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# Map of the course


## The school bag

<b>Vocabulary</b> <b>Numbers:</b> 11 – 20	<b>Grammar</b> <i>How do you spell that?</i>  <b>Revision</b> <i>What's this? It's a ... have got</i>	<b>Story and value</b> <i>The tree on the track</i> Perseverance  <b>Phonics</b> The letter sounds <i>tr, gr</i> and <i>dr</i>		<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Sequencing</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Social and civic</li> <li>Mathematical, science and technology</li> <li>Cultural awareness and expression</li> <li>Sense of initiative and entrepreneurship</li> </ul>
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## 1 Back to school

<b>Vocabulary</b> <b>The classroom:</b> <i>door, bookcase, wall, clock, window, board, cupboard, chair, floor</i>	<b>Grammar</b> <i>There's a (cupboard). There are some (chairs). Where's (the pencil)? Where are (the books)?</i>	<b>Story and value</b> <i>The burglars</i> Teamwork  <b>Phonics</b> The letter sound <i>h</i>	<b>CLIL</b> <b>Maths:</b> Tangrams <b>Project:</b> Make a tangram	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Analysis of forms</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Sense of initiative and entrepreneurship</li> <li>Mathematical, science and technology</li> </ul>
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## 2 The zoo

<b>Vocabulary</b> <b>Animals:</b> <i>zebra, monkey, hippo, parrot, snake, bear, tiger, crocodile</i>	<b>Grammar</b> <i>(He/She) likes / doesn't like (spiders). Does (Mike/Emma) like monkeys? Yes, he/she does. / No, he/she doesn't.</i>	<b>Story and value</b> <i>The zoo keeper</i> Helping people  <b>Phonics</b> The letter sounds <i>ie</i> and <i>y</i>	<b>Skills</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Listening </li> <li>Speaking</li> </ul> <b>Creativity</b> Draw your animal	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Interpreting pictures</li> <li>Matching</li> <li>Hypothesising</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Mathematical, science and technology</li> <li>Sense of initiative and entrepreneurship</li> </ul>
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## ► Review: The school bag, units 1 and 2

<b>Pupil's Book</b> The spelling game Act out at the zoo	<b>Activity Book</b> <b>Culture:</b> Schools <b>Get it right!:</b> The letter sound <i>ie</i>
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## 3 My bedroom

<b>Vocabulary</b> <b>Furniture:</b> <i>lamp, mirror, armchair, wardrobe, sofa, bed, table, mat</i>	<b>Grammar</b> <i>I like this/that (book). I like these/those (books). Is this (hat) yours? Yes, it's mine. / No, it's not mine. Are these (socks) mine? Yes, they're yours.</i>	<b>Story and value</b> <i>Tidy up!</i> Tidiness  <b>Phonics</b> The letter sound <i>oo</i>	<b>CLIL</b> <b>Science:</b> Recycling <b>Project:</b> Make some recycling bins for your classroom.	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Imagining</li> <li>Hypothesising</li> <li>Reflection</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Science and physical education</li> <li>Learning to learn</li> <li>Sense of initiative and entrepreneurship</li> </ul>
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## 4 Come to my party!

<b>Vocabulary</b> <b>The face:</b> <i>eyes, hair, ears, glasses, nose, mouth, face</i>	<b>Grammar</b> <i>He/She's got (dark eyes). Has he/she got (green eyes). Yes, he/she has. / No, he/she hasn't.</i>	<b>Story and value</b> <i>Thunder's party</i> Being a good loser  <b>Phonics</b> The letter sounds <i>a-e, ai</i> and <i>ay</i>	<b>Skills</b> <ul style="list-style-type: none"> <li>Listening </li> <li>Speaking</li> </ul> <b>Creativity</b> Draw your birthday party	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Interpreting pictures</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Sense of initiative and entrepreneurship</li> <li>Mathematical, science and technology</li> </ul>
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## 5 Off we go!

<b>Vocabulary</b> <b>Transport:</b> helicopter, boat, lorry, scooter, bus, skateboard, taxi, motorbike	<b>Grammar</b> <i>I'm (fly)ing (a plane).          I'm not (driv)ing (a bus).          What are you doing?          Are you (fly)ing (a plane)?          Yes, I am. / No, I'm not.</i>	<b>Story and value</b> <i>The bus trip</i> Being generous  <b>Phonics</b> The letter sounds <i>u-e, ew, ue and o-e</i>	<b>CLIL</b> <b>Maths:</b> Measuring <b>Project:</b> Read and measure	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Predicting</li> <li>Mathematical reasoning</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Mathematical, science and technology</li> <li>Sense of initiative and entrepreneurship</li> </ul>
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### ► Review: units 3, 4 and 5

