

Back to School

1



Listen and look. Then listen and say the words.



2



Listen and chant.



Walk to the window.
 Walk to the door.
 Touch the cabinet.
 Jump on the floor.

Walk to the bookcase.
 Walk to the wall.
 Look at a crayon.
 And that's all!



4 The Classroom

Learning outcomes:

- to name and talk about classroom objects
- to say a chant

New language: *bookcase, wall, board, clock, door, cabinet, window, chair, crayon, floor, And that's all!*

Recycled language: character names: *Flash, Whisper, Misty, Thunder*

Cognitive control functions: Working memory

Flashcards: 1–10 (classroom words)

Warm-up



Aim: to review student names and greetings

- Go up to a student and say *Hello. I'm (name). What's your name?*
- The student replies, e.g., *Hello. I'm/It's (name) or My name's (name).*
- Students then greet all the students sitting around them in the same way.

Presentation

Aim: to present classroom objects

- Hold up each flashcard one at a time. Say the word for students to repeat together.
- Do this three or four times.
- Hold up each flashcard for students to say the word together.
- Hand out the flashcards for students to stick on the relevant objects, e.g., *board* on the board. If you don't have all of the objects in the classroom, draw them on the board and stick the flashcards next to them, e.g., *bookcase*.

1   **001** **SB p4** **Listen and look. Then listen and say the words.**

Aim: to practice classroom objects

- Draw students' attention to the pictures in the Student's Book. These have been specially developed to help the students say the words in the songs and chants.
- Use the picture at each stage of the activity to help with understanding and to provide context.
- Ask students if the picture is like their classroom.
- Play the recording.

For script, see TB p119.

- Students point to the objects when they hear them.
- Play the recording again.
- Students point to and say the words.
- Students practice pointing and saying the words in pairs.

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

Aim: to practice saying a chant for pleasure

- Students look at the chant.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script, see SB p4.

- Play the recording again, pausing after each line for students to repeat.
- Practice the chant as a class.
- Divide the class in half. Groups say alternate lines, pointing to the relevant place in the classroom as they say it.

1 **WB p4** **Look and match.**

Aim: to review things in the classroom

Key: Students draw lines from the words to the corresponding items in the picture.

Ending the lesson

Aim: to review key language from the lesson

- Collect the flashcards from the objects in the classroom.
- Students close their books.
- Make ten pairs/groups. Point to an object, e.g., the floor, and tell one group to make a label (of the word) for it.
- Repeat for the other nine groups with the other words. Don't say the words.
- Groups make their labels and stick them on the objects.

Extension activity

Aim: to review vocabulary

- Tell students to look at the picture in the Student's Book.
- Elicit some of the other things they can see, e.g., *I can see some books.*
- Start a chain: the next student says, e.g., *I can see some books and a computer.*
- After about eight objects, start another chain.

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Learning outcomes:

- to practice *There's a (clock)* and *There are some (books)*.
- to talk about objects using *some* and *a(n)*

New language: *There's a ..., There are some ..., Come closer., Can you guess who's there?*

Recycled language: singular and plural nouns, vocabulary from Level 1: the house, the classroom, *hat, apple*

Cognitive control functions: Inhibitory control

Materials: flashcards 1–10 (the classroom), an apple, a ruler and a book (optional)

Warm-up

Aim: to review things in the classroom

- Stick the flashcards on the board.
- Write a number under each one.
- Students draw a 2 × 2 grid with a number in each square.
- Play a bingo game, calling out the objects at random.
- If students have the corresponding number, they cross it out.
- The first to cross out all four and call out *Bingo!* is the winner.

1 **SB p5** **Look, read, and check** ✓

Aim: to present and practice *There's a ...* and *There are some ...*

- Using realia or the picture in the Student's Book, elicit *apple, ruler, and book*.
- Students look at the picture and read the sentences silently.
- They do the activity individually.
- Check answers as a class.

- Elicit what they notice about the words (we use *There's a* with singular and *There are some* with plurals).

Key: Students check 2, 3, and 5.

2 **WB p5** **Watch, listen, and say.**

Aim: to focus students on grammatical form

- Play the *Penny the Penguin* video. Students watch and listen, and then watch and read.
- Play the audio. Students follow in their Student's Book and join in.
- Listen for weak forms of *a* and *some*.

For script, see SB p5.

- Students practice saying the sentences in pairs, substituting things in the room, and pointing to them.

