



Key learning outcomes: learn the names of things children buy; ask and answer about shopping

Key competences:  listen, identify and say 'things children buy' vocabulary;  do speaking practice

Target vocabulary: board game, bracelet, computer game, felt-tip pens, key ring, model kit, puzzle book, skateboard, snacks, soft toy, stickers, trading cards

Extension vocabulary: badge, mini figure

Print materials: Pupil's Book p28, Class audio CD2, Workbook p20

Extra materials: Realia (a board game, a bracelet, a computer game, a felt-tip pen, a key ring, a puzzle book, snacks, a soft toy, stickers, trading cards)

Warmer

Review different types of shops. Ask **What can you buy at the butcher's? Where can you buy some bread? What shops are near your house?**

Pupil's Book

1

- Ask students to recall the last Heroes Connect project. Read the Heroes Connect blog post as a class. Ask the class if they think it is a good topic for a blog project.
- Students work in pairs to brainstorm things they buy and write them in their notebooks.
- Invite pairs to read out their lists to the rest of the class.

Extend

You can introduce the target vocabulary by using realia. Elicit/say the words and ask **Do you ever buy (a soft toy)?** To introduce *skateboard*, you may mime it. To introduce *model kit*, you may have to point to Picture 10.

2 

2:11

- Students match the words to the photos.
- Play the audio (script on p173) to check. Then play it again for the class to repeat.
- Invite different students to say where they can buy these things (*at a newsagent's, a toy shop, a supermarket, a souvenir shop*).

Answers

board game, 1; bracelet, 11; computer game, 9; felt-tip pen, 7; key ring, 4; model kit, 10; puzzle book, 12; skateboard, 2; snacks, 8; soft toy, 5; stickers, 3; trading cards, 6

3 

2:12

- Play the audio, pausing after each description (script on p173) for students to name the object.

Answers

a 7 b 2 c 10 d 8 e 1 f 9 g 6 h 5

SEN

Students should learn not only to identify the new vocabulary orally but also to write the new words, and some students are likely to find this more challenging than others. Bear in mind that you ought to provide enough opportunities so that everybody can learn – weaker and stronger learners. In this activity, it would be a good idea, to check the word on the board as they guess the object. You may call weaker learners first and write the beginning of the word for them to complete. Stronger learners may write the whole word.

4

- Ask a student a question with *Do you ever ...?* Elicit an answer and then drill the question.
- Ask two students to read out the speech bubbles. Review the adverbs of frequency.
- Have the class continue the activity in pairs.

Support

Remind students that the adverb of frequency should be placed between the subject and the verb.

The BIG question

- Ask the big question and give students time to think. Invite different students to give their opinions and prompt the rest of the class to say whether they agree or disagree.

Extend

Go to TB p130 and PB p72 to show students how to use a fish bone diagram to answer this question. If you prefer, you could do this when they have finished this unit. Note that a Thinking Skills worksheet is necessary to do this activity.

Extend

Introduce the extension vocabulary by giving definitions (*badge: a special piece of metal, cloth or plastic, often with words or symbols on it, that you wear or carry with you to show your rank or official position; mini figure*). Walk around the class to see if students have badges or mini figures with them.

Workbook

1  2:13

- Students complete the picture dictionary individually or in pairs before listening and checking their answers (script on p173).
- Check spelling and identify the objects with two words (board game, computer game, key ring, model kit, puzzle book, soft toy, trading cards).

Answers

1 board game 2 bracelet 3 snacks 4 felt-tip pens 5 key ring 6 model kit 7 puzzle book 8 skateboard 9 computer game 10 soft toy 11 stickers 12 trading cards

2

- Ask two students to read out the speech bubbles. Then students continue spelling in pairs.

3

- Focus students' attention on the example. They work individually to write the sentences.

Answers

1 Sam often buys stickers at the weekend. 2 Olivia never plays board games after school. 3 Chloe usually makes a snack in the afternoon. 4 The children sometimes buy stickers on Saturday. 5 Katy and Alex always wear bracelets at the weekend.

