

# **Teacher's Book**

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#### CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06-04/06, Singapore 079906

José Abascal 56, 1º - 28003 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

#### www.cambridge.org

Information on this title: www.cambridge.org/9788483234150

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First published 2014

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2

Printed in Spain by Pulmen Legal deposit: M-1755-2014

ISBN 978-84-8323-415-0 Teacher's Book 3 ISBN 978-84-8323-541-6 Pupil's Book 3 ISBN 978-84-8323-536-2 Activity Book 3 with online activities ISBN 978-84-8323-381-8 Teacher's Resource Book 3 ISBN 978-84-8323-507-2 Class Audio CDs 3 ISBN 978-84-8323-430-3 Posters 3 ISBN 978-84-8323-402-0 Flashcards 3 ISBN 978-84-8323-491-4 Wordcards 3

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## Thanks and acknowledgements

#### Authors' thanks

We would like to thank a number of people whose contributions proved invaluable at various stages of the planning, writing and production process of *Quick Minds*.

Many thanks go to our editorial team – Flavia Lamborghini, Pablo Fernández de Córdoba, Emma Stubbs and Julieta Hernández – for being such a wonderful team, for their enthusiasm, their dedication to the project, their hard work and their fabulous *can-do* spirit.

A special thank you goes to Esteban García, our Production Controller.

We would like to thank Jeannine Bogaard, Publishing Manager; Angus Oliver, Director, Cambridge University Press Iberia; Frances Lowndes, Global Publishing Director and John Tuttle, Deputy Managing Director, ELT, at Cambridge University Press for making this project possible. Thank you all most warmly for your support and encouragement. Herbert Puchta Günter Gerngross Peter Lewis-Jones

Therbert Facilità Ganter Gerrigross Teter Lewis-Jone

The publishers are grateful to the following contributors: Charlotte Johnson: freelance editor Oliver Design: concept design Pentacorbig and Darío Pérez: book design and page make-up Chefer and Abel Gantoff Sosa: cover design Hilary Fletcher and Helen Bartlett: picture research John Green and Tim Woolf, TEFL tapes; Bendito Sonido: audio recordings Robert Lee and TEFL tapes: song writing Trípode Fotografía and Stephen Bond: commissioned photos

Special thanks to Kay Bentley and Robert Quinn for their contribution in the development of the CLIL sections.

Special thanks to Karen Elliot for developing and writing the phonics material. The publishers and authors would like to thank the following consultants:

Lucy Frino, Pippa Mayfield, Susannah Reed, Hilary Ratcliff, Melanie Williams

### The publishers and authors are grateful to the following teachers that took part in class observation and interviews:

Florentina Benito, Pilar Blanco, Isabel Caballero, Manuela Cabeza, Maria Dolores Clemente, Almudena Cortés, María Enrile, Luisa Fernanda Fernández, Mary Finbow, Dolores García, Irene García, María Elena García, Alicia Gil, Pablo Giménez, Paz Gómez, Carlota González, Carolina Jiménez, Gema Hernández, Yolanda Ibáñez, Teresa Ivars, Carlos López, Carolina Montes, Rut Pérez, Beatriz Rey, Sergio Rodríguez, Ángela Romero, Virginia Rubio, Eva Ruiz, Francisca Sánchez, Luis Sierra, Pedro Tielve, Javier Toledo, Guiomar Yagüe, Marta Zahira

The publishers are grateful to the following illustrators:

José Antonio Rubio and Darío Pérez Catalár

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# Map of the course

Vocabulary	Grammar	Story and value			Basic competence
Revision of numbers castle, upstairs, downstairs, basement	Revision of <i>can / can't</i> Revision of <i>have got</i>	The old book Being brave Phonics Short vowel sounds			<ul> <li>Language</li> <li>Social and civic</li> <li>Mathematical, sci and technology</li> <li>Sense of initiative entrepreneurship</li> <li>Cultural awarenes and expression</li> </ul>
I My week					
Vocabulary Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Grammar I (go swimming) on Mondays. So do I. / I don't. Do you (play computer games) at the weekend? Yes, I do. / No, I don't.	Story and value Getting help Being curious Phonics Letter names	CLIL Music: Musical instruments Project: Make some maracas	<ul> <li>Thinking skills</li> <li>Decoding a puzzle</li> <li>Sequencing</li> <li>Classifying</li> <li>Analysing and making inferences (AB)</li> <li>Matching (AB)</li> <li>Logical-mathematical reasoning (AB)</li> </ul>	<ul> <li>Basic competence</li> <li>Language</li> <li>Mathematical, scie and technology</li> <li>Sense of initiative entrepreneurship</li> <li>Social and civic</li> <li>Cultural awarenes and expression</li> <li>Learning to learn</li> </ul>
2 Birthdays		1	1		
Vocabulary Months of the year: January, February, March, April, May, June, July, August, September, October, November, December	Grammar When's your birthday? It's in (May). Our / Their birthdays are in (June). The doll's (happy). The puppy's (sad).	Story and value Tidying up Tidying up Phonics The letter sounds v and b	<ul> <li>Skills</li> <li>Reading</li> <li>Speaking</li> <li>Listening (AB)</li> <li>Reading (AB)</li> <li>Writing (AB)</li> <li>Writing (AB)</li> <li>Creativity</li> <li>My toys are having a party</li> </ul>	<ul> <li>Thinking skills</li> <li>Analysing and making inferences</li> <li>Logical reasoning</li> <li>Imagining</li> <li>Interpreting pictures (AB)</li> </ul>	<ul> <li>Basic competence</li> <li>Language</li> <li>Social and civic</li> <li>Cultural awarenes and expression</li> <li>Mathematical, scie and technology</li> <li>Sense of initiative entrepreneurship</li> <li>Learning to learn</li> </ul>
<b>Review:</b> Meet	The Explorers, units 1	and 2	•		
<b>Pupil's Book</b> Quiz time Act out a birthday party			Activity Book Culture: My birthday Get it right!: Prepositions A	n and on	
3 Our day					
Vocabulary Daily routines: get dressed, get up, go to bed, go to school, have a bath, have breakfast, have dinner, have lunch, play in the park, watch TV	oʻclock. He/She (gets up) at (eight) oʻclock. Does he/she (get up) at (eight) oʻclock? Yes, he/ she does. / No, he/she doesn't.	Story and value The golden apple Perseverance Phonics The sounds /I/ and /ai/	CLIL Social science: I'm healthy! Project: A class survey	<ul> <li>Thinking skills</li> <li>Making inferences</li> <li>Sequencing</li> <li>Reflecting on one's habits</li> <li>Hypothesising (AB)</li> <li>Logical-mathematical reasoning (AB)</li> </ul>	<ul> <li>Basic competence</li> <li>Language</li> <li>Social and civic</li> <li>Mathematical, scie and technology</li> <li>Sense of initiative entrepreneurship</li> <li>Cultural awarenes and expression</li> <li>Learning to learn</li> </ul>
4 The haunted	1				
Vocabulary	Grammar Where's he/she?	Story and value Up high Lateral thinking	Skills <ul> <li>Listening</li> <li>Reading</li> </ul>	<ul> <li>Thinking skills</li> <li>Making associations</li> <li>Matching</li> </ul>	<ul> <li>Basic competence</li> <li>Language</li> <li>Social and civic</li> </ul>

5 By the sea	Grammar	Story and value	CLIL	Thinking skills	Basic competences
Vocabulary Actions: clean your goggles, dance, fish, listen to the radio, play the guitar, play with the dog, read a book, talk on the phone	He/She is / isn't (fishing). They are / aren't (dancing). Is he/she (sleeping)? Yes, he/she is. / No, he / she isn't. Are they (writing)? Yes, they are. / No, they aren't.	Story and value The trap Asking for help Phonics The letter sounds s and sh	CLIL Art and Maths: Patterns and symmetry Project: Make a symmetrical fish	<ul> <li>Thinking skills</li> <li>Matching</li> <li>Interpreting pictures (PB and AB)</li> <li>Applying previous knowledge</li> <li>Making associations (AB)</li> </ul>	<ul> <li>Basic competences</li> <li>Language</li> <li>Social and civic</li> <li>Cultural awareness and expression</li> <li>Mathematical</li> <li>Science and technology educati</li> <li>Sense of initiative a entrepreneurship</li> <li>Learning to learn</li> </ul>
Review: Units:	3, 4 and 5		1		
<b>Pupil's Book</b> Quiz time The haunted house game			Activity Book Culture: Where do you live Get it right!: / get up at 7 o	?? 'clock. vs. He/She gets up at 7	7 oʻclock.
6 The market					
Vocabulary Food: beans, bread, eggs, fish, grapes, lemons, mangos, potatoes, tomatoes, watermelons	Grammar Would you like a (tomato) / some (bread)? Yes, please. / No, thank you. I'd like an (orange), please. Are there any (pears)? Yes, there are. / No, there aren't any. Is there any (milk)? Yes, there is. / No, there isn't any.	Story and value The cave Being resourceful Phonics Long vowel sounds	<ul> <li>Skills</li> <li>Listening </li> <li>Speaking</li> <li>Reading (AB)</li> <li>Writing (AB)</li> <li>Creativity</li> <li>My favourite fruit salad</li> </ul>	<ul> <li>Thinking skills</li> <li>Making associations</li> <li>Matching</li> <li>Imagining</li> <li>Logical-mathematical reasoning (AB)</li> </ul>	<ul> <li>Basic competences</li> <li>Language</li> <li>Social and civic</li> <li>Sense of initiative a entrepreneurship</li> <li>Cultural awareness and expression</li> <li>Learning to learn</li> </ul>
7 Around town					
Vocabulary Places in a town: bus stop, café, cinema, hospital, park, playground, shop, street, swimming pool, train station	Grammar Has (your town) got a (park)? Yes, it has. / No, it hasn't. The cinema is (next to / behind / in front of) the café. The park is between the school and the hospital.	Story and value The final letters Showing interest in other cultures Phonics The sounds /i:/ and /l/	CLIL Art: Towns and art Project: Make pictures of your town and create a collage	<ul> <li>Thinking skills</li> <li>Making inferences</li> <li>Finding relevant information</li> <li>Applying previous knowledge</li> <li>Interpreting pictures (AB)</li> <li>Logical reasoning (AB)</li> <li>Sequencing (AB)</li> </ul>	<ul> <li>Basic competences</li> <li>Language</li> <li>Social and civic</li> <li>Cultural awareness and expression</li> <li>Sense of initiative a entrepreneurship</li> <li>Learning to learn</li> </ul>
8 Holiday plans					
Vocabulary Holidays: build a tree house, go camping, go hiking, help in the garden, learn to play the guitar, read a comic, take riding lessons, visit my cousins	Grammar Can I/we go (camping)? Would you like to (go hiking)? Yes, I would. / No, thank you. What would you like to do?	Story and value The treasure Problem-solving Phonics The sound /3:/	Skills <ul> <li>Reading (1)</li> <li>Speaking (1)</li> <li>Listening</li> <li>Reading (AB) (1)</li> <li>Writing (AB) (1)</li> <li>Creativity</li> <li>My holiday</li> </ul>	<ul> <li>Thinking skills</li> <li>Decoding a puzzle</li> <li>Logical reasoning</li> <li>Analysing and making inferences</li> <li>Imagining</li> </ul>	<ul> <li>Basic competence:</li> <li>Language</li> <li>Social and civic</li> <li>Sense of initiative a entrepreneurship</li> <li>Mathematical</li> <li>Cultural awareness and expression</li> <li>Learning to learn</li> </ul>
<b>Review:</b> Units	6, 7 and 8	<u> </u>	<u> </u>	·	
<b>Pupil's Book</b> Quiz time			Activity Book Culture: Favourite places i	n town e ? vs. <b>Do you like ?</b>	

I can do: Units 1-9

Grammar focus

# Introduction

## **About Quick Minds**

### What is Quick Minds?

*Quick Minds* is a four-level English course for the primary school years. It has been developed following the curriculum for the teaching of English in Ukrainian primary schools. The syllabus covers the official curriculum and the basic competences developed in each unit have been highlighted.

