the field. 4 There wasn't a lake opposite the farm. 5 There were two clowns at the party, but only one pirate.
- Key: 2 b 3 c 4 b

Page 74

Key: 1 c 2 a 3 b

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Key: (possible sentences, depending on where learners draw the symbols) It is sunny in Old Town. It is raining in Blue Lake. It is snowing in Foxton. It is cloudy in Riverside.

Page 76

Key: 1 (rain) / Jump, Splash 2 wind(y) / Jump, kick 3 cloud(y) / Imagine

4 snow / the ice, snowman

Page 77

Key: 2 All 3 when 4 snow 5 Sometimes 6 coming

Page 78

1 6 8

Daisy! We must go! Have you got your boots? Dad: Yes, Dad. Here they are! It's fun driving to see Daisu: Grandma and Grandpa.

Yes. And Grandpa always knows what to do when Dad: the weather's bad. Come on, it's 12 o'clock. It's time

I know ... and look, it's snowing! Daisy: Can you see the answer? Now you listen and write.

1 Daisy: Which road do we go on, Dad? Dad: Today we're going on the G38.

Not the G22, which goes near the forest? Daisy: No, not today! The G38 is the quickest road. Dad: Dad, I'd like to phone Grandma before we go. Daisy: OK. Look for her name on my phone. Dad: What's her name? 'Kitty' something? Daisy: That's right. Kitty Crumb. That's C-R-U-M-B. Dad:

OK. Thanks. I've got it. Daisy:

What's in that green bag, Dad? Daisy:

Grandpa's sweater. It was in my cupboard ... by Dad: mistake! Don't put your scarf in the bag, Daisy.

Daisy: Oh ... why not? Dad: It's very big! Yeah, you're right! Daisy:

I can't wait to see their new pet! 4 Daisy: Um, I don't know ... It's very young! Dad:

But I really want to play with the new rabbit! Daisy: Dad: OK, but be careful!

5 Daisy:

I've got one more question, Dad. Will the weather be terrible all day today? I don't know ... let's listen to the radio in the car.

Dad: Daisy:

And then, in the afternoon, Grandpa wants you to Dad: help him fix his skates.

Oh, yeah. His skates! He loves those funny old Daisu:

Key: 1 38 2 Crumb 3 Grandpa's sweater 4 The new pet (rabbit) 5 Grandpa's skates

2 6

Grandma, look at this photo of my friends at Boy:

Oh, yes - it's really nice. Which friends were you Grandma:

Well, that's Paul. Can you see him? He's wearing Boy:

a coat

Is he fishing? Grandma:

Yes, he is. He wants to catch something for Boy:

Can you see the line? This is an example. Now you listen and draw lines.

That boy's wearing shorts! Isn't he cold? 1 Grandma:

You're right! He's Matt. Boy: And he's roller skating too! Grandma: Yes, he loves doing that. Boy: Is that your friend's mother? 2 Grandma:

Where? Boy:

Grandma: She's standing next to those rocks.

Do you mean the woman with straight hair? Boy:

Grandma:

That's Ann. She's Paul's big sister. Boy:

That's Ben, isn't it? The man with the towel, I 3 Grandma:

Boy: That's right.

He's got a big moustache! Grandma:

Yes, I know! He's walking towards the lake Boy:

because he wants to go swimming. Really? But it looks very cold!

Grandma: Do you know my friend's grandmother? Boy:

Grandma: No, I don't. Is she in the photo?

Yes. Look, she's putting a plate of burgers on the Boy:

Grandma: Now I can see her. What's she called?

Her name's Julia. Boy:

There was lots of food. Were you hungry? Grandma:

Yes, we were ... and we ate it all! Boy:

What about that woman? 5 Grandma: Boy: Which one?

Grandma: She's putting on her scarf.

Her long, pink one? That's because she doesn't Boy:

like windy weather. Her name's Kim.

Grandma: Well, it's a beautiful photo and a nice lake!

Key: Matt - boy wearing shorts and roller skating Ann - woman with straight hair next to rocks

Ben - man with moustache walking towards lake

Julia – woman with plate of burgers

Kim - woman putting on scarf

Page 79

Learners work in groups. They need a dice, and a counter each. Learners move around the board according to the number they roll on the dice. If they land on a picture square, they say what they can see, using the past tense. If they say it correctly, they stay where they are. If not, they return to their last square. If they land on a square with a sentence on it, they find the matching picture square and move there. The game finishes when one learner gets to the final square, or when all learners finish.