Support

Remind students that the verb changes when we use *he/she*, e.g. *buy-buys, have-has*. You could also review time expressions, e.g. *in the afternoon, at the weekend* and *on Saturday*.

4

- Students write sentences about what they buy using adverbs of frequency and then share them with a partner or the class.



Finished?

- Students mention objects they usually use in their free time.

Cooler

Create a memory chain with the class. Say **When I go shopping, I sometimes buy (some stickers)**. Prompt a student to repeat the sentence and add a second item. Continue around the class, with different students repeating and adding an item each time.

Key learning outcomes: read about garage sales in the USA; compare two things using comparative adjectives

Key competences:  compare things using comparative adjectives;  read and understand the blog

Target language: *A skateboard is bigger than a key ring. Stickers are better/worse than trading cards.*

Print materials: Pupil's Book p29, Class audio CD2, Workbook p21

Warmer

Play *Deletion game* to revise vocabulary. Write seven words from the vocabulary of the previous lesson on the board, one below the other one. Ask students to read them all aloud. Choose one word and delete it and ask students to read them all again, even the one that was deleted. Repeat until students read all the list of words without having them on the board. It will be super fun!

Pupil's Book

1  2:14

- Ask the class to recall the Heroes Connect Blog topic for this unit. Read out the blog post from the Raccoons. Elicit what students know about New York City.
- Play the audio (script on p173). Students listen and follow.
- Students discuss the question as a class. Encourage them to give reasons.

2

- Students read the sentences and complete them with the missing words by looking back at the text. Check as a class.

Answers

1 cheaper 2 better 3 cooler

SEN

If you want students to remember the text, you should provide enough opportunities for everyone to memorize all the information in it. It is also advisable to check comprehension before moving on to the grammar systematization. To make this more dynamic and fun, you can have the class make three signs: one with the name *Kim* in red, another with the name *Jacob* in blue or purple and the third one with the name *Grace* in green. After listening and reading, you may ask questions for them to raise the corresponding sign, e.g. **Who has a garage sale in her school every summer?** (*Kim*)

3  2:15

- Play the audio (script on p173). Students listen and follow the sentences in the grammar table. Then they repeat.
- Check that students are comfortable using grammar tables by eliciting one or two sentences. Highlight the use of *is/are* for singular and plural items, and the double consonant in *bigger*.
- Students create their own sentences in pairs.

4

- Read and answer the questions as a class.

Answers

To make the comparative form of the adjective we add *er + than*.

The comparative form of *good* is *better*.

The comparative form of *bad* is *worse*.

Extend

Explain these spelling rules:

- If a short adjective ends in consonant, vowel, consonant (CVC), we need to double the last consonant and add *er*, e.g. *bigger, thinner, sadder*.
- If a short adjective ends in *-e*, we only add *r*, e.g. *nicer, cuter, larger*.

5

- Ask two students to read out the speech bubbles. They do the activity in pairs.
- You could challenge different pairs of students to do the activity whilst you time them. The rest of the class listen and count the sentences.

Support

Elicit and write on the board one-syllable adjectives that students can use, e.g. *fast, slow, soft, cute, nice, big, small, cheap, cool, good, bad*.

Workbook

GRAMMAR CONNECT

- Students read and complete the sentences.

Answers

-er, cheaper; bigger; thinner

1

- Students work individually or in pairs to complete the sentences. Then they put a tick or a cross in the box. Find out if students agree or disagree.

Answers

1 faster than 2 better than 3 cooler than
4 worse than 5 nicer than; Students' own answers

2



- Read the sentences as a class. Play the audio for students to listen and circle the correct answer (script on pp173–174). Play it again before checking the answers.

Answers

1 T 2 F 3 F 4 T 5 T

3

- Focus students' attention on the photos and have them write sentences to compare the two items. Check the answers as a class.

Answers

- A bike is bigger than a skateboard.
- A bike is faster than a skateboard.
- A skateboard is cheaper than a bike.
- 4–5 Students' own answers

Support

Students who need more support can refer to the grammar tables on p29 of the Pupil's Book as they do the activity.

