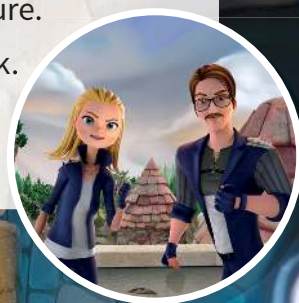


Meet The Explorers



Meet Ben and Lucy – The Explorers. These two friends and their dog, Buster, find lost treasure and give it to museums. Their lives are very exciting. Today they are starting a new adventure. They are in a castle. They are looking for an old book. The book tells the secret of some lost treasure. But they are not the only people looking for the book ...



1



001

Listen and say the words.
Then check with a friend.

- 1 upstairs
- 2 twenty-one – fifty
- 3 downstairs
- 4 fifty-one – one hundred
- 5 cellar

Upstairs 1
Rooms 2
21-50
Downstairs 3
Rooms 4
51-100
Cellar 5

2



Listen and answer.

- 1 What do Ben and Lucy want to find?
- 2 Where are they?
- 3 Where does Lucy want to go?
- 4 Where is the cellar?

3

Close your book. Play the memory game.

Where's ... ?

Upstairs.

4

Revision of numbers; *upstairs / downstairs*

Learning outcomes:

- to identify and use numbers 1–100

New language: *explorer, meet, lost treasure, museum, adventure, castle, secret, only, upstairs, downstairs, cellar, character names*

Cognitive control functions: Working memory

Flashcards: 1–5 (numbers 21–100, castle words)

Warm-up

Aim: to review numbers

- Practise counting with the class from 1 to 20 and then from 20 to 1. Encourage students to clap along and count as quickly as they can.
- Point to a student. He/She says *One* and his/her name. The next student says *Two* and his/her name, and so on.

Presentation

Aim: to present characters and story setting and practise reading

- Focus students on the small picture of the children and their dog. Elicit what they can see.
- Read the text aloud. Students follow.
- Ask questions to check understanding.

1 001 **SB p4** Listen and say the words. Then check with a friend.

Aim: to review numbers 21–100 and present *upstairs, downstairs, cellar*

- Use the digital flashcards or draw a house on the board to teach *upstairs, downstairs* and *cellar*.
- Write 20, 30, 40, 50, 60, 70, 80, 90 and 100 on the board. Say each number for students to repeat.

Point to the numbers in order. Students say them without your help. Then point to them in random order for students to say.

- Write numbers between 20 and 100 on the board, e.g. 23, 34 etc. and practise them in the same way.
- Focus students on the main picture. Explain that The Explorers are inside the castle, looking at a sign showing where things are.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.

For script see SB p4.

2 002 **SB p4** Listen and answer.

Aim: to practise listening

- Read the questions aloud and check understanding.
- Give students time to find the answers to 1, 2 and 4 in the text. Tell students that they will hear the answer to 3 on the recording.
- Play the recording twice. Check with the class.

Key: 1 An old book, 2 In a castle, 3 To the cellar, 4 Downstairs

For script see TB p119.

3 **SB p4** Close your book. Play the memory game.

Aim: to review *Where's ...?* and practise new vocabulary

- Ask about different rooms, e.g. *Where's room 35? (It's upstairs.)*
- Students play the same game in pairs, books closed.

1 001 **WB p4** Listen and write the numbers.

Aim: to review numbers

Key: 1 30, 40, 50, 2 20, 40, 60, 80, 3 10, 30, 20, 40, 30

For script see TB p119.

2 **WB p4** Look at Activity 1. Write the next number in each row.

Aim: to practise numbers

Key: 1 60, 2 100, 3 50

3 **WB p4** Write the words.

Aim: to practise writing numbers

Key: 2 one hundred, 3 thirty, 4 forty

4 **WB p4** Write *Where* or *What*. Then remember the story and answer the questions.

Aim: to practise forming and answering questions

Key: 2 What, Rooms 51–100, 3 What, An old book, 4 Where, Downstairs/ To the cellar, 5 What, Rooms 21–50, 6 Where, It's downstairs

Ending the lesson

Aim: to review numbers 1–100

- Invite a student to the front. Draw a number between 1 and 100 on his/her back with your finger. The student has three tries to guess the number.
- Students repeat the activity in pairs.

Extension activity

Aim: to review numbers 1–100

- Students write a selection of ten numbers between 1 and 100 in their notebooks. They swap notebooks with a partner and practise saying the words. Monitor and check.

