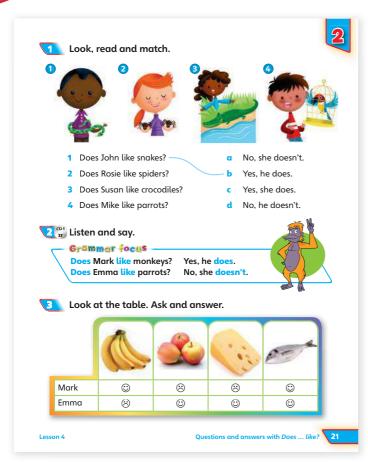
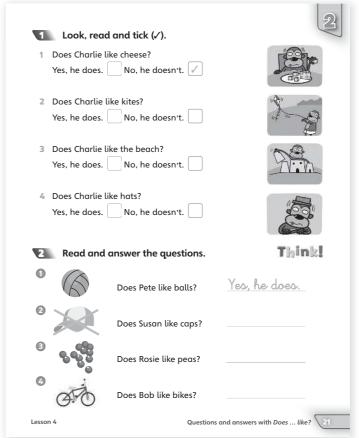
More Information

2

Lesson 4





Objectives

to review animals and food items

 to present and practise Does ... like? and short answers

Language

New language: Questions and answers with Does ... like? Yes, he does. No, she doesn't.

Materials

CD, Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils ask and answer questions about likes and dislikes.

Social and civic competences: Pupils work together in pairs to ask and answer about pictures.

Home-school link

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities: Popping balloons game

More Information



Pupil's Book, page 21

Warm-up

- Divide the class into two teams.
- Ask for one volunteer from each team to sit on chairs facing the class.
- Write or draw an animal or a food item on the board.
- The team try to tell the pupil sitting down what the item is without saying it.
- Pupils can mime or use other words to help their teammate guess.



Look, read and match.

- Look at the pictures.
- Do the example as a class.
- Encourage pupils to read the question and answer.
- Pupils match the questions with the answers and check in pairs.
- Ask for volunteers to read the questions and answers to check the answers.

Key: 2 c, 3 a, 4 d

Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Pupils take turns to practise the questions and answers in pairs.



Look at the table. Ask and answer.

- Demonstrate the activity first.
- Put pupils into pairs. They take turns to ask and answer about Mark and Emma.
- Monitor to check and support as necessary.
- Elicit questions and answers in open pairs as a final check.

Activity Book, page 21

1 Look, read and tick (✓).

 Pupils look at the pictures, read the questions and tick 'Yes, he does' or 'No, he doesn't'.

Keu: 2 Yes, he does, 3 Yes, he does, 4 No, he doesn't.

Read and answer the questions. Think!

Thinking skill: interpreting pictures

 Pupils look at the pictures, read the questions and answer 'Yes, he/she does' or, if there is a cross through the picture, 'No, he/she doesn't'.

Key: 2 No, she doesn't. 3 Yes, she does. 4 Yes, he does.

OPTIONAL ACTIVITIES

Reinforcement

- Pupils work in groups of four or five.
- Pupils ask questions about another pupil in their group, e.g. Does (name) like cheese?
- The other pupils guess the answer: Yes, he does./ No, he doesn't.
- The pupil being discussed says *True* or *False*.
- See also Teacher's Resource Book Worksheet 3, p18

Extension

- Pupils draw a table like the one in PB Activity 3.
- Pupils write the names of two pupils in the table and draw four foods of their choice.
- Pupils swap tables and draw happy or sad faces to show like/dislike.
- In groups of three, pupils ask and answer about the results, e.g. Does (name) like sausages? Yes, she does.