4

- Read out the adjectives and demonstrate the activity by comparing yourself and a friend using the adjectives in the box. Ask different students to make similar sentences.
- Students work individually to write the sentences.
- Volunteers read out one of their sentences.

Answers

Students' own answers

Finished?

- Students look back through the lesson and write a list of all the one-syllable adjectives. Then they write their comparative form.

Cooler

Play *Definitions bingo* to revise vocabulary from Units 1–3.

Key learning outcome: read, discuss and think about a real-life story

Key competences: learn about bees; discuss and give a personal response to the story; predict story content; listen, read and understand the story

Story vocabulary: *bee, cookery book, customer, honey, pollen, pollinate, protect, serve, sting*

Story language: *It's healthier than normal lemonade. It's more delicious than normal lemonade.*

Print materials: Pupil's Book pp30–31, Class audio CD2, Workbook p22

Digital materials: Pupil's Book eBook

Warmer

Create a Venn diagram with the class. (You can see an example on Pupil's Book p74.) Elicit and write the names of food that people usually eat: only in the summer, only in the winter or in both summer and winter.

Pupil's Book

1

- Read the blog posts as a class and the first question. Ask the class to answer and to say why. Repeat with the other two questions. Don't confirm anything at this point.

Answers

1 a real-life story 2 lemonade 3 lemons and honey

Pupil's Book eBook

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

Pupil's Book

2

2:17

- Play the story audio (script on p174). Students listen and follow. Then, ask questions from Activity 1 again. Make students note that the text is written in historic present and that Barack Obama has been the President of the United States from January 2009 to January 2017.

Support

Pause the recording at the end of each frame to check students' understanding and guide them to make predictions about what happens next.

3

- Ask students to read the questions and answer them in pairs. They can do this orally or write the answers in their notebooks.
- Check the answers as a class.

Answers

1 She finds the recipe in her great-grandmother's cookery book. 2 She adds honey. 3 It's healthier than normal lemonade because it hasn't got much sugar. It's more delicious, too. 4 Barack Obama, the (former) president of the USA, drinks a glass of her lemonade. 5 You can buy it in lots of supermarkets and restaurants.

SEN

You may do gist listening. However, some students may feel at a disadvantage because of the amount of information in the text. They may need more time. Ideally, this is a clear example of a text that you should invite students to read at home. If they did, they would find it easier to work on it in class. Anyway, to check understanding or even to make the key points clear, you can write the most important facts in slips of paper and hand them out to different students. They will read out the sentences they have and come out to the front to stand in a 'physical timeline'. This activity is very useful because it forces students to read a sentence and discuss with their partners where to stand. Use the SEN accommodation provided.

Answers

1 in a cookery book 2 honey 3 healthier 4 supermarkets and restaurants

4

- Read and discuss the questions as a class. Encourage students to explain the reasons.

Answers

1 Students' own answers 2 Because bees pollinate most of the fruit and vegetable plants that we eat. 3 She gives money to organizations that protect bees and she teaches people how to protect them. 4-5 Students' own answers

Life Skills Tip

Living and working together: learning from others

Ask the class **What does Mikaila's great-grandmother give her? What does she learn from the cookery book? What other things can we learn from our grandparents or others?**

Workbook

1

- Point out that, in critical literacy questions like numbers 5 and 6, students should form their own ideas based on the story.
- Students work individually or in pairs to answer the questions.

Answers

1 She receives a cookery book. 2 She decides to make lemonade with honey. 3 Because it has honey and not much sugar. 4 She speaks about how to protect bees. 5-6 Students' own answers

2

- Students complete the dialogue and practise it in pairs.
- Invite several pairs to act it out.

Suggested answers

I put lemons, water, honey and just a bit of sugar in my lemonade. Because traditional lemonade has got a lot more sugar than my lemonade. Because they pollinate a lot of the fruit and vegetables that we eat. No, I'm not. I love bees now.