#### Pupil's Book

Quiz time  
The roads and rail tracks game

#### Activity Book

**Culture:** Driving  
**Get it right!:** The letter sound *ay*


## 6 Sports club

<b>Vocabulary</b> <b>Sport:</b> badminton, baseball, basketball, football, hockey, table tennis, tennis, volleyball	<b>Grammar</b> <i>(Flying a kite) is difficult.          difficult, fun, great, boring.          What sport do you like doing? I like playing (hockey).          Me too. / I don't.</i>	<b>Story and value</b> <i>The football club</i> Including people  <b>Phonics</b> The letter sounds <i>o, oa</i> and <i>o-e</i>	<b>Skills</b> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Writing</li> </ul> <b>Creativity</b> Draw your trophy	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Interpreting pictures</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Mathematical, science and technology</li> <li>Sense of initiative and entrepreneurship</li> </ul>
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## 7 In the countryside

<b>Vocabulary</b> <b>Farm animals:</b> mouse, horse, cow, sheep, rabbit, tail, child, chicken, goat	<b>Grammar</b> Irregular plurals: <i>mouse-mice, sheep-sheep, person-people, child-children, woman-women, man-men</i> <i>How many (legs) have (chickens) got? They've got (2 legs).</i>	<b>Story and value</b> <i>We're lost</i> Asking for help when you need it  <b>Phonics</b> The letter sounds <i>z</i> and <i>s</i>	<b>CLIL</b> <b>Science:</b> Animal groups <b>Project:</b> Make an animal group display	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Interpreting pictures</li> <li>Classifying</li> <li>Organizing information</li> <li>Matching</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Mathematical, science and technology</li> <li>Science and physical education</li> <li>Sense of initiative and entrepreneurship</li> </ul>
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## 8 Amusement park

<b>Vocabulary</b> <b>Amusement park:</b> ride a roller coaster, ride a horse, win a prize, buy chips, drink lemonade, throw a ball, eat a burger	<b>Grammar</b> <i>I'd like to (drink a lemonade).</i> Revision of the cycle	<b>Story and value</b> <i>Bad apples</i> Being honest  <b>Phonics</b> The letter sounds <i>w</i> and <i>wh</i>	<b>Skills</b> <ul style="list-style-type: none"> <li>Reading </li> </ul> <b>Creativity</b> Draw your fair	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>Matching</li> <li>Analysis of statements</li> </ul>	<b>Basic competences</b> <ul style="list-style-type: none"> <li>Language</li> <li>Cultural awareness and expression</li> <li>Social and civic</li> <li>Mathematical, science and technology</li> <li>Learning to learn</li> </ul>
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### ► Review: units 6, 7 and 8

#### Pupil's Book

Sports poster  
Quiz time

#### Activity Book

**Culture:** Summer fête  
**Get it right!:** The letter sound *w*

### ► Culture: units 1 - 8

### ► I can do: units 1 - 8

# Introduction

## About Quick Minds

### What is Quick Minds?

*Quick Minds* is a six-level English course for primary school. 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 six 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).

The teaching notes include advice about what to do with larger class sizes, and ideas to support the pupils learning at home (in the Home-school link box).

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:

- **Picture dictionary** and **Self-evaluation** in the Activity Book
- **Review sections** usually 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
- **Reinforcement** and **Extension worksheets** in the Teacher's Resource Book
- **Culture** section
- **I can do** section.

### Building solid foundations

*Quick Minds 2* 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. *Quick Minds* syllabus covers:

- Cambridge English: Starters by the end of *Quick Minds 3*
- Cambridge English: Movers by the end of *Quick Minds 6*

There is a gradual approach to reading in Level 1:

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

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 2*, 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 superhero characters in school and play contexts parallel to the pupils' own experiences, 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 fair play, waiting your turn and helping each other.





# 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

The pupils meet four Super Friends with engaging super powers: Whisper can talk to animals, Misty can make herself invisible, and Thunder and Flash have superhuman strength and speed respectively. These powers enable them to take the pupils on exciting adventures through which all four language skills are practised and developed.

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.

## Songs and chants

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning 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 2* 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 2* 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 2* provides a gentle introduction to reading and writing through a progressive approach. It is carefully staged and divided into the three stages of the year:

- In stage 1 (Units The school bag to 2), pupils write single words and complete single words in a sentence
- In stage 2 (Units 3 to 5), pupils can trace and write a simple sentence in answer to question or as a writing task
- In term 3 (Units 6 to 8), pupils write short paragraphs usually following a model text.

The Activity Book also provides plenty of tracing and writing activities in stages 2 and 3, supporting pupils as they develop their writing skills.



# Pupil's components



## Pupil's Book

The Pupil's Book contains:

- An introductory unit which introduces the characters Whisper, Thunder, Misty and Flash and presents or revises greetings, colours, classroom instructions and numbers 11-20
- Eight core units (8 pages) with an easy-to-use single-page lesson

format rounding off with **Review sections** after every three units.

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
- A memorable chant to practise the 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 Super Friends 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:

- **Learn and think** 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
- **Skills** 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.



## Pupil's online interactive activities

These complement the Pupil's Book and are intended for pupils to use at home. They can be accessed at [publishing.linguist.ua/quickmindsapp](http://publishing.linguist.ua/quickmindsapp). Offering language

reinforcement and consolidation while the pupils also have fun, features include:

- Interactive games and activities
- The Pupil's Book stories brought to life with high-quality animation
- The Pupil's Book songs with karaoke versions for the pupils to record and play back their own voice
- Video activities with real-life clips.