### A flexible approach

*Quick Minds* offers maximum flexibility. All four levels of *Quick Minds* have been specifically developed to cater for schools with up to three or four English sessions per week. There is flexibility to cater for all language learning environments and needs (mixed ability, regional differences and different types of schools). The course offers core lessons, plus additional lessons (skills, creativity and CLIL).

Clear signposting is provided in the Pupil's Book footers (indicating the lesson number and lesson objective).

The assessment and review features also offer flexibility:

- **Unit reviews** and self-assessment in the Activity Book
- Review sections every three units
- Unit Tests at the end of the Teacher's Book
- **Term Tests** at two levels of difficulty (Standard and High) in the Teacher's Resource Book
- Culture section
- I can do section.

### **Building solid foundations**

*Quick Minds 3* has been designed specifically for Ukrainian primary schools, and with the Ukrainian educational curriculum in mind so that linguistic competence develops in line with pupils' age and cognitive development. This is a syllabus that guarantees solid and progressive language acquisition, while maintaining skills balance.

The syllabus has also been developed in line with Cambridge English: Young Learners language requirements.

There is a gradual approach to reading in Level 1:

- There is no reading or writing in the first term.
- There is reading and writing at word level in the second term.
- Reading and writing at sentence level is introduced in the third term.

There is CLIL content in every other unit.

### **Expanding young minds**

*Quick Minds* begins from the premise that the pupils are not just language learners but explorers in every aspect of their educational development. The course provides a perfect framework for children to develop their creativity and imagination in three ways:

- **Think!** The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the pupils' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve pupils' memory and concentration skills.

In *Quick Minds 3*, specific activities develop a range of skills from observation to thinking skills such as memory, sequencing, categorising and deciphering codes. This whole child approach motivates pupils and helps to foster positive values. Children learn to become smart and competent. Multiple intelligences and thinking and learning skills are the essence of the basic competences approach to learning.

#### **Kindling the imagination**

From the beginning, *Quick Minds* fuels the imagination, not just through the adventures of The Explorers characters but also through specific activities. Rounding up the language and contexts of the unit, guided visualisation activities invite the pupils to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a story using simple language.

#### **Fostering positive values**

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Quick Minds* also uses stories as a vehicle for the illustration and discussion of values.

The pupils are encouraged through discussion and specific Activity Book activities to think about the deeper meaning of the stories, such as the importance of perseverance, asking for help, being resourceful and showing interest in other cultures.



## Methodology

### Themes and cross-curricular content

Each unit in *Quick Minds* is organised around a theme connected to the pupils' world. Topic-related language and concepts are presented in an integrated way, enabling pupils to learn and practise language in a unified context. Each odd unit includes one cross-curricular topic (CLIL) in two lessons in which the pupils learn about the world around them. These lessons further develop the unit themes from a different angle and provide conceptually appropriate information from a variety of subject areas, such as Art and Science. In this way *Quick Minds* helps pupils to link their English learning to their learning in other subjects.

### Working with stories

*Quick Minds 3* begins in a castle, where the pupils meet Ben and Lucy, The Explorers, and Ben's dog, Buster. The pupils join them in their exciting treasure hunt as they follow the clues and try to keep one step ahead of the baddies, Horax and Zelda.

The scene-setting on the opening page of each unit in *Quick Minds* creates anticipation, which encourages the pupils to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before the story.

Teachers and pupils also have an opportunity to reflect on the value portrayed by the story.

### Songs and chants

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the languagelearning process at this stage for three reasons:

- The pupils will produce far more language in a song than in any other form of practice activity.
- Through songs, the pupils are producing a series of connected sentences when their spoken work may still only be at the short phrase or sentence stage.

Songs and chants provide a motivating and social way for children to learn and practise language. They help to fix new language in the child's memory and nurture musical skills associated with rhythm, melody and tone.

### **Creativity and personalisation**

The **Create that!** pages in the Pupil's Book and the **Do that!** pages in the Activity Book (in each even unit) allow the pupils to personalise what they have learnt, thus making the learning more memorable. These lessons bring together the topic and language of the unit in creative ways to encourage the pupils to use their imagination. Guided visualisation is followed up in the Activity Book by TPR (total physical response).

## **Skills development**

### Listening

*Quick Minds 3* includes a variety of oral comprehension tasks. Pupils listen to short dialogues in familiar situations, and longer stories help develop pupils' oral comprehension. Songs, chants and phonics rhymes allow pupils to hear the new language in an enjoyable context and to become aware of different features of English pronunciation such as rhythm, stress and intonation.

### Speaking

Oral skills are developed in a systematic way in *Quick Minds 3* with equal emphasis on spoken production and interaction. Spoken production is practised through activities such as playing games with the new words, reciting the chants and singing songs. In addition, pupils interact with each other to complete game-based activities.

### **Reading and writing**

*Quick Minds 3* caters for reading and writing at a sentence level, but also enhances pupils' skills with more extensive reading and writing tasks.

The Activity Book exercises in each unit help pupils build up their writing by focusing on individual words as well as sentences. In the **Create that!** pages of the Pupil's Book, pupils draw a picture and then write a short description guided by questions and a model paragraph. In the **Review and culture** pages of the Activity Book, pupils are introduced to authentic-type texts and are encouraged to use them as models in order to produce their own personalised writings.

## Pupil's components



### Pupil's Book

The Pupil's Book contains:

An introductory Meet The Explorers unit (6 pages) which introduces the characters Ben, Lucy, Buster the dog and Horax and Zelda and revises numbers 1–20, *can* for ability and *have got* Nine core units (8 pages) with an

easy-to-use single page lesson format rounding off with **Review sections** after every three units

- Three festival pages
- **Grammar focus section** (pages 106–110) to review core grammar

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- Two grammar lessons with varied presentation and practice activities, including targeted oral production of the new language in a Grammar focus feature
- An engaging song for further language practice
- A story featuring The Explorers characters, illustrating a different value in each unit for class discussion and leading into a phonics focus on specific sounds relevant to Ukrainian speakers
- Think! Activities to develop a range of thinking skills

Flexible content includes:

- In every odd unit, cross-curricular
   English for school lessons, broadening
   the unit topic in the context of other school subjects,
   encouraging the pupils to learn and then apply
   knowledge, and offering an accessible follow-up project
  - In every even unit, **Skills pages** focusing on listening and reading skills based on the topic of the unit
- Create that! A Creativity lesson featuring a guided visualisation activity
- Review pages featuring a topic-based game, project or quiz



## **Activity Book**

This reinforces the core vocabulary and grammar and consolidates the pupils' skills development by offering:

• Reading, matching and colouring puzzles, written practice at sentence level, listening input and opportunities for oral work

- an action sequence telling a story in simple language
- A double-page Review section every three units matching the Pupil's Book content. This includes a focus on culture, providing further reading and listening comprehension practice, and <u>Get it right</u> to reinforce problematic linguistic areas for Ukrainian speakers.



A unit-by-unit **My review page** with selfassessment section '*I can do*'. This is an additional record of learning. It encourages pupils to reflect on their learning in a fun, simple way.

## **Teacher's components**



### **Teacher's Book**

Each page of teaching notes features the Pupil's Book and Activity Book pages and in addition:

- Detailed lesson objectives, new and recycled language, any necessary or optional materials and the basic competences that the pupils will achieve
- Clear guidance on the basic competences and how they relate to the activities in the Pupil's Book and Activity Book
- Concise and clear instructions, tapescripts and answers for all the Pupil's Book and Activity Book activities
- Additional lesson stages:

Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language.

Optional activities: reinforcement and extension activities, for which any additional materials are listed as optional in the Materials box.

• Unit Tests: after each unit, pupils' knowledge can be tested with a listening and a reading and writing test. The tests cover the vocabulary and language from the unit and are presented in a familiar format with illustrations and simple activities. There is one test per unit, testing all skills.



#### **Teacher's Resource Book**

This contains the following flexible photocopiable resources for each unit:

- Three Reinforcement worksheets for extra practice of every unit's core vocabulary and grammar
- One cross-curricular or skills Extension worksheet
- Teaching notes with suggestions for exploitation and optional follow-up activities
- **Term Tests** at two levels of difficulty, one Standard level and the other High level. These tests assess the course content and have been prepared with the linguistic competence and the basic competences in mind.



## Flashcards and wordcards

The 63 picture flashcards cover all the core vocabulary.

Activities using the Flashcards appear in the opening lessons of the units.



**Posters** The three A1 posters review both vocabulary and grammar and are designed to be used at the end of every three units for speaking practice. The posters feature a large cartoon scene and the target language in speech bubbles.



### **Class Audio CDs**

The four Class CDs contain all the recorded material for the Pupil's Book and Activity Book, including the chants, songs, karaoke versions and stories.

They also include the recordings for the Listening sections of the **Unit Tests** provided in the Teacher's Book, and the Term Tests provided in the Teacher's Resource Book.

## Tour of a unit

*Quick Minds 3* begins with an introductory six-page Meet The Explorers unit in both the Pupil's Book and the Activity Book. This introduces The Explorers characters and consolidates numbers 1–20, *can* for ability and *have got*.

There are then nine main units, each with eight lessons. There is a corresponding Activity Book page for each page of the Pupil's Book.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Core lessons 1–6 present and practise new core language, including a song and a story with its follow-up activities.
- Extension Lessons 7–8 either focus on skills work together with creativity, or introduce and develop a CLIL topic.

*Quick Minds* offers three core hours (or three 45-minute lessons) of English a week over 35 weeks in a year. Lessons 1–6 in each unit provide the core material, while the skills, creativity and CLIL pages offer flexibility.



### Lesson 1

#### Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

- The pupils first hear a short dialogue from the opening of the story.
- The pupils listen and look at the picture and then listen again, this time repeating the words.
- The new words are then practised in the form of a simple game.
- The Activity Book offers a wide variety of practice activities, most of which are suitable for homework if necessary.



#### Lesson 2 Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

• In most cases, the pupils first hear

or read the language and give a response such as saying the correct number, letter or answer.

- Grammar focus There is then a specific oral focus on the new language which can be used for presentation and discussion.
- This is followed by an opportunity to use the language, usually in a game.

• The practice activities in the Activity Book cover both receptive tasks and active production at sentence/text level. They also sometimes include listening.



#### Lesson 3 **Sona**

The vocabulary and usually the first grammar point of the unit are combined in a song for pupils to join in and sing.

• The pupils first listen to the song, following the words in their Pupil's

Books, before joining in.

- There is then a follow-up comprehension activity.
- The next track on the CD after

the song is always a karaoke version

which you can use once the pupils are familiar with the song.

• The practice activities in the Activity Book are varied and sometimes require pupils to read the song in the Pupil's Book again.



#### Lesson 4 Grammar 2

Lesson 4 introduces the second grammar point for the unit. The range of presentation and practice activities is similar to Lesson 2, including





Grammar focus.

### Lessons 5 and 6

These lessons feature the main story of the unit which was introduced in Lesson 1, bringing

the unit context, vocabulary and structures together. The clear and expressive illustrations invite the pupils to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teacher's notes first suggest ways of reviewing the characters and the story.
- The story is brought off the page with clear character voices and sound effects to help pupils to follow the action.
- The **Reinforcement activity** in Lesson 5 is usually a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is usually a discussion of the value in the story, relating it to examples in pupils' own lives.