3 **SB p5** **Close your eyes. Listen to your teacher and answer.**

Aim: to give students further practice with *There's a ...*, *There are some ...*

- Ask students to look around the classroom and memorize everything they can see.
- Students close their eyes.
- Ask individual students *What is there in our classroom?* With eyes still closed, students answer from memory *In our classroom, there's a ...*

1 **WB p5** **Look, read, and check** ✓

Aim: to review *There's a/an ...*, *There are some ...*

Key: 2 yes, 3 no, 4 yes, 5 no, 6 no

2 **WB p5** **Read and circle.**

Aim: to give further practice with *There's a ...*, *There are some ...*

Key: 1 There's, 2 There are, 3 There's

3 **WB p5** **Write about your classroom.**

Aim: to personalize the new language

Ending the lesson

Aim: to review the spelling of the objects in the classroom

- Write the ten classroom words on the board in scrambled letter order.
- Invite students to come to the board and write each word correctly.
- Other students in the class can help them by calling out the spelling.

Extension activity

Aim: to enable students to have a written record of *There's a ...*, *There are some ...*

- Elicit two or three sentences about things in the classroom, e.g., *There's a board. There are some chairs.*
- Brainstorm words for things in the classroom (including other known words) and make a word map on the board.
- Individually, students write six sentences about the classroom. They head their writing *My Classroom*. Each sentence begins with *There's* or *There are*.

1 Look, read, and check .



- 1 There are some crayons.
- 2 There's a clock.
- 3 There are some rulers.
- 4 There's an eraser.
- 5 There are some books.
- 6 There's a pencil case.

2 003 Watch, listen, and say.

Language Focus

There's a hat on the floor.

There are some pictures on the wall.

There's a bed by the door.

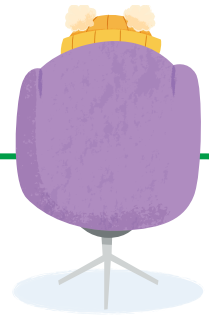
But that's not all, that's not all.

There's a bookcase with some books.

Come closer. Take a look.

There's a big clock. **There's a** chair.

Can you guess who's there?



3 Close your eyes. Listen to your teacher and answer.



1 004 Listen and sing. Then number the pictures.

10, 20, 30, 40, 50!

The Super Friends are in the city.

60, 70, 80, 90!

Thunder, Flash, Whisper, Misty.

Count from one to ninety-nine.

The Super Friends are feeling fine.

Now from ninety down to ten.

The Super Friends are back again.

Misty's number's 22.

You don't see her, but she sees you.

Whisper's number's 66.

He can talk to ducks and chicks.

10, 20, 30, 40, 50!

Count from one to ninety-nine ...

Thunder's number's 33.

He can lift a big, big tree.

And Flash's number's 88.

She's so fast, she's really great.



2 Work with a friend. Draw numbers in the air and guess.

Is it 55?

No, it isn't.

Is it 88?

Yes, it is!


6 Singing for Pleasure; Numbers 10 to 100


Learning outcomes:

- to sing a song
- to write and say numbers 1–100

New language: numbers 21–100, *count, chick, lift, air*

Recycled language: numbers 1–20, vocabulary from Level 1

 **Critical thinking:** Solves simple puzzles (e.g., word puzzles)

 **Cognitive control functions (WB):** Working memory

Flashcards: 11–20 (numbers)

Warm-up

Aim: to review numbers 1–20

- Call ten students to the front of the class. Whisper numbers between *one* and *ten* to them at random. They put themselves in a line from *one* to *ten*.
- Repeat with ten more students for numbers 11–20.
- The class chants the numbers, e.g., *ONE clap, clap, TWO, clap, clap* and the student steps forward from and back to the line as he/she says his/her number.

Presentation

Aim: to present numbers 21–100

- Show each flashcard (10, 20, 30, 40, 50, 60, 70, 80, 90, 100) one at a time. Say the word for students to repeat together.
- Do this three or four times.
- Write some numbers on the board, e.g., 47, 52, 83.
- Elicit how to say the numbers.
- Invite students to come to the board to write a number for the class to say.

- Stick the flashcards on the board and write the word under each one.
- Point to the word. Students repeat.

1  004   005 **SB p6**
Listen and sing. Then number the pictures.

Aim: to practice numbers 1–100 and to sing a song with the class

- Use the pictures to support meaning whenever possible.
- Play the audio (004). Students follow the song in their Student's Books. They point to the numbers on the board as they hear them.

For script, see SB p6.

- Play the audio again, in sections. Students repeat.
- Play the song video, pausing for students to repeat.
- Make four groups. Groups take turns singing a verse. Use the karaoke version of the video or audio (005).