Stronger students: Students dictate their numbers for a partner to write, then check against their list of numbers.

0

Learning outcomes:

- to understand and use expressions with *be good at*

New language: *be good at/not good at + ing, snorkelling, doing puzzles, catching flies, telling lies*

Recycled language: actions and activities

Warm-up

Aim: to review actions and activities

- Mime flying a kite. Students guess, e.g. *You're flying a kite.*
- Repeat with other actions, such as *jumping, painting, riding a bike.*

Presentation

Aim: to present *be good at / not good at + ing*

- Mime dancing well and say *I'm good at dancing.*
- Mime playing tennis badly and say *I'm not good at playing tennis.*
- Write the two example sentences on the board.
- Say sentences with *good at / not good at* for the whole class to mime.

1 SB p5 Look, read and write B (Ben) or L (Lucy).

Aim: to practise *be good at / not good at + ing*

- Elicit the activities in the pictures.
- Students silently write the answers, then compare answers in pairs. Check with the class.
- Elicit which of the activities students are good at / not good at. Students reply, e.g. *I'm good at flying kites.*

Extra support: Say a sentence from SB Activity 1, e.g. *I'm good at snorkelling.* Students say *Ben* or *Lucy*.

Key: 1 B, 2 B, 3 L, 4 B, 5 L, 6 L

2 SB p5 Put the words in order. Say the sentences.

Aim: to focus students on word order

- Students work individually to re-order the words, then compare answers.

Extra support: Copy the jumbled sentences onto the board. Students help you put the words in order.

Key: 1 I'm good at playing football. 2 I'm not good at playing the guitar.

3 003 SB p5 Watch, listen and say.

Aim: to focus students on grammatical form

- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

For script see SB p5.

4 SB p5 Look and make sentences.

Aim: to consolidate grammar

- Students make sentences in pairs. Check with the class.

Key: Lucy is good at playing the piano. Lucy is good at flying a kite. Ben is good at painting. Ben is good at playing the piano. Ben isn't good at flying a kite.

1 WB p5 What are the children good at? Write sentences with good at or not good at.

Aim: to practise the new language

Key: 2 I'm not good at snorkelling. 3 I'm good at swimming. 4 I'm good at jumping. 5 I'm good at snorkelling. 6 I'm not good at swimming.

2 WB p5 Look, think and draw lines.

Aim: to give further practice with the new language

Key: 1 She's good at dancing. 2 He's not good at swimming. (3 He's good at playing football.) 4 She's not good at jumping high.

3 WB p5 Write about you.

Aim: to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

- Put students into pairs. Student A memorises the pictures in SB Activity 1, then closes his/her book. Student B makes a sentence, e.g. *I'm good at painting.* Student A says the correct name (*Ben* or *Lucy*). After a few sentences, they swap roles.

Extension activity

Aim: to practise using key language from the lesson

- Students write three sentences about themselves using *good at*: two true and one false. They pass the sentences to a partner, who guesses which is the false sentence.

1 Look, read and write *B* (Ben) or *L* (Lucy).



- 1 Who am I? I'm not good at flying a kite.
- 2 I'm good at riding bikes. Am I Ben or Lucy?
- 3 I'm not good at playing the guitar. Who am I?
- 4 I'm very good at snorkelling. Can you guess my name?
- 5 I'm good at climbing trees. What's my name?
- 6 Who am I? I'm really good at doing puzzles.

 B

2 Put the words in order. Say the sentences.

- 1 good football. I'm playing at
- 2 I guitar. playing not good at the 'm



3 003 Watch, listen and say.

Language focus

I'm good at climbing trees. I'm good at playing football. Oops!
 I'm good at catching flies. I'm not good at telling lies!



4 Look and make sentences.

	x	✓	✓
	✓	✓	x

Lucy isn't good at painting.

1 004 Listen and say what Ben and Lucy are good at. Then sing the song.

