



Key learning outcomes: revise the characters, say a chant

Key competences:  review the course characters, dates;  say the chant

Target vocabulary: *Hi, everyone! Come and try ...* revision of dates and ordinal numbers (1st–30th), vocabulary from previous level

Print materials: Pupil's Book p4, Class audio CD1, Flashcards, Workbook p2

Warmer

Play *Hangman* with the mystery phrase: **The Heroes Centre**. Then, ask students what they can remember about the Heroes Centre from Level 3. Refer them to the Pupil's Book cover and ask them who they can see on the cover and what they can remember about the people in the Heroes Centre.

Pupil's Book

1  1:01

- Ask students who they can see in the picture.
- Play the audio (script on p156). Students listen and say what is happening at the Heroes Centre today. Ask **Why is it a special day?**

Answer

It's the Heroes Centre Open Day.

Extend

Get the students to name as many things they can see in the picture as possible.

2  1:02  1:03

- Refer students to Megan and her speech bubble. Tell the class they are going to do the Heroes Centre Open Day quiz. Divide the class into pairs. Play the audio (script on p156) and get students to follow in their books. Give them time to answer the quiz questions together.
- Play the audio (script on p156). Students listen and check their answers.

Answers

1 chocolate, lemon, strawberry; 2 carrots, potatoes, tomatoes, peas, lettuces;
3 newspapers, cans, bottle tops;
4 skateboarding, coding, dancing, drawing, judo

Tip

Do the Heroes Open Day quiz as a class competition. Divide the class into small teams. Give each team a piece of paper and set a time limit. When the time is finished, teams give their answers to another team who check them. Then check answers as a class and write the answers on the board. Give two points for each correct answer that is spelled correctly. Give one point for each correct answer that is not spelled correctly. The team with the most points wins.

3  1:04

- Show students a calendar. Ask **How many days are there in September?** (30) Tell students they are going to learn how to say the dates in English.
- Play the audio (script on p156). Students listen and follow in their books.
- Play the audio again. Pause after each line and get the class to repeat each one. Repeat as many times as necessary.
- Play the audio all the way through and get the class to chant along.

SEN

To practise ordinal numbers, invite different students to read dates for their partners to come to the front and stand on a physical time line. Going physical will help students understand the concept of time, which they often find quite difficult.

Support

Help students to personalize the language. Get them to tell you their birthday in English. Recap the months of the year first. Then, help them to say *My birthday is the (9th) of (October)*.

Workbook

1

- Read the four headings aloud with the class and elicit a word for each category. Then, refer the class to the word pool box and the example (aerobics).
- Give students time to write the words under the appropriate headings. Check answers as a class.

Answers

Activities: drama, aerobics, photography;
Recycling: bottle, magazine, wrapper;
Heroes Centre Garden: carrots, beans, spinach;
Heroes Café: rice, fish and chips, chicken

2

- Invite volunteers to read the questions aloud and get a student to answer each one orally.
- Get students to write their answers in the space provided.

Answers

Students' own answers

3



1:05

- Refer the class to the sets of ordinal numbers. Get students to read them to themselves.
- Play the audio (script on p156). Students circle the ordinal number they hear for each set. Check answers as a class.

Answers

1 22nd; 2 13th; 3 5th

4

- Do the first sentence orally with the class so they understand what to do.
- Students complete the activity individually. Walk around and help as necessary before checking answers as a class.

Answers

Students' own answers

Finished?

- Students can complete this task in their notebooks so you can see it. They can complete it at home if necessary.

Cooler

Play *High 5!* Divide students into small groups. Give each group a piece of paper and a pencil. Say a category e.g. **animals**. Each group writes five words in that category. When a group finishes, it calls out 'High Five'. Everybody stops writing. The group that finishes first gets five points. Get students to read out their words. If two groups or more have the same word, they get five points for that word. If a group has a unique word, they get ten points. Spelling doesn't matter. The group with most points wins.



Key learning outcomes: find out about the newsletter team, practise telling the time, sing a song

Key competences: revision of days of the week; learn about newsletters, sing the song

Target vocabulary: revision of days, the time (o'clock/half past/quarter to/quarter past)

Print materials: Pupil's Book p5, Class audio CD1, Workbook p3

Digital materials: Pupil's Book eBook

Extra materials: newsletters

Warmer

Review the ordinal numbers from Lesson 1. Use a calendar and point to each number, and get individual students to say the date. Play the ordinal numbers chant from Lesson 1. Get students to chant along.

Pupil's Book

1 1:06

- Establish the meaning of 'a newsletter'. (*It's information on paper or online written for a particular group of people.*)

Tip

Bring along a selection of different newsletters. Ask students if they have ever helped write a newsletter for school.

- Play the audio (script on p156) and get students to follow in their books.
- Divide the class into pairs and get them to read and answer the questions.
- Share answers as a class.

