



# English Code 3

Teacher's Book



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# OUR WORLD

## INTRO:

Here we stand: children of every age,   
This is our world and the world's our stage.  
We can laugh, we can cry – we can float, we can fly,  
We can dance, we can sing – we can do almost anything  
in *OUR* world ... our *beautiful* world.



## VERSE 1:

Some of us are small; some of us are tall,  
Some of us are shy; some say hi to everybody,  
Some of us like numbers; some of us love words,  
Some of us watch football, and some of us watch the birds!

## (CHORUS)

**This is our world** ... we're different but the same.  
We live and learn together – we get to know each other ...  
in *OUR* world ... our *beautiful* world.



## VERSE 2:

Some of us like music; some of us like cars,  
Some of us draw pictures, looking at the stars,  
Some of us are scientists, trying to find the code,  
All of us can help a friend and give a hand to hold.

**This is our world** – there's room for everyone.  
We learn to live together, and we have a lot of fun ...  
In *our* world ... in *our* world ... in our *beautiful* world!

# Welcome!

## OBJECTIVES

### Reading

- Reading accuracy – Can recognise single, familiar everyday words, if supported by pictures.
- Reading development – Can follow simple stories with basic dialogue and simple narrative.
- Reading accuracy – Can understand a simple written dialogue on a familiar topic.

### Listening

- Response to spoken prompts – Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Listening comprehension – Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.

### Speaking

- Spoken production – Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions.
- Spoken process and strategies – Can act out parts of a picture story using simple actions and words.

### Writing

- Writing accuracy and appropriacy – Can copy some short familiar words presented in standard printed form.

## KEY LANGUAGE

Key vocabulary			Grammar
Art	gym	PE	Listen to each other.
art room	Languages	playground	Work hard.
canteen	Maths	Science	Don't be late.
classroom	Music	Technology	Put your hand up to speak.
computer room	music room		

### CODING: ALGORITHMS/SEQUENCING

- Students will use the words *and* and *not* to work out the meaning of a sentence.

### VALUES AND SOCIAL-EMOTIONAL LEARNING: HELP FRIENDS

- Students will learn how they can help each other in class and around school.

### CREATIVE ACTIVITIES

- Make a classroom rules poster for your classroom.



# How can I find my way around school?



OPENER

## Welcome!

How can I find my way around school?

**1** Look at the picture. What can you see?

**2** What do you do at school? Tick .

PE  Science  lunch  Maths  Art

**3** Listen to the children. Where are they? Write *I* (Izzy) or *L* (Lenny).

Classroom \_\_\_ Gym \_\_\_ Canteen \_\_\_ Art room \_\_\_ Playground \_\_\_

**4** Listen and point. Then sing along and dance.

**SONG TIME**

### Welcome Everyone!

*read*

Welcome. Welcome, everyone.  
 Welcome. Welcome, everyone.  
 Welcome, everyone. (x2)

Come in, sit down; welcome, everyone!  
 It's the end of a long day,  
 Time to have fun and play!

*play*

*Repeat chorus*

Max, Yara and Freddie,  
 Nadir and Ellie – all ready!  
 Read, do **Art**, do your **Science** homework, too.  
 There's lots to do for me and you!

*Repeat chorus*

Welcome!

*fun*

## Lesson flow



Warm up   Lesson objective   Presentation   Practice   Practice   Song   Objective review

### LESSON OBJECTIVE

I will learn about school subjects and places at school.

### KEY LANGUAGE

Art	lunch
art room	Maths
canteen	PE
classroom	playground
gym	Science

### Warm up

- Start the lesson with the course song, *Our World*. Have students look at page 148 in their Pupil's Books to see the song lyrics. Play audio 102. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and do the actions. You may need to repeat the song a few times for students to remember.
- Extra** Divide the class into two groups to sing the song. Sing the Intro together, and then one group sings the verses and the other group sings the chorus. Swap so that both groups practise the different parts. You could use the dance move cards to help guide students.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about school subjects and places at school.*

- **Involve** Students will learn the names of school subjects and places at school. They will then sing a song. The rhythm, music and actions will help both memory and recall of the new and previously learnt language.

### COMMUNICATION

#### Presentation

##### 1 Look at the picture. What can you see?

- **Activate prior knowledge** Have students look at the big picture. Use the picture to revise prior knowledge of classroom items, colours, numbers and initial letter sounds.
- Give students one minute to write the names of everything they know in the picture in English. Compare lists and see which student got the most correct things.
- **Challenge** Show students the same objects in your classroom and have them say the words (*bag, books, computer, etc.*). Ask students to work with a partner and practise saying the words. Have students take turns with one student pointing at an object and the other student saying the word.
- **Monitor** Watch students and provide support if needed. Ask individual students to say the words of classroom objects you show them. Take notes on any general issues with pronunciation and intonation.
- **Digital literacy** Discuss with students how to search on the internet to find pictures of schools and inside classrooms. Show them how to use a search engine for images, e.g., type in *school images* or *classroom pictures*. Have them work with a partner and point at objects in the images, saying the English words out loud.

#### Practice

##### 2 What do you do at school? Tick .

- Have students work in pairs and discuss which items they do at school.
- **Assist** Make sure students know the meanings of all the words. Pre-teach any they don't know by using gestures.
- **Challenge** Ask students to think about how many times a week they do each thing at school and discuss with a partner. Have them think if they do any of the things outside of school as well, e.g., in after-school clubs and at home.

- **Differentiation** Fast finishers can list other things they do at school.

### CRITICAL THINKING

#### Practice

- 3 **002** Listen to the children. Where are they? Write *I* (Izzy) or *L* (Lenny).  
(Answers: Izzy: Playground, Lenny: Art room)
- Students have to listen to the two children talking and write where they are.
  - **Assist** Make sure students know all the words before they listen. Pre-teach any they don't know. Alternatively, elicit the meanings from the class and have students who know the meanings help explain the words to their peers.
  - Play audio 002 twice. Students listen and write the correct initial letter.

#### Song 🎵

##### 4 **003** Listen and point. Then sing along and dance.

- Play audio 003. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- The actions for the chorus are as follows. Beckon hand gesture for *come in*. Mime sitting down for *sit down*. Wipe brow as if tired for *long day*. Arms up and fists pumping for *have fun*.
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- **Extra** Divide the class into two groups to sing the song as a round. The first group sings the first line and then the second group sings the first line as the first group sings the second line. They continue until the second group have finished the song.

#### Objective review

- Revisit the lesson objective. Say *I'm learning about school subjects and places at school.*
- **Involve** Encourage awareness of what students know by eliciting what they do at school today and where they go.

# My school

## VOCABULARY



### My school

VOCABULARY

I will learn school subjects and places.

1 Look at 2. Listen, point and say.

2 Look and say. Where do you do each subject at school?

- |              |         |                 |              |
|--------------|---------|-----------------|--------------|
| 1 PE         | 5 Music | a classroom     | e playground |
| 2 Science    | 6 Maths | b art room      | f gym        |
| 3 Languages  | 7 Art   | c music room    | g canteen    |
| 4 Technology |         | d computer room |              |

3 Listen, read and write.

1

Name: \_\_\_\_\_

Age: 8

Favourite school subjects:  
Music and Maths

Likes: \_\_\_\_\_

4 Read again and circle T (True) or F (False).

**CODE CRACKER**

1 Freddie likes books and PE. T / F

2 Ellie is 8 not 9. T / F

2

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Favourite school subjects:  
Technology and Art

Likes: computers, photography

5 Write a fact file for you.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Favourite school subjects: \_\_\_\_\_

Likes: \_\_\_\_\_

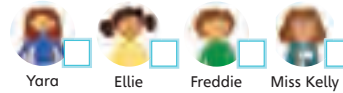
6 six

### School rules

LANGUAGE LAB

I will talk about classroom rules.

1 Watch. Who is the new student? Tick .



**Rules**  
Work hard.  
Don't be late.

2 Look and read. Which classroom rules poster is from Ellie's new class?

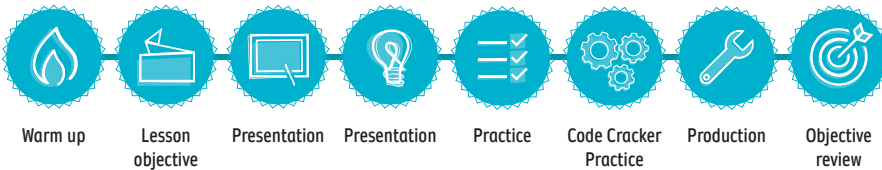
1

3

3 Make a classroom rules poster for your classroom.

seven 7

## Lesson flow



### LESSON OBJECTIVE

I will learn school subjects and places.

### KEY LANGUAGE

Art	Maths
art room	Music
canteen	PE
classroom	music room
computer room	playground
gym	Science
Languages	Technology

### Warm up

- Do a TPR activity. Write Yes on the left side of the board and No on the right side. Have students line up in a straight line facing the board. Say school subjects from the previous lesson. Have students jump to the left (Yes) if they have that subject today and to the right (No) if they don't.
- Do the same thing with the places in school from the previous lesson with students jumping to yes if you have that place in your school and no if you don't.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn school subjects and places.*

- **Involve** Students will build on their prior knowledge and learning from the last lesson and learn more school subjects and places in school.

### Presentation

#### 1 004 Look at 2. Listen, point and say.

- Play audio 004. Students listen, point at the school subjects and places and repeat the words.
- **Assist** Use the pictures and gesture to make sure students understand the meaning of the words, especially *Languages*, *Science* and *Art* which are harder to show in pictures.
- **Extra** Ask students to work individually and rank the subjects in order of preference from least favourite to most. Then have them compare their opinions with a partner. Have a class vote to find out what the class's favourite subject is.



### CRITICAL THINKING

#### Presentation

#### 2 Look and say. Where do you do each subject at school?

- Students match the subjects to the places they do them at their school. They can match a classroom to more than one subject, and some places won't match to anything at all.
- **Challenge** If you don't have spaces such as computer rooms and art rooms at your school, ask students what they think they would do in these places. Then ask where they do these subjects. Ask what they do in the canteen.
- **Extra** Have students draw an aerial view or a map of their school. They can write the names of the places in their school and write where they do each lesson. Even if they don't move classroom for their different subjects, they can do a more detailed drawing of their main classroom and label where different subject resources are kept. Students will start a picture dictionary of new words in Unit 1, so this could be the first section.