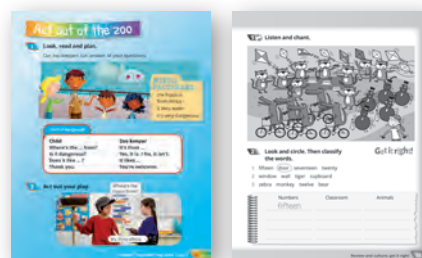
## Activity Book

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

- Reading, matching and colouring puzzles, written practice at word level, listening input and opportunities for oral work
- **Values** A values activity for

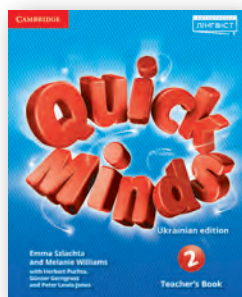
each unit drawn from the message in the Pupil's Book story

- **Do that!** 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 **Get it right!** to reinforce problematic linguistic areas for Ukrainian speakers
- A full-colour **Picture dictionary** which guides pupils to label the core vocabulary from each unit as an additional record of learning.



- A self-evaluation section: **Super me** encourages pupils to reflect on their learning in a fun, simple way.

# Teacher's components



## Teacher's Book

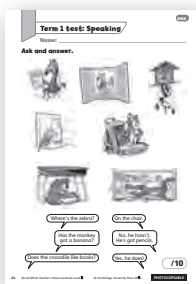
Each page of teaching notes features the Pupil's Book and Activity Book pages and in addition:

- 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 pre-reading/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

The 88 picture Flashcards cover all the core vocabulary.

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



## 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.

The full audio to the Pupil's Book, Activity Book and Tests can be downloaded here: [publishing.linguist.ua/quickmindsapp](http://publishing.linguist.ua/quickmindsapp).



## Tour of a unit

*Quick Minds 2* begins with an introductory six-page Unit in both the Pupil's Book and the Activity Book. This presents the Super Friends characters and consolidates greetings, colours, numbers 11-20 and classroom instructions.

There are then eight 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, as well as including a chant, 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 two-three core hours (or two-three 35-45-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 line or two of 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 a simple and memorable chant.
- 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 non-linguistic response such as numbering, ticking, circling.
- **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 begin with more receptive tasks in the early units, building to more active production at word level. They also sometimes include listening.



### Lesson 3 Song

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, using the pictures to help them 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 the use of the CD.



### 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.

## 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.



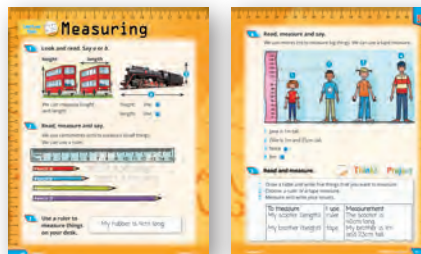
The clear and expressive illustrations invite the pupils to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teacher's notes first suggest ways of reviewing the characters and the story.
- In Units 1–5, the pupils only listen to the story, which is brought off the page with clear character voices and sound effects to help them follow the action. From Unit 6 onwards, pupils listen and read.
- The **Reinforcement activity** in Lesson 5 is always a role play in groups to practise the story.
- The optional **Extension activity** in Lesson 5 is always 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 presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The pupils circle the picture which shows the same value as the story.
- After the values discussion, 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 (odd 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 in a drawing and writing or speaking activity.

## Lesson 8 (odd 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).



### 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'.



### TPR action sequences

- The corresponding Lesson 8 in the Activity Book involves TPR action sequences.
- The pupils hear a sequence of sentences telling a simple story, which they act out with simple language.
- They consolidate their learning by giving and acting out individual instructions with a friend.

## Lessons 7 and 8 (even units)

### Skills Skills work



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.

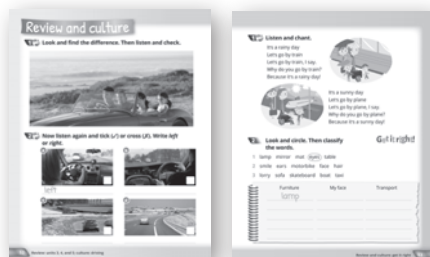
- The lesson usually introduces the topic and presents words which the pupils use actively but which are not core vocabulary.
- The pupils then have an opportunity to apply the knowledge, developing their thinking skills.
- A creative project to be done as a whole class, in groups or individually rounds 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 Pupils' Book Review pages usually appear after every three units. The units feature different activity types: board games to

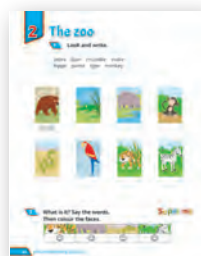
be played in small groups encourage oral production of the language and quizzes provide revision in a fun format.



- 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 double-page 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 English-speaking country. The **Get it right!** section focuses on a pronunciation

point in a fun chant, as well as offering pupils the opportunity to reflect on their learning through a task reviewing key vocabulary from the previous three units.