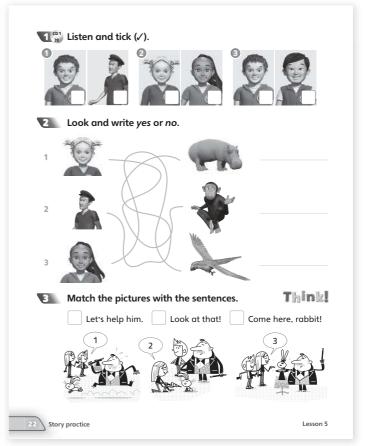
Unit 2 The zoo

More Information

2

Lesson 5





Objectives

- to review the characters in the story
- to present a picture story

- to review the message from the story
- to practise the story

Language

New language: zoo keeper, got you, snake, I can help, thank you all so much

Recycled language: language from the story

Receptive language: in trouble, Don't throw them

Materials

CD

Digital Minds

Story animation

Basic competences

Language competence: Pupils listen to a story.

Cultural awareness and expression: Pupils act out the story.

Social and civic competences: Pupils learn the value of helping people through pictures.

Mathematical competence: Pupils work out a picture puzzle based on the story.

Home-school link

- Augmented Reality: Story animation
- Online interactive activities: story animation

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More Information

Lesson 5

Pupil's Book, page 22

Warm-up

- Elicit from pupils the names of the four Super Friends.
- Ask individual pupils to mime their special powers.
- Elicit the problem at the school to review the previous episode (burglars).

The zoo keeper

- Use the pictures in the story to support meaning whenever possible.
- Elicit who the pupils can see in the second picture.
- Pre-teach zoo keeper.
- Play the recording. Pupils listen for how the Super Friends help the zoo keeper (Flash catches the parrot; Thunder catches the hippo; Whisper catches the snake; Misty gets his keys back for him from the monkey).
- Pupils compare their ideas in pairs. Elicit from the class.
- Play the recording again. Pupils listen and repeat.
- Play the recording again. Pause after each frame to check understanding. (Pupils can use L1 to talk about some of the things.)

Activity Book, page 22

Listen and tick (/).

• Pupils listen to the recording and tick the picture of the character who is speaking each time.

CD1 Track 39

- 1 Zoo keeper: No, my keys! Don't throw them.
- 2 Misty: Here you are.
- 3 Thunder: Look at the monkey.

Key: 1 2nd picture, 2 1st picture, 3 1st picture

Look and write yes or no.

- Pupils follow the spaghetti lines to match the characters with the animals.
- If the match is the same as in the Pupil's Book story, they write yes, or if it is not, they write no.

Key: 1 monkey Yes, 2 hippo No, 3 parrot Yes

Match the pictures with the sentences. Think! Thinking skill: matching

• Pupils look at the pictures and match the three speech bubbles with the sentences.

Key: 1 Let's help him. 3 Look at that! 2 Come here, rabbit!

OPTIONAL ACTIVITIES

Reinforcement

- Put pupils into groups of five.
- Pupils each take a role of one of the characters from the story.
- Play the recording. Pupils repeat in role.
- Pupils practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension

- Write some key phrases from the story on the board.
- Elicit from pupils who says them.
- Focus on *I can help*. Elicit from pupils other ways they can help the zoo keeper, e.g. *feed the animals*.
- They draw a picture of how they can help and write the sentence underneath.

Unit 2 The zoo

More Information

2

Lesson 6





Objectives

- to check pupils' comprehension of the story
- to present and practise the letter sound ie
- to focus pupils on the value of helping people

Language

Recycled language: language from the story **Receptive language:** helping people

Materials

CD

Digital Minds

Phonics game

Basic competences

Language competence: Pupils interpret a deeper meaning from a story.

Social and civic competences: Pupils learn the message that helping people is good through pictures.

Home-school link

• Augmented Reality: Phonics game

More Information

Lesson 6

Pupil's Book, page 23

Warm-up

- Ask Who helps the zoo keeper?
- Write the four animals on the board.
- Elicit which Super Friend helps with which animal.
- Pupils mime how the Super Friends help.

Read and stick.