- Lesson 6 exploits the story in more depth and features a **Phonics focus** which gradually introduces basic sounds, many of which are particularly relevant to Ukrainian speakers.
- **Think!** A follow-up comprehension or Think! activity encourages pupils to think about the story in more detail or check their understanding.
- The teaching notes then guide a discussion in English and L1 (the pupils' own language) of the value illustrated in the story. The pupils are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Activity Book contains follow-up activities to help pupils remember the story or check comprehension. Pupils also focus on key functional language from the story.
- The **Phonics focus** in both the Pupil's Book and the Activity Book works on specific sounds. A memorable cartoon helps the pupils visually associate the sentence with its meaning. The Teacher's Book provides additional notes on specific L1 errors to watch out for.



## Lesson 7 (even units)

This lesson offers topic-based skills work consolidating the language of the unit while developing all four language skills. The particular skills focus is clearly identified at the foot of each page.

The varied activities include:

- Speaking activities for work in pairs, groups or as a whole class
- Tasks in the style of the Cambridge English: Young Learners tests as a gentle introduction to the exam
- An opportunity to personalise the language of each unit through a speaking activity in the Pupil's Book and a writing activity in the Activity Book



#### Lesson 8 (even units) **Creativity**

This lesson brings together the topic and language of the unit in creative ways to encourage the pupils to use their imagination. Guided visualisation is followed up in the Activity Book by TPR (total physical response).

### Create that! Guided visualisation

- The pupils are first encouraged to put their heads on the desks, close their eyes and relax.
- They then hear a voice with soft music in the background, asking questions to fire the pupils' imagination and to encourage them to visualise in their mind.
- After the listening, the pupils draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the pupils are encouraged to draw freely, with no sense of 'a right answer'.
- The pupils are then encouraged to write about their picture, with the guidance of questions and a model description, and finally they show and describe their picture to the class.

## **Oo that!** TPR action sequences

- The corresponding Lesson 8 in the Activity Book involves TPR action sequences.
- The pupils look at illustrations and hear a sequence of sentences telling a simple story. They order the pictures and match the sentences to them.
- They consolidate their learning by giving and acting out individual instructions with a friend.

## Lessons 7 and 8 (odd units)





This double-page lesson introduces a topic from another area of the primary school curriculum which is related to the overall unit topic. This is designed

to encourage the pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks including a project.

- The lesson usually introduces the topic and presents words which the pupils use actively but which are not core vocabulary.
- The pupils then have an opportunity to apply the knowledge, developing their thinking skills.
- A creative project to be done as a whole class, in groups or individually rounds off the work on the topic.
- The corresponding pages in the Activity Book consolidate the work on the topic through a wide variety of activities.



### Revision

• The Pupil's Book **Review pages** appear after every three units. The units feature different activity types: board games

to be played in small groups encourage oral production of the language and quizzes provide revision in a fun format.

Read, listen and look, Where do they live? Write I (Sam) or N (Nick) in the photon.	East and read. Then laten and chant.	
	A set of the set of th	
3 There's a cellar in his house. 4 The kitchen in his house is small.	New read and circle.	
apartners, Not in the second	1 Torn play / plays the guitar at the weekend.	
Complete for you. ABOUT MC	<ol><li>She has / have dinner at nine oblock.</li></ol>	
H.m. Jbein Jbeina	<ol> <li>We clean / cleans our bites on fridays.</li> <li>He ga / gaes to school at eight object.</li> </ol>	
It's very and	5 Kate and Andy Esten / Rotens to the radio on Sundays.	
	6. Sofia watch / watches Tri at the eldock.	

• The Activity Book **Review and culture** and **Get it right!** pages offer an opportunity for the pupils to review both grammar and vocabulary from the previous

three units through a variety of activities. These doublepage spreads gently introduce the pupils to the concept of learning about other cultures through the audio presentation of an aspect of everyday life in an Englishspeaking country. The **Get it right!** section focuses on a Ukrainian specific language point in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task revewing key vocabulary from the previous three units.

• The **Grammar focus** section at the back of the Pupil's Book can be completed after each grammar page.

	1
Look and read. Tick (/) or cross (X) the bax.	alary .
$1 \underset{\sim}{\otimes} \underset{\sim}{\overset{\sim}{\longrightarrow}}$ This is the between. $2 \underset{\sim}{\otimes} \underset{\sim}{\overset{\sim}{\longrightarrow}}$ This is the living root	n. 🗌
2 This is the Kitchen. 4 PC This is the hall	
5 This is the dring room. 4 the trian is the online.	
7 These are the stairs. 📄 👔 🚽 This is the bedroom.	
Match the questions with the answers.	rimar
1 Where's Carles? a She's in the bathroom.	
2 Where's Sonia? In They're in the dining room.	
3 Where are Daniel and David? c He's in the hall.	
WE Consults the questions, Write the answers. (), there is and	
and the second	
Cap / 000/ //	~
any rais? any pears? a plane?	
	÷
Read and colour the face.	52 ] .
Lian say the rooms in the home.	0
I can talk about where people and things are.	38
I can ask and talk about how many things there are.	50

#### **My review**

The **My review** section at the back of the Activity Book (pages 88–96) gives pupils the chance to review core language from the unit. This can be used at the end of each unit. Pupils complete a variety of exercises to help them review core vocabulary and grammar.

In the **I can do** section, pupils read a sentence and colour a face to match how well they think they can remember and use the core language. This gives pupils the opportunity to evaluate their own progress and practise saying the core language in pairs.



#### Culture

• The **Culture** section at the back of the Pupil's Book (pages 88–96) gives opportunity to focus on the culture of Ukraine as well as other countries, providing further practice of core vocabulary or introducing new words regarding the topic of the

lesson. Culture lessons are developed for each unit. They include different festivals, holidays, customs, traditions and other topics which will help students to gain a deeper understanding of national culture and the importance of national identity. Lesson plans are also designed for each Culture lesson.

Leek at the timetable and say.     Leek at the timetable and say.     Liping music on Mondays.	
Koning         Texting         National         National         Setting         <	
Red and assess the questions.     Or you play surgery a final generation     Or you play surgery associated to the series of     Or you play surgery associate the final generation     Or you play surgery associate the final generation     Or you play surgery associated to the final generation     Or you play surgery associated to the final generation	
(Tplay tember or Standay, )	

#### I can do!

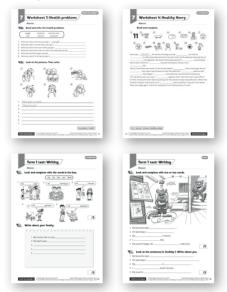
• I can do! is a self-assessment section which gives pupils the chance to check their knowledge of the material they have learnt in each Unit. It is a great tool to get students to reflect upon their learning. This section is at the back of the Pupil's Book (pages 97–105). Teachers may include

this section in the last lesson of each unit or dedicate the whole lesson for extra revision and consolidation of learnt vocabulary and grammar.

## Teaching with Quick Minds 3

### Working with mixed abilities

*Quick Minds* provides resources to cater for all abilities. The Teacher's Resource Book includes **Reinforcement** and **Extension worksheets**, as well as **Term Tests** in two levels: Standard and High.



In class, you can use less demanding texts and tasks and vary the focus of the skill practised with the corresponding section of the Pupil's Book and the Activity Book. For more able pupils, you can extend the topic or personalise tasks so that pupils can read, write or speak about what they like or their personal experience. For other pupils, think about including more open-ended activities or tasks with less focus on academic achievement, such as colouring, drawing



or games. Relying on cooperative pairwork activities is also a good way of encouraging pupils of differing abilities to work together.

Every lesson in the Teacher's Book closes with an Optional activities box, offering both a **Reinforcement activity** and an **Extension activity**.

## **Effective use of L1**

With young learners, it is helpful to establish an Englishspeaking environment as far as is possible. However, there are times when the use of L1 is an effective tool, for example when you need to clarify instructions, when pupils need emotional support, or when more abstract concepts are being discussed, like the values in the stories.

### Assessment

*Quick Minds* provides assessment tools for teachers to evaluate pupils and for pupils to self-evaluate. For teachers there are three **Review sections** in the Pupil's Book, which include quizzes, games and projects. The corresponding Activity Book pages include a **Review and culture** page and **Get it right!** 



In addition, the Teacher's Book provides **Unit Tests** (pages 196-215) which evaluate the core vocabulary and structures with listening, reading and simple writing activities such as sentence completion. The audio for these is on CD4, tracks 02 to 21.

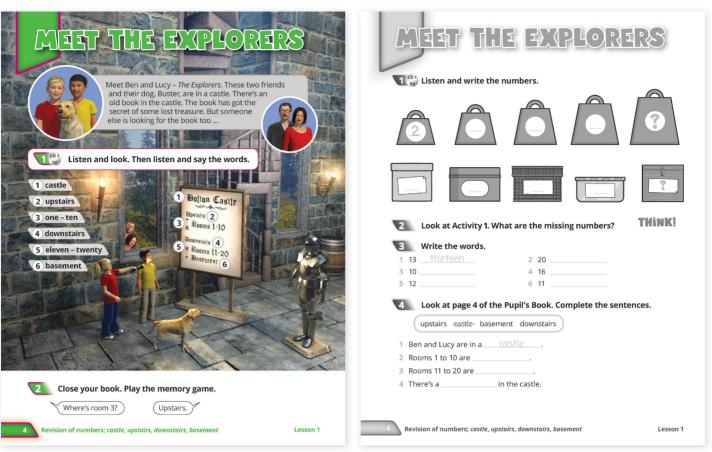


**Term Tests** are provided at the back of the Teacher's Resource Book (pages 63–86).

For more detailed information about these tests see Teacher's Resource Book page 56. The audio for these is on CD4, tracks 22 to 34.

For pupils, a **My review** section at the back of the Activity Book (pages 88–96) offers unit language revision, and **I can do** tests pupils' memory of the core language and encourages them to reflect on their learning.

# **Meet The Explorers**



#### Objectives

- to present parts of a castle and revision of numbers
- to present the characters

- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary

#### Language

New language: castle, upstairs, downstairs, basement

Recycled language: revision of numbers

**Receptive language:** secret, lost treasure

#### Materials

CD, Flashcards 1–4, Teacher's Resource Book (optional)

#### **Basic competences**

**Language competence:** Pupils revise numbers 1–20 and learn parts of a castle.

Lesson 1

- **Social and civic competences:** Pupils work together to ask and answer about a picture.
- Mathematical competence: Pupils practise numbers by working out number patterns.

#### Warm-up

- Write some numbers on the board, e.g. *19, 13, 7.* Pupils call out the numbers.
- Invite a pupil to the front. Draw a number between 1 and 20 on his/her back with your finger. The pupil has three tries to say the number.
- Pupils repeat the activity in pairs.

### Presentation

- Pupils look at the pictures and the text at the top of page 4 of the Pupil's Book.
- Read the text aloud. Pupils follow.
- Check they understand *secret* and *lost treasure*. Ask *Who else is looking for the book?* Pupils point to the picture of Horax and Zelda.

## Listen and look. Then listen and say the words.

- Pupils look at the picture in their Pupil's Books.
- Play the recording. Pupils listen and point to the characters when they hear their names.
- Play the recording again. Pupils repeat the words.
- Ask Where are the children? (In a castle.) Where do they go? (Downstairs.) Who can they see in the window? (Horax and Zelda.)