### Practice

#### 3 005 Listen, read and write.

(Answers: 1 Name: Max, Likes: dance and music, 2 Name: Ellie, Age: 8)

- This introduces students to two of the course characters, who they will get to know in the stories and grammar videos in Level 3.
- Play audio 005. Students use the information about the children to find out their names and the other missing information.

- **Challenge** Tell students that Freddie and Ellie also say their favourite place in school on the audio. Have them listen again and tell you where their favourite places are (*Freddie: library, science area of classroom; Ellie: computer room, art room*).

### CODE CRACKER

#### Practice

#### 4 Read again and circle T (True) or F (False).

(Answers: 1 F, 2 T)

- This is a coding activity using Boolean operatives where students read statements with *OR*, *NOT* and *AND* to decide the meaning.
- Students read the statements and decide whether they are true or false.
- **Assist** Make sure students read the statements carefully and understand how the conjunctions *or*, *not* and *and* alter the meaning of a sentence.

### Production

#### 5 Write a fact file for you.

- Tell students to fill in the fact file for themselves and then compare with a partner. Ask them to draw a picture of themselves to put on their fact file.
- **Assist** Use the fact files in Activity 3 to help prepare students to write their own. Ask questions and elicit answers, e.g., *What's his/her name? His/Her name is ... How old is he/she? He/She is ...* to help students become familiar with these structures.
- **Differentiation** Fast finishers can ask and answer about their fact files with a partner.

### Objective review

- Revisit the lesson objective. Say *Now I know school subjects and places words*.
- **Involve** Encourage awareness of what students can do by eliciting the new vocabulary and having students point at pictures of the words.



# School rules

## LANGUAGE LAB

### My school

VOCABULARY

I will learn school subjects and places.

1 Look at 2. Listen, point and say.

2 Look and say. Where do you do each subject at school?

- |              |         |                 |              |
|--------------|---------|-----------------|--------------|
| 1 PE         | 5 Music | a classroom     | e playground |
| 2 Science    | 6 Maths | b art room      | f gym        |
| 3 Languages  | 7 Art   | c music room    | g canteen    |
| 4 Technology |         | d computer room |              |

3 Listen, read and write.

1

Name: \_\_\_\_\_

Age: 8

Favourite school subjects:  
Music and Maths

Likes: \_\_\_\_\_

4 Read again and circle T (True) or F (False).

**CODE CRACKER**

1 Freddie likes books and PE. T / F

2 Ellie is 8 not 9. T / F

2

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Favourite school subjects:  
Technology and Art

Likes: computers, photography

5 Write a fact file for you.

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Favourite school subjects: \_\_\_\_\_

Likes: \_\_\_\_\_

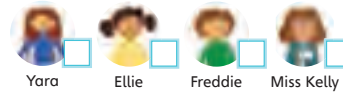
6 six

### School rules

LANGUAGE LAB

I will talk about classroom rules.

1 Watch. Who is the new student? Tick .



**Rules**  
Work hard.  
Don't be late.

2 Look and read. Which classroom rules poster is from Ellie's new class?

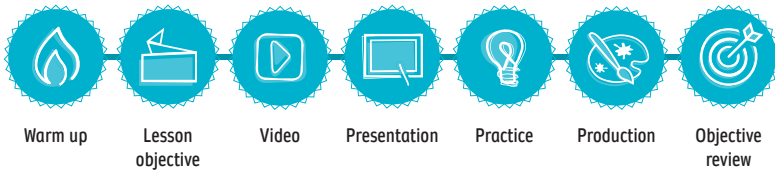
1

3

3 Make a classroom rules poster for your classroom.

seven 7

### Lesson flow



#### LESSON OBJECTIVE

I will talk about classroom rules.

#### KEY LANGUAGE

Listen to each other.  
Work hard.  
Don't be late.  
Put your hand up to speak.


#### Warm up

- Put the flashcards for the school subjects on the board. Ask students to say the words as you point at each picture and elicit the seven school subjects.
- Invite students to the front of the class to write labels for each flashcard. Encourage the class to say whether the words they write are correct and spelled correctly.
- Challenge** Use flashcards of the classroom objects and slowly reveal part of the picture. Students can try to guess as quickly as possible what the school subjects are.

### Lesson objective

- Introduce the lesson objective. Say *Today I will talk about classroom rules.*
- **Involve** Students will learn how to follow classroom rules in English that will be useful during lessons in the classroom. They will practise using the new language in different contexts.

### Video

- 1  **006**  **Watch. Who is the new student?**  
Tick

(Answer: Ellie)

- Play the video *Welcome unit: Welcome to class* or audio 006. Ask students to sit and watch or listen quietly.
- Point at each of the characters and ask students *What's his/her name?* Then ask the question and have students answer.
- **Challenge** Pause the video at different points and ask students what is happening. Ask students further comprehension questions about the video, e.g., *Who is late? (Freddie), What does Freddie have in his bag? (a pencil case, an apple, a toy octopus, a Science book, a rabbit), etc.*

### Presentation

- Show students the grammar box and read the examples. Ask students to repeat.
- **Assist** Practise simple instructions to help students remember their previous learning. Act out opening your book for students and say *Open your book*. Have students repeat. Then act out closing your book and say *Close your book*. Again, have students repeat. Then repeat the actions and words for *Stand up* and *Sit down*.
- Next, play *Do this, don't do that*. Explain to students that if you give an affirmative instruction, then they should do the action, but if you say *Don't*, then they should not move. For example, *Open your book* (students open their books). *Stand up* (students stand up). *Don't sit down* (students remain standing).
- **Challenge** Repeat the game with you or a confident student giving instructions. Make the instructions faster and faster.

### CRITICAL THINKING

#### Practice

- 2 **Look and read. Which classroom rules poster is from Ellie's new class?**

(Answer: 3)

- Students look at the classroom rules posters and decide which one has the same rules as the rules of the class in the video.
- Play audio 006 again for students to check their answers.
- **Monitor** Check answers with the class and have them think of actions for each rule.

### CREATIVITY

#### Production

- 3 **Make a classroom rules poster for your classroom.**

- **Materials:** poster paper, colouring pens, glue and scissors
- Students work in groups and brainstorm together their classroom rules (you could make them specific for English class). Let them choose a design for their poster and collaborate on creating it together. They can draw pictures or find photos or clip art online.
- **Digital literacy** If students have access to tablets or computers, they could design their posters digitally and print them. Help them find digital templates for classroom posters that they can adapt.
- When students have finished, display their posters. Encourage students to look at all the posters and see if they all have the same rules.

### Objective review

- Revisit the lesson objective. Say *Now I can talk about classroom rules.*
- **Involve** Encourage awareness of what students know by miming different rules and eliciting full sentences (*Don't be late. Listen to each other.*).

### Story lab

READING

I will read a story and learn about school.

- 1** Listen and read. Where do they look for the bag? Tick .

gym	<input type="checkbox"/>	classroom	<input type="checkbox"/>	Art room	<input type="checkbox"/>
Music room	<input type="checkbox"/>	computer room	<input type="checkbox"/>		

Welcome to the club!

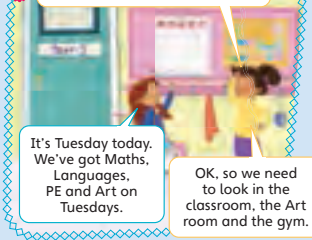
- 1** Welcome to Kids Club, Ellie. We have Freddie, Yara and Max here today.



Hi! I'm Ellie. It's my first day at school and at Kids Club today.

Hi, Ellie. I'm Yara. I'm in your class.

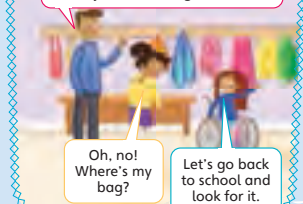
- 3** It isn't here. Where do we start?



It's Tuesday today. We've got Maths, Languages, PE and Art on Tuesdays.

OK, so we need to look in the classroom, the Art room and the gym.

- 2** Make yourself at home. Put your jacket and bag here.



Oh, no! Where's my bag?

Let's go back to school and look for it.

- 4** OK, let's go!



Don't go so fast, Yara!

Look in the art room, Ellie. I'm going to the gym.

8 eight



- 5** Is it in there?

No, it isn't. It isn't anywhere. I'm so hot now!

Take your jacket off!



- 6** There's your bag!

Where?

Look! It's on your back!

**Values** Help friends.

- 2** Yara helps Ellie. How do you help your friends? Discuss.

- 3** Act out the story.

- 4** Look at the list of places at Ellie's school. How many rooms are there in total? What are the odd and even numbers?

### MATHS ZONE

16 classrooms | 1 Music room  
2 libraries | 1 gym  
2 Art rooms | 1 canteen  
3 computer rooms

Odd: \_\_\_\_\_

Even: \_\_\_\_\_

Total: \_\_\_\_\_

### Now I can ...

... talk about school subjects and places.

... talk about classroom rules.

... introduce my favourite places.

nine 9

## Lesson flow



Warm up



Lesson objective



Pre-reading



Reading



Values Production



Act out



Maths Practice



Objective review

### LESSON OBJECTIVE

I will read a story and learn about school.

### Warm up

- Have students stand up, and remind them of the actions for the song on page 5.
- Play audio 003 and have students sing along and do the actions.
- **Monitor** Ask more confident students to stand at the front of class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.

### Lesson objective

- Introduce the lesson objective. Say *Today I will read a story and learn about school.*
- **Involve** Students will listen to and read a story and learn about the characters and their club. They will use the words and information from the pictures to understand the story and how to introduce themselves.

## Pre-reading

- Explain that the children the students are going to see in the videos and stories go to an after-school club together and do a lot of different activities together. Let students flick through their Pupil's Books and look at some of the things the characters do in the stories. Elicit some ideas from the class.
- Elicit the names of the children that students have already met (Ellie, Freddie, Yara) and ask what they can remember about them.

## Reading

### 1 007 Listen and read. Where do they look for the bag? Tick .

(Answers: gym, classroom, art room)

- Point at the places in school in the box. Elicit which school subjects from page 6 you do in each place.
- Play audio 007 and have students listen and follow the story in their Pupil's Books. Then have them read the story again and answer the question.
- **Monitor** Ask students questions to check their understanding, e.g., *What are the names of the children? (Ellie, Yara, Freddie and Max) Who helps Ellie? (Yara) Where is Ellie's bag? (on her back)*. Discuss that Yara is a wheelchair user if your students mention it. As they will discover in the stories, her physical disability doesn't stop her participating in all the group's activities and adventures.
- **Challenge** Have students close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words. Ask students to find the instructions in the story.