2  **SB p6** **Work with a friend. Draw numbers in the air and guess.**

Aim: to give students further practice with numbers

- Students work in pairs.
- One student writes a number in the air for the other to guess.
- As a follow-up, ask ten students to go to the front. Volunteers write numbers in the air for one of the ten students at the front to guess. The student who guesses the most numbers is the winner.

1  001  **WB p6** **Can you remember? Listen and write.**

Aim: to review numbers

For song lyrics, see SB p6.

Key: 2 sixty-six, 3 thirty-three, 4 eighty-eight

2 **WB p6** **Look and match.**

Aim: to give students practice in recognizing the numbers as words

Key: 70 – seventy, 100 – one hundred, 66 – sixty-six, 14 – fourteen, 51 – fifty-one, 40 – forty, 92 – ninety-two, 39 – thirty-nine, 80 – eighty

Ending the lesson

Aim: to give students further practice with numbers

- Students draw a 3 × 3 bingo card in their notebooks.
- They choose nine numbers from the song and from WB Activity 2 and write them in their squares.
- Choose and read numbers from the song and Workbook. Students cross out numbers when they hear them.
- The first student to cross out all nine shouts *Bingo!* and is the winner.

Extension activity

Aim: to practice spelling of numbers with the class

- Call out ten numbers at random.
- Students write them spelled out in their notebooks.
- They check spelling in pairs and then check in their Student's Books and Workbooks.
- Remind them to check they have used the hyphen.

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Learning outcomes:

- to understand, respond to, and give classroom instructions
- to use imperatives

New language: imperatives:
Stand up. / Don't stand up.

Recycled language: vocabulary
 from Level 1

Warm-up

Aim: to review classroom instructions

- Give different positive instructions for students to follow, e.g., *Put your ruler on your desk. Put your book on your ruler. Put a blue pencil in your book. Put your pencil case in your bag. Stand up, turn around, and sit down.*

1  **006** **SB p7** **Listen and number the pictures. Then read and draw lines.**

Aim: to present and practice positive and negative classroom instructions

- Students look at the pictures in the Student's Book.
- Play the recording. Students listen and number.

For script, see TB p119.

- They compare their answers in pairs.
- Play the recording again and check understanding using mime.
- Students read the sentences and match them with the pictures.

Key: Pictures on the left: 3, 2, 4; pictures on the right: 5, 1, 6

Matching: 1 f, 2 c, 3 a, 4 b, 5 e, 6 d

2   **007** **SB p7** **Watch, listen, and say.**

Aim: to focus students on grammatical form

- Play the *Penny the Penguin* video. Students watch and listen, and then watch and read.
- Play the audio. Students follow in their Student's Book and join in.

For script, see SB p7.

- Students work in pairs, taking turns giving an instruction for their partner to do / not do.

3 **SB p7** **Play the listening game.**

Aim: to give students further practice with positive and negative classroom instructions

- Give instructions for students to follow, e.g., *Point to the door.*
- Students follow the instruction only when you say *Simon says* first.
- Start with positive instructions. When students are confident with these, add negative ones.
- Confident students can take on the role of the teacher and give instructions to the class.

1 **WB p7** **Write the words in the correct order.**

Aim: to practice word order in classroom instructions

Key: 2 Don't sit down. 3 Open your book. 4 Don't stand up.

2 **WB p7** **Look at Activity 1. Number the pictures.**

Aim: to practice matching visual with written information

Key: 2 b, 3 c, 4 a

3 **WB p7** **Look and write.**

Aim: to practice instructions

Key: 2 Stand up, 3 Don't, 4 sit down

Ending the lesson

Aim: to review classroom instructions

- Mime some actions for the class to give you the instruction, e.g., pressing a book closed so as not to open it (*Don't open your book*), being about to stand up but staying sitting (*Don't stand up*).

Extension activity

Aim: to give students practice in writing and responding to classroom instructions

- Each student writes four classroom instructions, two positive and two negative ones.
- They don't show them to their classmates.
- In pairs, students take turns giving and responding to the classroom instruction, using your mime from the Ending the Lesson activity as a model.
- Give students further practice using open pairs.

1 006 Listen and number the pictures. Then read and draw lines.



a Sit down.



b Open your book.



c Don't sit down.

d Don't stand up.



e Don't open your book.

f Stand up.



2 007 Watch, listen, and say.

Language Focus

Open the book. **Open** the book, please.