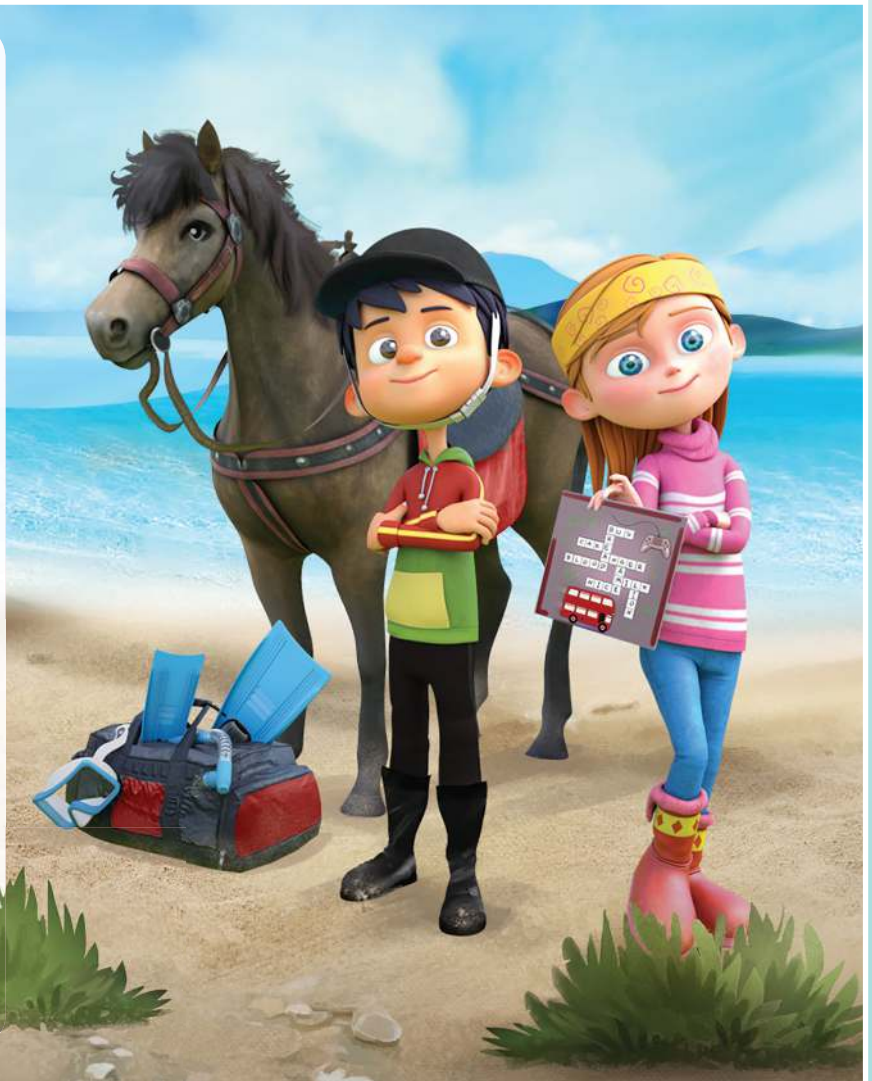
The Explorers.
 Here they come.
 Lucy and Ben.
 Adventure and fun.

The Explorers.
 Here they are.
 Ben and Lucy.
 Action stars.

She's good at doing puzzles,
 She always finds the clues,
 And reads them very carefully,
 They tell her what to do.

The Explorers ...
 He's good at riding horses,
 And swimming in the sea.
 He's an action hero,
 Just like you and me.

The Explorers ...



2 Ask and answer.

What are you good at?



I'm good at ...



3 What are you good at?
 Write a verse.

I'm good at ...

And ...

I'm an action hero.

Just like Ben and Lucy.

6 Singing for pleasure


Learning outcomes:


- to understand and use *be good at/not good at + ing*
- to join in with a song

New language: *action stars, clues, always, action hero, What are you good at?*

Recycled language: actions and activities, *Here they come., carefully, good at/not good at, character names*

Materials: ten cards with an activity written on each (e.g. *swimming*) (or flashcards from Level 2 Units 7 and 8) (optional)

 **Creative thinking:** Substitutes words and lines to a song or poem

 **Creative thinking (WB):** Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Warm-up

Aim: to review *be good at/not good at + ing*

- Review activities using flashcards of hobbies from Level 2 or mime.
- Invite a student to the front and whisper an activity or ask him/her to choose an activity flashcard.
- The student mimes doing the activity, either badly or well.
- The class guess, e.g. *He's not good at playing football.*
- Repeat with different students.

1  004  **SB p6**

Listen and say what Ben and Lucy are good at. Then sing the song.

Aim: to review *be good at/not good at + ing* and practise listening

- Elicit the names of The Explorers. Give students time to look at the pictures and think about how to say the actions. Read the first part of the instructions.
- Play the recording. Students follow the song in their Student's Books. Elicit answers and explain the new vocabulary.