## Values

### Production

#### 2 Yara helps Ellie. How do you help your friends? Discuss.

- Have students think about the question individually first and write down a few of their ideas. Then have them compare their answers in pairs and after that share ideas as a class. Focus on how they can help each other in class and at school.
- **Assist** If students are having difficulty expressing their ideas in English, brainstorm some ideas in L1 and then provide them with simple English to express their views.

## CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

### Act out

#### 3 Act out the story.

- Put students in groups to act out the story.
- **Differentiation** Give less confident students the part with only a few lines (Nadir). The more confident students in each group can play Ellie and Yara. Have students switch roles as they gain confidence.
- **Assist** Play the story audio again for students to listen and repeat to practise their parts.
- **Monitor** Go around the class as students work and prompt them and give praise for their performance. Invite groups to act out the story for the rest of the class.

## MATHS ZONE

### Practice

#### 4 Look at the list of places at Ellie's school. How many rooms are there in total? What are the odd and even numbers?

(Answers: Total: 26; Odd: 3, 1, 1, 1; Even: 16, 2, 2)

- Students look and add up the total number of rooms.
- **Assist** Provide a number line from 0–30 if needed to help students make the additions.
- Now have students sort the numbers in even and odd numbers. Explain that even numbers divide by two and odd numbers don't.
- **Differentiation** Students write maths problems with the places in their school for their partner to solve.

### Now I can ...

- Show students the *Now I can* box and read the examples.
- Ask students to think about how they feel about these statements. Have them draw four light bulbs in their notebooks and for each light bulb draw light lines coming from them to show how confident they are about each statement.
- Have students choose the statement they are the most confident about. Make notes of the statements that the fewest students choose and ensure to revise the content in the future.

### Objective review

- Revisit the lesson objective. Say *Now I can read a story and learn about school*.
- **Involve** Encourage awareness of what students can do by asking them to read out loud the instructions (imperative forms) in the story.



# Activity Book answer key and notes

WELCOME!

## 1 Look, read and number.

(Answers: Art a, Science d, PE c, Maths b)

## 2 Look at the timetable. Which two days are the same?

(Answers: Tuesday and Friday)

- This coding activity practises pattern recognition.

## 3 002 Listen and circle.

(Answers: fun, Art, Science)

### My school

## 1 Look and write.

(Answers: 1 Languages, 2 Technology, 3 Music)

## 2 003 Which is Max's school? Tick .

(Answer: 1)

## 3 Read and answer. Compare with a partner.

- Students think about their own favourite subject at school and the place where they do it to answer the questions. They then compare with a partner.

## 4 004 Look, listen and write.

(Answers: 1 Geography, 2 English, 3 History)

### School rules

## 1 Write the words in order.

(Answers: 1 Don't eat in class., 2 Listen to each other., 3 Don't be late., 4 Don't bring toys into class., 5 Always remember your books., 6 Work hard and have fun!)

## 2 Look and write the rules.

(Answers: 1 Don't speak in class., 2 Don't eat or drink in class., 3 Listen to the teacher., 4 Remember your books.,  $(6 \times 3) + (4 \times 4) = 34$ )

- Students look at the pictures and write down the rules that they represent.

## 3 Where do you hear these instructions? Write S (School), H (Home) or B (Both).

(Suggested answers: 1 S, 2 H, 3 H, 4 S/B)

- Students consider where they are most likely to hear the instructions.

### Story lab

## 1 Look and label.

(Answers: 1 Freddie, 2 Nadir, 3 Ellie, 4 Yara, 5 Max)

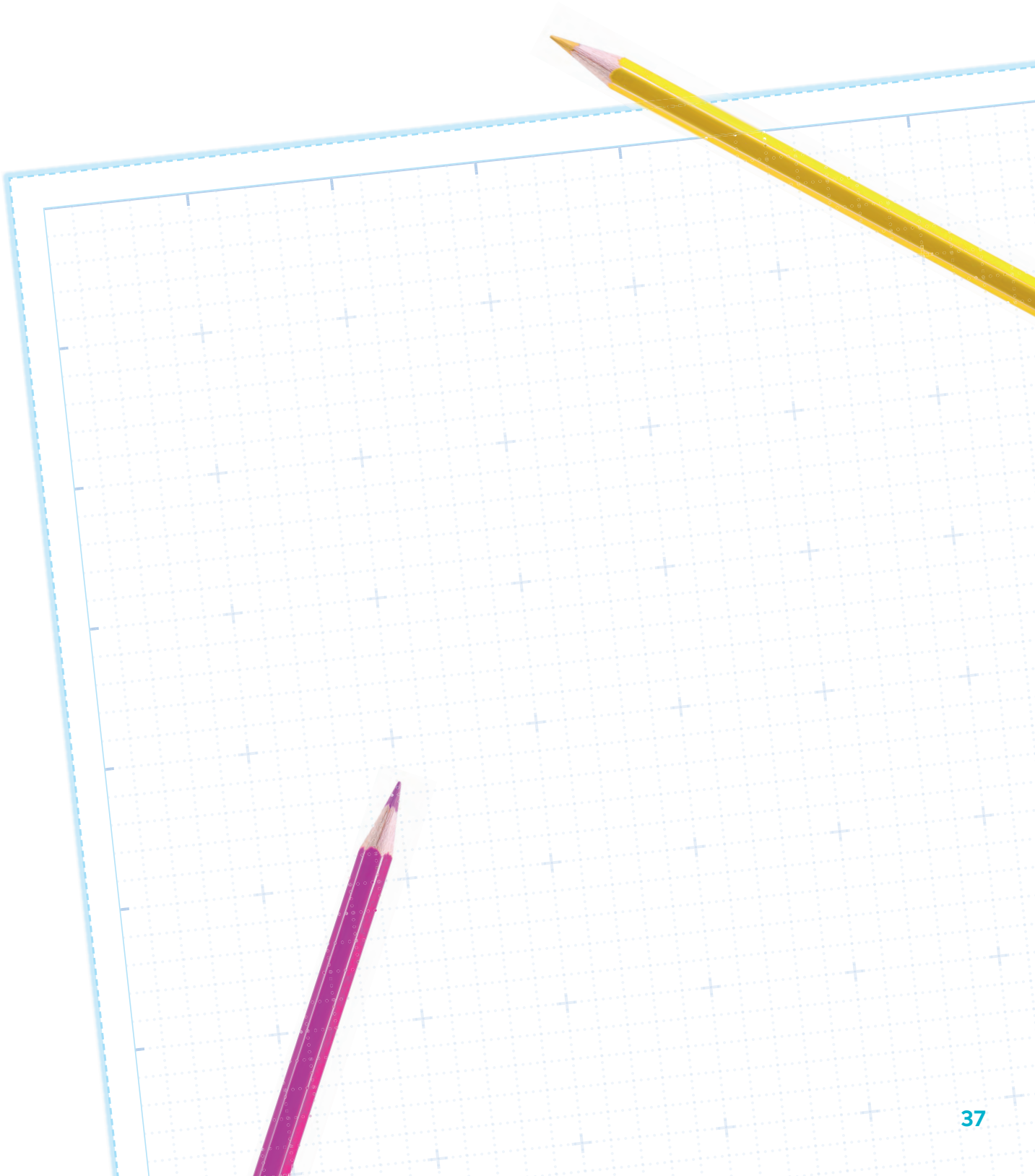
## 2 Read. Circle T (True) or F (False).

(Answers: 1 F, 2 F, 3 T, 4 T)

## 3 Complete the instructions from the story. Match. You can use a character more than once.

(Answers: 1 Don't go, Ellie, 2 Put, Nadir, 3 Take, Yara, 4 Look, Yara)

- Students complete the instructions from the story and then match them to the character who said each one.



# 1

# Show time!

## OBJECTIVES

### Reading

- Reading comprehension – Can follow the sequence of events in a short text on a familiar, everyday topic.
- Reading: Reading comprehension – Can understand basic details in simple informational texts (e.g. brochures, leaflets).

### Listening

- Listening comprehension – Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.
- Listening comprehension – Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are or what they are doing.

### Speaking

- Spoken production – Can reproduce words from taught vocabulary lists.
- Spoken process and strategies – Can take part in basic games that use fixed expressions or rhymes.
- Spoken production – Can say what people are doing at the time of speaking, if supported by pictures or gestures.

### Writing

- Writing production – Can write simple sentences to describe what's happening in a sequence of pictures.

## KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
act	The sounds /æ/, /e/ and /ɪ/	bone	What is he doing?
clap	big	hard	He's doing gymnastics.
do cartwheels	cat	heart	She isn't doing magic tricks.
do gymnastics	clap	knee	We're practising for the show!
do magic tricks	left	muscle	They're juggling well.
juggle	man	pose	She's walking backwards.
spin around	pet	shape	He's dancing beautifully.
stamp	sing	soft	
step backwards	snap	yoga	
step forwards	spin		
step to the side	step		
wave			

## PROJECT: MAKE A FLIP BOOK

Students will think about how we move our bodies to do different activities and performances. They will choose a performing art or activity and draw each step of the movement in different pictures. When put together in order in a notebook and flicked through quickly, the pictures will appear to be animated.

**Materials:** paper, colouring pens, notebooks

## EXPERIMENT LAB: BONES AND MUSCLES

Students will learn about the functions of bones and muscles in our bodies and how they help us move. They will experiment by trying different yoga poses and seeing which muscles they use for each one.

**Materials:** (optional) gym or yoga mats

### Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

## CODING: ALGORITHMS AND SEQUENCING

- Students will learn about algorithms and sequencing by creating shortcuts for a sequence to achieve a task or outcome.
- Students will learn about events by putting a set of actions in order.

## MATHS

Students will do long additions.

## VALUES AND SOCIAL-EMOTIONAL LEARNING: OUR TALENTS

Students will appreciate each other's talents and abilities.

## CREATIVE ACTIVITIES

### Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

### Tell the story in your own words.

This feature occurs in the Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as learning how to manipulate the English language.

### Work in groups. Take photos or draw.

This activity encourages both creativity and collaboration as students work together to produce images of the groups' actions.