Extend

Encourage more confident students to extend the interview by adding more questions and answers, e.g. *Where do you sell your lemonade?*

3

- Read out the prompts in the story review and invite different students to provide the missing information.
- Students work individually to complete the story review. Ask them to reflect on the story and decide who they think is a hero and why. Remind them that, in critical literacy activities like these, there are no wrong answers – they should write what they think.
- Then ask students to read their notes to a partner or to the class.
- Encourage students to tell the people at home the main points of the story.

Suggested answers

A brilliant idea; Mikaila; Texas, USA; a girl who makes and sells her special lemonade; Students' own answers might include: Mikaila is a hero because she's afraid of bees but she knows that they are important so she works hard to protect them.



Finished?

- Students choose four words from the story and write simple definitions.

Cooler

Students work in groups to think of something else that they could make with honey and think of a name for their product. If there is time, have a class vote on the best idea.

Key learning outcomes: read a dialogue about choosing snacks; compare two things using short and long comparative adjectives; ask and answer using short and long comparative adjectives

Key competences:  ask and answer using short and long comparative adjectives;  read and understand the dialogue, sing the song

Target language: *A sandwich is more expensive than a chocolate bar. Carrots are healthier than chocolate. Do you prefer (pizza) or (potatoes)? I prefer (pizza). (Pizza) is tastier than (potatoes).*

Pronunciation: placing the stress in long words

Print materials: Pupil's Book p32, p78, Class audio CD2, Workbook p23

Digital materials: Pupil's Book eBook

Warmer

Review the story from Lesson 3 by creating a story timeline on the board. Write **Mikaila wants to enter a business competition** on the left. Ask **What happens next in the story?** Record the main events chronologically on the timeline. Students tell the story in pairs.

Pupil's Book

1  2:18

- Ask students to describe the photo. Ask **What are Sophie and Charlie looking at?** (A snack menu.)
- Play the audio for students to listen and follow (script on p174). Elicit the answers.

Answers

a sandwich (and lemonade); Students' own answers

2

- Elicit answers from the class.
- If students use the comparative form incorrectly, repeat their sentence with the correct form, but don't give a grammatical explanation yet.

Answer

A chocolate bar is cheaper than a sandwich.
A sandwich is more expensive than a chocolate bar. A sandwich is healthier and tastier than a chocolate bar.

SEN

Write an example with -ier and a example with more on the board. Then invite the class to read them aloud before moving on to the grammar table. You can practise reading each example faster and faster or in a low/loud voice. This will improve the lesson rhythm, redirect students' attention and help them memorize the structure.

3  2:19

- Play the audio (script on p174). Students follow the sentences in the grammar table and repeat.
- Students make more sentences in pairs.

4

- Read and answer the questions as a class.

Answers

We remove the letter *y* and add *ier*; We use *more* before the adjective.

5  2:20

- Play the audio, pausing after each word to identify the stressed syllable (script on p174).
- Play it again for students to listen and repeat.

Answers

important; interesting; exciting; expensive;
difficult; comfortable

6

- Read the example exchange and then have students ask and answer questions in pairs.
- Invite them to report their findings, e.g. *Tom prefers pizza because it's tastier than potatoes.*

Support

Elicit and write a list of long adjectives on the board for students to check. Include the adjectives in the grammar table and in Activity 5.

7  2:21 2:22

- Go to the Song Bank on Pupil's Book p78. Play the song for students to listen and follow (script on p174).
- Play it again. Students read and sing along. Once they are familiar with the song, you may wish to use the karaoke version.
- Ask **What decision do the singers have to make? What decisions do you make?**

Pupil's Book eBook

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

Workbook

GRAMMAR CONNECT

- Read out the information. Elicit the answers and have students complete.

Answers

-ier, tastier; more expensive; Is a sandwich tastier than a pizza?

1

- Students work individually to write sentences using the prompts given.

Answers

1 Fruit is healthier than sweets. 2 Tigers are bigger than cats. 3 A plane is faster than a boat. 4 Parrots are more colourful than cats.

2

- Students write questions individually using the adjectives from the box. They ask and answer in pairs.