### Picture dictionary and Super me

The **Picture dictionary** section at the back of the Activity Book gives the pupils the chance to review core vocabulary from the unit. This can be used at the end of a unit. In Units 1–5 there are pictures with words under them so that pupils can trace

over them. This gives pupils the support they need to practise forming the letters. In Units 7–8 pupils match the words with the pictures and write the word independently beneath the picture.

In the **Super me** section, pupils look at part of the picture and say the word. If they can work out the word, they colour in the smiley face beneath it. This gives pupils the opportunity to evaluate their own progress.



### Culture

The **Culture** section at the back of the Pupil's Book (pages 80 – 87) 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.



### 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 88 – 95).

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 2

## 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 pair-work activities is also a good way of encouraging pupils of differing abilities to work together.

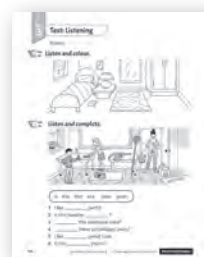
Every lesson in the Teacher's Book closes with an Optional activities box, offering both a **Reinforcement activity** and an **Extension activity**.

## Effective use of L1

With young learners, it is helpful to establish an English-speaking 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 a discussion of more abstract concepts is 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 176-193) which evaluate the core vocabulary and structures through listening, reading and simple writing activities such as sentence completion. The audio for these is on CD 4, tracks 1 to 13.



**Term tests** are provided at the back of the Teacher's Resource Book (pages 57-80).

For more detailed information about these tests see Teacher's Resource Book page 50. The audio for these is on CD 4 tracks 14 to 26.



For pupils, a **Picture dictionary** at the back of the Activity Book (pages 80-88) offers unit vocabulary revision, and **Super me** tests pupils' memory of the presented vocabulary, encouraging them to reflect on their learning.

# The school bag

## Lesson 1

**The school bag**

1 Listen and look. Then listen and find numbers 11–20.

2 Listen and chant.

3 Ask and answer.

How many computer games? 11

4 Numbers 11–20 eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Lesson 1

**The school bag**

1 Look and count. Then write the numbers.

1 twenty socks 4 pens  
2 shoes 5 dolls  
3 cars 6 books

4 Numbers 11–20 Lesson 1

### Objectives

- to review the characters
- to review items in pupils' school bags
- to present and practise numbers 11–20
- to practise saying a chant for pleasure

### Language

**New language:** numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty; computer games, cars, school bag, What a mess!, photos

**Recycled language:** bananas, pencils, rubbers, books, apples

### Materials

CD, Flashcards (numbers eleven – twenty) 1–10, Wordcards 1–10, Teacher's Resource Book (optional)

### Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

### Basic competences

**Language competence:** Pupils ask and answer about objects.

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

**Mathematical competence:** Pupils practise numbers 11–20.

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

### Home-school link

- Online interactive activities: spinning game

## Lesson 1

### Pupil's Book, page 4

#### Warm-up

- Look at the picture in the Pupil's Book.
- Elicit the names of the characters (Whisper, Thunder, Misty and Flash).
- Ask what their special powers are (Whisper talks to animals, Thunder and Flash have superhuman strength and speed, and Misty can make herself invisible).

#### Presentation

- Hold up each flashcard in turn. Say the number for pupils to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard with its corresponding wordcard for pupils to say the number in chorus.
- Stick the flashcards with their wordcards on the board or around the room.

#### 1 Listen and look. Then listen and find the numbers 11–20.

- Pupils look at the picture in their Pupil's Books.
- Elicit who they can see (the four Super Friends) and where they are (outside in their town).
- Play the recording.
- Pupils point to the objects when they hear them.
- Play the recording again. Pupils repeat the numbers.
- Pupils practise pointing and naming in pairs.

#### CD1 Track 02

**Misty:** Hi, Thunder.

**Thunder:** Hi, all. Look at my new school bag. Ouch!

**Misty:** Carefull

**Thunder:** Oh. What a mess!

**Whisper:** Here you are. Your books, your apples, your pencils ...

**Thunder:** Let me check: eleven computer games, eighteen rubbers, twenty bananas, twelve apples, nineteen pencils, seventeen cars, thirteen books ... And my photos? Where are my fourteen photos?

**Flash:** Look! The dog!  
Now say the words.

- 1 eleven computer games
- 2 twelve apples
- 3 thirteen books
- 4 fourteen photos
- 5 fifteen birds
- 6 sixteen trees
- 7 seventeen cars
- 8 eighteen rubbers
- 9 nineteen pencils
- 10 twenty bananas

#### 2 Listen and chant.

- Play the recording. Pause the recording if necessary to allow pupils time to repeat after each number.
- Play the recording again straight through and pupils repeat.

#### CD1 Track 03

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

#### 3 Ask and answer.

- Demonstrate using the example.
- Do one more example, eliciting the answer from the class.
- Pupils work in pairs, asking and answering.

### Activity Book, page 4

#### 1 Look and count. Then write the numbers.

- Pupils look at the picture and count the items.
- They write the number of each item in words.