# How can I make a flip book?

## OPENER



### 1 Show time!

How can I make a flip book?

**3** Order the activities from 2.

easy

---



---

difficult

**4** Listen and point. Then sing along and dance.

**1** Look at the picture. What are the children doing?

**2** Which of these activities do you do on a stage? Circle.

juggle

do magic tricks

play computer games

**SONG TIME**

**It's show time!**

It's show time, it's show time!  
Everyone's on the stage.  
There are lots of children,  
Boys and girls of every age.  
Can you **act**? Can you sing?  
You can do anything!  
It's show time, show time!

It's show time, it's show time!  
Everyone's together.  
Fred is **doing** a **magic** show.  
His **tricks** are really clever!

Can you **spin around**? Can you **do gymnastics**, too?  
Let's put on a show for me and you!  
It's show time, show time!

**magic trick**

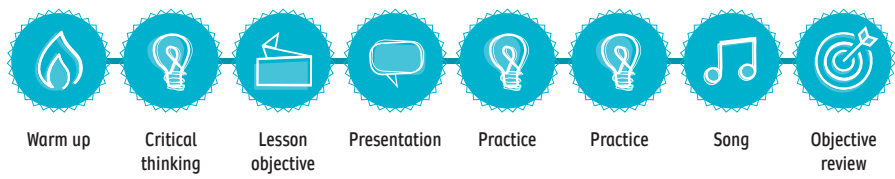
**act**

**spin**

10 ten

eleven 11

## Lesson flow



### LESSON OBJECTIVE

I will learn about actions and performances.

### KEY LANGUAGE

do magic tricks  
juggle  
play computer games

### Warm up

- Act out an action word that students already know in English, e.g., *sing, dance, run, jump, read*, etc. Students guess what action you are doing. Encourage them to use the Present Continuous form they learnt in Level 2.
- Next, ask students to work in pairs and take turns acting out actions for one another to guess.
- **Monitor** Monitor students as they work in pairs. Give praise for correct use of the Present Continuous and for the actions in English they remember from previous levels of the course.

## CRITICAL THINKING

- Ask students *How can I make a flip book?* Explain that they will make a flip book that will produce a moving picture of a person doing a performance. Elicit ideas. Then ask them in L1 what they need to be able to complete the project. Write ideas on the board (*notepaper, pens, etc.*).
  - **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (words for actions and performances). Ask them to discuss ideas with their partner.
  - **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.
  - **Extra** Ask students if they can think of any actions or performances in English and write their ideas on the board. Then ask students to act out their ideas.
- **Involve** Students will learn about actions and how to describe people doing the actions. They will learn about performances and talents.

### Lesson objective

- Introduce the lesson objective. Say *In this unit I will learn about actions and performances.*

## COMMUNICATION

### Presentation

- 1 **Look at the picture. What are the children doing?**
  - Ask students to look at the picture and share their ideas. Encourage them to use words they know such as *singing, dancing, etc.*
  - **Differentiation** Encourage fast finishers to make full sentences in the Present Continuous about individual children in the picture, e.g., *She's singing.*

## CRITICAL THINKING

### Practice

- 2 **Which of these activities do you do on a stage? Circle.**  
(Answers: *juggle, do magic tricks*)
  - Ask students to look at the picture and try to figure out what *stage* means. Ask them to point to the stage in the picture.
  - Have students circle any of the activities they think can be done on a stage or that they have seen on a stage. They then compare their answers in pairs. Ask students to think of other things you can do on a stage.

- **Assist** Give students English translations for their suggestions, but don't expect them to remember them at this point.
- Introduce the new vocabulary (*juggle, do magic tricks, play computer games*) and encourage students to say the words out loud.
- **Challenge** Show students the action flashcards and ask them which of the activities they think you can do on stage. Ask them to give reasons in L1, e.g., *Not gymnastics because you usually do that in a gymnasium.*

## CRITICAL THINKING

### Practice

#### 3 Order the activities from 2.

- Ask students to think about the activities in Activity 2 and if they find them difficult or easy.
- **Involve** Model the task. Write the activities in order for you on the board, but don't tell students whether you have ranked them from easy to difficult or vice versa. Ask students to guess which way you have ranked them.
- Students write the activities in order for them and then compare with a partner.

### Song 🎵

#### 4 🎧 008 Listen and point. Then sing along and dance.

- Play audio 008. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions: *It's show time, it's show time!* (both hands waving to the side of head); *Boys and girls of every age.* (point at boys and girls around the class); *Can you act?* (one hand on chest, one hand raised); *Can you sing?* (one fist held below the mouth like a microphone); *Fred is doing a magic show,* (tap an imaginary top hat in one hand with an imaginary wand in the other); *Can you spin around?* (spin around); *Can you do gymnastics, too?* (pretend you're about to do a cartwheel).
- **Extra** Ask students to find the four questions in the song. Tell them to ask and answer the questions in pairs and then report back to the class.

### Objective review

- Revisit the lesson objective. Say *I'm learning about actions and performances.*
- **Involve** Encourage awareness of what students already know and what they have learnt about the topic so far.

# What can we do?

## VOCABULARY

### What can we do?

#### VOCABULARY

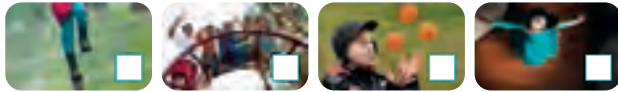
I will learn action words.

1 Look at 2. Tick  the words you know in English.

2 Listen, point and repeat.



1 do magic tricks    2 act    3 do gymnastics    4 do cartwheels



5 stamp    6 wave    7 juggle    8 spin around



9 clap    10 step forwards    11 step backwards    12 step to the side

3 What can you do? Write then tell a partner.

I can 😊    I can't 😞

---



---



---

4 Listen and tick .



5 Use stickers to create a dance. How many times will you do each step? Write.

_____	_____	_____	_____	_____	_____
1 _____	2 _____	3 _____	4 _____	5 _____	6 _____

6 Look. Write instructions for your dance. Then write a shortcut.

7 Teach your dance to a partner.

**CODE CRACKER**

clap	clap	clap	step to the side	step to the side	wave	wave	wave
			= 3clap 2 → 3wave				

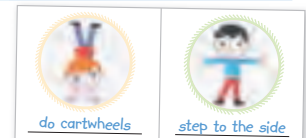
8 How many movements are in your dance? Add.

**MATHS ZONE**

3 + 2 + 3 + 1 + 2 + 1 = 12

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9 Make your own picture dictionary. Draw performance and movement words you know.



12 twelve

thirteen 13

## Lesson flow



### LESSON OBJECTIVE

I will learn action words.

### KEY LANGUAGE

act	spin around
clap	stamp
do cartwheels	step backwards
do gymnastics	step forwards
do magic tricks	step to the side
juggle	wave

### Warm up

- Ask students to write down as many action words (verbs) as they can think of in one minute. Put students in pairs to compare answers.
- **Monitor** Write students' suggestions on the board. Ask them to spell out words to check spelling, and encourage other students to say if it's correct or not. Also encourage the rest of the class to say whether the words are indeed actions.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn action words.*

- **Involve** Students will learn and practise 12 new action words that relate to abilities and performances by creating a dance.

### Presentation

#### 1 Look at 2. Tick the words you know in English.

- **Activate prior knowledge** To activate prior knowledge, students look at the pictures and read the words and tick any they already know in English.
- **Challenge** Ask students how they already know the word *wave* (from greetings). Ask if you are greeting someone when you wave your hands in a dance (no). Say it is the same movement, but in a dance it could take longer, be with both hands, etc. Encourage students to wave their hands as a greeting and then wave their hands as a dance move.

### Presentation

#### 2 009 Listen, point and repeat.

- Point at each of the actions in the photos and encourage students to mime each one.
- Play audio 009. Students listen, point at the actions and repeat the words.

### COMMUNICATION

#### Practice

#### 3 What can you do? Write then tell a partner.

- Ask students to look at the actions in Activity 2 and create a list of actions they can do and a list of actions they can't do. Tell them to compare their lists in pairs.
- **Extra** If you have space, have students demonstrate each of the activities they can do on their 'can' list.

### Practice

#### 4 010 Listen and tick .

(Answer: b)

- Point at each child and ask *What can they do?*
- Play audio 010. Students tick the child described.

### CRITICAL THINKING

#### Practice

#### 5 Use stickers to create a dance. How many times will you do each step? Write.

- Ask students to find the stickers and name each movement. Tell them to put the stickers in any order to create a dance routine. Explain that they put a number under each sticker to say how many times each of the movements is repeated. Limit to five repetitions.
- **Monitor** Monitor and make sure students can describe their dance and give instructions.

## CODE CRACKER

### Production

#### 6 Look. Write instructions for your dance. Then write a shortcut.

- Tell students to write out the instructions to their dance. They write each movement the number of times it is performed in their dance routine.
- **Assist** Revise imperatives and teach how they say how many times the movement is repeated, e.g., *Clap once, step to the side twice, step backwards three times*, etc.
- Tell students to create shortcuts. Point at the example in the Pupil's Book as a model. They can write the words, as in the model, or create symbols for each movement.

### COMMUNICATION

### Production

#### 7 Teach your dance to a partner.

- Tell students to use their shortcuts to teach their dance to a partner. They practise each other's dances.
- After students have finished, ask how easy it was to follow their partner's instructions.

## MATHS ZONE

### Production

#### 8 How many movements are in your dance? Add.

- Students write the number of each of the movements in their dance. They add each number up to find the total.
- **Differentiation** When students finish, have them compare the number of movements in small groups and add up the total number of movements in their combined dances.

### CREATIVITY

#### Picture dictionary

#### 9 Make your own picture dictionary. Draw performance and movement words you know.

- Ask students to use a new notebook or the back of their English notebooks to create a picture dictionary for all of the new words they will learn throughout the book.
- Show students the examples in the Pupil's Book. Students don't have to draw and can write definitions instead, if they prefer.

### Objective review

- Revisit the lesson objective. Say *Now I can say action words.*
- **Involve** Encourage awareness of how students have used their knowledge of actions to put together a dance sequence.



# Language lab 1

## GRAMMAR: WHAT ARE / IS YOU / HE / SHE / THEY DOING?

### Language lab 1

GRAMMAR: WHAT ARE YOU / HE / SHE / THEY DOING?