Key: Lucy's good at doing puzzles and finding clues. Ben's good at riding horses and swimming.

For script see SB p6.

- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the video or audio (005) for students to sing in two groups (one chorus and verse per group).

2 **SB p6** Ask and answer.

- Aim:** to personalise the language
- Choose a volunteer to read the question. Practise pronunciation.
 - Students ask and answer in pairs. Circulate and provide new vocabulary as required.

Stronger students: Students tell the class what their partner is good at.

3  **SB p6** What are you good at? Write a verse.

- Aim:** to personalise the song
- Students complete their own verse for the song.
 - Elicit example verses.
- Extra support:** Write a model new verse on the board, highlighting the parts students can change. Students write their new verse in pairs.

1 **WB p6** Number the lines in each verse 1 to 4. Then write *Ben* or *Lucy*.


Aim: to practise reading and raise awareness of rhyme

Key: 3, 2, 4, (1) Lucy; 2, 4, 1, 3 Ben

2 **WB p6** Read Emily's new verse. Look and write the words.

Aim: to practise vocabulary and *be good at + ing*

Key: 2 climbing, 3 swimming, 4 sing

3  **WB p6** Now write a verse about you. Then draw.

Aim: to personalise the song

Ending the lesson

Aim: to review language from the lesson

- Students take turns to sing their own verses for the song, using the karaoke version of the video or audio (005).

Extension activity

Aim: to practise language from the lesson

- Hand out a slip of paper to each student. Ask students to write their name on one side and a sentence about something they are good at on the other side. It should be something the rest of the class might not know.
- Read out sentences at random without mentioning names, e.g. *He's good at playing the drums.* The rest of the class guess the student.

0

Learning outcomes:


- to talk about relationships in a family

New language: possessive apostrophe, *grandfather*, *grandmother*, *grandson*, *granddaughter*, *daughter*, *son*, *parents*, *uncle*, *aunt*, *cousin*

Recycled language: family words

Materials: coloured pens or pencils

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

 **Creative thinking (WB):**
Solves simple puzzles (e.g. word puzzles)

Warm-up

Aim: to review family words

- Draw a basic family tree on the board with two generations: parents and children. Leave space to add grandparents, uncles, cousins, etc.
- Use the tree to elicit *sister*, *brother*, *mother*, *father*, *child*, *children*.

Presentation

Aim: to present new family words

- Extend the family tree on the board and teach *grandfather*, *grandmother*, *grandson*, *granddaughter*, *daughter*, *son*, *parents*, *uncle*, *aunt*, *cousin*. Write a name for each person on the tree.
- Tell students that the family tree is for a friend of yours, called Sue. Say, e.g. *Sue's got a grandmother*. *What's her name?* (*Marie*.) Then write sentences using 's, e.g. *Marie is Sue's grandmother*. Use a different colour for 's.

1 SB p7 Look at the family tree and circle the words.

Aim: to practise family words and the possessive apostrophe

- Students look at the family tree in their Student's Book.
- Read out the completed sentences. Students find and point to the correct person/people on the tree.
- Students complete sentences 1 to 4 individually, then compare their answers. Check with the class.
- In pairs, students take turns to read all the sentences.

Key: 1 brother, 2 sister, 3 father, 4 mother

2 SB p7 Add the missing 's to each sentence. Say the sentences.

Aim: to raise awareness of the possessive apostrophe

- Students work individually to add the 's in each sentence.

Key: 1 Tom is Simon's father.
2 Simon is Tom's son.

3  006 SB p7 Watch, listen and say.

Aim: to focus students on grammatical form

- Play the *Greg the gecko* video. Students watch and listen, then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

For script see SB p7.

4  SB p7 Draw and talk about your family.

Aim: to personalise the new language

- Students work individually to draw their own family tree, adding the name of each person. Circulate and ask, e.g. *Who's Carlos?* Encourage students to

make sentences with 's, e.g. *Carlos is Elena's brother*.


- Draw your family tree on the board and make sentences, as in the speech bubble.
- In pairs, students practise talking about their family.

1  002 WB p7 Listen and write the words.

Aim: to practise family vocabulary

Key: 2 son, 3 parents, 4 aunt, 5 grandmother, 6 daughter, 7 grandparents, 8 uncle

For script see TB p119.

2  WB p7 Follow the lines and write about Simon and Maria.

Aim: to give further practice with the possessive apostrophe

Key: Simon: He's Mike's brother. He's Jeremy and Dorothy's cousin. Maria: She's Joe's granddaughter. She's Harriet's sister.