Review Units 4-6

Page 80

17 63

Hi, I'm Sally. Look at this photo. It was sunny 1 Sally: and hot yesterday. We were on my grandparents' balcony. They live on the second floor. In the photo I'm wearing a T-shirt and shorts.

2 Jane: Hello, I'm Jane. This is a picture of me yesterday. It was cloudy and windy. We were in my village. I'm

wearing a scarf.

3 Tony: Hello, I'm Tony. This is a picture of me with my cousin Jack. He lives in the town centre and we're near his house. I'm wearing his sweater because it was cold that day!

4 Fred: Hi. I'm Fred. This is a photo of me and my aunt. In this photo there was a lot of snow! We're near the lake and I'm wearing my new boots.

Key: 1 Sally: (b,) a, b 2 Jane: b, a, b 3 Tony: b, b, b 4 Fred: a, a, a

Page 81

Key: Learners draw a dolphin above the whale. It's smaller than the whale but bigger than the penguin. They draw a bat near the penguin. It's smaller than the penguin. They draw a rabbit next to the bat.

Unit 7

Page 82

See page TB82

Page 83

Key: 2 sandwich 3 cheese 4 soup 5 pasta 6 (across) bowl 6 (down) bottle 7 salad 8 glass 9 cup 10 plate

7 630

/tf/ /tf/ armchair cheese chicken chocolate Key: 1 chocolate 2 cheese 3 chicken

E 60

Richie likes eating chicken, cheese and chocolate in his armchair! [x2]

Page 84

1 6 B

See Pupil's Book page 84

Key: 2 salad 3 kitchen 4 shopping 5 us 6 put

Key: (possible questions) Did they drink hot chocolate? Yes, they did. Did they have a cooking class at home? No, they didn't. Did they make a salad? Yes, they did.

Page 85

- Key: 2 didn't go 3 didn't have 4 didn't drink 5 didn't make
- Key: Last Saturday Daisy made lunch for her parents. She went to the shops and got carrots and potatoes. She made carrot soup. Her parents were very happy. The soup was fantastic.

Page 86

Key: 2 wash (wash is a verb / something you do, the others are food) 3 sandwich (it's food, the others are verbs) 4 cut (it's a verb, the others are adjectives)

5 glass (it's a noun / something you drink from, the others are verbs) 6 carry (it's a verb, the others are people in a family) 7 drop (it's a verb, the others are things you use) 8 plate (it's a noun / something you use, the others are verbs)

0

Man: Look at this picture of a big kitchen. Can you colour it,

Girl: Hmm. There are a lot of busy cooks.

Man: Yes, there are. There's a man cooking pasta. He's boiling it. Colour his hat yellow, please.

Girl: Oh, yes, I like his yellow hat.

Man: Now I'd like you to colour the onions. Can you see

them?

Girl: Oh, yes, they're on the table next to that woman.

Man: That's right. She's cutting them and crying.

Girl: But she isn't sad. What colour are they?

Man: Make them brown, please.

Man: Can you see the young man washing plates?

Girl: He hasn't got a hat on.

Man: That's right. Colour the plates blue, please.

Girl: OK. He's washing blue plates now.

Man: Great!

Girl: Can I colour one of the bowls now?

Man: That's a good idea. Which bowl do you want to colour?
Girl: Look at this young woman here. She's carrying some bowls and dropping one. Can I colour that one?

Man: OK, colour it purple, please.
Girl: Fantastic! I love purple!
Man: Can you see some bottles?

Girl: Yes, I can see two.

Man: Which bottle do you want to colour?

Girl: The bottle near the glasses. I can colour it red.

Man: Well done!

Girl: Look at that cook with a beard. He's frying sausages. Man: Yes, he's very hot. Do you want to colour his boots?

Girl: All right. Can I colour them grey?

Man: Grey isn't my favourite colour. I'd like you to colour them green, please.

Girl: OK, he's got nice green boots on.