*I will talk about actions using be and -ing.*

**1** Watch. Who is juggling? Circle.



**2** Watch again. Read and match.

- 1 He's doing gymnastics.
- 2 She isn't doing magic tricks.
- 3 We're practising for the show!



**Watch out!**  
clap = clapping  
spin = spinning  
step = stepping

**Values** Our talents.

**3** We all have different talents! Talk about your talents with a partner. Show your talent.

I think I'm good at singing.

What are you doing?  
I'm clapping. I'm not waving.  
We're doing gymnastics.  
What's she doing?  
She's acting. She isn't juggling.  
Are they doing magic tricks?  
Yes, they are. No, they're not.

14 fourteen

**4** Look and complete the sentences.

acting are not 's We



She \_\_\_\_\_ juggling.



No, he's \_\_\_\_\_. He's doing magic tricks.



I'm \_\_\_\_\_.



Yes, we \_\_\_\_\_. \_\_\_\_\_'re having fun!

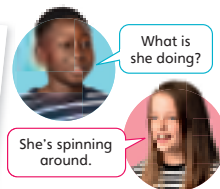
**5** Look at 4. Complete the questions.

- 1 What \_\_\_\_\_?
- 2 Is \_\_\_\_\_ gymnastics?
- 3 What \_\_\_\_\_?
- 4 Are \_\_\_\_\_?

**6** Play Talent game. Act out, ask questions and make sentences.

Instructions

- Press out the spinner.
- Write action and activity words on cards.
- Take turns spinning the spinner and turning over a card.
- Make a sentence and act it out!



fifteen 15

## Lesson flow



Warm up

Lesson objective

Video

Presentation

Practice

Values Production

Practice

Production

Production

Objective review

### LESSON OBJECTIVE

I will talk about actions using *be* and *-ing*

### KEY LANGUAGE

What is he doing? She isn't doing magic tricks.  
He's doing gymnastics. We're practising for the show!

### Warm up


- Ask for volunteers to showcase their dance routines from the previous lesson. They can perform in pairs with the student they taught their routine to.

- **Differentiation** Encourage more confident students to narrate what they are doing using the Present Continuous.

### Lesson objective

- Introduce the lesson objective. Say *Today I will talk about actions using be and -ing.*
- **Involve** Students will learn how to ask Present Continuous questions about actions using *What are you/they doing?/What is he/she doing?* and answer using the Present Continuous affirmative and negative.

## Video

1  **011**  Watch. Who is juggling? Circle.  
(Answer: b)

- Play the video *Unit 1: Talent show* or audio 011. Ask students to sit and watch or listen quietly.
- Students circle the correct answer.

## Presentation

- Show students the grammar box and read the examples.
- **Assist** Revise the present form of the verb *be*. Ask students to read the grammar box and elicit sentences with all the pronouns. Point out the letters that double up in the examples in the *Watch out!* box. Explain that short words that end in consonant–vowel–consonant double their letters in the *-ing* form. Elicit other action words that do this (*running, swimming, hopping*, etc.).
- **Challenge** Tell students to ask each other the questions in the grammar box and answer for them and their classmates.

## Practice

2  **011** Watch again. Read and match.  
(Answers: 1 c, 2 a, 3 b)

- Tell students to watch the video or listen to audio 011 again and match the sentences to the correct characters.
- **Differentiation** Pause the video or audio at the appropriate place for extra support. Ask more confident students to do the task from memory and then use the video or audio to check their answers.

## Values

### Production

- 3 We all have different talents! Talk about your talents with a partner. Show your talent.
- Students will learn the value of appreciating their own talents and the talents of others.
  - Explain to students that we all have things that we are good at and things we are not so good at, and everyone is different. Make it clear that students can talk about anything they are good at and not just something they can perform or do on a stage – like Ellie! Talents like drawing, writing, maths, comedy and speaking in front of the class are all important.
  - Students talk about their talents in pairs and then share what they learnt with the rest of the class.
  - **Extra** Students can draw a picture of their talent and write a caption saying what they are doing. They then mingle around the classroom and find other students with the same talent.

## Practice

4 Look and complete the sentences.

(Answers: 1 's, 2 not, 3 acting, 4 are, We)

- Point at Picture 1 and ask students to say what the girl is doing. Then repeat with Picture 2.
- Students use the words to complete the sentences.
- **Assist** Remind students that they don't have to complete the sentences in the order they appear on the page. They can complete the ones they are sure about first and then complete the ones they are not so sure about with the remaining answers.

## Production

5 Look at 4. Complete the questions.

(Answers: 1 is she doing, 2 he doing, 3 are you doing, 4 you dancing/spinning around/having fun)

- Tell students to think about what questions the sentences in Activity 4 answered.
- Point out that there are several possible choices of verb for Question 4.
- **Assist** Revise the structure of questions with students before they write their questions.
- **Extra** Ask students to write their own gapped questions and answers for a partner to complete.

## COMMUNICATION

### Production

6 Play *Talent game*. Act out, ask questions and make sentences.

- Have students work in groups of four or five. Tell them to write action words on squares of construction paper. Show students how to make their spinners with a sharp pencil.
- Groups then take turns spinning the spinner and picking up a card. They make a Present Continuous sentence using the pronoun and verb. Then the right member or members of the group act out their sentence (depending on the pronoun), e.g., *They're juggling*. (two or more students mime juggling)
- **Challenge** Put groups with another group to act out the sentences they name while playing the game. The other group asks questions to find out what they are acting out.
- **Monitor** Go around the class monitoring students' English interactions.

## Objective review

- Revisit the lesson objective. Say *Now I can talk about action words using be and -ing*.
- **Involve** Encourage awareness of what students can do by showing them pictures of people doing different actions asking *What is he/she doing?* to elicit full sentences (*She's juggling*).

### Story lab

READING

I will read a story about a talent show.

**1** Listen and read.  
What are Ellie's talents?

**TALENT SHOW**

**1** Hey guys! What are you doing?  
We're talking about the talent show.

**2** What's wrong? Are you getting ready for the talent show?  
No, I don't like shows. I can't sing or act or anything.

**3** What's Ellie doing?  
She's playing computer games. She doesn't like shows.

**4** Look at Max! He's doing cartwheels really well! What are you doing?  
I'm drawing.

**5** What are you doing, Ellie?  
I'm getting ready for the talent show.  
No, you're not! You're taking photos!

**6** Wow! Yara's juggling well! She isn't dropping anything!  
Yes, and Max is doing gymnastics. It's a great routine!

**7** Freddie's doing magic tricks very well!  
My turn!  
And Snowball isn't running away!

**8** Ellie isn't performing! She's playing on her tablet.  
That's not a talent!

**9** Wow, Ellie's dancing!  
She's spinning around on her head!  
It's amazing!

**2** How does Ellie make an animation?  
Look, read and order.

**3** Tell the story in your own words.

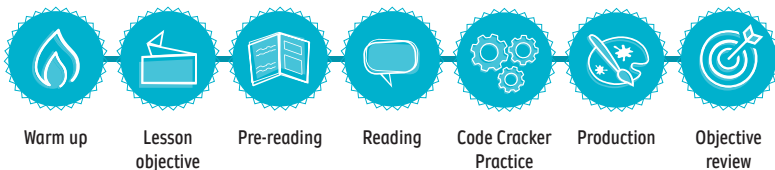
**CODE CRACKER**

<p><b>a</b> She's drawing a lot of different pictures. They're doing a different movement in each one.</p> <p><b>b</b> She's showing her photos on a tablet. Her avatar is moving!</p>	<p><b>c</b> She's taking photos of each of her pictures in order.</p> <p><b>d</b> Ellie's drawing an avatar.</p>
--	--

16 sixteen

seventeen 17

## Lesson flow



### LESSON OBJECTIVE

I will read a story about a talent show.

#### Warm up

- Have students stand up and remind them of the actions for the song on page 11.
- Play audio 008 and have students sing along and do the actions.

- **Challenge** Make new versions of the lines with *Can you ...?* Replace *Can you ...?* with *Are you ...?* + actions in the *-ing* form. Write the new words on the board and stick up flashcards for the actions. Play the song again and encourage students to sing the new version.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about a talent show.*
- **Involve** Students will listen to and read a story about a talent show. They will use the information from the pictures and the words to understand the story.

## Pre-reading

- Ask students to look at the pictures and guess what will happen in the story. Encourage them to use simple English. Write some ideas on the board. Once you have read the story together, you can check these predictions.

## COMMUNICATION

### Reading

#### 1 012 Listen and read. What are Ellie's talents?

(Answers: drawing, taking photos, animation, dancing)

- Read the questions and encourage students to predict the answer. Play audio 012 and have students listen and follow the story in their Pupil's Books. Check predictions.
- **Monitor** Ask students questions to check their understanding. Point at each of the characters in the story and ask *What's he/she doing?* Encourage students to use full sentences.
- **Challenge** Have students close their Pupil's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

- Give students time to read through the steps and look at the pictures and compare them to what Ellie was doing in the story. They then number each of the steps in the correct order.
- **Extra** Ask students to list all the animated films and TV programmes they can think of and then compare lists. Tell students that Ellie's method of animation is the basis for all animations whether they use pictures, models, CGI or a mixture of all of them.

## CREATIVITY

### Production

#### 3 Tell the story in your own words.

- Put students in pairs to talk about the story and retell it to each other in their own words.
- **Differentiation** For extra support, let students look at the story and retell it frame by frame taking alternative frames with their partner. Let more confident students do the activity from memory with their Pupil's Books closed.
- **Monitor** Go around the class as students work and see how much of the story they remember. This is a useful way to assess their comprehension of the story.

## CODE CRACKER

### Practice

#### 2 How does Ellie make an animation?

Look, read and order.

(Answers:



She's drawing a lot of different pictures. They're doing a different movement in each one.



She's showing her photos on a tablet. Her avatar is moving!



She's taking photos of each of her pictures in order.



Ellie's drawing an avatar.

- Tell students they are going to use the story and the descriptions below it to work out how Ellie made her animation.

### Objective review

- Revisit the lesson objective. Say *Now I can read a story about a talent show.*
- **Involve** Encourage awareness of what students can do by asking them to retell the story to the class.



# Phonics lab

A, E AND I

## Phonics lab

A, E AND I

I will learn the a, e and i sounds.