#### CD1 Track 02

Ben: The book's in this Castle. Let's find it! Lucy: We Can start upstairs. Let me see – Rooms one to ten.

Ben: No, let's go downstairs.

Lucy: Downstairs? Really?

Ben: Yeah. Let's start in the basement. Buster, Come on!

Lucy: OK. Let's go!

#### Now say the words.

1 Castle, 2 upstairs, 3 one to ten, 4 downstairs, 5 eleven to twenty, 6 basement

2 Close your book. Play the memory game.

- Give pupils a minute to look at the picture. Tell them that they need to remember where the rooms are (upstairs or downstairs).
- Pupils close their books. Do the example and elicit the answer.
- Pupils work in pairs. One pupil has his/her book closed and they then swap.

## Activity Book, page 4

#### Listen and write the numbers.

- Play the recording. Pupils write the numbers for each line.
- Pupils check in pairs. Play the recording again.
- Check answers with the class.

#### CD1 Track 03

Two, five, eight, eleven. Twenty, eighteen, sixteen, fourteen.

**Key:** 5, 8, 11; 20, 18, 16, 14

## Look at Activity 1. What are the missing numbers? Think!

Thinking skill: logical-mathematical thinking

• Pupils work in pairs to work out the missing numbers.

Write the words.

• Pupils look at the numbers and write the words.

Key: 2 twenty, 3 ten, 4 sixteen, 5 twelve, 6 eleven



## Look at page 4 of the Pupil's Book. Complete the sentences.

• Pupils complete the sentences using the words in the box and referring to the picture on page 4 of the Pupil's Book.

Key: 2 upstairs, 3 downstairs, 4 basement

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write 15 numbers between 1 and 20 on the board.
- Pupils draw a 2 x 2 grid in their notebooks and write a number from the board in each square.
- Call out numbers from the board. Pupils cross out the ones they hear.
- The first pupil to cross out all four is the winner.
   See also Teacher's Resource Book Worksheet 1, p7

### Extension

- Stick the *upstairs* and *downstairs* flashcards on the board.
- Ask pupils where different rooms are in school, e.g. *their classroom, the Music room, the playground.* They answer *Upstairs!/Downstairs!* pointing to the correct flashcard.
- Pupils ask and answer in pairs about rooms in their school or house.



1       Look, read and say Ben or Lucy.         Image: State of the s	<ul> <li>Look and match.</li> <li>Look and match.</li> <li>He can play football. She can ride a bike. She can't bounce a ball. He can't swim.</li> <li>Look and match.</li> <li>Look and match.</li></ul>
2 <sup>(1)</sup> Listen and say.	jump lay basketball swim
GRAMMAR FOCUS I can ride a bike. She can't play football. They can fly a kite.	Clara X V
<b>3</b> Look and make sentences. (Lucy can paint.)	Tim Clara
	1 He can
	3 He can't 4
	5 6 3 Write about yourself.
¥ / /	l can't
Lesson 2 Revision of can / can't 5	Lesson 2 Revision of can / can't 5

- to revise the first core grammar
- to practise the core grammar through a speaking activity

#### Language

**Recycled language:** revision of *can / can't*, actions

### Materials

CD, Teacher's Resource Book (optional)

- to review language for actions
- to practise the core grammar through a matching and writing activity and a personalised writing task

#### **Basic competences**

**Language competence:** Pupils use *can* and *can't* to talk about abilities.

#### Sense of initiative and entrepreneurship:

Pupils write sentences about what they *can* and *can't* do.

#### Warm-up

- Mime actions for pupils to guess, e.g. *ride (a bike), fly (a kite), play (football), jump, bounce a ball.*
- Pupils can guess by saying You're jumping or simply Jump.
- Pupils can play the game in pairs or groups.

#### Presentation

- Draw a tick and a cross on the board.
- Draw a bike, a kite and a football.
- Pointing to the tick (and the appropriate picture) say *I* can ride a bike, *I* can fly a kite. Point to the cross and the football as you say *I* can't play football.
- Point to the pictures and elicit *can/can't* sentences from the pupils.
- Repeat your sentences as necessary to encourage pupils.

#### Look, read and say *Ben* or *Lucy*.

- Pupils look at the pictures. Read the sentences once. They point to the bike, sandcastle and kite in the pictures as they hear the words.
- In pairs, they take it in turns to read a sentence and say *Ben* or *Lucy*.
- Elicit the answers in class.

Key: 1 Ben, 2 Lucy, 3 Lucy, 4 Ben

#### 2<sup>CD1</sup> Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- They practise saying the sentences in pairs.

#### **13** Look and make sentences.

- Point to the first tick for Lucy and read the example.
- Point to the cross and elicit Lucy can't play football.
- In pairs, pupils take turns to point to a tick/cross and say a sentence with *can/can't*.
- Elicit sentences from the class.

**Note:** Pupils can also revise questions and short answers with *can* on Pupil's Book page 106.

**Key:** Lucy can paint. Lucy can't play football. Lucy can swim. Ben can't paint. Ben can play football. Ben can swim.

## Activity Book, page 5

#### Look and match.

• Pupils look at the pictures and match them to the *can/can't* sentences.

**Key: 2** He can play football. **3** He can't swim. **4** She can't bounce a ball.

## What can they do? Write sentences with *can* and *can't*.

• Pupils look at the activities and ticks/crosses in the table, and write sentences about the children.

**Key:** 2 She can't jump. **3** He can't play basketball. **4** She can play basketball. **5** He can swim. **6** She can swim.

#### **3** Write about yourself.

• Pupils write sentences about actions and activities they can and can't do.

Key: Pupils' own answers

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils look at PB page 5.
- Say sentences about the characters, e.g. *Ben can ride a bike.*
- If your sentence is true, pupils clap. If it is false, pupils shake their heads.
- Pupils continue the activity in small groups taking turns to say a sentence.

See also Teacher's Resource Book Worksheet 2, p8

#### Extension

- Pupils draw a simple 6 x 4 table in their notebooks to do a class survey.
- Down the side they write six activities, e.g. *swim, fly a kite*, etc. Along the top they write *Me* and the names of three pupils.
- They fill the *Me* column with a tick or a cross.
- Then they work with the pupils they've written down in turn. They tell each other what they can do and add ticks/crosses in the table as appropriate.
- Pupils write sentences in their notebooks about their partners, e.g. *Mario can jump. Gabriela can't swim.*

**Note:** If desired, revise the question and short answers with *can* (see Grammar focus, PB page 106) before this task. Pupils do the survey asking and answering questions.

## Grammar focus [PB p106]

#### Say the complete sentences. Use *can* or *can't*.

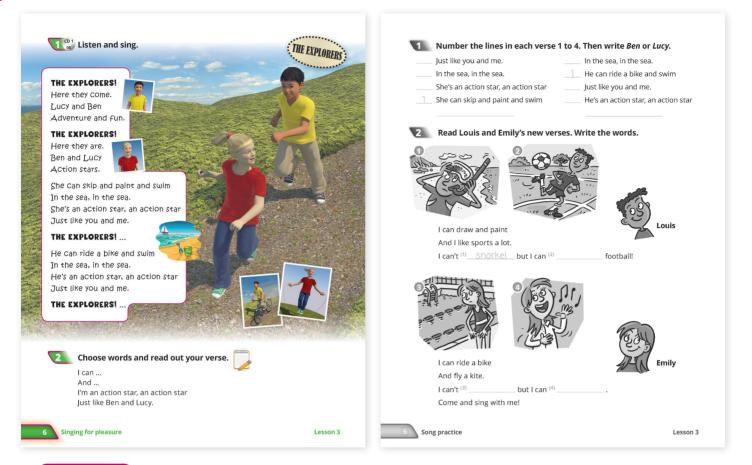
- Point to the tick in 1 and say *I can bounce a ball.* Point to the cross in 2 and elicit *He can't ride a bike*.
- In pairs, pupils say sentences. Monitor and check.

#### **Key: 1** can, **2** can't, **3** can't, **4** can, **5** can

#### 1 Say the complete sentences.

- Pupils revise questions and short answers with *can*.
- Do an example with the class. Pupils work in pairs asking a question for their partner to answer referring to the question/answer prompts.
- Invite pairs to ask and answer a question for the whole class.
- Key: 1 Can, can, 2 Can, can, 3 Can, can't, 4 Can, can't, 5 Can, can





- to consolidate the core vocabulary and grammar through a song
- to sing a song for pleasure

#### Language

Recycled language: actions, activities, can / can't

**Receptive language:** Here they come. Here they are. Action star, In the sea, Just like

#### Materials

CD, coloured pens/pencils, paper (optional)

- to encourage pupil creativity
- to check comprehension of the song and extend the lyrics

#### Basic competences

Language competence: Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class. They write a new verse for the song and read it out.



#### Warm-up

- Elicit activities from the previous lesson and write them on the board.
- Mime an example for the class, e.g. *play football badly*. Elicit *You can't play football*. Mime a different activity well to elicit, e.g. *You can swim*.
- Pupils play the game in groups of four using the activities on the board or their own ideas.

#### Listen and sing.

- Pupils look at the picture. Elicit who they can see (Ben and Lucy) and where they are (at the sea). Pre-teach action star and just like you and me.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (CD1, track 06) for pupils to sing in groups.

#### Choose words and read out your verse.

- Give an example, e.g. *I can fly a kite and run.*
- Pupils complete their verse in their notebooks with their own ideas. Monitor and help.
- Invite pupils to read out or sing their verse.

#### Key: Pupils' own answers

## Activity Book, page 6

- Number the lines in each verse 1 to 4. Then write *Ben* or *Lucy*.
- Pupils order the verses of the song and match them to the correct person.

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

## Read Louis and Emily's new verses. Write the words.

• Pupils look at the pictures and complete new verses for the song.

Key: 2 play, 3 swim, 4 sing

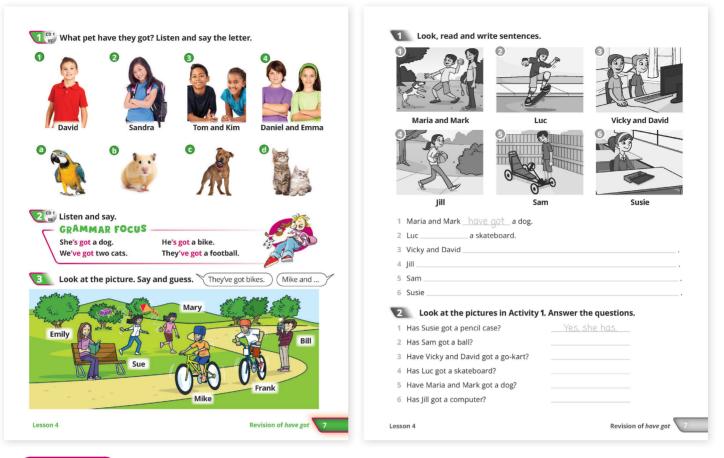
## **OPTIONAL ACTIVITIES**

#### Reinforcement

• Play the karaoke version of the song (CD1, track 06). Pupils take turns to sing their own verses from PB Activity 2.

#### **Extension**

- Pupils draw a picture to illustrate their verse.
- They show their work in small groups and take turns to sing or read their verse.