Answers

1 Megan, Archie, Luke, Olivia; 2 Monday, Tuesday, Wednesday, Thursday; 3 Heroes Centre members; 4 On Friday

2 1:07

- Refer students to the clock faces. Play the audio (script on p156), pause after each time and get class and individual repetition.
- Ask individual students to tell you the times. Ask **Number 1. What time is it?**

SEN

Remember that some students may be used to telling the time as it appears on their mobile phone screen: digital and analogue clocks. Be ready to compare with the clock faces they can see in the activity.

3

- Divide the class into pairs. Get two volunteers to read the speech bubbles aloud. Pairs of students then ask and answer in the same way.

4 1:08

- Play the song (script on p156). Students listen and read.
- Ask volunteers to read each line of the song. Check comprehension and help with pronunciation.
- Students then read the song aloud in pairs, reading alternate lines each.
- Play the song again. Students sing along.

Pupil's Book eBook

- Alternatively, go to the Pupil's Book eBook and play the song or the karaoke version.

Extend

Having introduced the idea of a newsletter, the class could make their own. Tell students that this is something they are going to do over the next year. Ideas for how to include the language and content of each unit in your newsletter are suggested at the end of every unit in the Teacher's Guide. By the end of the year, you will have compiled enough material to create a substantial newsletter that the students can be proud of.

Workbook

1  1:10

- Get volunteers to read the times on the clock faces aloud. The rest of the class listens and checks if they match.
- Play the audio (script on p156). Students tick the correct clock face for each number. Check answers as a class.

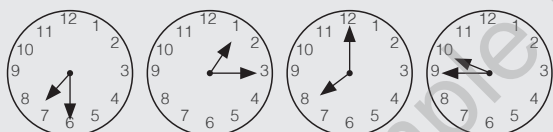
Answers

1 a; 2 a; 3 b; 4 a

2

- Refer students to the time written under each blank clock face. Explain that they are going to draw the hands on the clocks to show these times.
- Students complete the task individually. Then, they can check answers in pairs. Deal with any discrepancies as a class.

Answers



Support

Encourage students to ask for more explanation when they don't understand.

3  1:11

- Remind the class of the song in their Pupil's Book. Refer the class to the example line.
- Students do the task individually. Then, play the song (script on p156). Students check their own answers as they listen.

Answers

Refer to script on p156.




Finished?

- In their notebooks, students draw a clock and the hands showing any time. Then, they ask and answer with a friend.

Cooler

Divide the class into two groups. Get them to sing the song again. Each group sings a verse. They sing the chorus together. Swap groups and repeat.

Key learning outcomes: identify and say hobbies, use hobbies in simple speaking practice

Key competences:  listen, identify and say hobbies;  do speaking practice;  say the rap

Target vocabulary: *collect cards, collect coins, play the piano, play the recorder, read comics, read books, play table tennis, play handball, make models, make cakes*

Extension vocabulary: *learn English, learn Spanish*

Print materials: Pupil's Book p6, Class audio CD1, Flashcards, Workbook p4

Digital materials: Teacher's Resource Centre: word cards

Warmer 1:08

Ask students to tell you what they remember about the Heroes Centre Newsletter. Play the song *The Newsletter* (script on p156) from the Starter Unit.

Flashcards

- You can introduce the target vocabulary using the flashcards. Write the heading **HOBBIES** on the board. Check if students understand that hobbies are things you do in your free time. Show the flashcards one by one and get students to tell you the hobbies they see. Accept answers in L1 but echo the answers in English.

Pupil's Book

1 1:12

- Ask students who they can see in the picture (Luke and Olivia). Refer students to the small photos and get them to tell you what they think the topic for this unit is (*hobbies/free time activities*).
- Play the audio (script on p156). Students listen and tell you what Luke and Olivia want to write about.

Answer

They want to write profiles of children in the Heroes Centre.

SEN

It is very important to give students the time and opportunities they need to memorize the new vocabulary. If you want to practise using a more physical strategy, proceed as follows:

Make four cards with these verbs: *collect, play, read* and *make*. The words should be big enough for you to be able to read them when the cards are on the floor.

Invite the class to draw on a sheet of paper two things they can collect, two things they can make, two sports and two things they can read. Have one student pick one of your cards, ask the class to read the word aloud and then put that card on the floor at the front.

Invite three students to show the drawings they have made that would go with the word on the floor, e.g. for *collect*, they can draw stamps, pencils, coins, etc. Ask the three students to stand in a queue behind the card on the floor. Proceed in the same way with the rest of your cards.

Finally, invite the students who are still sitting at their desks to make sentences using the collocations their classmates are showing and as they do, send the students at the front back to their seats.

The aim of this activity is mainly to practise the collocations they have just learnt, but at the same time, we are adding movement, fun and a strong visual element.

2 1:13 1:14

- Play the audio (script on p156). Students listen and say the hobbies, pointing to the corresponding photos in turn.
- Play the rap (script on p156). Students listen to the rap.
- Divide the class into two groups. Play the rap again. One group asks the questions and the other group answers.