Key: onions – brown plates young man is washing – blue bowl woman is dropping – purple bottle near glasses – red boots of man who's frying sausages – green

Page 87

Key:

+ed	y +ied	+d	consonant +ed
(boiled)	(carried)	(bounced)	(clapped)
cooked	copied	invited	dropped
laughed	cried	liked	hopped
started	fried	skated	skipped
washed	tried	smiled	stopped

Key: 2 invited 3 smiled 4 laughed 5 carried 6 dropped 7 cried 8 stopped

- Key: 2 fruit 3 leaf 4 seeds
- 2 Key: 2 fruit 3 seeds 4 flowers

Page 89

- 3 Key: 2 red 3 green 4 red 5 green 6 red 7 red 8 green
- Mey: 2 e 3 d 4 a 5 c

Page 90

- Key: 2 yes They were at home because they weren't well. 3 yes He says 'You can't cook, Sonny!' / He thinks Sonny's job is to wash the dishes. 4 no She asks Sonny to cook in her restaurant.
- Key: b

Page 91

ニュ

Key: 2 happy 3 birthday 4 television 5 washed 6 cooking

Page 92

1 63

Look at these four pictures. One is different. The comic is different. A kiwi, a banana and a pear are fruit. You eat them. You don't eat a comic. You read it.

Key: (possible answers) 2 The second picture is different. In the other pictures there is something above the chair. In the second picture the doll is below the chair. 3 The last picture is different. In the other pictures people are shopping. In the last picture the boy is drinking (water).

4 The last picture is different. A bee, a parrot and a bat can fly. A rabbit can't fly.

Page 93

Learners work in groups. They need a dice, and a counter each. Learners move around the board according to the number they roll on the dice. On each square, they say what the people and animals did, using the past tense (e.g. *They washed the dishes.*). If they say it correctly, they stay where they are. If not, they return to their last square. The game finishes when one learner gets to the final square, or when all learners finish.

Unit 8

Page 94

See page TB94

Page 95

- Key: 2 funfair 3 ticket 4 train station 5 car park 6 ride 7 road 8 map
- 63

snow station rainbow grown-up road car park coat **Key:** yes: snow, rainbow, grown-up, road, coat

no: station, car park

63

snow rainbow grown-up road coat

Key: 1 (snow,) rainbow, grown-up 2 road, coat

Page 96

130

See Pupil's Book page 96

Key: 2 ✓ 3 X (they sat in the back) 4 ✓ 5 ✓ 6 X (Harry took his hat)

Key: 2 bought 3 wore 4 chose 5 told 6 gave 7 took

Page 97

- Key: 2 They gave me some skates. (orange)
 3 It slept in the garden. (yellow) 4 She chose
 chocolate. (pink) 5 He fed them at eight o'clock. (blue)
 6 They bought her a new sweater. (purple)
- Key: 2 found 3 lost 4 bought 5 wore 6 drove 7 hid 8 gave 9 took 10 went

Page 98

- Key: 2 bus station 3 shopping centre 4 cinema 5 sports centre 6 swimming pool 7 café 8 library 9 car park 10 market 11 hospital Secret word: supermarket
- Key: 2 library 3 market/supermarket 4 shopping centre 5 hospital 6 café 7 cinema 8 bus station

Page 99

- Key: 2 get up 3 café 4 rides
- Key: 2 Mary doesn't have to get up at seven o'clock.

 3 Sally has to wear a helmet on her bike.
 - 4 My parents don't have to do homework.
 - 5 Do you have to study for tests?

Page 100

- Key: 2 traffic lights 3 litter bin 4 pedestrian crossing 5 street lamp 6 pavement 7 road
- **Key:** 2 e 3 b 4 c 5 f 6 a

Key: 2 pavement - picture a 3 pedestrian crossing - picture b 4 look - picture d

Page 102

- Key: 2 (Her name was) Brenda. 3 Bruno (was Tom's bus buddy). 4 It could fly. 5 (He could see) his town. 6 He saw Brenda and Bruno.
- Key: b