3

 2:23

- Clap the stress patterns in the table to make sure students understand them. Read out the first adjective and have students match the word to a stress pattern. Students complete the table. Play the audio and check (script on p174).

Answers

1 healthy, tasty 2 colourful, interesting
3 expensive, exciting

Extend

Ask the class to think of two more words for each stress pattern.

4

- Elicit one or two examples before students work individually to write personal answers. Then they ask and answer in pairs.

Finished?



- Students write three more questions and then ask and answer with a partner.

Cooler

Play a guessing game. Think of a price for one of the key items, e.g. felt-tip pens: £2.75.

Prompt students to guess the price, e.g. Are they (£5.00)/(£1.00)? Write their guess on the board and answer **No, they are cheaper/more expensive than ...** Students modify their guess until they have worked out the price.

Key learning outcomes: learn ways to develop and use your imagination; use your imagination to make presents special

Key competences:  learn ways to be creative;  use imagination to make presents special

Useful language: *Clare likes sports. Why don't we paint footballs on the photo frame? That's a good idea. We can draw tennis rackets, too.*

Print materials: Pupil's Book p33, Class audio CD2, Workbook p24

Digital materials: Pupil's Book eBook

Warmer

Play a guessing game. Describe an object in the classroom. Make sentences comparing it to other classroom objects for students to guess it. Then invite students to do the same in pairs.

Answer

The children use their imagination to create a present for Charlie.

SEN

Prepare students for what they are going to read. This is a way of scaffolding their learning. You can do this by practising the main sentences or a structure that will appear in the text, e.g. try saying these sentences backwards for the class to provide their correct form:

Charlie loves superheroes. We can take funny pictures. Homemade presents are better. Draw students' attention to the photo sequence and have them predict what they will read about. You may allow some use of their own language, if necessary.

Pupil's Book

1

- Ask the class the two questions. Encourage students to talk about members of their family and friends who have good imagination and the things they do.

Pupil's Book eBook

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

Pupil's Book

2



- Play the audio (script on p174). Students listen and follow the photo story.
- Prompt the class to say how the Heroes Connect use their imagination.
- Read the tips with the class, explaining any if necessary. Encourage the class to think of other tips for using their imagination. Remember that you may need to allow students to use their own language.

3

- Read out the instructions and elicit the objects in the photos. Focus students' attention on the Useful language box and model the phrases.
- Write prompts for the dialogue on the board:
A: *Why don't we make a special present for ... ?*
B: *Good idea. What does he/she like?*
A: *He/She likes ...*
B: *OK. We can ...*
A: *That's a good idea. We can ..., too.*
- Demonstrate the dialogue with a confident student following the prompts on the board.
- Students work on their own dialogues and design and draw their presents.

4

- Read and answer the questions as a class. Encourage students to think of and share any relevant experiences with the class.

Workbook

1

- Elicit or explain that a gadget is a small machine. Students label the photos with the words in the box. Then check as a class.

Answers

1 drone 2 hoverboard 3 virtual keyboard
4 3D headset 5 waterproof camera
6 special earphones

2

- Focus students' attention on the first photo in Activity 1 and the speech bubble. Ask **What do you think this gadget is used for?** Elicit further opinions following the model on the speech bubble.

Answers

Students' own answers

3



2:25

- Play the audio (script on pp174–175). Students listen and put a tick or a cross whether the children think they are good or not good as birthday presents.

Answers

1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ✓

4

- Demonstrate the activity by completing the sentence about you, e.g. **The best gadget for me is number 6 because I love listening to music.** Students complete their sentence and share it with the class.

Extend

Ask the class to predict what the best gadget is going to be before each student reads out his/her sentence.

5

- Read the questions as a class. Elicit some example answers before students work in pairs to discuss and answer the questions.

Answers

Students' own answers

Life skills Tip



Creative thinking: using your imagination

Remind the class that imagination has no limits. Encourage students to be free and to have fun with their ideas.

6

- Students share their ideas from Activity 5 with another pair of students and see if they agree.