**1** Listen and repeat. Then write a, e or i.



1 m\_\_n



2 sp\_\_n



3 st\_\_p

**2** Listen and chant.

Dan, Dan, the  
dance man.  
He can clap  
and click.



Look at Ben  
and Ken step!  
Ben steps right  
and Ken steps left.

Lin and her twin, Kim,  
Love to spin and sing.



**3** Work with a partner and think of words with each sound. Write the words.

a  
cat

e  
pet

i  
big

**4** Write a chant for words with one of the sounds. Perform it with actions.

18 eighteen

## Experiment lab

SCIENCE: BONES AND MUSCLES

I will learn about bones and muscles.

**+** Watch a video about muscles.

**1** Listen and read. Colour bones yellow and muscles red.

There are a lot of things that make up our body. Two of these are bones and muscles. Bones give our body shape and help us to stand up straight. Muscles are attached to bones; they help us to walk and run and smile! Bones are hard and muscles are soft. Touch the front of your knee – it's a bone so it's hard.



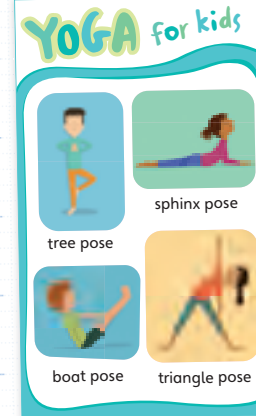
There are 206 bones in your body!



## EXPERIMENT TIME

Yoga moves!

**1** Look. Guess which body parts are using muscles.



**2** Try out the poses. What muscles are you using?



nineteen 19

## Lesson flow



Warm up



Lesson objective



Presentation



Chant



Practice



Production



Objective review

### LESSON OBJECTIVE

I will learn the a, e and i sounds.

### KEY LANGUAGE

The sounds /æ/, /e/ and /i/

big	man	spin
cat	pet	step
clap	sing	
left	snap	

### Warm up

- Revise action words with students. Put all of the action flashcards on the board and ask *What's he/she doing?* (*She's spinning around.*). Encourage students to use full sentences.
- Put students in pairs and tell them to imagine they are doing one of the actions. Their partner has to ask questions using *Are you ...?* to find out which actions they are imagining.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn the a, e and i sounds.*

- **Involve** Students will learn the sounds /æ/, /e/ and /i/ through words that have those vowel sounds.

### Presentation

**1**  **013 Listen and repeat. Then write a, e or i.**  
(Answers: 1 a, 2 i, 3 e)

- Write the letters a, e and i on the board. Point at each and ask students to say the sounds. Point at the pictures and elicit the words and the missing vowel sound.
- Play audio 013 for students to listen and repeat. Play it again for students to check their answers.
- Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy sounding out and blending the words.
- **Challenge** Tell students to sound out and blend the words in Activity 1. Then ask them to think of other words they know with the target vowel sounds. Students sound out the individual sounds for a partner to blend and guess the word.

### Chant

**2**  **014 Listen and chant.**

- Play audio 014. Have students listen and read along with the chant quietly.
- Ask students which of the vowel sounds each verse represents. They can underline each of the words with the target sounds.
- Play the chant again and have students do the actions. Play the chant again and this time have students stand when they hear the target sound.
- **Extra** Use the chant to teach students *left* and *right*. Practise with a TPR activity, including *step right*, *step left*, plus other actions. Play the chant again and tell students to step to the right when they hear a, to the left when they hear e and backwards when they hear i.

### Practice

**3 Work with a partner and think of words with each sound. Write the words.**

- Point at each of the example words and ask students to sound out and blend them and ask which vowel sound they contain. Tell students to think of as many other words they know with each vowel sound as they can.
- **Assist** Help students remember words they have learnt with the vowel sounds in the previous levels of the course as well as in this unit. Brainstorm in categories, e.g., body parts, colours, actions, etc. and write students' suggestions on the board.



## CREATIVITY

### Production

**4 Write a chant for words with one of the sounds. Perform it with actions.**

- Tell students to use one of the groups of words they made in Activity 3 to make their own chant. Let them choose which group of sound words they want to make a chant with. Encourage them to choose the words they like the best or the words they think will go well together.
- **Assist** Give an example of a simple chant, e.g., with /æ/:  
*That cat on a mat.*  
*That hat on a mat.*  
*A cat and a hat on a mat.*
- Ask students to think of actions for their chant. Ask them to perform it as a chant and/or as a tongue twister, saying it faster and faster.
- **Differentiation** If students finish the activity quickly, have them work with their partner to create a chant with one of the other sounds.

### Objective review

- Revisit the lesson objective. Say *Now I know the a, e and i sounds.*
- **Involve** Encourage awareness of what students can do by eliciting words with the target sounds.

# Experiment lab

SCIENCE: BONES AND MUSCLES




## Phonics lab


A, E AND I

*I will learn the a, e and i sounds.*


**1** Listen and repeat. Then write a, e or i.



1 m\_\_n



2 sp\_\_n



3 st\_\_p

**2** Listen and chant.

Dan, Dan, the dance man.  
He can clap and click.

Look at Ben and Ken step!  
Ben steps right and Ken steps left.

Lin and her twin, Kim,  
Love to spin and sing.

**3** Work with a partner and think of words with each sound. Write the words.

**a**

**e**

**i**

**4** Write a chant for words with one of the sounds. Perform it with actions.

18 eighteen

## Experiment lab

SCIENCE: BONES AND MUSCLES

*I will learn about bones and muscles.*

**+** Watch a video about muscles.

**1** Listen and read. Colour bones yellow and muscles red.

There are a lot of things that make up our body. Two of these are bones and muscles. Bones give our body shape and help us to stand up straight. Muscles are attached to bones; they help us to walk and run and smile! Bones are hard and muscles are soft. Touch the front of your knee – it's a bone so it's hard.

There are 206 bones in your body!

**EXPERIMENT TIME**

**Yoga moves!**

**1** Look. Guess which body parts are using muscles.

**YOGA for kids**

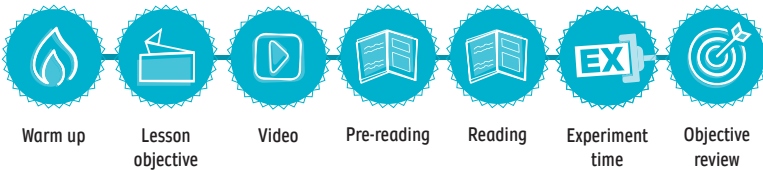
tree pose      sphinx pose

boat pose      triangle pose

**2** Try out the poses. What muscles are you using?

nineteen 19

## Lesson flow



### LESSON OBJECTIVE

I will learn about bones and muscles.

### KEY LANGUAGE

bone	pose
hard	shape
heart	soft
knee	yoga
muscle	

### Warm up

- Ask students to look at their dances from Pupil's Book page 13. Tell them to perform their dances again in groups.
- Ask them which parts of their body they move the most during their dance. Compare answers and find out which body part students think they move most in their dances.

### Lesson objective

- Introduce the lesson objective. Say *Today I will learn about bones and muscles.*

- **Involve** Students will learn about bones and muscles in their body and how they help them move. They will predict and test out which muscles they use most doing various yoga poses.

### Video

- Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about muscles.

### Pre-reading

- If possible, project or show students a picture of a skeleton and elicit what they can see (bones). Ask them what else makes up our bodies and accept answers in L1.
- Talk about muscles. See if students can move their arms and legs in such a way that accentuates their muscles, e.g., flex their arms at the elbow.

### Reading

#### 1 015 Listen and read. Colour bones yellow and muscles red.

(Answers: Students colour the shapes on the inside (the bones) yellow and the shapes on the outside (the muscles) red.)

- **Differentiation** Pre-teach vocabulary from the key vocabulary list for extra support if you think your students don't yet have the strategies for guessing unknown words in a text. Teach more confident students strategies for working out unknown words, e.g., looking at the word in the context of the sentence, using pictures, thinking whether the word is similar to a word in their own language.
- Point at the main picture and ask students to predict which areas show bone and which show muscle.
- Play audio 015 and have students listen and read and check their predictions. They then colour the bones and muscles.
- **Extra** Encourage students to feel the hard bones in their bodies and the soft muscles. Ask students whether they think bones or muscles make us move (*muscles*).

### Experiment time

#### Yoga moves!

#### 1 Look. Guess which body parts are using muscles.

- Students look at each of the yoga poses and make predictions about which body parts and muscles are being used most in each pose. Have them discuss their ideas in pairs and then list the body parts in use for each pose. Don't let them try out the poses at this stage.

### CREATIVITY

#### 2 Try out the poses. What muscles are you using?

- This is the experiment stage to test students' predictions. If possible, do this experiment in a large space such as the school gym or playground and provide yoga or gym mats.
- Students experiment by holding the positions for shorter and longer periods. Ask students whether different muscles start to work the longer they hold a pose. Then ask students to check the predictions they made above and say whether they were correct.
- **Assist** Doing yoga and other TPR activities in class can help energise and focus students when they start feeling tired or restless.
- **Challenge** Have students say why they think each pose has its name. Ask them to think of alternative names for each of the poses. They can create their own pose and give it a name.

### Objective review

- Revisit the lesson objective. Say *Now I know about bones and muscles*.
- **Involve** Encourage awareness of what students can do by saying the name of one of the poses and having students do it. Ask them which their favourite pose is.



# Language lab 2

## GRAMMAR: DESCRIBING ACTIONS

### Language lab 2

GRAMMAR: DESCRIBING ACTIONS

I will describe actions using well / quickly / badly.

**1** Read. Underline the actions and circle the words that describe actions.

- 1 She's juggling badly.
- 2 She's walking backwards.
- 3 He's dancing beautifully.
- 4 She's running forwards.

Describing things	Describing actions
good	well
quick	quickly
bad	badly
slow	slowly
beautiful	beautifully

Forwards and backwards also describe actions!

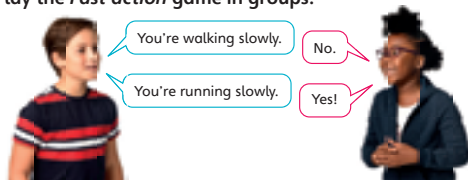
**2** Look and number with the sentences from 1.