3

- Divide the class into pairs. Refer students to the questions in the speech bubbles. Students ask and answer the questions in pairs.

4

- Read the question together. Say another hobby, e.g. **go swimming**. Get students to tell you more hobbies they know in English.

Extend

Find out which hobby is the most popular with the students in your class. Display the flashcards for Lesson 1. Say each hobby and get students to raise their hands if you say their favourite hobby.

Workbook

1



1:15

- Refer students to the numbered photos and elicit the corresponding phrases. Then they write the phrases individually.
- Ask students for an example of a phrase that contains the 'c/k' sound, e.g. *collect cards*. Students tick all the phrases with this sound.
- Play the audio (script on p157) so students can check their answers.

Answers

1 collect cards ✓ ; 2 collect coins ✓ ;
3 make cakes ✓ ; 4 make models ✓ ;
5 play handball; 6 play table tennis;
7 play the piano; 8 play the recorder ✓ ;
9 read books ✓ ; 10 read comics ✓

Tip

Display the word cards in alphabetical order so students can also correct any spelling mistakes they have made.

- Put students into pairs and get them to do the extra challenge (in the pink sign) together. Share answers as a class.

Answers

Students' own answers

2

- Refer students to the small pictures and to the example word.
- Students complete the task individually. Check answers as a class.

Answers

1 I collect coins but I don't play table tennis.
2 I read comics but I don't make cakes.

3



1:16

- Read the questions as a class and check comprehension by getting individuals to answer the questions.
- Focus students' attention on Luke's column. See if students can predict any of Luke's answers by thinking about what they already know about him.
- Play the audio (script on p157). Students write Yes or No. Check answers as a class.

Answers

1 No; 2 Yes; 3 Yes; 4 Yes; 5 No

- Get students to answer the questions about themselves.
- Put students into pairs and get them to interview each other.

Answers

Students' own answers



Finished?

- Ask students to think of more words they know that contain the 'c/k' sound, e.g. an animal, food, a month, a classroom object, etc. Get students to write the words in their notebooks. They can also complete this activity at home.

Cooler

You can practise and review the lexical set using the flashcards. Choose a game from the Word Card and Flashcard Activity Bank, pp24-25. Suggestion: *Draw a sentence*.

Key learning outcomes: listen, read and understand hobbies in context, sing a song

Key competences:  use Lesson 1 vocabulary in context;  listen and sing the song

Target language: *Have you got any hobbies? Yes, I have. I play ...*

Print materials: Pupil's Book p7, Class audio CD1, Flashcards, Workbook p5

Digital materials: Pupil's Book eBook, Teacher's Resource Centre: word cards

Warmer

Review the vocabulary presented in the previous lesson. Play a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Pair up!* (Version 1 or 2)

Pupil's Book

1

- Ask students which hobbies they can see in the photo.

Answers

collect cards, play the recorder, play the piano, read books, read comics, play table tennis

2



1:17

- Get students to guess what Megan and Archie are doing. (*They are interviewing a girl in the Heroes Centre in order to write her profile for the Newsletter.*)
- Play the audio (script on p157). Students listen for the girl's hobbies.
- Check students' answers as a class. Play the audio again as necessary.

Answers

The girl collects football cards, plays table tennis and plays the piano.

3



1:18

- Play the song (script on p157). Students listen and read.
- Ask volunteers to read each line of the song. Check comprehension and help with pronunciation.

Support

You may wish to focus students' attention on their pronunciation and pace. Explain that they can use other songs and lyrics in English to help practise this.

- Students then read the song aloud in pairs, reading alternate lines each.
- Play the song again. Students sing along.

Pupil's Book eBook

- Alternatively, go to the Pupil's Book eBook and play the song or the karaoke version.

Tip

Divide the class into four groups. Get each group to sing a verse along with the audio. Everyone sings the chorus together.

Extend

If you have time, invite pairs to write and read a new verse for the song.



Not everybody enjoys singing, let alone singing in public. As teachers, we ought to respect this. However, we are all aware of the strong value that songs have in ELT, so one way of solving this is to have some students sing while others just mime the action or raise picture cards showing the actions. Another way of introducing TPR is to divide the class into two groups and have everybody sing the song while group 1 mimes *make cakes, read comics, play the piano and collect coins*, and group 2 claps their hands as they hear those phrases. This looks very simple but we are actually coordinating a lot of variables apart from just practising the new language.

Workbook

1

- Refer the class to the photo and ask **What are Archie and Megan doing?** (*Asking a girl about her hobbies*).
- Remind the class to look at the pictures and use the words in the word pool box to complete the paragraph. Check answers as a class.