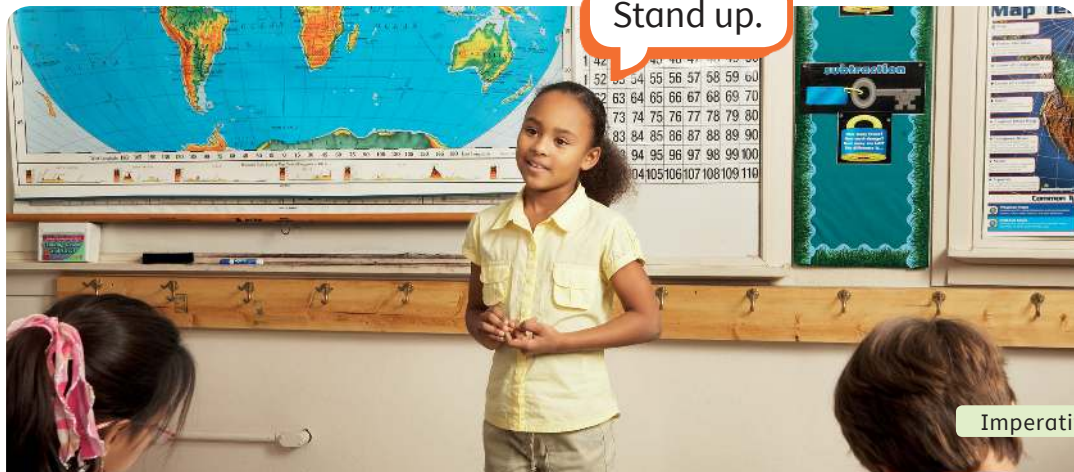
Stand up. **Stand up,** please.

Don't sit down! **Don't** sit down, please!

Yes! Good dog, good dog!



3 Play the listening game.



The Burglars



1



What do the burglars take from the school?



Thunder, Flash, and Whisper: Bye!
Misty: Now let's go home.



Bird: Whisper, there's a problem at your school.
Whisper: Let's go to the school. Quick!
Misty: Now?



Whisper: Can you check it out, Flash?
Flash: No problem.



Flash: There are two burglars taking our computer.
Thunder: What can we do?
Misty: I have an idea. Wait here!



Misty: Oooooh!
Tall Burglar: What's that?



Misty: Aaargghh!
Short Burglar: There are some monsters in here.
Tall Burglar: Let's go!

8 Value: Helping People

Learning outcomes:

- to listen to, read, watch, and act out a picture story
- to review language from the unit

New language: *Great work., Good job!, We have them!, Quick!, check out, burglar, drop*

Recycled language: character names, vocabulary from Level 1

Critical thinking (WB): Identifies characters, setting, plots, and theme in a story

Warm-up

Aim: to introduce or review the characters in the story

- Elicit from the students the names of the four Super Friends (Misty, Thunder, Flash, and Whisper).
- Ask students to mime their super powers (Misty can disappear, Thunder can lift heavy objects, Flash can run very fast, Whisper can speak to animals).
- Elicit which Super Friend is their favorite (if they met them in Level 1).

The Burglars

1 008 **SB pp8-9** **What do the burglars take from the school?**

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Pre-teach *burglar* by pointing to the picture of one of the burglars.
- Play the audio. Students listen and read to find what the burglars take from the school.

For script, see SB pp8–9.

- Play the whole *Super Friends* video.
- Play the video again. Pause to check comprehension. Ask comprehension questions, e.g., *What is the problem? How many burglars are there?*
- Check understanding of new words, e.g., *quick, check out, drop.*

Key: A computer

1 002 p8 **Who says it? Listen and check** .

Aim: to review phrases from the story

For script, see TB p119.

Key: 1 1st picture (Thunder), 2 1st picture (bird), 3 2nd picture (burglar)

2 p8 **Look and write the numbers.**

Aim: to review the story

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

Ending the lesson

Aim: to practice the story

- Put students into groups of seven.
- Students each take a role of one of the characters (the police officers and the bird can be the same student).
- Play the recording. Students repeat in character.
- Students practice the role play in their groups.
- Volunteer groups role-play for the class.

Stronger students: Ask students to underline these words in the story: *your school, our computer*. Students replace the words with new ones, e.g., *Whisper, there's a problem at your house. Let's go to your house. There are two burglars taking your bike*. Students perform the new version of the story for the class.

Extension activity

Aim: to review phrases and grammar from the story

- Call out phrases from the story one at a time, e.g., *What's that?*
- Students say who is speaking.
- Ask students to underline all the instructions they recognize in the story, e.g., *Quick! Wait here! Don't drop the computer! Close the door!*
- Ask students to find sentences with *There is* and *There are* in the story, e.g., *There's a problem at your school. There are two burglars taking our computer. There are some monsters in here.*