3 WB p7 Look at Activity 2. Write about a person in your family.

Aim: to personalise the language

Ending the lesson

Aim: to review key vocabulary from the lesson

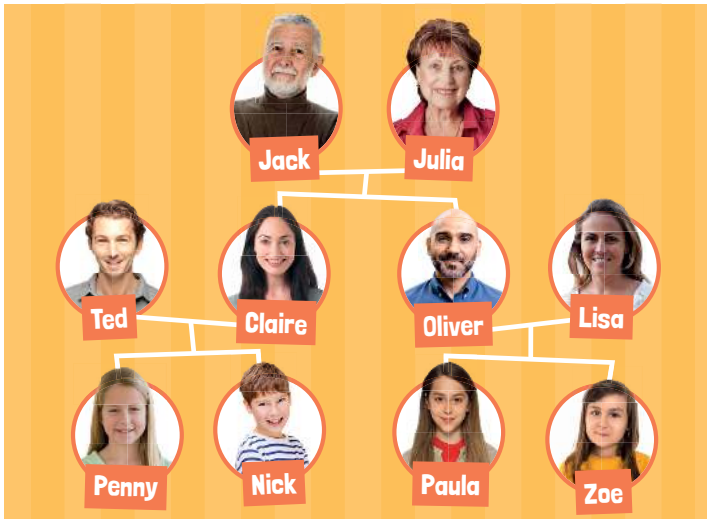
- Write family words on the board, with the letters in scrambled order, e.g. *rasgnnod*.
- Call volunteers to write the words in the correct order.

Extension activity

Aim: to practise language from the lesson

- Put students in groups of four to share their family trees from SB Activity 4. Encourage them to ask each other questions, e.g. *Who's this?* *Who's Mariano's sister?*

1 Look at the family tree and circle the words.



Jack is Nick's *grandfather*.
 Julia is Nick's *grandmother*.
 Claire and Ted are Nick's *parents*.
 Oliver is Jack's *son*.
 Claire is Julia's *daughter*.
 Nick is Jack's *grandson*.
 Penny is Julia's *granddaughter*.
 Oliver is Nick's *uncle*.
 Lisa is Nick's *aunt*.
 Paula and Zoe are Nick's *cousins*.

- 1 Nick is Penny's *brother / father*.
- 2 Paula is Zoe's *cousin / sister*.
- 3 Ted is Penny's *uncle / father*.
- 4 Lisa is Paula's *mother / sister*.

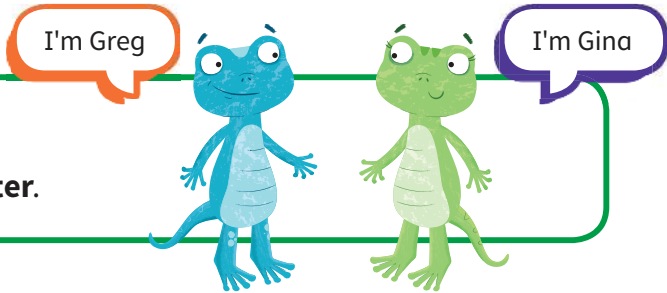
2 Add the missing 's to each sentence. Say the sentences.

- 1 Tom is Simon father. ('s)
- 2 Simon is Tom son. ('s)

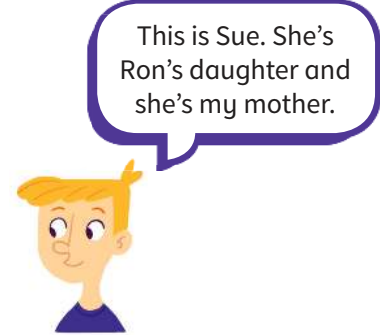
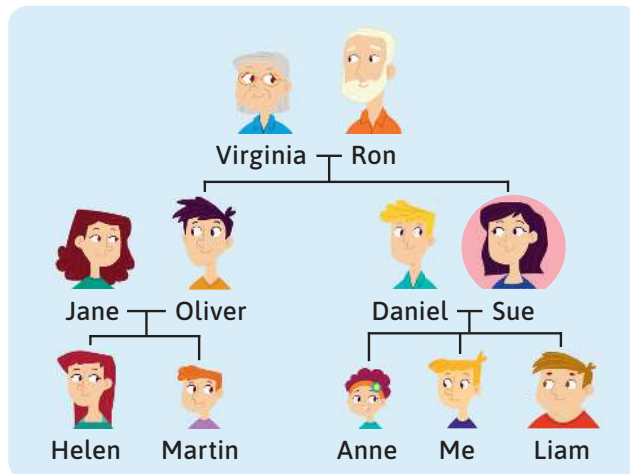
3 006 Watch, listen and say.