Answers

1 plays; 2 collects; 3 cards; 4 plays the piano; 5 read comics/play the recorder; 6 play the recorder/read comics

2



1:20

- Tell the class the context: a boy is asking a girl about her hobbies. Refer the class to the example so they understand that they have to write the words in the speech bubbles in the correct order to make questions and answers.
- Play the audio (script on p157) for students to check their answers.

Answers

1 Have you got any hobbies? 2 Yes, I have. I make models. 3 Do you play a musical instrument? 4 Yes, I do. I play the recorder.

3

- Put students into pairs and get them to work together to write another question and answer for the dialogue in activity 2.
- Get volunteers to come to the front of the class and to act out their new dialogue.

Answers

Students' own answers




Finished?

- Students draw and label three more hobbies in their notebooks. They ask and answer with a friend.

Cooler

Say a hobby, e.g. **read comics**. Get students to tell you another hobby that uses the same verb, e.g. **read books**. Repeat with other hobbies.

Key learning outcomes: predict story content, read and understand a story about hobbies, answer questions about the story

Key competences:  give a personal response to the story;  predict story content;  listen and understand the story

Story vocabulary: *oven, cream, harder, careful, delicious*

Story language: *I like ... I don't like ... Luke doesn't like ... But he likes ...*

Print materials: Pupil's Book pp8–9, Class audio CD1, Flashcards, Workbook p6

Digital materials: Pupil's Book eBook

Warmer 1:18 1:19

Ask students if they can remember which hobbies were mentioned in the song *Let's talk about you!* from Lesson 2 (*make cakes, read comics, play the piano, collect coins*). Play the song (script on p157). Get students to sing along. You may wish to use the karaoke version.

Pupil's Book

1

- Read the questions and the possible answers with the students.
- Give students a moment to look quickly over the story and to think about the answers.
- Talk about the answers together. Don't say whether students are right or wrong. They can decide that for themselves when they have read the story properly.

Answers

In a community centre.; Friends.

Pupil's Book eBook

- You may wish to present the story using the Pupil's Book eBook.

Pupil's Book

2  1:21

- Play the story audio (script on p157). Students read and listen to the story.
- After listening, go back to the questions in activity 1. Find out if students still agree with their answers.

Support

Have a 'Collaborate Corner' in your classroom. Add words and phrases that can help students discuss different stories together.

SEN

One essential task we have as educators is the attentive and consistent observation of students. We cannot possibly detect their interests, needs and difficulties unless we devote time and effort to this. Once we have spotted the students that have reading or attention issues, we ought to explain to their parents and themselves that they will need commitment, which will be shown every time they are asked to do a specific assignment. The text in this activity may be too long for some students. It should ideally be read at home, which will give them the chance to take all the time they need to understand it without feeling observed, teased or overcorrected. Anyway, whether some students have done their assignment or not, the story should be projected using the Pupil's Book eBook to facilitate their understanding. Having worked through the different frames, you should then elicit the main events before you move on to activity 3.

3

- Tell the class that this text is a summary of the story. Do the first sentence with the class as a model. Ask **Is this story a photo story or a comic?** (*photo story*)
- Students work individually or in pairs to do the rest of the activity.
- Check answers as a class.

Answers

1 photo story; 2 Open Day; 3 table tennis;
4 cake; 5 ball; 6 eating

- Play the story audio again. Students read and listen for pleasure.



This activity may have too much information for certain students. Information comes into our brain in different forms: colours, words, pictures, etc. Use the SEN accommodation provided.

Answers

1 photo story; 2 tennis; 3 cake; 4 ball;
5 eating

4

- Focus students' attention on the thought bubble at the bottom of the page. Read it together and check comprehension.
- Encourage students to express their own opinion.

Life Skills Tip

Discuss the theme of friendship from the story. Ask questions to guide the discussion, e.g. **How is Archie a good friend to Megan?** (He helps her play table tennis.) **Do friends always like the same things?** (No) Get students to find an example in the text. (Luke and Olivia like different things, etc.)

Workbook

1

- Get students to read the questions first. Refer them to the example and remind them to write complete answers.
- Check answers together.

Answers

1 She makes a cake. 2 He makes a model.
3 Megan and Archie play table tennis.
4 No, she can't. 5 It goes in Olivia's cake.

2

- Get students to think about the story and to complete the sentences using the characters' names. Then, get them to order the sentences.
- Check answers as a class.

Answers

a Luke (1); b Megan (4); c Olivia (3);
d Archie (2)

3



- Refer students to the word pool box and tell them to use these words to complete the sentences in the speech bubbles.
- Play the audio (script on p157) and get students to check their own answers.

Answers

1 I think the story is great because it's funny. 2 I don't like this story because I don't like photo stories.

4

- Write the following three sentence beginnings on the board and brainstorm with the class different ways to complete them, thinking in particular about adjectives and story genres: **(a) I think this story is ... because ... (b) I like this story because ... (c) I don't like this story because ...**
- Students write a sentence to reflect their opinion about the story in their notebooks.
- Encourage students to talk about the story with their family.