**Key:** 2 eleven, 3 seventeen, 4 sixteen, 5 eighteen, 6 thirteen

## OPTIONAL ACTIVITIES

### Reinforcement

- Get a collection of objects from your classroom: pencils, pens, rubbers, books and coloured pencils. Make sure you have a different number of each object, e.g. four pencils, eleven pens.
- Put all the objects on a table.
- Tell pupils they have 30 seconds to come and look at the items in groups. When the time is up, cover the items with a cloth.
- Pupils try to remember how many of each item they saw.
- Pupils can draw the items in their notebooks and write the words if they are able to.

 See also *Teacher's Resource Book Worksheet 1, p7*

### Extension

- Put pupils into pairs or groups.
- Write up some words from the lesson on the board, in jumbled letter order.
- Pupils work together in their groups or pairs to put the letters in the correct order to make the words.



**1** <sup>CD 1</sup> Listen and write the numbers.

11 12 13 14 15 16 17 18 19 20

**1** I've got 13 pens.

**2** I've got 14 carrots.

**3** I've got 15 caps.

**4** I've got 16 dolls.

**2** <sup>CD 1</sup> Listen and say.

**Grammar focus**  
Have you got a pencil?  
Yes, I have. I've got 13 pencils! / No, I haven't.

**3** Play the guessing game.

Have you got a book?  
Yes! I've got ...  
12!

Lesson 2 Questions and answers with have got 5

**1** <sup>CD 1</sup> Listen, read and tick (✓).

1 Have you got 15 rubbers?  
Yes, I have. ☒ No, I haven't. ☐

2 Have you got 11 bags?  
Yes, I have. ☐ No, I haven't. ☐

3 Have you got 17 pencil cases?  
Yes, I have. ☐ No, I haven't. ☐

4 Have you got 12 pens?  
Yes, I have. ☐ No, I haven't. ☐

5 Have you got 19 rulers?  
Yes, I have. ☐ No, I haven't. ☐

**2** Count and write.

1 20 pencils

2 3 4

Lesson 2 Questions and answers with have got 5

### Objectives

- to review numbers 1–20
- to present and practise *Have you got ... ?*
- to practise listening for specific information

### Language

**New language:** questions and answers with *have got*:  
*Have you got ... ? Yes, I have / No, I haven't, I've got ... , numbers 11–20*

**Recycled language:** cap, doll, pen, carrot, ruler, pen, pencil

### Materials

CD, Teacher's Resource Book (optional)

### Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

### Basic competences

**Language competence:** Pupils say numbers 11–20.

**Mathematical competence:** Pupils practise numbers 11–20.

**Social and civic competences:** Pupils work together to play a game.

### Home-school link

- Online interactive activities: catching clouds game

## Pupil's Book, page 5

### Warm-up

- Tell pupils they are going to play 'Number bingo'.
- Draw a grid on the board with nine boxes.
- Pupils copy the grid into their notebooks.
- Tell pupils to choose numbers between 1 and 20 to write in the boxes.
- Say a number. Pupils cross the number out if they have it.
- Continue saying any number between 1 and 20.
- The first pupil to cross out all the numbers shouts *Bingo!*

### 1 <sup>CD1 04</sup> Listen and write the numbers.

- Look at the pictures as a class.
- Check the items the children are holding.
- Ask pupils to write number 1-4 in a column in their notebooks.
- Play the recording for number 1 and do the example as a class. Pupils write the number 13 near number 1 in their notebooks.
- Play the recording. Pupils do the task.
- Pupils check in pairs.
- Play the recording again and check as a class.

#### CD1 Track 04

1

**Girl:** Have you got a pen?

**Boy:** Yes! I've got 13 pens!

2

**Girl:** Have you got a carrot?

**Boy:** Yes! I've got 12 carrots.

3

**Boy:** Have you got a cap?

**Girl:** I've got 11 caps!

4

**Girl:** Have you got a doll?

**Boy:** Yes! I've got 17 dolls!

**Key:** 2 12, 3 11, 4 17

### 2 <sup>CD1 05</sup> Listen and say.

**Note:** When the CD script appears on the Pupil's Book page, as here, it is not duplicated in the Teacher's Book.

- Play the question.
- Pupils repeat.
- Do the same for the other sentences.
- Pupils practise saying the sentences in pairs.

### 3 Play the guessing game.

- Demonstrate the activity using the example on the Pupil's Book page.
- Check pupils know what to do.
- Pupils write numbers on each other's backs, guessing what they are.

## Activity Book, page 5

### 1 <sup>CD1 06</sup> Listen, read and tick (✓).

- Pupils listen to the dialogue on the recording, read the sentences and tick the correct answer in each case.