- Pupils prepare their stickers from the back of the Pupil's Book.
- Play the recording of the story again. Pupils follow it in their Pupil's Books.
- Pupils complete the activity individually and then compare answers in pairs.
- Check with the class.

Find who says ...

- Write my on the board, using a red pen for the y. Say m - y using the long vowel sound ie.
- Pupils repeat No, my keys! after you.
- Pupils find the speech bubble in the story (frame 6).

Key: The zoo keeper

Listen and say.

 Play the recording. Pupils look at the picture, read and repeat.

CD1 Track 40

ie - ie - ie

Mike flies by pies in the sky. Mike flies by pies in the sky!

- Repeat the sentence as a class without the recording.
 Say it loudly, slowly, quickly, whisper it, etc.
- Explain that often the e at the end of a word makes the vowel say its name (e.g. *like* rhymes with the letter *i*, make rhymes with the letter a, and home with o).
- Ask How many pies? (There are nine.)
- Pupils take turns to repeat in pairs.

Activity Book, page 23

Look and tick (/). Values

Value: helping people

- Pupils look at the two pictures and decide which one represents the value of helping people. They can discuss this using L1.
- They tick the correct picture.

Key: Picture 2

What's in Kim's bin? What's in Mike's pie? Say and write.

- Pupils say the words in the box.
- If it has the 'i' sound, they write the word in the bin. If it has the 'ie' sound, they write the word in the pie.

Note: Although the /ai/ sound is easy to say, pupils may spell the word incorrectly. Check spelling once pupils have completed the activity.

Key: Kim's bin: (six), pink, hippo, pig; Mike's pie: nine, white, spider, tiger

3 (1) Listen, say and check your answers.

- Pupils listen to the recording and repeat the words, focusing on the 'i' and 'ie' sounds.
- They check their answers from Activity 2.

CD1 Track 41

Kim's bin: six, pink, hippo, pig Mike's pie: nine, white, spider, tiger

OPTIONAL ACTIVITIES

Reinforcement

- Pupils close their Pupil's Books.
- Dictate the sound sentence while pupils write.
 They check in the Pupil's Book.
- Pupils write two columns in their notebooks: i
 and ie. Say the words bin, pie, my, six, sit, big,
 nine, like. Pupils write the words in the correct
 column. Check answers as a class.
- Point out the special word *I* (as in <u>I</u>'m a teacher), pronounced *ie*.

Extension

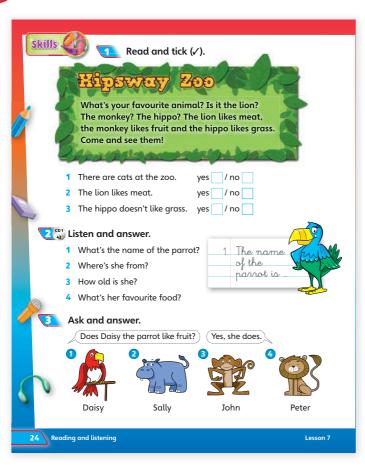
- Focus on the parts of the story where the Super Friends help the zoo keeper.
- Elicit from pupils why this value is important and examples of when they help people.

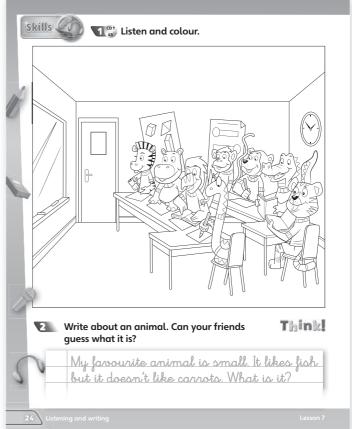
Note: Some of this discussion may need to take place in L1.

More Information

2

Lesson 7





Objectives

- to review animals
- to practise reading and listening for specific information
- to practise writing a description
- to practise question forms with does

Language

New language: lion, beautiful

Recycled language: animals

Receptive language: Excuse me. Can I ask you

about ... ? Of course.