Finished?

- Encourage students to make their own picture dictionary by writing and drawing five new words from the story.

Cooler

Play *Who Said What?* Read speech bubbles from the story. Students tell you who says what: Olivia, Megan, Archie or Luke, e.g. You: **Who says I want to make a model?** Students: *Luke.*

Key learning outcome: listen, read and understand grammar in context

Key competences:  ask and say what people like or don't like;  play a game, do speaking practice

Target language: *I like ... He/She likes ... Do you like ...? Yes, I do. No, I don't. Does he like ...? Yes, he does. No, he doesn't.*

Print materials: Pupil's Book p10, Class audio CD1, Flashcards, Workbook p7, p58, p61

Warmer 1:21

Play the story audio (script on p157) *Fun with friends* from Lesson 3. Pause the audio before key words. Each time you pause, get students to call out what they think the next word is.

Pupil's Book

1 1:23

- Introduce the target language (*I like/don't like ...ing*) before listening. Display the hobbies flashcards and say a sentence about one e.g. ***I like making cakes.*** Ask a student ***How about you?*** Help the student to say *I like making cakes* or *I don't like making cakes*. Repeat with other students and other hobbies.
- Explain that Grammar Boy and Grammar Girl are talking about Grammar Girl's new friend.
- Play the audio (script on p157). Students listen and read.
- After listening, ask students which of the hobbies are mentioned in the dialogue.

Support

Encourage students to read the Grammar focus text. Get students to discuss the differences and meanings in pairs.

SEN

Although the listening activity will make it clear this is a dialogue, we should respect this interactional function when we practise reading. Therefore, it would be advisable to have students either read in pairs or divide the class into two and have them take roles. Have the class underline what Grammar Girl's new friend likes doing. This is a way of directing their attention focus and will help the class do the next activity.

2

- Students read the dialogue aloud in pairs.
- Students then work out from the dialogue which superhero is Grammar Girl's new friend.
- If students have not worked it out correctly, go through the dialogue checking comprehension line by line.

Answers

Picture C (Sensational Susan) because she likes reading comics, making cakes but she doesn't like playing the recorder.

3

 1:24  1:25

- Play model audio (script on p157). Students listen and read.
- Play the game audio (script on pp157-158). Pause the audio after each sentence. Students say which word is missing from the sentence.

Extend

Students work in pairs and think of one more sentence for the Grammar Goat game.

Answers

like; likes; doesn't like playing; do; don't; like; does; Does; like

SEN

Before moving on to the grammar chart, which is rather abstract, ask different students about their likes/dislikes. Going personal is a way of showing you care and of eliciting more spontaneous talk.

4

- Get two students to read the speech bubbles aloud. They model the speaking activity.
- Put the students into pairs. Get them to decide who is A and who is B.
- Position the students so that they cannot see each other's books.
- Get Students A to open their Workbooks at p58. Tell them to look at the chart. Get Students B to open their Workbooks at p61.
- Tell the students that their partners have all the information they need to complete their charts but stress that they can only get the information by asking and answering questions.

Workbook

1

- Refer students to the pictures of Grammar Girl and Grammar Boy. Remind them to use the pictorial information to complete the grammar table.
- Check answers together.

Answers

1 reading; 2 collecting; 3 likes; 4 playing;
5 like; 6 do; 7 Does; 8 doesn't

2



1:26

- Refer students back to the pictures in activity 1. Then, play the audio (script on p158). Students look at the pictures, listen to the sentences and tick *True* or *False*.
- Check answers as a class.

Answers

1 True; 2 False; 3 False; 4 True

3



1:27

- Tell students to put their pens down and to just listen and look at the pictures. Play the audio (script on p158) straight through.

Tip

Encourage students to listen carefully but not to worry if they don't hear or understand every single word. It is important that they understand the general meaning when listening.

- Play the audio again but pause after each sentence. Students listen and complete the sentences. Play the audio several times if necessary and pause in order to give students time to write.
- Walk around and correct their work or take in their books later to correct.

Answers

1 I like playing the piano, but I don't like making models. 2 My sister likes playing table tennis, but she doesn't like collecting cards.

4

- Invite two volunteers to read the speech bubbles aloud. Put students into pairs and get them to ask and answer similar questions. Encourage students to ask their family these questions at home.



Finished?

- Students write sentences about their likes and dislikes in their notebooks. They can also complete this task at home.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Explain it!*

Key learning outcome: learn why it is important to practise

Key competences:  learn the importance of practising;  listen and understand the comic strip

Print materials: Pupil's Book p11, Class audio CD1, Flashcards, Workbook p8

Digital materials: Pupil's Book eBook, Teacher's Resource Centre: word cards

Warmer

To review the grammar from the previous lesson, play *Sentence Hangman* on the board. The mystery sentence is **Grammar Girl likes playing the recorder**. When students have completed the sentence, ask if it is true or false (*false*). Then ask them how to make the sentence true (add *doesn't*). Then ask what the question form is. (*Does Grammar Girl like playing the recorder?*)

Pupil's Book eBook

- You may wish to present the story using the Pupil's Book eBook.