#### CD1 Track 06

**Girl:** Have you got fifteen rubbers?

**Man:** Yes, I have. Here you are!

**Girl:** Have you got eleven bags?

**Man:** Eleven? No, I haven't. I'm sorry! Not eleven.

**Girl:** Well, have you got seventeen pencil cases?

**Man:** Seventeen? No, I haven't. Not seventeen.

**Girl:** OK. Have you got twelve pens?

**Man:** Yes, I have. Here you are.

**Girl:** Good. Have you got nineteen rulers?

**Man:** Nineteen? Really? Just a moment ... Yes, I have.

**Girl:** Thank you.

**Key:** 2 No, I haven't. 3 No, I haven't. 4 Yes, I have. 5 Yes, I have.

### 2 Count and write.

- Pupils count the number of items and write the total under each picture.

**Key:** 2 16 notebooks, 3 18 books, 4 13 caps

## OPTIONAL ACTIVITIES

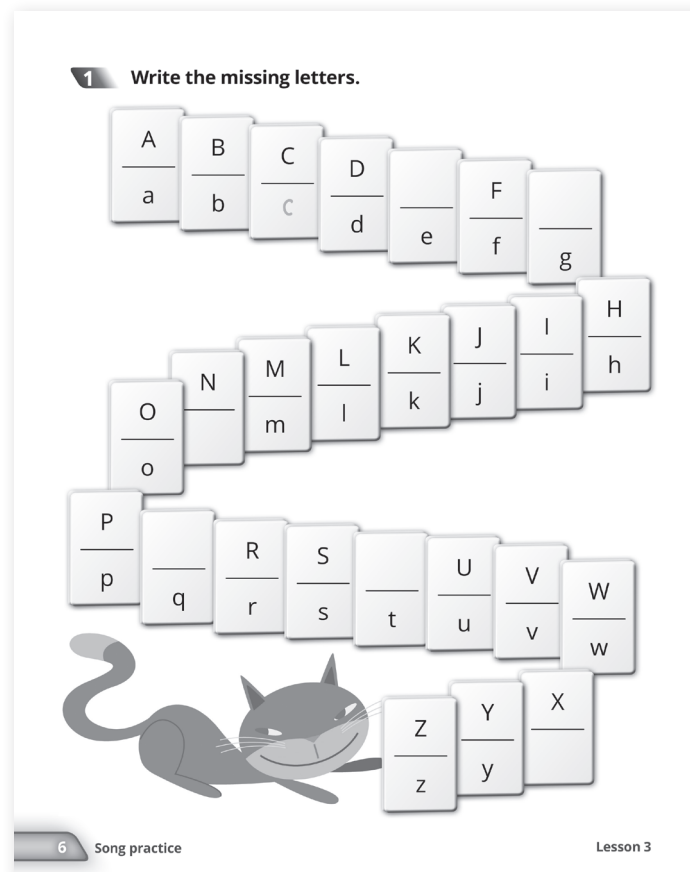
### Reinforcement

- Put pupils into pairs.
- Tell pupils to look at page 5 of their Activity Books.
- Pupils look at Activity 1 and read the questions and correct answers in pairs.

*See also Teacher's Resource Book Worksheet 2, p8*

### Extension

- Put pupils into pairs.
- Write *Have you got ...?* on the board.
- Encourage pupils to ask you a question using *Have you got ...?* Look on your desk and answer.
- Pupils ask and answer in pairs.



- to present the alphabet
- to sing a song with the class

**Recycled language:** *Let's sing and dance, sing with me*

CD, alphabet cards: one for each letter of the alphabet (write the capital letter on one side and the small letter on the other), Teacher's Resource Book (optional)

- Karaoke song
- Interactive Flashcards and Wordcards

**Cultural awareness and expression:** Pupils sing together as a class.

- Online interactive activities: karaoke song



## Lesson 3

### Pupil's Book, page 6

#### Warm-up

- Call to the front of the class four pupils whose names start with the first four letters of the alphabet. If this sequence is not possible, any four-letter sequence of the alphabet, e.g. *d, e, f, g*, will do.
- Stand the pupils in alphabetical order according to the first letters of their names. Say their names, repeating the first letter, e.g. *Antonia, A; Bruno, B*.
- Tell pupils the lesson is about the alphabet.

#### 1 Listen and sing.

- Stick the alphabet cards around the room, capital letter side showing. Group them as in the Pupil's Book activity.
- Point to each card in turn, saying the letter for pupils to repeat.
- Repeat two or three times.
- Play the recording. Pupils follow the song in their Pupil's Book.
- Play the recording again, in sections. Pupils repeat.
- Use the karaoke version of the song (CD1, track 08) for pupils to sing in groups.

#### CD1 Track 07

A, B, C, D, E, F, G,  
H, I, J, K, L, M, N,  
O, P, Q, R, S,  
T, U, V, W, X, Y, Z  
The alphabet,  
The alphabet.

#### 2 Say the alphabet.

- Point to letters of the alphabet in sequence around the room for pupils to repeat. Then choose letters at random.
- Pupils work in pairs. They do the same, but use the alphabet in their Pupil's Books, taking turns to say the letters.
- Monitor to check they are saying the letters correctly.
- Turn over the alphabet cards so that the small letters are showing.
- Point to the letters again, saying them in sequence for pupils to repeat.