Page 103

Key: 2 feed 3 wild 4 sandwich 5 jumped 6 didn't

Page 104

- 11 67
 - Where is Peter going with his mother?
 - Mum: Come on, Peter. We're going out now.
 - Peter: To the river? I love fishing there.
 - Mum: I thought we could walk in the forest and there
 - are lots of things to see. So we're doing that
 - Peter: Oh, but that's boring. What about the lake? We
 - can go on the boats there.
 - Mum: No, we did that last week, but we can go there again next weekend.
 - Can you see the tick? Now you listen and tick the box.
 - 1 Which girl is Mr Ball's granddaughter?
 - Boy: Which girl is your granddaughter, Mr Ball?
 - Mr Ball: She's coming out of the bus station now. Can you
 - see her?
 - Boy: Is she holding a map?
 - Mr Ball: No, that's her cousin. My granddaughter's holding
 - her ticket.
 - Boy: Oh, yes, there she is!
 - 2 Which sweater does Sam want to wear for the party?
 - Sam: I'd like to put on my favourite party sweater ... you know ... the one with the penguin on it.
 - Mum: Sorry, Sam. It's very small for you now! How
 - about this one, with a panda on it?
 - Sam: All right. But Bill's sweater is nicer. Mum: What's he got on his sweater?
 - Sam: A big whale!
 - Mum: Well, I think yours is really nice too!
 - 3 Where was Zoe on Monday?
 - Zoe: Sorry I wasn't at school on Monday, Miss Hall.
 - Miss Hall: Were you at the hospital, Zoe?
 - Zoe: Yes. I cut my leg at the swimming pool.
 - Miss Hall: Oh, dear! Are you all right now?
 - Zoe: Yes, thanks ... but this afternoon I have to go to the doctor's.
 - Miss Hall: That's fine. Thank you for telling me.
 - 4 What is Fred doing now?
 - Man: Is Fred walking to the bus stop?
 - Woman: No, he isn't! Because he was asleep at eight
 - o'clock!
 - Man: Oh, no! How's he going to school then? By bike?
 - Woman: Mrs Short's taking him and Mary in the car.
 - Man: Oh, that's good. Fred's lessons start at nine o'clock.
 - 5 Which is the new building in the city?
 - Girl: Mum, did you see the new building in the city?
 - Mum: Do you mean the supermarket? The one opposite
 - the library?

Girl: Ye

Mum:

- Yes! It's huge! I think it's bigger than the hospital!
 - Really? Well ... I need to get some things. Let's go

and the late of the late of

- there today.
- Girl: OK, Mum!
- Key: 1 c 2 b 3 b 4 a 5 c

Page 105

- - Learners work in groups. They need a dice, and a counter each. Learners move around the board according to the number they roll on the dice. On each square, they change the sentence so it is negative (e.g. *He didn't buy a ticket online.*). If they say it correctly, they stay where they are. If not, they return to their last square. The game finishes when one learner gets to the final square, or when all learners finish.

Unit 9

Page 106

See page TB106

Page 107

- Key: 2 easy 3 exciting 4 difficult 5 frightened 6 boring 7 tired 8 thirsty 9 dangerous 10 surprised 11 hungry
- 2 60
 - 'ing' 'ing' 3 boring boring
 'in' 'in' 4 penguin penguin
 1 exciting exciting 5 dolphin dolphin
 2 wind wind 6 swimming swimming
- E 637
 - **Key:** 2 wind 3 boring 4 penguin 5 dolphin 6 swimming

Page 108

- 60
 - See Pupil's Book page 108
 - **Key:** 2 exciting 3 dangerous 4 beautiful 5 afraid 6 frightened
- Key: 2 surprised 3 exciting 4 dangerous 5 circus 6 rode

Page 109

- Key: 2 Bears are more dangerous than rabbits.
 - 3 Daisy thinks that lions are more beautiful than bats.
 - 4 At the funfair, Jim was more frightened than Jenny.
 - 5 Jack thinks climbing's more difficult than riding a bike.

Page 110

- Key: 2 cinema hospital library 3 letter text email 4 journey travel trip
- Key: 2 for 3 maps 4 their 5 easiest 6 emails

1 Key: 2 no 3 yes 4 no 5 no 6 no 7 yes 8 yes

2 60

1 Woman: Did you enjoy your school trip last week, Jack? Jack: Oh, yes – it was the most exciting journey ever. Woman: Did you fly?

Jack: No, we went by train.

2 Woman: Oh, yes. I like travelling by train too. Where did

you go?

Jack: We went to the Bluegrass Mountains.

Woman: Bluegrass Mountains? Is that B-L-U-E-G-R-A-S-S? Jack: Yes, that's right. Look, I can show them to you on

the map.

Woman: Oh. They aren't near here.

3 Jack: No, they aren't. We had to catch the train at eight o'clock in the morning and we got off at four

o'clock in the afternoon.

Woman: Eight hours! What did you do on the train? Jack: Well, I looked at the countryside out of the

window and listened to music, but a lot of my friends slept because they were tired.

Woman: How many children went on the trip?

Jack: There were 28 of us.