**Look!**

- She's dancing beautifully. 😊
- She's dancing really beautifully. 😊😊
- He's acting badly. 😞
- He's acting really badly. 😞😞

**3** Play the *Fast action game* in groups.



20 twenty

### What are we doing?

COMMUNICATION

I will talk about what my friends are doing.

**1** Listen and draw lines.



**2** Look around the class. Write what three classmates are doing. Then tell a partner.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3** Work in groups. Take photos or draw. Talk about your pictures.



21 twenty-one

## Lesson flow



Warm up

Lesson objective

Presentation

Practice

Practice

Production

Objective review

### LESSON OBJECTIVE

I will describe actions using *well / quickly / badly*.

### KEY LANGUAGE

They're juggling well.  
She's walking backwards.  
He's dancing beautifully.

### Warm up

- Revise students' talents and abilities. Ask them what they think they are good at.
- Show each of the action flashcards and have students stand up if they are good at an action or activity and stay seated if they are not so good at it.

### Lesson objective

- Introduce the lesson objective. Say *Today I will describe actions using well / quickly / badly*.
- **Involve** Students will learn how to describe actions by adding adverbs after verbs.

## Presentation

- Show students the grammar box and words to describe things in the first list. Choose two examples and encourage students to make gestures to show the meaning of each of the words. Read the second list and ask what's different (the words have *-ly* at the end; *good* has changed to *well*).
- Explain that the words in the first list (adjectives) describe a thing (noun) and the words in the second list (adverbs) describe an action (verb).
- **Assist** Ask students to give you examples of adjectives describing nouns in phrases, e.g., *a slow car*.
- Ask students to look at the grammar box and ask which word is the odd one out (*good* – *well*). Point out the *Look!* box.

## Practice

### 1 Read. Underline the actions and circle the words that describe actions.

(Answers: 1 juggling, badly, 2 walking, backwards, 3 dancing, beautifully, 4 running, forwards)

- Tell students to read the sentences, underline the actions and circle the describing words.
- **Monitor** Check answers with the class. Refer students back to the grammar box if needed. Ask them where each of the describing words is in the sentence (*at the end*).
- **Extra** Have students work in groups. Ask students to act out each of the sentences for their group to guess.

## Practice

### 2 Look and number with the sentences from 1.

(Answers: a 3, b 1, c 4, d 2)

- Students look at the pictures and then write the number of the corresponding sentence from Activity 1.
- **Challenge** After students finish, they can ask and answer with their partner using *Is he/she ...?* Encourage them to use the adverb in the question and answer with a short action: *Is he dancing beautifully? Yes, he is.*
- **Monitor** Listen to students and provide support if needed. Take notes on any general issues with pronunciation and question intonation.
- Refer students to the *Look!* box. Ask them to insert *really* into the sentences from Activity 1.

## COMMUNICATION

### Production

#### 3 Play the *Fast action* game in groups.

- Tell students how to play the game: they think of all the action words they know, then write them on small cards. They then write words that describe actions on other cards and, finally, take turns to pick two cards and act out the action in the manner of the describing word.
- Have students work in groups of four. Set a time limit of one minute for acting out.
- **Differentiation** Put students in mixed-ability groups and play in teams of two within the group. More confident students can help less confident ones with unknown words.
- **Challenge** Students can write more actions on the cards as well as the actions from this unit.

### Objective review

- Revisit the lesson objective. Say *Now I can describe actions using well / quickly / badly.*
- **Involve** Encourage awareness of what students can do by showing them video clips of people and animals doing activities they can describe with adverbs, e.g., Usain Bolt running quickly, a ballerina dancing beautifully, and encourage students to describe what they see.

# What are we doing?

## COMMUNICATION

### Language lab 2

GRAMMAR: DESCRIBING ACTIONS

I will describe actions using well / quickly / badly.

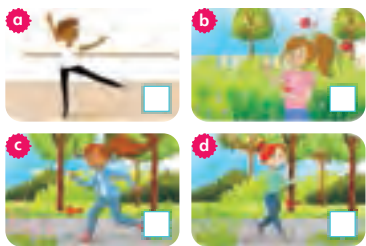
1 Read. Underline the actions and circle the words that describe actions.

- 1 She's juggling badly.
- 2 She's walking backwards.
- 3 He's dancing beautifully.
- 4 She's running forwards.

Describing things	Describing actions
good	well
quick	quickly
bad	badly
slow	slowly
beautiful	beautifully

Forwards and backwards also describe actions!

2 Look and number with the sentences from 1.



Look!

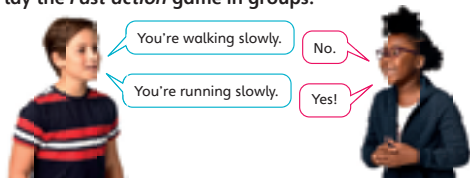
She's dancing beautifully. 😊

She's dancing really beautifully. 😊😊

He's acting badly. 😞

He's acting really badly. 😞😞

3 Play the *Fast action game* in groups.



20 twenty

### What are we doing?

COMMUNICATION

I will talk about what my friends are doing.

1 Listen and draw lines.



2 Look around the class. Write what three classmates are doing. Then tell a partner.

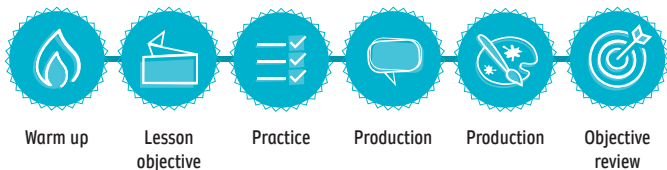
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 Work in groups. Take photos or draw. Talk about your pictures.



21 twenty-one

## Lesson flow



### LESSON OBJECTIVE

I will talk about what my friends are doing.

### KEY LANGUAGE

She's spinning around.  
He isn't clapping his hands.  
They're stamping their feet.

### Warm up

- Do a TPR activity: *Musical statues*. Create some space in the classroom. Play music (you could use the course song) and have students dance. Tell them that when you stop the music, they have to freeze. For this version, when students freeze, go around the class asking what students are doing and eliciting the answer, e.g., *What's Elvira doing?* *She's stepping to the left.*
- **Differentiation** Repeat several times and then let more confident students lead the activity.

### Lesson objective

- Introduce the lesson objective. Say *Today I will talk about what my friends are doing.*

- **Involve** Students will learn how to ask and answer about what everyday activities people are doing using the Present Continuous.

### Practice

#### 1 016 Listen and draw lines.

(Answers: Mum – woman dancing, Lenny – blond boy spinning, Kitty – girl stamping her foot, Glen – boy in monkey suit, Ted – boy with back to reader, Cathy – woman clapping)

- This is a Cambridge Young Learners English (CYLE) style activity. Help prepare students for the listening by asking them to first look closely at the picture and think about what each of the people is doing.
- Play audio 016. Ask students to listen and think about their answers. Then play the audio again for them to check.
- **Differentiation** Pause the audio after each question and answer for extra support and to give students more time to think about what they hear.

### COMMUNICATION

#### Production

#### 2 Look around the class. Write what three classmates are doing. Then tell a partner.

- Divide the class into two groups. One group of students mimes different actions, and the other group observes and writes what three different students are doing. Then they swap roles.
- **Monitor** Make sure the group miming is not miming any activities that students don't know in English. Go around and check what students are writing and note down any common mistakes.
- **Differentiation** Encourage more confident students to write a sentence about each of the students miming. If some students are miming the same activity, they can make sentences with *They are ...*
- Put students in pairs with someone from the other group. They have to tell each other the sentences they wrote about other classmates.

### CREATIVITY COMMUNICATION

#### Production

#### 3 Work in groups. Take photos or draw. Talk about your pictures.

- This is like a 'mannequin challenge' where individual students or small groups of students all pose doing different activities, and another student takes a photo. If you have tablets available to your class, let students take turns taking photos on them. Alternatively, provide a smartphone or digital camera. If photography is not possible, ask students to quickly sketch their classmates.
- Students then display their pictures, and students from other groups look and ask questions about what the students are doing in the pictures, e.g., *What's he doing? Is she spinning around?*
- **Assist** Use the speech bubbles on the page to model the activity.

#### Objective review

- Revisit the lesson objective. Say *Now I can talk about what my friends are doing.*
- **Involve** Encourage awareness of what students know by asking them what different children or characters in the Pupil's Book are doing.



# Project and Review

## MAKE A FLIP BOOK



### PROJECT AND REVIEW

✈️

Make a flip book

#### Step 1

##### Research

✈️ What do we do on stage?

Research what we do on stage and how our bodies move when we do different actions.

doing gymnastics

juggling

doing magic tricks

Ask classmates what their special talent is.

What's your talent?

I can do cartwheels.

I can draw.

#### Step 2

##### Plan

✈️ What are your group's talents?

List your group's talents.

Look at your group's talents. Compare talents and write names for each task.

Task	Name
1 Design a stage routine.	_____
2 Write the routine instructions.	_____
3 Draw the pictures.	_____
4 Write what's happening.	_____
5 Present the flip book.	_____

#### Step 3

##### Create

✈️ How can you write a shortcut?

Write instructions for your routine. Create a shortcut!

Doing gymnastics

Four steps to the side, do three cartwheels, spin around three times.

4 →
3

Draw your avatar doing the routine – follow the instructions! Remember to communicate with the other artists.

We're drawing a cartwheel. What are you drawing?

I'm drawing spinning around.

Cut out the pictures and stick in the bottom right-hand corner of a notebook.

+

Take photos of each picture and create a digital animation like Ellie in the story!

#### Step 4

##### Show and tell

✈️ What is she doing?

Present your flip book to other groups.

Explain what your character is doing.

She's doing gymnastics. She's doing cartwheels and spinning around.

Teach each other your performances.

#### Now I can ...

... use performance and movement words.

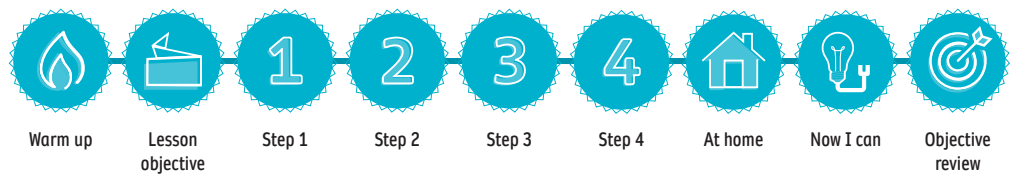
... talk about what's happening now.