- to revise the second core grammar
- to practise the core grammar through listening for specific information
- to give further practice in free time activities with the core grammar through a game
- to give further practice in the core grammar through writing

#### Language

**Recycled language:** revision of *have got, ball, bike, cat, computer, dog, football, go-kart, kite, skateboard* 

#### Materials

CD, pieces of paper with words written on (optional), classroom objects, Teacher's Resource Book (optional)

#### **Basic competences**

**Language competence:** Pupils describe what people in a picture have got.

**Social and civic competences:** Pupils work together to talk about a picture.

#### Warm-up

- Write words from the lesson on pieces of paper, e.g. *dog*, *bike*, *kite*, *skateboard*, *go-kart*, *cat*, *parrot*.
- Put pupils in two teams. Ask a volunteer from each team to come to the board.
- Show the pupils at the front a word and ask them to draw it on the board.
- The first team to call out the word wins a point.
- Repeat with different pupils at the front.

#### Presentation

- Draw a picture of a cat on the board. Point to it and say *I've got a cat.* Point to yourself to emphasise *I've.* Encourage pupils to repeat the full sentence.
- Give a classroom item, e.g. a pencil to a pupil and say *She's* got a (pencil). Do the same with a boy to elicit *He's* got a (pencil). Pupils chorally repeat the full sentences.
- Ask a pair of pupils to stand up and hold a book. Elicit from the two pupils *We've got a book.* Go around the class to different pairs asking them to say what they've got.
- Point to another pair and elicit from the class *They've got a* (book).

## What pet have they got? Listen and say the letter.

- Pupils look at the pictures and say the animals they can see.
- Play the recording. Pupils check answers in pairs by saying the name and the letter.
- Play the recording again.
- Check answers in open class encouraging pupils to give full sentences, e.g. *David has got a hamster.*

#### CD1 Track 07

- 1 Emma: This is David. He's got a hamster.
- 2 Daniel: This is Sandra. She's got two Cats.
- 3 Emma: These are Tom and Kim. They've got a parrot.
- 4 Daniel and Emma: We're Daniel and Emma, and we've got a dog. His name is Bob!

#### Key: 1 b, 2 d, 3 a, 4 c

#### 2<sup>CD1</sup> Listen and say.

- Play the recording. Pupils listen and repeat.
- Pupils practise saying the sentences in pairs.

#### Look at the picture. Say and guess.

- Pupils say what objects they can see in the picture, e.g. *kite, book, camera, bike.*
- Say the names on the picture for pupils to repeat.
- Do the example as a class. Elicit the other name (Frank).
- In pairs, pupils take turns to say *He/She's got ... or They've got ...* and call out the names.
- Monitor and help. Check pupils are using *he/she's got and they've got* correctly.

## Activity Book, page 7

#### Look, read and write sentences.

• Pupils refer to the pictures to complete and write sentences.

Key: 2 has got, 3 have got a computer, 4 has got a ball,5 has got a go-kart, 6 has got a pencil case

## 2 Look at the pictures in Activity 1. Answer the questions.

• Pupils refer to the same pictures to answer questions.

**Key: 2** No, he hasn't. **3** No, they haven't. **4** Yes, he has. **5** Yes, they have. **6** No, she hasn't.

## **OPTIONAL ACTIVITIES**

### Reinforcement

- Pupils work in groups of five or six.
- Each pupil chooses a classroom object and keeps it secret.
- Pupils quickly flash their item to their group.
- Pupils take turns to remember what item one of their classmates has, e.g. *Juan has got a blue pencil.* The rest agree or disagree by saying *Yes, he has. / No, he hasn't.*

🕼 See also Teacher's Resource Book Worksheet 3, p9

#### **Extension**

- Pupils draw a picture of a friend or family member with an object, e.g. their bicycle, car, pet, etc.
- Pupils write a sentence about the person, e.g. *My mum has got a computer.*
- Then they swap pictures with a partner. They ask a question about the person in their partner's picture, e.g. *Has (Lucia) got a cat?* The pupil who drew the picture answers *Yes, he/she has or No, he/she hasn't.*

## Grammar focus [PB p106]

- Say the complete sentences. Use 's got or 've got.
- Pupils complete the sentences in their notebooks.
- They compare in pairs before checking with the class.
- Key: 1 's got, 2 've got, 3 've got, 4 's got, 5 've got

#### 2 Put the words in order. Then answer.

- Pupils order the questions in their notebooks and write short answers referring to the ticks and crosses. Check with the class.
- Key: 1 Has Clara got a computer? Yes, she has. 2 Have they got a notebook? No, they haven't. 3 Has Daniel got a rubber? No, he hasn't. 4 Have you got a pencil case? Yes, I have. 5 Has she got a desk? No, she hasn't.





- Objectives
- to read a picture story for pleasure

- to review language from the unit
- to check comprehension of the story

#### Language

**Recycled language:** character names

**Receptive language:** wait here, They've got, Let's get them! get (the book) back, go away, silly, We've got, Well done

- Materials CD

#### **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 being brave.

#### Warm-up

- Write *Ben, Lucy* and *Buster* (the dog) on the board.
- Elicit what pupils remember about the characters giving prompts if necessary, e.g. explorers, treasure, castle.
- Elicit where Lucy goes at the beginning of the story (downstairs) and to which room (the basement).

### The old book

- Elicit which characters pupils can see in the pictures (Ben, Lucy, Buster, Horax and Zelda).
- Play the recording. Pupils listen to find out who else wants the book (Horax and Zelda) and how Ben and Lucy get the book back. (They swing from the tree.)
- Pupils compare their ideas in pairs. Elicit answers.
- Play the recording again. Pause after each frame to check understanding. Pupils can use L1 to talk about some of the events.

## **Activity Book, page 8**



Remember the story. Who says these things? Circle.

- Pupils remember who said what in the story.
- Key: 2 Horax, 3 Lucy, 4 Ben, 5 Zelda, 6 Lucy

## **OPTIONAL ACTIVITIES**

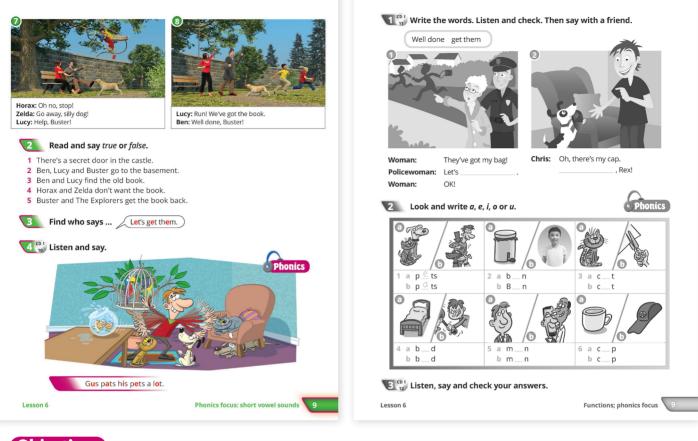
#### Reinforcement

- Put pupils in groups of four to take a role of one of the characters in the story.
- Play the recording. Pupils repeat in role.
- Then they practise the story in their groups without the recording.
- Invite groups to act out the story for the class.

#### Extension

• Ask questions about the story and encourage pupils to use *have got*. For example, *Where are Ben and Lucy?* (In the basement.) *Who has got the book at the* beginning? (Ben and Lucy have got the book.) Who helps the children? (Buster.) Who has got the book at the end? (Horax and Zelda have got the book.) Who has got an idea? (Lucy has got an idea.)





- to check comprehension of the story
- to practise short vowel sounds (/æ/, /e/, /l/, /ɒ/, /^/)

#### Language

New language: pat

Recycled language: language from the story

**Receptive language:** policewoman

#### Materials

CD

• to practise conversation sequences

#### **Basic competences**

**Language competence:** Pupils label statements about the story *true* or *false* and interpret the message behind the story.

#### Warm-up

• Ask questions about the story, e.g. Where are the friends? (In the basement of the castle.) What do they find? (A secret door and an old book.)

#### 2 Read and say true or false.

- Refer pupils back to the story.
- In pairs, pupils read the sentences and decide together if they are true or false.
- Elicit the answers in open class. Ask pupils to point to the correct picture frame as they do.
- Key: 1 true, 2 false, 3 true, 4 false, 5 true

#### Find who says ...

- Write *Let's get them* on the board.
- Ask pupils to tell you what short vowel sound is in each word.
- Remind pupils of the five short vowel sounds: /æ/, /e/, /l/, /p/ and  $/_/.$
- Pupils repeat *Let's get them* after you.
- Then they find the text in the story (frame 2) and say who said it.

#### Key: Zelda

#### 4 <sup>CD1</sup> Listen and say.

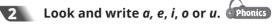
- Pre-teach pat by pointing to the picture or miming the action.
- Play the recording. Pupils look at the picture, read and repeat.
- Note: Before hearing the sentence, pupils will hear the key sounds with pauses for them to repeat.
- Repeat the sentence as a class without the recording. Then pupils repeat in pairs.

## **Activity Book, page 9**

#### 📲 😲 Write the words. Listen and check. Then say with a friend.

· Pupils complete the sentences with the phrases and listen to check their answers. Then they practise the dialogues in pairs.

Key: 1 get them, 2 Well done



• Pupils look at the pictures and complete words with the correct vowel.

#### **3** <sup>(D1</sup>/<sub>12</sub>) Listen, say and check your answers.

- Pupils listen to the recording to check their answers in Activity 2. Then they work in pairs pointing to pictures for their partner to say the word.
- Key: 2 a bin, b Ben, 3 a cat, b cut, 4 a bed, b bad, 5 a man, b men, 6 a cup, b cap

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils close their books. Dictate the Phonics sentence for pupils to write in their notebooks.
- They compare with a partner before checking in their Pupil's Book.

#### Extension

- Ask When are Ben and Lucy brave in the story? (When they are tied up and when they get the book back.)
- Elicit why it's important to be brave and encourage pupils to say when they have been brave or when they have seen other people be brave.

**Note:** This discussion may need to take place in L1.

Note: You could now do the end-of-unit test on Teacher's Book pages 192–193.

#### v week Lesson 1 NI WIELK 되되 THINK! Look, think and write the days of the week. Listen and look. Then listen and say the words. 3 5 LIBRARY This week Arts Festival 6 Prepare for the festival of 1 Monday Saturday: 2 Tuesday 6 Spl 3 Wednesday 2 Answer the questions. 4 Thursday 1 Which days have got six letters? Monday 3 Wedne and 5 Friday 2 Which day has got seven letters? 4 Thursday 6 Saturday 3 Which days have got eight letters? \_\_\_\_ and 7 Sunday 5 Friday: 4 Which day has got nine letters? \_ Complete the table for you. Then ask three friends. It's Friday. What's your favourite day? Joro/10107000 Name Favourite day のフワのやいの / フォ / み然の交 080/9000 / 700/ 7000 Me FLADIDA 2 Say the day before and after. Wednesday and Friday. Thursday. 10 Days of the week Lesson 1 Days of the week Lesson 1

#### Objectives

- to present the core vocabulary (days of the week)
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary
- to practise the core vocabulary through a personalised speaking activity

#### Language

**New language:** days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday* 

**Recycled language:** activities, the alphabet, numbers, *favourite, What's your favourite ...?* 

Receptive language: arts festival, library, puzzle

#### Materials

CD, Teacher's Resource Book (optional)

#### **Basic competences**

- **Language competence:** Pupils identify and name days of the week. Pupils work in pairs to talk about the days of the week.
- Mathematical competence: Pupils group the days of the week according to how many letters they have.
- **Sense of initiative and entrepreneurship:** Pupils ask and answer about their favourite day of the week and complete a table.

#### Warm-up

- Point to the top of the board where you write the day and the date.
- Elicit what day it is today, e.g. *It's Monday*. Elicit the other days of the week.
- Elicit which day is the pupils' favourite and why.

#### Presentation

- Were all the days of the week in turn and in sequence. Say the word for the pupils to repeat in chorus. Repeat if necessary.
- Write *Days of the week* in the middle of the board and invite pupils to write the words around it to make a word map.