### Activity Book, page 6

#### 1 Write the missing letters.


- Pupils read the alphabet and write in the missing letters, either the capital letter or the small letter.

**Key:** E, G, n, Q, T, x

### OPTIONAL ACTIVITIES

#### Reinforcement

- Hand out the alphabet cards at random to pupils around the room.
- Invite the 26 pupils to come to the front and arrange themselves in alphabetical order.
- For smaller classes, use only some of the alphabet cards.
- Do the activity once with capital letters and again with small letters.
- Repeat.

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

#### Extension

- Make groups of six pupils.
- Pupils arrange themselves in alphabetical sequence of the first letter of their names.
- Have other groups check that each group's sequence is correct.
- Put pupils into new groups of six and repeat.

**1** <sup>CD 1</sup> Listen and match.

**1** **2**

a R-U-B-B-E-R

b P-E-N-C-I-L

**2** <sup>CD 1</sup> Listen and say.

**Grammar focus**

What's this?  
How do you spell that?

It's a ruler.  
R-U-L-E-R.

**3** Ask and answer.

How do you spell notebook?

N-O-T-E-B-O-O-K.

Lesson 4

Spelling 7

**1** <sup>CD 1</sup> Listen and tick (✓) or cross (X).

**2** <sup>CD 1</sup> Listen and number the picture. Then write.

a b c d e

What's this?

1 It's a lizard.

2 It's a \_\_\_\_\_.

3 It's a \_\_\_\_\_.

4 It's a \_\_\_\_\_.

5 It's a \_\_\_\_\_.

Lesson 4

Spelling 7

### Objectives

- to present and practise *What's this?* and *How do you spell that?*
- to give pupils practice in listening for specific information
- to give pupils further speaking practice of the language

### Language

**New language:** *What's this? How do you spell that?*

**Recycled language:** ruler, rubber, pencil, notebook, kite, jacket, lizard, shell, sandwich

### Materials

CD, Flashcards (numbers eleven–twenty): 1–10, Wordcards 1–10

### Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

### Basic competences

**Language competence:** Pupils ask and answer simple questions.

**Social and civic competences:** Pupils work together to ask about and spell words from a picture.

### Home-school link

- Online interactive activities: Popping balloons game

## Pupil's Book, page 7

### Warm-up

- Demonstrate the activity for the pupils.
- Spell a number, e.g. *S-i-x*.
- Pupils write the number in figures (6).

### 1 <sup>CD1 09</sup> Listen and match.

- Look at the picture with pupils.
- Make sure pupils know what to do.
- Play the recording.
- Pupils match numbers 1-2 with letters a-b in their notebooks.
- Play the recording again and check as a class.

#### CD1 Track 09

**Girl:** What's this?

**Boy:** A rubber.

**Girl:** How do you spell that?

**Boy:** R-U-B-B-E-R.

**Girl:** And what's that?

**Boy:** A pencil.

**Girl:** How do you spell that?

**Boy:** P-E-N-C-I-L.

### 2 <sup>CD1 10</sup> Listen and say.

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

### 3 Ask and answer.

- Demonstrate the activity using the example on the Pupil's Book page.
- Do one more example with *pen*, eliciting the answer from the class.
- Pupils work in pairs, asking and answering.
- At the end, check any problems with pronunciation of letters.

## Activity Book, page 7

### 1 <sup>CD1 11</sup> Listen and tick (✓) or cross (X).

- Pupils listen to the letters on the recording.
- They tick the letters they hear and cross the letters they do not hear.

**Key:** 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 X, 7 X, 8 ✓

#### CD1 Track 11

o, c, g, f, d

### 2 <sup>CD1 12</sup> Listen and number the picture. Then write.

- Pupils listen to the dialogues on the recording and number the pictures in the order in which they are mentioned.
- Then they write the word for each item below.