Language focus

This is Greg. And this is Gina.
 He's Gina's **brother**. She's Greg's **sister**.





4 Draw and talk about your family.



Possessive apostrophe **7**

The old book

1  007  Who's got the book in each picture?



1

Lucy: What's that?
Ben: I think it's a door. A secret door.
Lucy: Let's open it. Buster, wait here!



2

Ben: Here's the book. It looks really old.
Zelda: They've got the book, Horax! Let's get them.
Horax: Wait a minute, Zelda!



3

Ben: I'm so happy we've got it!
Horax: Me too! You're good at finding things that I want!
Ben: Oh no! Who are they?



4

Horax: Give us the book! Tie Lucy up, Zelda.
Lucy: You can't keep the book. It's ours.
Horax: It's ours now! And all the treasure it brings.



5

Ben: Good dog, Buster!
Lucy: Hurry up, Buster, please.
Ben: Show us the way to Horax and Zelda, Buster.



6

Ben: How can we get the book back?
Lucy: I've got an idea!

8 Value: courage; reading for pleasure


Learning outcomes:

- to listen to and read a picture story
- to act out a story


New language: *tie (someone) up, Hurry up., Show us the way., Go away., silly, new character names (Zelda, Horax)*

Recycled language: character names (*Ben, Lucy, Buster*), *good at + ing*

Materials: large sheet of paper (optional)

 **Critical thinking (WB):**



Makes simple links and predictions in stories

 **Cognitive control functions (WB):** Cognitive flexibility**Warm-up**

Aim: to review the story characters and setting

- Write *Ben, Lucy and Buster* on the board. Elicit what students remember about the characters and what they do.
- Ask *Where do The Explorers want to go? (Downstairs/To the cellar).*

Extra support: Say sentences for students to complete, e.g. *Ben and Lucy are ... (The Explorers). Buster is a (dog). They are in a (castle). They're looking for an old (book).*

The old book**1**  007  **SB pp8-9** **Who's got the book in each picture?**

Aim: to present a picture story

- Read the title of the story and check understanding of the question.

- Point to the captions and remind students that the bold words are the names of the speakers and the words after the colon are what they say.
- Ask students to find the names of two new characters and look for them in the pictures (Zelda and Horax). Ask *Are they good or bad? (Bad) What do they want? (The old book.)*
- Play the recording. Students listen and read to find who has the book in each picture.
- Point to each frame in turn and ask *Who's got the book?*

For script see SB pp8-9.

Key: Ben and Lucy have got the book in frames 2, 3 and 8. Zelda and Horax have got the book in frames 4 to 7.

- Play the recording again. Pause after each frame to check comprehension. After frame 1 ask *What do The Explorers find in the cellar? (A secret door.)* After frame 2: *What's in the cellar? (The old book.)* Check students realise that Ben is asking about Horax and Zelda when he says *Who are they?* Use pictures 4 and 5 to teach *tie up and show us the way.* After frame 7 ask *What's Lucy's idea? (To swing from the tree.)* Ask why Lucy says *Well done, Buster!* after frame 8 (*Because Buster frees Ben and Lucy and helps them find Zelda and Horax.*)
- Play the recording again. Students listen and repeat. Then play the video episode of *The Explorers.*

1 **WB p8** **Read the story *The old book* again. Then write.**

Aim: to check comprehension

Key: 2 behind a secret door, 3 can see, 4 take the book, 5 has got an idea, 6 helps the children, 7 get the book back

2   **WB p8** **Look at the pictures from the story. Read, think and circle.**

Aim: to infer feelings of story characters and check comprehension

Key: (2 excited), 3 happy, 5 no, 7 doesn't like

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the recording. Students repeat in role.
- Students practise the role play in their groups, using a book to represent the old book.
- Volunteer groups role play for the class. Encourage them to try to emulate the expression and intonation from the recording.

Extension activity

Aim: to review the story and practise predicting skills

- Elicit ideas about what the old book is and what it's about.
- Draw a mind map with students' ideas on a large sheet of paper.
- Display the mind map or keep it so you can refer to students' ideas later in the story.