Extend

Ask pairs to compare their idea with other pair's idea and tell the rest of the class which one they think is more interesting/difficult/dangerous, etc.





Finished?

- Students make a list of the technology and gadgets they usually use at home, school, etc. Encourage them to use dictionaries if they are available.

Cooler

Ask students **What presents do you give your friends and family?** Students share their answers with the class.

Key learning outcomes: read an online shopping catalogue; learn six adjectives; listen to a conversation about shopping

Key competences:  identify and say descriptive adjectives;  investigate the USA;  listen to a conversation;  read an online catalogue

Target vocabulary: *gold, patterned, plain, silver, spotted, striped*

Extension vocabulary: *checked, shiny*

Print materials: Pupil's Book p34, Class audio CD2, Workbook p25

Extra materials: catalogues of different things (clothes, supermarket products or computers); photos or realia of checked and shiny objects

Warmer

Ask the class questions about shopping, e.g.

What's your favourite shop? What can you buy there? How often do you go there?

Encourage students to discuss and share information. Then invite a student to read out the blog post from The Raccoons.

Pupil's Book

1 Stage 1 Reading

- Read the sentences as a class. Students scan the text to find the information as quickly as possible and raise their hands when they have the answers. Check the answers as a class.

Answers

1 football boots, robot, skateboard, smart watch
2 arm warmers, football boots, headphones, smart watch
3 football boots
4 arm warmers, headphones, smart watch

SEN

Prepare students for the text they are going to read. Show them catalogues of different things: clothes, supermarket products or computers. You may use your mobile phone for this. Alternatively, you may ask students in advance to look for photos of catalogues and bring their mobile devices to share the photos with their partners. Discuss what information they are likely to find in a catalogue: price, size and main characteristics of each product.

2 2:26

- Play the audio (script on p175). Students listen and follow the catalogue.
- Check understanding. Then students answer the questions. Invite different students to share their ideas with the class.

Pupil's Book

3 2:27

- Focus on the first picture. Ask students to choose the correct adjective from the green words in the text (*gold*). Students work in pairs to match the other adjectives to the pictures.
- Play the audio for students to listen and check their answers (script on p175).
- Play the audio again. Students listen and check their answers.

Answers

1 gold 2 spotted 3 striped 4 silver 5 plain
6 patterned

Support

When working with new vocabulary, remind students not to read new words in isolation. Suggest reading them in context. Words that are before and after often give important clues.

4 2:28

- Read out the three questions and focus students' attention on the Listening tip.
- Play the audio (script on p175). Students listen and write the answers in their notebooks. Check answers as a class.

Answers

1 in a clothes shop; 2 a patterned T-shirt; 3 £3.75

Extend

Introduce the extension vocabulary using realia and then giving definitions (*checked: printed or woven in a pattern of squares; shiny: something that is shiny has a bright surface that reflects light*). To revise the vocabulary of the lesson you may invite students to identify the pattern of their belongings, e.g. *My bag is spotted*.

Workbook

1

- Invite different students to read out the clues. Then ask students to work in pairs to think of suitable answers. As they work, walk around and offer support as necessary.
- Check the answers as a class. You may wish to build up a list on the board and encourage students to copy any words that may be new to them.

Possible answers

1 zebra 2 ring 3 ruler 4 giraffe 5 book 6 fork

2

- Read Jack's comment with the class. Ask students to suggest a present for him and prompt them to explain their reasons.
- Then students work individually to think of a present for Emily and, finally, for themselves. Elicit ideas.

Suggested answers

1 skateboard, he watches the skateboarders and he likes sports
2 arm warmers, she likes buying winter clothes and she likes patterns
3 Students' own answers

3

- Read out the questions about the USA and focus students' attention on the Digital tip. If you prefer to do the activity in the classroom, find an example of the USA flag and look for the population number of the two cities. For questions 3 and 4, connect to official tourism websites with information about the two cities or visit geography websites like www.nationalgeographic.org/education (retrieved in October 2019) to bring national geographic resources to the classroom. Work as a class to find the answers.