Pupil's Book

1  1:28

- Ask students to remember who are the main characters in the comic strips from Level 3. Remind them that the main characters are brother and sister, called Sam and Sally.
- Ask the class to name any object that they can see in the comic strip. (*a basketball, a model, garden, etc.*)
- Play the audio (script on p158). Students read and listen.
- After listening, get students to explain why Sally is sad.

Answer

Sally is sad because her model castle isn't good.

- Play the story again. Students read and listen for pleasure.

SEN

Prepare students for what is to come. Invite them to look at the pictures and predict what is happening and how the characters are feeling. Once you have presented the dialogue, you may want to give students some time to practise and then act out the conversation. Do this only with volunteers. Some students may not be ready to face the challenge but just looking at their partners is also a way of learning.

Life Skills Tip

Use this as an opportunity for a class discussion on the topic of knowing our own strengths and weaknesses, and how we can get better at doing things if we practise.

2  1:29

- Refer students to the photos. Get volunteers to read aloud the speech bubble.
- Ask **What can Andy do to play the guitar in the school concert?** Listen to all the suggestions.
- Play the audio (script on p158). Students listen and compare their suggestions with what they hear.

Extend

In pairs, students decide on what they think is the best way to get better and be good at something.

Answers

Students' own answers

3

- Get volunteers to read the questions in Megan's thought bubbles aloud. Divide the class into pairs and get them to ask and answer the questions. Share answers as a class.

Support

Explain that we are better at some things than others. Sometimes we are quite good at something and don't realize. Ask students to think about what they find easy and are good at. Then ask them to think about what they want to do better or find more difficult.

Workbook

1  1:30

- Remind the class that Sally isn't happy because she can't make a good model castle. Read the question in the rubric to the class.
- Play the audio (script on p158). Students listen and read. After listening, elicit the answer to the question.

Answer

Sally practises by making a model house.

2  1:31

- Students read the speech bubbles. Then, refer them to the sentences a-c. Students match the sentences to the correct speech bubbles.
- Play the audio (script on p158). Students listen and check their answers. Then, see if students have other suggestions for the children.

Answers

1 b; 2 a; 3 c

3

- Read the sentence beginnings and complete them for yourself orally, as a model for the class.
- Give students time to think and to complete the sentences about themselves. Then they read the sentences to a friend.

Answers

Students' own answers

Finished?

- In their notebooks, students write a list of things they are good at. They can complete this task at home too.

Cooler

Put the hobbies flashcards on the board.

Say ***I'm good at (playing table tennis).***

Ask other students ***What are you good at?***

Get them to look at the hobbies on the board and say sentences using the same structure:

I'm good at ...

Key learning outcome: listen, say and read about jobs in a real world context

Key competences:  identify and say jobs;  read about jobs in unusual places

Target vocabulary: *receptionist, cook, gym instructor, librarian, caretaker, gardener*

Extension vocabulary: *music teacher, dance instructor*

Print materials: Pupil's Book p12, Class audio, CD1, Flashcards, Workbook p9

Digital materials: Teacher's Resource Centre: word cards, Real World Research Worksheet Unit 1

Extra materials: photos or videos of unusual places to work

Warmer

To revise the content of the previous lesson, tell the class to ask you questions to find out what you are good at and what you are not good at, e.g. *Are you good at playing football?* Then invite students to tell you what you can do to improve things you are not good at, e.g. *You can have football lessons.*

Pupil's Book

1  1:32

- Get students to look at the photos of the jobs. Ask **Where do the people in the photos work?**
- Play the audio (script on p158). Students listen and repeat while following in their books.

Support

Help students to personalize the new vocabulary by asking them to name people they know who do these jobs, e.g. **What's the name of the school receptionist?**, etc.

Flashcards

- You can introduce the target vocabulary using the flashcards. Show the flashcards one at a time. Ask **Where does this person work? What's his job? Is he a librarian or a cook?**, etc.

SEN

Explain that some words look or sound similar to their Spanish equivalent. Others, on the other hand, are false friends, as is the case of *librarian*. As you teach the new vocabulary, elicit what actions these jobs involve: place, actions, gear, etc. This is a way of scaffolding what comes next.

Pupil's Book

2  1:33

- Focus students' attention on Luke's speech bubble. Read it together. Check if students understand that they are going to read a webpage about jobs.
- Get students to look at the website and to predict which jobs will be mentioned in the text.

Extend

Get students to work in pairs and discuss their predictions before listening to the audio.

- Play the audio (script on p158). Students listen and read to find out if their predictions were right.