Materials

CD, Flashcards (animals): 20-27, Wordcards 20-27

Digital Minds

Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils read and listen for specific information.

Language competence: Pupils write a description from a model.

Social and civic competences: Pupils work together to ask and answer in pairs.

Sense of initiative and entrepreneurship:Pupils colour a picture based on verbal clues.

Excerpt

More Information



Pupil's Book, page 24

Warm-up

- Write Animals in a circle on the board.
- Elicit the animals pupils know and build a word map, either writing the words or sticking up the wordcards.
- Use flashcards to remind them of animals.
- Pre-teach and add the new animals.

↑ Read and tick (✓).

- Tell pupils that the text is about a zoo called Hipsway.
- Tell pupils to read the three statements first and to guess what the answers could be.
- Pupils read the text to find the answers.
- They check in pairs, re-reading silently as necessary.
- Check with the class, eliciting the sentence from the text which gives the answers for questions 2 and 3.
- Pupils do not need to read the whole text aloud.

Key: 1 no, 2 yes, 3 no

[2] Listen and answer.

- Pupils read the questions before they listen.
- Play the recording. Pupils compare answers in pairs.

CD1 Track 42

Girl: Excuse me. Can I ask you about your parrot? Man: Of course. What do you want to know?

Girl: What's his name? Man: Her name - she's a girl is Mary. That's MARY. **Girl**: And where is she from?

Man: She's from Mexico. Girl: How old is she? Man: She's five years old.

Girl: Does she like fruit? Man: Yes! Her favourite food is fruit and she really

likes bananas. Girl: Wow! She's so beautiful.

• Play the recording again. Check answers with the class.

Key: 1 The name of the parrot is Mary. 2 She's from Mexico. 3 She's five years old. 4 Her favourite food is fruit/bananas.



Ask and anwer.

- Pupils look at the pictures.
- They ask and answer questions about the animals in pairs, referring to the text in Activity I for information.

Activity Book, page 24

🚹 🔼 Listen and colour. 👊



 Pupils listen to the dialogue on the recording and colour the animals in the picture accordingly

CD1 Track 43

Woman: There's a hippo in the picture. Can you see it?

Boy: Yes,

Woman: Colour it grey.

Boy: A grey hippo. OK.

Woman: Now find the parrot.

Boy: I can see it.

Woman: Colour it red and blue.

Boy: A red and blue parrot. OK.

Woman: Now colour the crocodile.

Boy: What colour?

Woman: Green.

Boy: OK.

Woman: Now for the last one. Can you see the bear?

Boy: Yes.

Woman: Colour it brown.

Boy: Lovely. Can I colour the rest?

Woman: Yes.

Key: grey hippo, red and blue parrot, green crocodile, brown bear

Write about an animal. Can your friends guess what it is? Think!

Thinking skill: hypothesising

- Pupils write a description of an animal they know the word for in English, following the model.
- Then in groups they read aloud their description for the others to guess the animal.

OPTIONAL ACTIVITIES

Reinforcement

• In open pairs, pupils ask and answer questions using AB Activity 2 as a model: Is your favourite animal (big)? Does it like (fish)? What is it?

Extension

• Pupils draw three word maps: 1 Animal names, 2 What animals eat, 3 Where animals live.

Unit 2 The zoo

More Information

2

Lesson 8





Objectives

- to enable pupils to listen and visualise and to create their own pictures
- to give pupils practice in describing a picture
- to enable pupils to follow a set of instructions

Language

New language: half

Recycled language: animals, animal families, colours, imperatives

Receptive language: Close your eyes and listen. Imagine ... Now draw ...

Materials

CD, paper, coloured pens and pencils

Digital Minds

Interactive Flashcards and Wordcards

Basic competences

Language competence: Pupils listen to ideas and respond creatively.

Sense of initiative and entrepreneurship:Pupils draw a picture based on verbal information.