## Listen and look. Then listen and say the words.

- Pupils look at the picture in their Pupil's Books.
- Elicit who they can see (Ben and Lucy) and where they are (at school).
- Elicit what there is on Sunday (the school Arts Festival). Check understanding of vocabulary.
- Play the recording. Pupils point to the days when they hear them.

#### CD1 Track 13

Lucy: Look, Ben! It's the Arts Festival this week! Ben: Great! I've got Music today and Drawing on Tuesday and ...

- Lucy: I've got Painting on Wednesday and Friday. And the festival's on Sunday!
- **Ben:** Yes! Oh ... but what about the puzzle in the book?
- Lucy: We've got time for that. Come on. Let's go to the library.

Ben: Good idea. Mr Williams the librarian Can help us.

#### Now say the words.

1 Monday, 2 Tuesday, 3 Wednesday, 4 Thursday, 5 Friday, 6 Saturday, 7 Sunday

- Play the recording again. Pupils repeat the words.
- In pairs, pupils practise pointing to and naming the days.
- **Note:** Focus pupils' attention on the coded message at the bottom of the picture. Ask them what they think it could be and what it might say. Tell pupils that they will find out later in the unit (in lesson 6).



#### Say the day before and after.

- Do the example as a class. Check which day is before Thursday (Wednesday) and which is after (Friday).
- Pupils do the activity in pairs.
- Monitor and check.

## Activity Book, page 10

Look, think and write the days of the week. Think!

#### Thinking skill: sequencing

• Pupils look at numbers and write the days of the week.

**Key: b** Sunday, **c** Wednesday, **d** Saturday, **e** Tuesday, **f** Thursday, **g** Monday

#### 2 Answer the questions.

- Pupils answer questions about the days of the week related to spelling.
- **Key: 1** Friday, Sunday, **2** Tuesday, **3** Thursday, Saturday, **4** Wednesday

## 3 Complete the table for you. Then ask three friends.

- Pupils write their favourite day in the table. They ask three more pupils to complete the table. Strong pupils explain why it's their favourite day.
- Key: Pupils' own answers

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Hold a wordcard so that pupils cannot see it. They try to guess the day, e.g. *Is it Monday?*
- The pupil who guesses correctly comes and chooses a wordcard for the class to guess.

🖙 <u>See also Teacher's Resource Book Worksheet 1, p11</u>

#### **Extension**

- Stick the wordcards around the classroom.
- Pupils stand under their favourite day, according to AB Activity 3.
- There groups exchange information about why they chose that day.
- Draw a bar chart on the board to show how many pupils like each day.



- to present the first core grammar
- to practise the core grammar through a personalised speaking activity
- to practise the core grammar through listening for specific information
- to practise word order in affirmative sentences in the present simple

#### Language

**New language:** Free time; *So do 1 / 1 don't*, days of the week

**Recycled language:** free time activities

**Receptive language:** busy week, Great! Cool! What do you do on (Saturdays)? What about you?

#### Materials

CD, Teacher's Resource Book (optional)

#### **Basic competences**

**Language competence:** Pupils talk about what they do in their free time during the week.

**Social and civic competences:** Pupils interact with each other, talking about their week.

#### Warm-up

- Clap twice and say a day of the week, e.g. Tuesday.
- The class claps three times and says *Wednesday*.
- Pupils continue until they get to *Monday*.
- A pupil starts the clapping game again by saying another day.

#### Presentation

- Stick the wordcards on the board.
- Under each day write an activity, e.g. *go swimming*, and mime it.
- Point to each day and say, e.g. Monday. I go swimming.
- Pupils repeat.

#### Read and listen. Then say the correct answer.

- Look at the photos with the class. Ask what activities the children can see (play tennis, play football). Then elicit the children's names (Rosie, Sam).
- Ask the pupils to read silently through the dialogue and think about the correct answer. Elicit ideas from the class.
- Play the recording. Pupils check answers in class.
- Pupils read the dialogue in pairs.

Key: 1 Mondays, 2 Mondays, 3 Fridays, 4 Saturdays

#### 2<sup>CD1</sup><sub>15</sub> Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Explain that we use So do I to agree with someone and I don't to disagree.
- They practise saying the sentences and responding in pairs.

#### Talk about your week.

- Write on the board *I play football on* \_\_\_\_\_. Brainstorm a list of free time activities on the board.
- Demonstrate the example in the Pupil's Book first with one or two pupils.
- Pupils take turns to say what activities they do and other pupils respond accordingly.

## Activity Book, page 11

#### Listen and tick (✓) the box. 💯

• Pupils listen to a recording and tick the correct picture.

#### CD1 Track 16

Interviewer: Sue, what do you do on Saturdays? Sue: On Saturdays I ride my bike. It's fun! Interviewer: Really? So do I! Bob, what about you? Bob: On Saturdays I play computer games. Interviewer: Right. And what about you, Kate? Kate: I don't. I ride my horse on Saturdays. Interviewer: And you, Tim? Tim: I go swimming.

**Key: 2** Bob: play computer games (2<sup>nd</sup> picture), **3** Kate: ride my horse (1<sup>st</sup> picture), **4** Tim: go swimming (3<sup>rd</sup> picture)

#### **2** Put the words in order.

- Pupils reorder words to make sentences with the present simple and days of the week.
- Key: 2 I play football on Fridays. 3 I fly my kite on Sundays.
  4 I ride my horse on Tuesdays. 5 I ride my bike on Wednesdays.

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Mime one of the actions for pupils to guess.
- Pupils take turns to mime and guess in pairs.
   See also Teacher's Resource Book Worksheet 2, p12

#### Extension

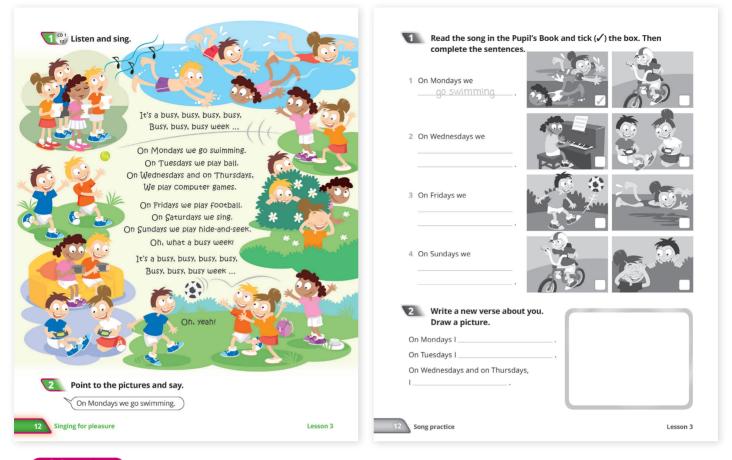
- Pupils draw a 2 x 2 grid. They write two days of the week and draw two pictures of a free time activity in each square.
- Play Bingo. Say a day, e.g. *Monday* followed by an activity, e.g. *play tennis*. If pupils have the day or activity in their grid, they cross it out.
- The first pupil to cross out all of their days and activities is the winner.

### Grammar focus [PB p107]

#### Say and answer So do I or I don't.

- Elicit the full example for the girl in the table, *I play tennis* on *Mondays*.
- Tell pupils to look at the picture of the boy and elicit the answer for Monday, *So do I*.
- Do another example for *I don't*.
- Pupils work in pairs as the children in the table. They say sentences about what they do and respond.
- Key: (possible answers) | play tennis on Mondays; So do I. I play football on Tuesdays; I don't. I go swimming on Fridays; I don't. I play basketball on Tuesday; I don't. I play computer games on Friday; I don't.





- to consolidate the core vocabulary and grammar (days to check comprehension of the song of the week, free time; *So do I / I don't*) through a song
- - to encourage pupil creativity

• to sing a song for pleasure

#### Language

New language: days of the week, free time; So do I/Idon't

Recycled language: free time activities

**Receptive language:** play hide-and-seek, what a busy week!

#### Materials

CD, classroom objects (optional)

#### **Basic competences**

Language competence: Pupils join in with a song.

- Cultural awareness and expression: Pupils sing together as a class.
- Sense of initiative and entrepreneurship: Pupils write a new verse for the song and illustrate it with a picture.



#### Warm-up

- Mime six activities and ask pupils to write each one in their notebooks.
- They compare with a partner and check each other's spelling.
- Check with the class.

### Listen and sing.

- Pupils look at the picture in the Pupil's Book. Elicit who they can see (lots of children) and that they are doing lots of different activities. Pre-teach *busy*.
- Play the recording. Pupils follow the song in their books.
- Play the recording again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (CD1 track 18) for pupils to sing in groups.



#### Point to the pictures and say.

- Play the recording again (CD1, track 17). Pupils listen, read and point to the pictures and the corresponding activity and day of the week.
- In pairs, they point to the pictures and say the days of the week.
- Elicit from the pupils what the children are doing that day, e.g. On Saturdays they sing.

## Activity Book, page 12



## Read the song in the Pupil's Book and tick (🗸) the box. Then complete the sentences.

- Pupils read verses from the song and tick the correct picture.
- **Key:** 2 play computer games (2<sup>nd</sup> picture), 3 play football (1<sup>st</sup> picture), 4 play hide-and-seek (2<sup>nd</sup> picture)

#### Write a new verse about you. Draw a picture.

• Pupils write a new verse about themselves. They draw a picture to illustrate their verse.

Key: Pupils' own answers

## **OPTIONAL ACTIVITIES**

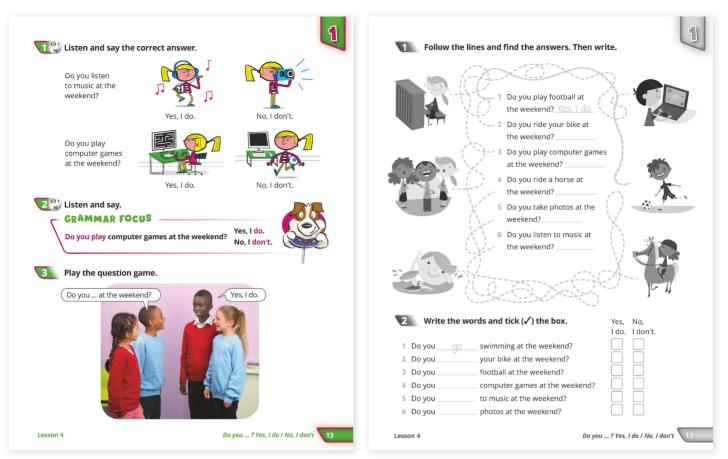
#### Reinforcement

• Play the karaoke version of the song (CD1, track 18) so pupils can sing the verse that they wrote in AB Activity 2.

#### **Extension**

- Play 'Hide-and-seek' using a ruler or a pen.
- A pupil faces the wall and closes his/her eyes.
- Hide the ruler in the classroom.
- The pupil walks around the class. When he/she gets near the ruler, the class says *You're warm*. When he/ she goes away from it, they say *You're cold*.
- Hide other objects for pupils to take turns playing the game.
- Pupils can play the game in groups.





- to present the second core grammar
- to practise the core grammar through listening for specific information
- to give further practice in free time activities with the core grammar through a communicative game
- to give further practice in the core grammar through a personalised writing activity

#### Language

**New language:** *Do you ... ? Yes, I do / No, I don't,* days of the week, free time

#### Materials

CD, Teacher's Resource Book (optional)

#### **Basic competences**

- Language competence: Pupils ask and answer about free time activities using the present simple.
- **Social and civic competences:** Pupils work together to play a game practising questions and short answers with the present simple.