Answers

1 a drawing of the US stars and stripes flag
2 New York City is bigger than Washington D.C. 3-4 Students' own answers

Support

For question 4, remind students that many tourism websites suggest age-appropriate attractions.


Finished?

- Students think of a present they could give to a friend or family member. You may also suggest what you could buy to him/her if you were to bring a present from the USA.

Cooler

Organize the class into new pairs and ask them to say three things they have learnt in this lesson.

Key learning outcomes: read and write an advert for an amazing product; present your advert to the class

Key competences:  write an advert;  do a presentation

Language: WOW words: *amazing, brilliant, fantastic, incredible; choose, special offer*

Print materials: Pupil's Book p35, Class audio CD2, Workbook p26

Warmer

Divide the class into teams. Write some phrases on the board. The teams will have to draw those sentences. Make a class vote. The team with the most original drawings is the winner.

Phrases to write on the board: **a striped T-shirt, a gold bag, a silver pencil case, a patterned notebook, a spotted purse**

Culture Tip

A slogan is a short phrase that is easy to remember and is used to advertise something. Some slogans turned really popular, like *Just do it.* or *I'm lovin' it.* Elicit some others.

Now there are even websites, e.g. <https://www.oberlo.com/tools/slogan-generator> (retrieved in October 2019) that help to generate a slogan – a word is typed and a suggestion appears! Ask students to find the slogan in the advert on Pupil's Book p35. (*Getting up is easier with the Air Alarm!*)

7

- Read the Writing tip as a class. Encourage students to make sentences using WOW words.
- Students plan and write an advert following the steps in the Workbook p26.

Pupil's Book

5 Stage 3 Writing 2:29

- Invite a student to read the blog post from Heroes Connect. Elicit or explain what an alarm clock is and invite the class to describe the photo.
- Play the audio (script on p175). Students listen and follow the advert.
- Ask them if they think it is a good alarm clock and prompt them to explain their opinion.

Answers

Students' own answers

6

- Explain that all adverts have important information. Read the list with the class and find examples in the text.

Answers

a Possible answers: Do you hate getting up in the morning? Is it difficult to get out of bed?
b Air Alarm **c** £25 **d** (the photo of the alarm clock) **e** When the alarm beeps, the plane flies. Put the plane on the clock and the alarm stops.

SEN

To help students with reading or attention issues, use the SEN accommodation provided.

Answers

Students' own answers

8 Stage 4 Speaking

- Invite different students to read out the speech bubbles and the Presentation tip.
- Pairs of students then take turns to present their advert to the class.

Extend

If possible, record students reading out their adverts. Encourage them to make the recordings sound like real radio adverts by adding some music, sound effects, etc.

Workbook

1

- Read the information as a class and brainstorm ideas. Write some useful notes on the board.
- Students work in pairs to choose and discuss one of the ideas on the board or think of a new idea.

2

- Read the instructions and prompts as a class. Students work in the same pairs to complete the notes about their product. As they work, walk around the classroom and offer help as necessary.

Support

If students need more support, plan an advert as a class. Write the information on the board as a model.

3

- Read the Writing tip and the WOW! idea as a class.
- Students write their adverts on a piece of paper and decorate it attractively. Encourage them to keep the Pupil's Book open on p35 as they work – the advert on this page is a model for their writing.

Support

If students need more support, write the advert on the board as a class, using the notes from the lesson plan.

4

- Organize the class into groups of two pairs. Each pair reads the other's advert. Then they ask the other pair the three questions in order to receive feedback on their work.

Finished?

- Students write five sentences comparing their own product with a smartphone. Elicit ideas first or encourage them to write about the size, price, appearance, etc., using comparative adjectives.


Cooler

Ask the class what their favourite adverts on TV are. Ask **Who's in the advert? Where are they? What are they doing? Why do you like it?**

Extend

You could now do the following lessons from the Workbook: Grammar Reinforcement and Extension on pp64–65, Study Skills 3 on p82, Exam Practice activities on pp86–89.