Social and civic competences: Pupils work together to ask and answer about their own pictures.

Cultural awareness and expression:

Pupils participate in actions based on verbal instructions.

Social and civic competences: Pupils work together to give and respond to instructions.

More Information

Lesson 8

Pupil's Book, page 25

Warm-up

- Draw a strange animal on the board, e.g. half crocodile and half lion.
- Elicit what it is and pre-teach half.

1 tisten and imagine. Then draw your picture.

- Tell pupils to put their heads on their desks, close their eyes and listen.
- Play the recording. At the end of the recording, speak quietly and tell pupils to listen again and imagine. Tell them they are going to draw the picture from their heads.

CD1 Track 44

Imagine you are in the jungle. Listen to all those strange noises. Was that a lion? Was that a parrot? And what was that? What a beautiful place! Suddenly you see something. What is it? A crocodile? A snake? A hippo? It's different. Is it half animal and half bird? What a strange animal! Draw it.

- Play the recording again.
- Pupils draw their own pictures of what they imagined.
- Go around the class and encourage pupils.
- Talk to them about their ideas and help if necessary.

Show your picture to your friends.

- Read the example from the Pupil's Book with the class.
- Put pupils into pairs or small groups for the descriptions.
- Volunteer pupils describe their pictures to the class.

Activity Book, page 25

Listen and act out with your teacher.

- Play the recording and mime the actions.
- Pupils mime the actions with you.

CD1 Track 45

- 1 It's a hot day.
- 2 Go for a walk in the countryside.
- 3 There's a beautiful bird in the tree.
- 4 Ooop! Your foot is in a rabbit hole.
- 5 You're on the floor!
- 6 Your jeans are dirty.

Then listen again and number the pictures.

 Pupils listen to the recording again and sequence the pictures.

Key: a 6, b (1), c 5, d 3, e 2, f 4

Listen to your friend and act out.

 In pairs, pupils take turns giving one another the instructions from Activity 1 and carrying them out.

OPTIONAL ACTIVITIES

Reinforcement

- Display pupils' pictures from PB Activity 2 on tables or on the walls.
- Have pupils go around and see how many different animal combinations they can find.
- Ask the pupils which pictures use the same animals.

Extension

- With the pupils' pictures still displayed, one pupil comes to the front of the class and describes an animal (It's half ... and half ... It likes ...).
- The class put up their hands to guess which animal is being described, pointing to the picture.
- The pupil who guesses correctly comes up to the front to describe another animal.

Picture dictionary and self-evaluation

Look and write.

- Tell pupils to match and write the words with the pictures.
- Check answers as a class.

Key: crocodile, hippo, monkey, snake, parrot, tiger, zebra

What is it? Say the words. Then colour the faces. Super me

- Pupils test themselves by saying each word.
- Pupils colour in the face if they can remember the word
- If pupils are unable to remember, encourage them to check in their Pupil's Books to remind them.

Note: You could now do the end-of-unit test on Teacher's Book pages 174–5.

Unit 2 The zoo

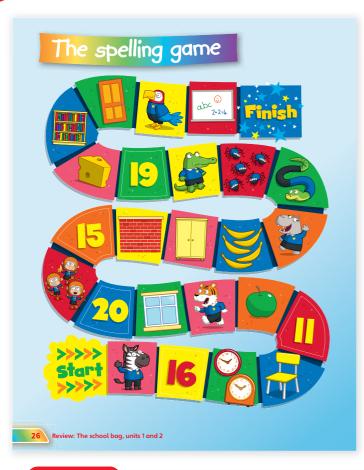
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More Information

Review: The school bag, units 1 and 2

Review





Objectives

- to review language from Units The school bag, 1 and 2
- to encourage pupils to reflect on their learning

Language

New language: Africa, dangerous

Recycled language: vocabulary and grammar from Units The school bag, 1 and 2

Materials

dice, Flashcards (the classroom, animals): 11–27, Wordcards 11–27, Teacher's Resource Book (optional), Poster 1 (optional)

Digital Minds

- Interactive Poster
- Interactive Flashcards and Wordcards

Basic competences

Language competences: Pupils use language from the units to play a game.