SEN

To help students with attention and focus issues, it is very important to make them curious. Curiosity very often fosters motivation. You can do this by taking advantage of interesting topics or unusual pictures and sharing with the class good photos or videos. In the case of the Garden of Cosmic Speculation, you may download some interesting photos and make them think why the place has got this name, allowing them to associate title and visual material.

3  1:34

- Play the audio (script on p158). Pause after each sentence. Students say if the sentence is true or false.

- If students seem unsure, go back to the webpage and check comprehension of the text.

Answers

false; true; false; true; true; false

4

- Get two volunteers to read aloud the speech bubbles and to complete the sentences as they do so.
- Divide the class into pairs. Get students to talk about people in their families and the jobs they do in the same way as modelled in the speech bubbles.

Workbook

1

- Students look at the photos of the jobs and write the words next to the corresponding numbers.
- Check answers together.

Answers

1 caretaker; 2 cook; 3 gardener; 4 gym instructor; 5 librarian; 6 receptionist

2

- Ask **Where does a librarian work?** (in a library). Tell students they are going to read a text about a famous library. Students read the text to themselves.
- Refer the class to the sentences 1–6. Tell them to refer back to the text and write *true* or *false*. Check answers together.

Answers

1 true; 2 false; 3 true; 4 false; 5 false; 6 true

Culture Tip

Australia's tourist office advertised a job to look after a desert island. The job as Island Caretaker was advertised as 'the best job in the world'.

3

- Ask students to think about a library (e.g. in the school, in their village/town, etc). Write some questions on the board: **Is it big or small? Are there only books? What else is there?** Students do their writing in their notebook.

Answers

Students' own answers

4

- Give out copies of the Real World Research Worksheet (or ask students to bring it from home).
- Encourage students to think about New York Public Library. This can be done online or in the school library.



Finished?

- Students write the additional jobs in their notebooks.

Cooler

Practise the new vocabulary with one of the games from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Class Pairs*.

Key learning outcome: write a profile

Key competences:  write a profile;  read and understand an email and a profile

Language: *My dad/mum's a ... In his/her free time, he/she likes ...*

Print materials: Pupil's Book p13, Class audio CD1, Flashcards, Workbook p10

Digital materials: Teacher's Resource Centre: word cards

Warmer

Display the six word cards for jobs. Say ***I work in a restaurant.*** Ask ***What's my job?*** Get students to tell you *You're a cook.* Get individual students to stand up and say similar sentences about the other jobs on the word cards. The other students guess the job.

Pupil's Book

Support

Before working with the text in activity 1 or activity 2, get students to think about and identify the text type. Ask ***Is it a postcard or an email?*** (*email*) Get students to think about where they might find the text. (*in a book, on a computer, etc.*)

1

- Focus students' attention on the email. Ask ***Who is the email to?*** (*Archie*) ***What is the email about?*** (*Amy and her family*) Refer students to the top part of the email to answer your questions.
- Ask ***Which two jobs are mentioned in the email?*** Get students to skim read the email in order to answer (*gym instructor and cook*).
- Get students to read the email again. Then, ask ***Who is the email from?*** (*Amy*)
- Divide the class into pairs and get them to read the questions and answer them together. Share answers as a class.

Answers

1 gym instructor; 2 reading books; 3 football cards; 4 basketball



Apart from questions or *True or False* activities, another way of checking reading comprehension is to have students represent what they have read graphically or to summarize it in some kind of chart. This could help them establish connections and remember what they have read more effectively. Also, as they are not expected to write so much, it will take less time and favour students with writing issues while the main aim is maintained. Use the SEN accommodation provided.

Answers

1 cook; 2 reading books; 3 Dad; 4 playing basketball; 5 playing football; 6 collecting football cards

2



1:35

- Focus students' attention on the profile.
- Read the text together. Check comprehension.
- Play the audio (script on p158). Students listen and find the differences between the text they can see on the page and what they hear.

Answers

1 In the text, Jane has curly hair. On the audio, he says his mum has straight hair. 2 In the text, she has green eyes. On the audio, he says she has blue eyes. 3 In the text, she's a gardener. On the audio, she's a receptionist. 4 In the text, she likes playing table tennis. On the audio, she likes playing handball. 5 In the text, she doesn't like making cakes. On the audio, she doesn't like reading comics.

3

- Explain that students are going to complete their own profile about someone in their family. Direct them to p10 of the Workbook.
- After students have written their family profile, they ask and answer questions to find out about their friends' families. Write the following language on the board as prompts: ***Who is your profile about? It's about ... She likes ... He doesn't like ...***

Extend

If time allows, encourage students to discuss any profiles they might already have online or in newsletters, etc.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Letter by letter.*

Workbook**1**

- Tell students to choose a member of their family to write about. Students complete the task individually. Walk around the class and help as necessary.

Tip

If students need extra support, refer them back to the profile in their Pupil's Book. They can use it as a model.