... describe people.

... talk about our talents.

twenty-three 23

### Lesson flow



LESSON OBJECTIVE

I will make a flip book.

#### Warm up

- Involve** Ask students to look at their picture dictionary and revise the new words from the unit. Have them work with a partner and ask and answer using *What's he/she doing?* (*He's/She's stepping backwards.*). Praise them on all the new words they have learnt in this unit.
- Ask students to look back at the Story lab on pages 16–17 and remind them of the stages Ellie followed to create her animation.

- Assist** Refer students to the sticker activity where they sequenced the stages Ellie followed to make her animation.

#### Lesson objective

- Introduce the lesson objective. Say *Today I will make a flip book.*
- Involve** Students will learn how to make an animation in a flip book. They will use the language learnt from the unit to create a routine for the animation and to describe what their animated character is doing.

## Step 1

### Research

- Students look back through the unit and write down the different activities that can be done on stage. They think about which parts of the body move when they are doing each one. They can act each one out to help them visualise how the body moves each time.
- Students then discuss their own talents. Remind them that they don't necessarily have to be things that you do on stage.
- **Digital literacy** If students have access to tablets or computers, they can find video clips of famous performances online. Always monitor closely when students are searching for video clips to ensure the content is appropriate.

## Step 2

### Plan

- Students list their group's talents and think about how they can be best used in the project. For example, if they have a group member who is good at writing, then they should choose that person to write the routine.
- **Monitor** Take time to make sure that the groups are working well together and distributing the roles fairly.

## Step 3

### Create

- **Materials:** (per pair or group) colouring pens, paper, glue, notebooks
- Students can write the instructions for their routine in long hand and then create a shortcut to make their instructions more concise.
- Have students design a simple avatar they can all copy. Alternatively, they can draw stick people. They then work closely together to create different movements and make their character consistent.
- When students have completed their pictures, they should lay them out in order and then stick them in the corner of consecutive pages of a small notebook in reverse order (last to first). Once the glue has dried, students can flick quickly through the corner of their books to see if their animation works.
- Students tasked with writing can use the performance instructions to write a commentary describing what their avatar is doing at each stage.



## COLLABORATION

### Step 4

#### Show and tell

- Students present their flip book to other groups. The speaker of the group says what the character is doing using the commentary they wrote. They will need to flick through the book a few times, as it will move very quickly.

- **Involve** Encourage students to ask questions about the routine, e.g., *Is she juggling?* Remind students to look at their audience when they present. Praise each group for their hard work and encourage the class to give a round of applause for each group.
- Pair students with a partner from another group. Students use their flip book routine and the instructions written earlier to teach other students their routine.

## At home +

### Take photos of each picture and create a digital animation like Ellie in the story!

- **Digital literacy** Students can use their tablets or home computers to create their animation digitally. They can take photos of each of the movements in their animation and upload them into an animation app. They could also record their commentary digitally and play it over their animation.

### Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat and then check understanding.
- **Involve** Ask students to think about how they feel about these statements. Have them draw four light bulbs in their notebooks and for each light bulb draw light lines coming from them to show how confident they are about each statement. The more light lines they draw, the more confident they feel.
- **Monitor** Have students choose the statement they are the most confident about. Then have students tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you revise this content in the future.

### Objective review

- Revisit the lesson objective. Say *Now I can make a flip book.*
- **Involve** Encourage awareness of what students can do by asking them questions about their animated routines, e.g., *Is he doing a cartwheel?* to elicit short answers.

### Assessment pack

- For grammar and vocabulary assessment, have students complete the Practice and Unit tests in the Assessment Pack.

### Pearson English Portal games

Go to the Pearson English Portal and click on 'Resources', then 'Games' for a class game about talents.

# Activity Book answer key and notes

## UNIT 1: SHOW TIME!

### 1 Read and match.

(Answers: **1** juggle – boy juggling, **2** do magic tricks – girl doing magic tricks, **3** play computer games – girl playing computer games)

### 2 Look, read and number.

(Answers: **1** Riley, **2** Lee, **3** Taylor)

- In this coding activity, students use statements with the Boolean operatives *BUT*, *OR* and *NOT*.
- Students read the statements to decide what the children can do.

### 3 005 Listen and circle.

(Answers: **1** act, **2** sing, **3** spin around, **4** do gymnastics)

#### What can we do?

### 1 Order the letters and write the words.

(Answers: **1** step to the side, **2** wave, **3** juggle, **4** step backwards, **5** do cartwheels, **6** stamp, **7** step forwards, **8** do gymnastics, **9** spin around, **10** clap, **11** act, **12** do magic tricks)

### 2 006 Listen to the children. Tick or cross .

Answers:

	Juggle	Do magic tricks	Do cartwheels	Act
Shemina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Justin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Chen	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### 3 Do your own class survey. Then ask and answer and record your results.

#### Extra vocabulary

### 4 007 Look and write. Then listen and check.

(Answers: **1** hip-hop, **2** ballet, **3** tap dancing, **4** ballroom dancing)

- New vocabulary is presented and practised in this activity to stretch students (*ballet*, *ballroom dancing*, *tap dancing*, *hip-hop*).

#### Language lab 1

### 1 Complete with the correct form of the action words.

(Answers: **1** is, doing, 's spinning, **2** isn't waving, 's clapping, **3** Are, stepping, they aren't, **4** are, doing, 'm stamping, **5** 's juggling, isn't doing)

### 2 Which picture matches the sentences in 1? Look and circle *a* or *b*.

(Answer: *b*)

### 3 Write about picture *a*.

(Answers: **1** Etta is doing cartwheels., **2** Is Luis waving (his arms)?, **3** They aren't (insert any activity except stepping backwards)., **4** Are you jumping?, **5** Katie is doing magic tricks.)

### 4 Make a dancing person. Move it and say.

- **Materials:** pipe cleaners, tube beads or macaroni, sticky tack
- Students make articulated figures. They secure one leg (or arm) of their figure in a big ball of sticky tack on the desk and manipulate their figure whilst saying the movements it is doing.

### 5 008 Listen and tick .

(Answers: **1** *b*, **2** *a*, **3** *a*, **4** *b*)

### 6 Imagine it's Saturday at 11 a.m. Write a message saying what you are doing.

### 7 Ask and answer. Find someone who has the same activity as you.

- Students mingle around the class to try and find people who have written the same message in Activity 6 as they have.

#### Story lab

### 1 Complete the sentences. Then match.

(Answers: **1** Are you, talent show – *c*, **2** 's playing – *f*, **3** doing cartwheels, are, doing – *b*, **4** you aren't, 're, photos – *d*, **5** juggling, isn't – *e*, **6** isn't running – *a*)

### 2 Read the story again. Circle T (True) or F (False).

(Answers: **1** T, **2** F, **3** F, **4** F)

### 3 Look at the different endings for the story and complete.

(Answers: **a** doing cartwheels, clapping, juggling, **b** doing magic tricks, dancing, stamping)

- Students use the prompts to complete the alternative endings.
- 4 Draw one of the frames from 3. Show a partner. Can they guess which one?**
  - If your class doesn't want to draw, then groups can act out one of the endings for the class to guess, or students can work in pairs to write speech bubbles for each new story frame. Make this a guessing game by reading out the speech bubbles. The other groups say which frame they go with.

5 Think about the story. Answer.

6 Make your story book. → page 115

- In this coding activity, students learn to arrange the pages in the same order as the story.
- Students cut out the pages from their Activity Books along the cut lines to create two strips of paper. Then they fold each strip along the fold lines.
- Students use the prompts to write their story and draw pictures.
- Students can use their storybooks to retell the story to their families and friends.

### Phonics lab

1 🎧 009 Listen and tick . Then say.

(Answers: 1 b, 2 a, 3 b, 4 b)

2 Choose and write six words. Play *Bingo*!

- Students can draw pictures if they prefer.

3 🎧 010 Listen and say the tongue twister. Then listen again and write.

(Answer: Ten men called Ken put a pen in the bin. One man called Dan can spin.)

- Students apply their knowledge of the sounds and the spellings to write the tongue twister.

### Experiment lab

1 Read, match and complete.

(Answers: 1 b face, 2 a stomach)

2 🎧 011 Read the fun facts and circle. Then listen and check.

(Answers: 206, muscle, Babies, 😞)

### Experiment time report

1 Think about your experiment. Read and answer.

- Students reflect on their experiment.

2 Write your report.

- Students can use the information from the experiment in their Pupil's Books to write their report.
- Students use the example text as a model.

### Language lab 2

1 🎧 012 What's happening now? Listen and tick .

(Answers: 1 a, 2 b, 3 b, 4 b)

- Before students listen, revise the use of the Present Simple for routine activities vs. Present Continuous for things that are happening now.

2 Change the words to describe actions. Then say a sentence.

(Answers: 1 well, 2 badly, 3 quickly, 4 slowly, 5 beautifully, 6 backwards; Students' own answers – adverbs should be in the correct form in the correct position after the verb)

- Remind students that they can say sentences in either present form with the adverbs.

3 Play *Two True, One False*.

- Students can play this game in pairs or small groups. They make two sentences that are true about their abilities (using adverbs) and one which is false. The other students guess which sentence is false. Then they can correct the sentences, e.g., 'I walk to school beautifully' is false! Yes, I walk to school quickly!

### What are we doing?

1 🎧 013 Listen and write.

(Answers: a Thursday, b Wednesday, c Monday, d Tuesday)

2 Think of your school week. Write what you are doing each day.

3 Work with a partner. Take turns to say what you are doing. Guess the time and the day.

- Extend the activity by having students think of different days and times.

### PROJECT AND REVIEW

1 What routine is in your flip book? Tick  or cross .

- Students think about the project they completed in their Pupil's Books, tick the boxes that apply to their routine and cross the ones that don't.

2 Complete your project report.

- Have students read the example report, then use the information in Activity 1 to complete their report.

- Students can take a photo of their flip book and add it to their report.

3 Present your flip book to your family and friends.

- Students describe what they did and their flip book routine to their family and friends.

4 Think about your project and colour.

5 Work with a partner. Look at the frames from the story. Say what's happening. Guess the frame.

(Answers: Frame 3, Frame 4, Frame 7, Frame 9)

6 🎧 014 Which character is it? Listen, find and write.

(Answers: a 3, b 1, c 4, d 5, e 2)

7 Read and answer.