#### Warm-up

- Divide the class into days of the week.
- Each group sings the line(s) from the song in the previous lesson with or without the recording. Everyone sings the chorus.

#### Presentation

- Say I go swimming at the weekend. Ask a pupil Do you go swimming at the weekend? Prompt a short answer: Yes, I do / No, I don't.
- Pupils ask and answer the same question around the class in open pairs.
- Say another sentence, e.g. *I play the piano on Tuesdays* and continue.

#### Listen and say the correct answer.

- Pupils look at the pictures. Elicit what they can see to check understanding of *listen to music* and *play computer games*.
- Play the recording. Pupils listen and point.

#### CD1 Track 19

Boy: Do you listen to music at the weekend? Girl: No, I don't. Boy: Do you play computer games at the weekend? Girl: Yes, I do.

• Play the recording again. Pupils read the questions and say the correct answer in pairs.

• Check with the class.

Key: No, I don't; Yes, I do.

#### 2<sup>CD1</sup> Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the question and answers in pairs.



#### Play the question game.

- Pupils work in groups of four to six. Ask a group to stand in a circle at the front of the class.
- Stand in the circle and ask a Do you ...? question to the pupil on your left. If he/she answers Yes, I do, he/she asks another question to the pupil on the left. If he/she answers No, I don't, the game changes direction and he/ she asks the pupil on the right.

## Activity Book, page 13

#### Follow the lines and find the answers. Then write.

 Pupils read questions and trace the line that matches each question to a picture. They write Yes, I do or No, I don't to answer the questions referring to the pictures.

**Key: 2** No, I don't. **3** Yes, I do. **4** Yes, I do. **5** No, I don't. **6** No, I dont.

#### Write the words and tick ( $\checkmark$ ) the box.

• Pupils complete the questions with the verbs. Then they tick the correct box for themselves. If there's time, they can ask and answer questions in pairs.

Key: 2 ride, 3 play, 4 play, 5 listen, 6 take

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write *Do you ... at the weekends?* on the board.Mime an action from the lesson, e.g. *riding a bike*.
- Ask the pupils to think of the question you are miming, e.g. *Do you ride your bike at the weekends?*
- Invite individual pupils to mime a different question. Encourage the class to say the question referring to the prompt on the board.

🖙 <u>See also Teacher's Resource Book Worksheet 3, p13</u>

#### Extension

- Draw a simple 5 x 5 grid on the board and add the title *At weekends*.
- Down the left side write four activities, e.g. *play football*.
- Pupils copy it in their notebooks, adding the names of four friends to the top of each column.
- They ask and answer in groups of four and record answers with a tick or cross.

## Grammar focus [PB p107]

## Put the words in order. Then ask and answer.

- Pupils reorder the words to write questions in their notebooks.
- Check as a class.
- Then they practise asking and answering the questions in pairs.
- **Key: 1** Do you play football on Fridays? **2** Do you listen to music at the weekend? **3** Do you go swimming on Mondays? **4** Do you ride your bike on Sundays? **5** Do you play tennis at the weekend?





- to read a picture story for pleasure
- to review language from the unit
- Language

Materials

**Recycled language:** characters and language from the story

**Receptive language:** in code, clue, like + -ing, puzzle, keep, secret, sure, tell, That's fine, want, No way, understand, follow

to practise problem-solving

to check comprehension of the story

#### **Basic competences**

Language competence: Pupils listen to a story.

- **Social and civic competences:** Pupils learn the value of being curious.
- **Mathematical competence:** Pupils decode a puzzle by referring to a code.

Cultural awareness and expression: Pupils act out a story.

#### Warm-up

- Write The Explorers on the board and elicit their names (Ben, Lucy and Buster).
- Elicit what pupils remember about the story from the first episode, e.g. They find a book. Zelda and Horax take the book and tie them up. Buster helps them get the book back.

### Getting help

- Ask where the friends are in frame 1 (the library) and who they are with (the librarian).
- Play the recording. Pupils listen and follow in their Pupil's Book.
- Ask Why can't they read the book? (It's in code.) Does the *librarian help them?* (No.) *What does Lucy find?* (The secret to the code.)
- Play the recording again for pupils to read.
- Play the recording again pausing for pupils to repeat the story.

## **Activity Book, page 14**



#### **The Remember the story. Match the questions** with the answers. Think!

#### Thinking skill: matching

• Pupils read questions from the story and match them to the correct answers.

Key: 2 d, 3 a, 4 e, 5 c

#### What's the message from the book? Use the code to write it. Think!

#### Thinking skill: decoding a puzzle

- Pupils use a code to decode a message.
- **Key:** Find the seven letters to open the door to the treasure.
- **Note:** Focus pupils on the 'The Explorers' stamp in frame 7 of the story. Explain to pupils that in each story Ben and Lucy will find a letter. In order to find the treasure, pupils will need to record the letters on this page as they work through the book. It will help them to solve the puzzle at the end!

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Put pupils into groups of five to take a role of one of the characters from the story (Ben, Lucy, Mr Williams, Horax, Zelda).
- Play the recording. Pupils repeat in role.
- Then they practise the story in their groups without the recording.
- Invite groups to act out the story for the class.

#### Extension

- Pupils choose a sentence from the story and write it in their notebooks using the code in AB Activity 2.
- They exchange notebooks with a partner and solve each other's puzzles.





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#### Objectives

- to check comprehension of the story
- to practise conversation sequences

#### Language

**New language:** Can you help us? Come on, Good idea, Excuse me

**Recycled language:** language from the story, *Let's ...* 

Receptive language: lunchtime, ask, problem

- Materials

• to present the letter names in English and practise saying them

#### **Basic competences**

- Language competence: Pupils interpret the message behind a story.
- Mathematical competence: Pupils decode a puzzle by referring to a code.
- **Social and civic competences:** Pupils practise making suggestions and asking for help.

#### Warm-up

 Ask questions about the story, e.g. Can Ben and Lucy read the book? Why?/Why not? (No, because it's in code.) Does the librarian help them? Why?/Why not? (No, because he can't keep the book.) What happens next? (There are no lights. They can't see.)

## 2 What's the message from the book? Use the code to find out. Think!

#### **Thinking skill:** decoding a puzzle

- Play the recording of the story again. Pupils follow in their Pupil's Books.
- Point to the code and explain that each symbol represents a letter. Point to the coded message and ask pupils to decode it in their notebooks.
- They work individually and write the message. Then they compare their answers in pairs.
- Check with the class.
- Pupils then go to page 14 of the Activity Book and record the code there.

**Key:** Find the seven letters to open the door to the treasure.

#### **3** Find who says ...

- Read the sentence and explain that we say the letters when we see capitals put together like in *OK*.
- Ask pupils to say the sentence and find who says it in the story (frame 4).
- Check with the class.

#### Key: Lucy

## Listen and say. Phonics

- Pupils look at the picture and say what they can see (aliens dancing).
- Write DJ, K, CD, ET and QB3 on the board.
- Play the recording and ask the pupils to notice how the words/letters are pronounced.
- **Note:** Before hearing the sentence, pupils will hear the key sounds with pauses for them to repeat.
- Invite the class to say the words/letters on the board.
- Play the recording again. Pupils repeat chorally.

## Activity Book, page 15

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

• Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

**Key: 1** Come on, Let's go, **2** Can you help us

## 2<sup>(21)</sup> Listen and write. Phonics

• Pupils listen to the alphabet and complete the table according to the sound of the letters.

#### Listen, say and check your answers.

• Pupils listen to the recording again and repeat the letters.

say	se	e	В	en	five	g <b>o</b>	you	car
А	В	G	F	S	I	0	Q	R
н	с	D	L	М	Y		U	
l	E	т	х	Z			w	
к	Р	V	N				<u> </u>	

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Have an alphabet race. Divide the class into two teams.
- Draw the chart from AB Activity 2 on the board. Copy the seven columns with the words written at the top, but leave the columns blank.
- Call out letters randomly. For each letter, a pupil from each team races to write the letter in the correct column. The player who does this first wins a point for his/her team.

#### Extension

- Write the short dialogues from AB Activity 1 on the board.
- Underline key words (names, *lunchtime, man*).
- Pupils work in pairs and make up their own dialogues by replacing the underlined words.
- Pupils practise and then role play their dialogues for the class.



THink!

Lesson 7



#### Objectives

- to integrate other areas of the curriculum through English: Music
- to extend pupils' understanding of musical instruments and instrument families
- to practise identifying, counting and classifying musical instruments

#### Language

**New language:** recorder, guitar, triangle, flute, piano, drum, musical, wind / stringed / percussion, instrument

Recycled language: numbers, There's / There are

Receptive language: blow, sound, rhythm

#### Materials

CD, a musical instrument or a picture of one (optional), paper, coloured pens/pencils (optional), Teacher's Resource Book (optional)

#### **Basic competences**

- Language competence: Pupils use known language to talk about musical instruments in English.
- **Cultural awareness and expression:** Pupils learn about three types of musical instruments.
- **Mathematical competence:** Pupils identify and count instruments in a picture puzzle.

#### Warm-up

- Show a picture of a musical instrument or bring a real one to class. You could also draw the musical instrument on the board.
- Tell pupils that this is a musical instrument and name it, e.g. *flute*.
- Ask pupils if they play any instruments and which ones. Pupils might use L1. Supply the English words they need.

#### Listen and say the letter.

- Ask *Do you listen to music?* and elicit the types of music pupils like. Ask pupils if they play any of the instruments in the pictures.
- Play the recording. Pupils check answers in pairs.
- Play the recording again checking answers in open class.

#### **Key: 1** b, **2** c, **3** a

## 2 Read about the different families of musical instruments.

- Read the information about the different families of instruments as a class.
- Check pupils understand *blow*, *sound* and *rhythm*.
- Demonstrate the action used to play each set of the instruments. Say the instruments for the pupils to do the action.

## Which family are the instruments in Activity 1 from?

- Ask Is the piano a wind instrument? Elicit No. It's stringed.
- Pupils talk about the instruments in Activity 1. Refer them back to the text if they need to check.
- Check answers in open class.

## **Key:** a recorder – wind; b guitar – stringed; c triangle – percussion

## Activity Book, page 16

#### Count and complete the sentences. Think! Thinking skill: classifying

- Ask pupils to point out where the flute is. Ask *How many flutes are there?* (One).
- **Key: 2** pianos, **3** triangles, **4** recorders, **5** guitars, **6** drums

#### Look at Activity 1. Correct the sentences.

- Pupils read sentences and correct them by referring to the picture in Activity 1.
- **Key: 1** There are seven wind instruments. **2** There are ten stringed instruments. **3** There are 16 percussion instruments.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Elicit the following instruments to the board *recorder, guitar, triangle, flute, piano,* and *drum.*
- In pairs, pupils draw their own picture as in AB Activity 1 and include as many instruments as they like. For example, ten recorders, seven drums etc. They then swap pictures with another pair and try to find all the examples of each musical instrument.
- In class feedback elicit full sentences. For example, In Sara and Martin's picture, there are five drums, two pianos etc.

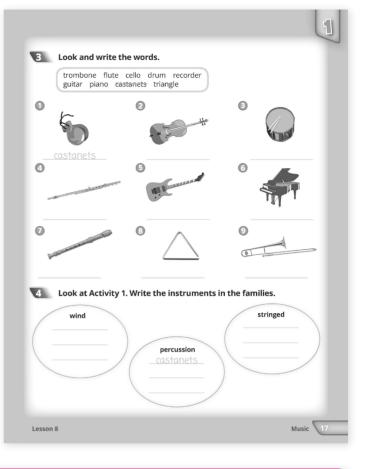
See also Teacher's Resource Book Worksheet 4, p14

#### Extension

- Invite a pupil to the front.
- The pupil mimes playing an instrument. The first pupil to guess the instrument correctly and say its family comes to the front and mimes another instrument.