Answers

Students' own answers

2

- Refer the class to the email on p13 of the Pupil's Book. Elicit who the email is to (*Archie*) and what it is about (*family*). Go through the email orally with the class first so they understand what they need to do. Students then complete the task individually.
- Get students to read their emails to each other. If you have time, invite volunteers to read their emails aloud.

Answers

Students' own answers

Finished?

- Students remember what their friend told them about his/her family. They write sentences in their notebooks.

Extend

You can do the Reading Extension lesson on p68 of the Pupil's Book, pp64–65 of the Workbook and pp128–129 of the Teacher's Book. You can also do the Grammar Extension lesson on p74 of the Pupil's Book and p140 of the Teacher's Book.

Unit review: preparation for final unit outcome

Final unit outcome: introduce yourself, talk about your likes and dislikes

Key competences:  introduce yourself;  review their own learning;  make a mind map;  understand a video


Print materials: Pupil's Book pp14–15, Class audio CD1, Flashcards, Communication Activities Photocopiable: mind map, Workbook p11

Digital materials: Pupil's Book eBook, Teacher's Resource Centre: word cards, Communication Activities Photocopiable: mind map

Warmer

Put the heading **MY DAD** on the board followed by question prompts: **Name? Job? Likes? Doesn't like?** Get students to interview you about your dad. Divide your class into pairs and get them to interview each other in the same way.

Pupil's Book

Stage 1 Listen and write the words. Check your spelling. Which four words are not on your list?  1:36

- Play the audio (script on p158). Students write the six words they hear. Pause the audio after each word so that students have time to write them.
- Students check their spelling. Go through the answers as a class.

Answers

1 play the recorder; 2 collect coins; 3 read comics; 4 play handball; 5 make models; 6 play the piano

Support

Encourage students to check their own spelling by returning to Lesson 1. Alternatively, you can put the corresponding word cards on the board.

- Students name and write the four hobbies that they haven't written down before.

Answers

(in any order) collect cards; read books; play table tennis; make cakes

- Read Super Speller's thought bubble with the class. Check comprehension.
- Help students to express themselves clearly by giving them helpful language, e.g. *Playing the recorder needs more practice because...*

Possible answers

playing the piano, playing the recorder, playing table tennis, playing handball, making models, making cakes

Ask and answer.

- Focus students' attention on the model dialogue.
- Put students into pairs to ask and answer similar questions using the vocabulary in the photos.

Stage 2 1:37

- Get students to read and choose the correct word.
- Play the audio (script on p158). Students check their answers.

Answers

1 playing; 2 likes; 3 making; 4 likes; 5 reading; 6 doesn't



Some students may find it difficult to choose among three options to complete sentences. If that is the case, use the SEN accommodation provided.

Pupil's Book and Pupil's Book eBook

Stage 3

- Before watching, read the list of hobbies together.
- Go to the Pupil's Book eBook and play the video (script on p174). Students watch and remember the hobbies they see in the video. Then they tell you the hobby that is not mentioned in the video.

Show what you can do

- Check answers together.

Answers

playing the guitar

Stage 4

- Students read the questions.
- Play the video again. Students complete their answers.
- Check answers together.

Answers

1 comics; 2 yes; 3 the library; 4 no

Pupil's Book

Stage 5

- Refer the class to the photo of the students doing the speaking activity. Tell them that they are introducing themselves like Luke, Olivia, Megan and Archie introduced themselves on the video.
- Hold up one of the prompt cards. Say **Let me introduce myself. I'm ...** Point to one of the items on the mind map and say, e.g. **I like playing the piano.** Get a volunteer to repeat what you said but to use his/her name. Repeat with other items on the mind map. Ask another volunteer to repeat your sentence but about himself/herself.

Teacher's Resource Centre

- Now practise the role-play with the whole class.
- Divide the class into pairs. Students decide who is A and who is B.
- Give each pair of students a prompt card. Student A and Student B think about what they're going to say. Refer them to the useful language speech bubbles in the Pupil's Book for support.
- Students take turns to speak and to listen. Ask some volunteers to do their introductions in front of the class.

Workbook

1

- Students use the code to write the letters in the squares and make words.
- They write letters in the corresponding colour squares to solve the mystery word.

Answers

1 books & comics; 2 piano & recorder; 3 coins & cards; 4 handball & table tennis; 5 cakes & models; **Mystery word:** hobbies

2

1:38

- The students refer to the pictures and complete the task individually. Then, play the audio (script on p158) so students can check their own answers.

Answers

1 I'm Rose and I like playing the recorder but I don't like playing table tennis. 2 My big brother likes collecting coins but he doesn't like reading comics. 3 My little sister likes reading books but she doesn't like making cakes.

Tell your family about your favourite activity in Unit 1.

- Encourage students to share their work with their family and to show them their favourite activity in Unit 1.

Cooler

Students look through Unit 1 and decide which activity has been their favourite. Get them to share their preferences as a class. Help them to say why, e.g. *I like the song because it's fun.* Finally, take a vote to find out which activity was the most popular.