Language competences: Pupils identify language from the units in context.

Social and civic competences: Pupils work together to act out a play.

Home-school link

• Games from The school bag, Unit 1 and Unit 2



More Information

Review

Note: The Review pages, unlike the main units, are presented so that both Pupil's Book pages can be covered first, followed by the two pages in the Activity Book. The Activity Book pages give pupils the chance to learn about life in the UK, as well as reviewing language from the previous three units.

Pupil's Book, page 26

Warm-up

- Hold up a ruler and ask the pupils What's this? Elicit It's a ruler.
- Write R-U-L-E-R on the board and elicit the question How do you spell that?
- Do the same for two or three more classroom objects, encouraging the class to ask you the questions orally.

The spelling game

- Demonstrate the game for pupils by playing it with one or more pupils at the front.
- Pupils take turns to roll the dice and then ask What's this? and How do you spell that? for the word they land on. If they can't say the word or spell it correctly, they miss a turn.
- Pupils play the game in groups of four.
- Monitor and help as and when necessary.
- If time, make new groups for pupils to play the game again.

Key: zebra, sixteen, clocks, chair, eleven, apple, tiger, window, twenty, monkeys, fifteen, wall, cupboard, bananas, hippo, snake, spiders, crocodile, nineteen, cheese, bookcase, door, parrot, board

Pupil's Book, page 27

1 Look, read and plan.

- Read through the introduction and factsheet with the pupils as a class.
- Read through the useful language with the class.
- Pupils plan a play in pairs, using the useful language and the information in the factsheet, as well as their own ideas if they wish.
- Monitor and help.

Act out your play.

 Ask for volunteer pairs to act out their conversation to the class.

OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils what their favourite song, chant or game is from the units.
- Do the song, chant or game again with the class.

Extension

- Put the class into two teams.
- Ask for a volunteer from each team and give them each a board pen.
- Use the flashcards from Units 1 and 2. Show the two pupils one of the flashcards.
- The pupils draw the item from the flashcard on the board and their team guesses what it is. Confirm with the wordcards.
- The first team to guess correctly wins a point.

Note: You could use Poster I now. This features all of the target vocabulary from units The school bag – 2. Pupils can use the wordcards to label the picture.

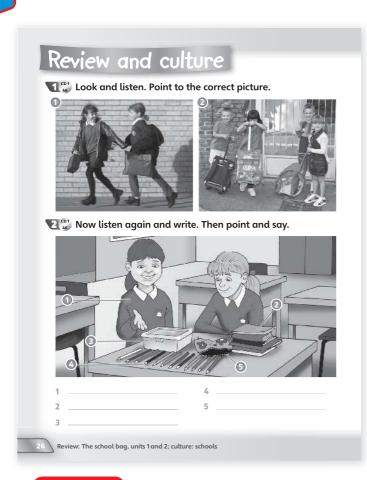
The target grammar for these units also appears in the speech bubbles. Pupils can say the dialogues in pairs.

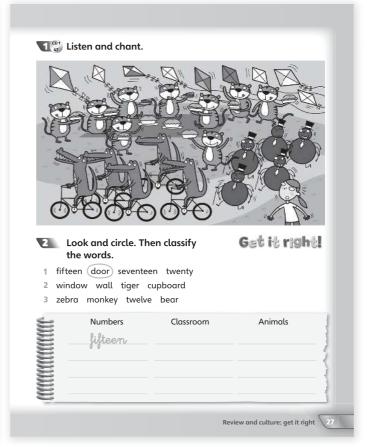
Review: The school bag, units 1 and 2



More Information

Review and culture





Objectives

- to review language from Units The school bag, 1 and 2 to encourage pupils to reflect on their learning
- to practise saying a chant for pleasure

Language

New language: pies, ties, cry

Recycled language: vocabulary and grammar

from Units The school bag, ${\bf 1}$ and ${\bf 2}$

Receptive language: I need ... Is there anything else? What's wrong with this?