Key learning outcomes: review the vocabulary and grammar from the unit

Key competences:  review, assess and plan students' own learning

Print materials: Pupil's Book p36, Class audio CD2, Workbook p27

Pupil's Book

1  2:30

- Play the audio (script on p175). Students listen and identify the object each time. Prompt them to explain why the children prefer them.

Answers

1 a, The spotted key ring is cooler. 2 b, The patterned bracelet is more colourful. 3 a, He can stick stickers on the plain skateboard. 4 a, She can play with a board game with friends. 5 a, A puzzle book is better than felt-tip pens. 6 b, He collects stickers.

2

- Check that students know how to ask and answer using the blue and yellow prompts respectively before they do the activity in pairs.

3

- Invite a pair of students to read the speech bubbles. Then have students look at the photos and continue making questions using comparatives to guess their partner's object.

4  2:31

- Students read and predict the missing words.
- Play the audio for students to listen and check before they practise the dialogue in pairs (script on pp175–176).

Answers

1 present 2 stickers 3 more 4 are 5 than 6 cheaper



Before asking students to act out the conversation, give them time to rehearse. Have a strong pair model first.

Workbook

1

- Students use the code to write the words.

Answers

1 soft toy 2 snacks 3 model kit 4 silver 5 patterned 6 plain

2

- Students complete the table with the comparative form of the adjectives.

Answers

1 cheaper than 2 bigger than 3 better than 4 worse than 5 healthier than 6 funnier than 7 more exciting than 8 more interesting than

3

- Students choose a suitable adjective each time and write a sentence to compare the objects.

4  2:32

- Play the audio, pausing after each question for students to discuss and circle the correct answers (script on p176).

5  2:33

- Play the audio to check (script on p176).

Answers

1 a 2 b 3 c 4 a 5 b 6 b

6

- Students reflect about their learning individually and complete the sentences before sharing their thoughts with a partner.

Tell people at home about your favourite activity in Unit 3.

- Encourage students to show their work to the people at home.

Key learning outcomes: watch and understand a video about a school fair; practise talking about food.

Key competences:  practise talking about food;  watch and understand a video

Language: *What do you think of ...? It looks (delicious). I think it needs more (sugar). I like/ don't like ..., I prefer because ..., Me too.*

Print materials: Pupil's Book p37

Digital materials: Pupil's Book eBook

Extra materials: pictures of food (for students to bring from home)

Pupil's Book and Pupil's Book eBook

1

- Focus students' attention on the photo. Ask **What can you see?** Then read and discuss the questions as a class. (You may wish to remind students about the school garage sale from Lesson 2 of this unit.)
- Go to the Pupil's Book eBook and play the first part of the video (script on p176). Stop it before the children plan their smoothie, for students to confirm/change their answers. Check as a class.

Answers

1 buy things, play games 2 snacks, home-made cakes 3 smoothies 4 they give the money to people in need

2



- Elicit the ingredients in the photos.
- Now play the first part of the video without pausing it. Then have students report the ingredients each team uses.

Answers

Team 1 oranges, mango, yoghurt, banana
Team 2 strawberries, bananas

3



- Ask the class if they remember which smoothie Emily's mum chooses and why. Read the sentences as a class and encourage students to complete them from memory.
- Play the video again to check the answers. If you wish, you can pause after each sentence and prompt students to report the information.

Answers

1 striped straws 2 honey 3 smaller 4 delicious
5 tastier 6 tasty

Culture Tip

Explain to the class that smoothies are popular drinks in Britain. Ask **Would you like to drink a smoothie? What ingredients would you use?**

4

- Students discuss the question in pairs before having a class discussion.

5

- Focus students' attention on the Talk time box. Use those expressions to talk about the first pizza as a class.
- Students work in pairs to talk about the second pizza and say which one they prefer, using the Talk time language.

6

- Encourage students to bring in their own food photo. Stick them on the board or wall, like a picture gallery. Students work in pairs to discuss and decide which are the best. If there is time, you could have a class vote, encouraging students to explain their choices.