- to categorise more musical instruments by applying knowledge and experience
- to personalise the topic

#### Language

**New language:** trombone, harp, cymbals, cello, castanets, saxophone

**Recycled language:** What's your favourite ...?

**Receptive language:** *empty plastic bottles, fill, shake* 

#### Materials

plastic bottles, rice, paper, paint

- to do a craft project (make some maracas)
- to practise writing words for musical instruments by labelling pictures

#### **Basic competences**

- Language competence: Pupils talk about musical instruments in English.
- **Social and civic competences:** Pupils work together to complete a project.
- **Sense of initiative and entrepreneurship:** Pupils follow instructions to make some maracas. Then they play them.
- **Learning to learn:** Pupils reflect on what they've learnt from the unit and become aware of what they can do now.

#### Warm-up

- Elicit the three families of instruments (wind, stringed, percussion) and write the words on the board.
- In pairs, pupils write as many instruments as they can remember in each group on a piece of paper.
- Pairs swap papers and check each other's work.
- Elicit the instruments and write them on the board in the three groups.

## Look at the instruments. Which family are they from?

- Read out the names of the instruments. Pupils repeat.
- In pairs, they say which family each instrument belongs to. Do an example with the class, e.g. *Trombones are wind instruments*.
- Check answers with the class and write the categories on the board.

**Key:** trombone – wind, harp – stringed, cymbals – percussion, cello – stringed, castanets – percussion, saxophone – wind

#### 5 Answer the questions.

- Discuss question 1 as a class.
- Supply the English words for the instruments pupils talk about and add them to the groups on the board.
- Pupils discuss question 2 in groups, then as a class.
- Add any new instruments to the categories on the board.
- Pupils copy the new instrument words in their notebooks in the three groups (wind, stringed, percussion).

#### 6 Make some maracas. Project

- Point to the pictures of the children making the maracas. Ask the question *Which musical instrument family are your maracas from?* and elicit *Percussion*.
- Invite individual pupils to read out an instruction under the pictures. Explain any unknown words.
- Hand out the materials and help pupils create their maracas. Encourage fast finishers to help other pupils.
- When they finish, conduct small groups in turn to play their maracas to the class.

## Activity Book, page 17

#### **B** Look and write the words.

• Pupils look at the pictures of musical instruments and use words from the box to label the instruments.

**Key: 2** cello, **3** drum, **4** flute, **5** guitar, **6** piano, **7** recorder, **8** triangle, **9** trombone

## Look at Activity 1. Write the instruments in the families.

- Pupils categorise the musical instruments in Activity 1 according to the family they are from.
- **Key:** wind: flute, recorder, trombone; percussion: (castanets), drum, triangle; **stringed:** cello, guitar, piano

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write the following prompt on the board: *My favourite lesson is ...*
- Give pupils 5 minutes to choose their favourite page from unit 1 in the Pupil's Book.
- Elicit from pupils their favourite lessons, e.g. *My favourite lesson is singing the song about a busy week. My favourite lesson is talking about my favourite day of the week with my friends.*
- Write some examples on the board. Pupils write a sentence about their favourite lesson into their notebooks.

#### Extension

- Ask pupils to describe their maracas to their friends. They can do this in pairs. Elicit some examples, e.g. *My maracas are green and pink*, etc.
- Pupils then each write a description of their maracas.
- **Note:** You could now do the end-of-unit test on Teacher's Book pages 194–195. You could also use the Lesson Culture for unit 1 on page 88 (PB).

## My review (unit 1) [AB p88]

#### Write the days of the week.

- Pupils reorder letters to write the days of the week.
- Key: 1 Monday, 2 Tuesday, 3 Wednesday, 4 Thursday,5 Friday, 6 Saturday, 7 Sunday

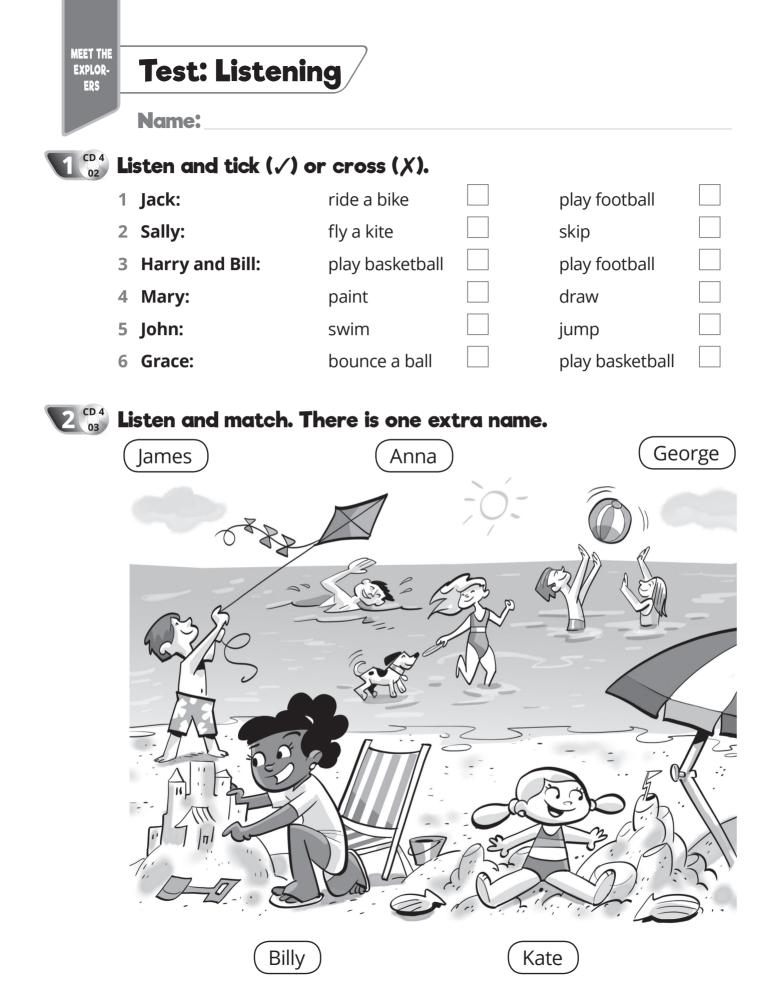
#### 2 Complete the questions. Write the answers.

- Pupils complete questions about what activities they do during the week. They write answers referring to ticks and crosses.
- **Key: 1** you play football, Yes, I do. **2** you listen to music, No, I don't. **3** you fly a kite, No, I don't.

#### **3** Read and colour the face.

- Pupils read the statements and colour the face which is right for them.
- Elicit example sentences from each of the categories. Write the sentences on the board.
- Correct any mistakes as necessary and choral drill the sentences with the class.
- Key: Pupils' own answers





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MEET THE EXPLOR-ERS

## **Test: Reading and writing**

Name:



## Read and write t (true) or f (false).

Hil

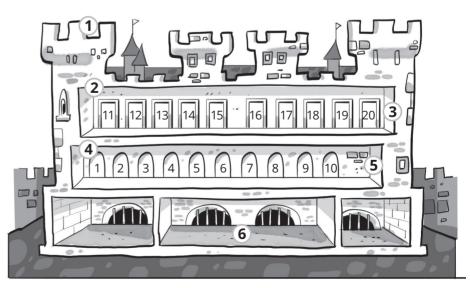
My name is Robert. I've got one sister and one brother. My brother is nine. He's got a red bike. He can ride it to school. My sister is four years old. She's got a harnster - the hamster can jump and run! I've got a rabbit - his name is Rory. He's brown and he's got white ears.

My mum has got dark hair and blue eyes and my dad has got brown eyes. He can play football. My mum can paint.

- Robert has got two brothers. 1
- His brother can ride a bike. 2
- The hamster can't run. 3
- His sister has got a brown rabbit. 4
- His dad hasn't got blue eyes. 5
- 6 His mum can paint.

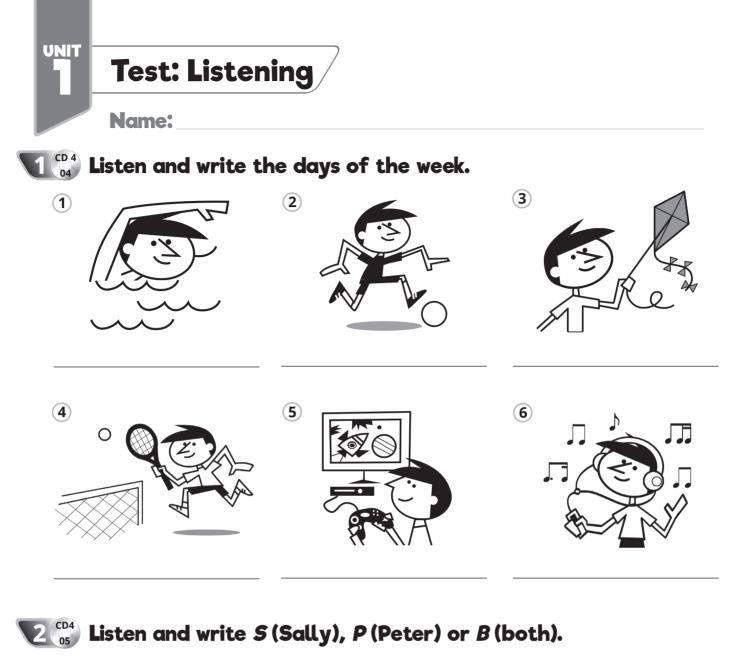
## Write the words.

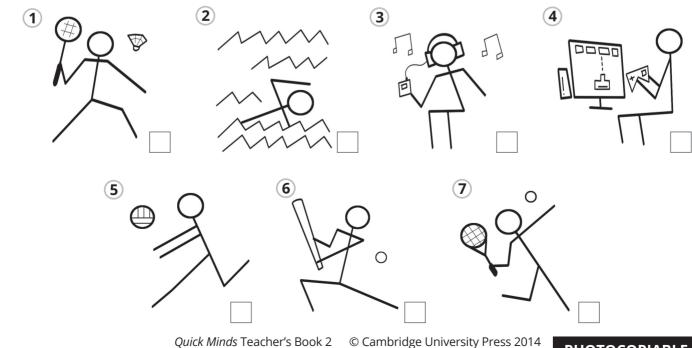
- 1 ca \_\_\_\_\_
- 2 up \_\_\_\_\_
- 3 rooms eleven to
- 4 do \_\_\_\_
- 5 rooms one to
- 6 ba \_\_\_\_\_



#### PHOTOCOPIABLE

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PHOTOCOPIABLE

UNIT

## Test: Reading and writing

Name:



## Read and write Alex, Lucy or Alex and Lucy.

## 

Hi Alex,

I've got a busy week, but I like it. I go swimming on Mondays. And I play football on Wednesdays. I don't go to school on Saturdays – I fly my kite and I play computer games. It's fun. Do you play computer games at the weekend?

Bye! Lucy

#### 

### Hi Lucy,

l've got a busy week too. But I don't go swimming on Mondays - I play football. On Wednesdays I play tennis. And yes, I play computer games at the weekend! But I don't fly kites.

See you soon! Alex

- 1 'I don't go swimming.'
- 2 'I don't fly kites.'
- 3 'I play computer games.'
- 4 'I play football.'
- 5 'I don't go to school on Saturdays.'



## Read and complete.