Materials

CD, paper, coloured pens/pencils

Digital Minds

- Interactive Poster
- Interactive Flashcards and Wordcards

Basic competences

Learning to learn: Pupils use newly learnt words to understand a description of a picture and point to objects from it.

Learning to learn: Pupils apply knowledge of newly learnt words to identify odd words.

Cultural awareness and expression: Pupils chant together as a class.

Home-school link

• Games from The school bag, Unit 1 and Unit 2

Review: The school bag, units 1 and 2



More Information

Review and culture

Activity Book, page 26

Warm-up

- Write on the board What is your favourite animal? My favourite animal is ...
- Tell pupils that they need to walk around the classroom asking and answering, and they need to try to remember as many answers as possible.
- Give pupils three minutes to ask and answer.
- Do class feedback, simply eliciting the correct animal.
 The pupil that remembers the most favourite animals is the winner.

Look and listen. Point to the correct picture.

- Look at the two pictures in the Activity Book.
- Play the recording. Tell pupils to listen and to choose the picture that matches the dialogue.
- Compare answers as a class. Pupils offer reasons for their choice.

CD1 Track 46

Dad: Look at your shoes, Emily! You need a new pair.
Emily: Yes, it's true. And I need a new school uniform too.
Dad: Oh! Let's make a list of things. Is there anything else?
Emily: Let me think. Hmm. A pair of shoes, a new school uniform ... My pencil case is OK, but I need some new notebooks and

Dad: OK. How many coloured pencils?

Emily: Twenty!

coloured pencils.

Dad: Twenty? I think twelve are enough. Is that all?

Emily: Ummm. Can I have a new lunchbox?

Dad: A new lunchbox? What's wrong with this?

Emily: It looks old!

Dad: Well, OK. Let's go shopping.

Key: Picture 1

Now listen again and write. Then point and say.

- Play the recording again.
- Pupils listen and write the words.
- Check pupils' answers.

Key: 1 school uniform, 2 notebooks, 3 lunchbox, 4 coloured pencils, 5 pencil case

Activity Book, page 27

Listen and chant.

- Play the recording. Pupils listen to get a feel for the chant.
- Play the recording again. Pupils join in where they can.
- Divide the class in half. Play the recording a third time.
 One half of the class joins in with the first verse and the other half of the class with the repeated verse.

CD1 Track 47

Five crocodiles riding bikes, Nine kites flying high, Five spiders wearing ties, Nine tigers eating pies, I'm trying not to cry!

[Repeat]

Look and circle. Then classify the words.

- Pupils work individually to circle the odd one out in each row of words.
- They write the words under the correct category heading.
- Volunteer pupils can come up and write the answers on the board.

Key: 2 tiger, 3 twelve

Numbers: (fifteen), seventeen, twenty, twelve **Classroom:** door, window, wall, cupboard **Animals:** tiger, zebra, monkey, bear

Note: You could now do the end-of-term test on Teacher's Resource Book pages 57–64.

OPTIONAL ACTIVITIES

Reinforcement

- Tell pupils to make their own odd-one-out activity.
- Elicit an example using words from Units The school bag 2, e.g. *triangle*, *square*, *circle*, *apple*.
- Pupils write three odd-one-out puzzles.
- They swap puzzles with their partner and complete it.

Extension

- Refer pupils to page 18 of the Activity Book.
- Using the wordsearch as a model, tell pupils to create their own wordsearches.
- Pupils can choose a group of words from Units
 The school bag 2 or have a mix of words.
- Pupils make their wordsearches and draw pictures around the outside.
- Pupils swap wordsearches with a friend and complete them.

Review: The school bag, units 1 and 2