4 Woman: What did you see from the window?

Jack: The most beautiful thing was a rainbow above a forest. It was fantastic.

Hmm Did you see any animals in th

Woman: Hmm. Did you see any animals in the forest?

Jack: Yes, I did. I was really surprised to see a big, grey

rabbit in the grass. It was near the train.

5 Woman: Were you hungry on the train?

Jack: No, I wasn't. We all had a picnic lunch. We

brought our food from home.

Woman: What did you eat?

Jack: My dad made me a big chicken sandwich. I gave

part of it to my friend because it was so big.

6 Woman: Oh, that's nice. Did your friend give you any

food?

Jack: No, he didn't, but I was really thirsty and he gave

me some fruit juice.

Woman: So, what did he drink?

Jack: He drank fruit juice too. He had two bottles.

Woman: What kind of juice was it?

Jack: It was my favourite. It was pineapple. It was

great!

Key: 2 Bluegrass 3 28 4 rabbit 5 sandwich 6 fruit/pineapple

Page 112

Key: 2 Machu Picchu – South America
3 Stonehenge – Europe 4 Taj Mahal – Asia
5 Great Barrier Reef – Australia

Page 113

- 3 Key: 2 manmade 3 manmade 4 natural 5 natural 6 manmade
- Key: 2 The Grand Canyon / North America 3 The Great Pyramid / Africa

Page 114

Key: 2 Richard hid the clues. 3 Some of the

clues were in the trees (and some were on the ground). 4 There was a tree like a giraffe in the wood. 5 The last clue was one hundred steps from the picnic.

Key: 2 good 3 everyone 4 around 5 behind 6 Ben 7 giraffe 8 tree 9 news 10 know 11 shiver 12 eat

Page 115

17 63

1 What is the book about? Girl: This book's great. Boy: What's it about?

Girl: It's about Africa.

Boy: What – elephants and lions?

Girl: No. It's a story about giraffes.

2 Whose party is it?

Woman: Whose party are you going to?

Boy: Diana's.

Woman: Is Diana the girl with short, blonde hair?
Boy: No, she's the girl with long, red hair.

3 Where's the picnic?

Man: There's a school picnic today.

Boy: Yes, it's in the school playground, I think.

Girl: No, it isn't.
Man: Where is it then?

Girl: It's in the wood behind the school.

4 Which competition is Ana in? Man: Where's Ana?

Woman: It's sports day at school today.

Man: Is she running or doing the high jump?

Woman: No, she's in the long jump competition.

Man: Well, let's go. The competition starts at two.

Key: 2 c 3 b 4 a

Page 116

Key: 1 vegetables 2 pictures 3 lizard 4 tail 5 downstairs

Key: Lily's Uncle Pat

Page 117

Learners work in groups. They need a dice, and a counter each. Each learner chooses one of the four buildings in the corners to start from. They tick four places from the list in the centre – they must visit these places on the board. Learners move around the board according to the number they roll on the dice. If they land on a blue square, they have to read the sentence aloud and move their counter to the corresponding picture square. The game finishes when one learner has visited all four places they ticked on their list.

Review Units 7-9

Page 118

Girl: I had an exciting day yesterday! First I went to the train station to buy a ticket for my trip next week. I went to

the library and chose a book about travelling the world. I went to a café to buy some lunch because I was hungry. I ate a bowl of pasta and drank a glass of orange juice. I looked at a map to find my friend's house. I didn't get lost! Sally's dad took us to the funfair. The rides were more exciting than last year! We bought a bottle of water because we were thirsty. I sent a text to my dad and he drove us home. I slept in the car because I was tired!

Key: a 5 b 2 (c 1) d 8 e 7 f 4 g 3 h 6

Key: 2 station 3 email 4 map 5 trip 6 text 7 travel 8 world

Page 119

Key: (possible sentences) She's frightened because she's at the funfair. He's surprised because his parents gave him a bike for his birthday. He's thirsty because it's a hot day. She's tired because she ran a race at sports day today.

Numbers 21-100 (Pupil's Book page 120)

7 6 8

The bus to the funfair. [47] The bus to the train station. [58] The bus to the school. [92] The bus to the beach. [35] The bus to the city centre. [86] The bus to the library. [74] The bus to the hospital. [29] The bus to the sports centre. [100] The bus to the lake. [63]

Key: See numbers in audioscript



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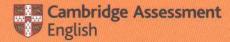


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