#### CD1 Track 12

1

**Boy:** What's this?

**Girl:** It's a lizard.

**Boy:** How do you spell that?

**Girl:** L-I-Z-A-R-D.

2

**Boy:** What's this?

**Girl:** It's a shell.

**Boy:** How do you spell that?

**Girl:** S-H-E-L-L.

3

**Boy:** What's this?

**Girl:** It's a sandwich.

**Boy:** How do you spell that?

**Girl:** S-A-N-D-W-I-C-H.

4

**Boy:** What's this?

**Girl:** It's a kite.

**Boy:** How do you spell that?

**Girl:** K-I-T-E.

5

**Boy:** What's this?

**Girl:** It's a jacket.

**Boy:** How do you spell that?

**Girl:** J-A-C-K-E-T.

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

2 shell, 3 sandwich, 4 kite, 5 jacket

## OPTIONAL ACTIVITIES

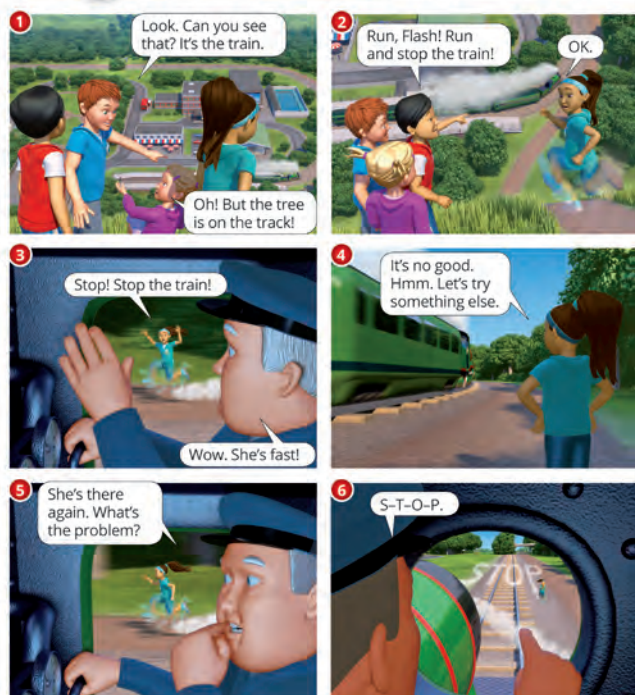
### Reinforcement

- Using the flashcards, hold up one at a time and ask *What's this?*
- Elicit the answer chorally.
- Ask *How do you spell that?*
- Encourage the pupils to spell out the word chorally. Confirm with the wordcards.
- Encourage pupils to repeat letters they have problems with.

### Extension

- Do a mini spelling test.
- Choose five words from the unit.
- Ask *How do you spell ... ?*
- In pairs, pupils write the word in their notebooks.
- Pupils check their spellings with another pair.
- Check the answers as a class. Pupils can come to the board and write the words.

## 1 The tree on the track



8 Reading for pleasure; value: perseverance

Lesson 5

### 1 Listen and tick (✓).



### 2 Look and match.

Think!



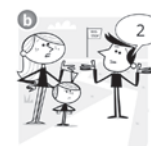
a It's no good.

b Run, Flash! Run and stop the train!

c No problem.

d S-T-O-P.

### 3 Match the pictures with the sentences.

☐ It's no good. ☐ Stop the bus! ☐ What does she want?


8 Story practice

Lesson 5

### Objectives

- to review the characters and the story
- to present a picture story
- to review the message from the story
- to practise the story

### Language

**New language:** track, fast, train driver, stop, tree, train

**Recycled language:** language from the story

**Receptive language:** Let's try something else. She's there again.

### Materials

CD

### Digital Minds

- Story animation

### Basic competences

**Language competence:** Pupils listen to a story.

**Cultural awareness and expression:** Pupils act out the story.

**Social and civic competences:** Pupils learn the message of perseverance.

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

### Home-school link

- Online interactive activities: story animation

## Pupil's Book, page 8

## Warm-up

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

1 <sup>CD1</sup><sub>13</sub> The tree on the track

- Use the pictures in the story to support meaning whenever possible.
- Elicit the place the pupils can see in the first picture.
- Pre-teach *track*.
- Play the recording. Pupils listen for what the problem is (a tree on the track) and for how Flash stops the train (she writes *STOP* out of dust).
- Pupils compare their ideas in pairs. Elicit from the class.
- Play the recording again. Pupils listen and repeat.

## Practice

- Play the recording again. Pause after each frame to check understanding. (Pupils can use L1 to talk about some of the things.)

## Activity Book, page 8

1 <sup>CD1</sup><sub>14</sub> Listen and tick (✓).

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

## CD1 Track 14

- 1 **Misty:** But the tree is on the track!
- 2 **Flash:** Stop! Stop the train!
- 3 **Driver:** She's there again. What's the problem?

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

2 Look and match. **Think!**

- Pupils draw lines from the story frames to the matching speech bubbles.

**Thinking skill:** matching

**Key:** 2 a, 3 d, 4 c

## 3 Match the pictures with the sentences.

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

**Thinking skill:** sequencing

**Key:** 1 It's no good. 2 What does she want? 3 Stop the bus!

## OPTIONAL ACTIVITIES

## Reinforcement

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

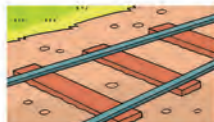
## Extension

- Write some key phrases from the story on the board.
- Elicit from pupils who says them.
- Elicit from pupils other ideas for how Flash can stop the train.





2 Look at the pictures and spell the words.



3 Find who says ... But the tree is on the track!

4 Listen and say.



Troy's grandpa's got a great big green dragon.

Lesson 6

Phonics focus

9

1 Look and tick (✓).

Values



2 Look and write.

Phonics



1 tr ee



2 ocodile



3 get essed



4 andmother



5 have eakfast



6 ush your teeth



7 ain iver

3 Listen, say and check your answers.

Lesson 6

Perseverance; phonics focus

9

## Objectives

- to check pupils' comprehension of the story
- to present and practise consonant blends *tr*, *gr*, *dr*
- to focus pupils on the value of perseverance

## Language

**Recycled language:** language from the story

**Receptive language:** *perseverance*

## Materials

CD

## Digital Minds

- Phonics game

## Basic competences

**Language competence:** Pupils identify the characters from the story.

**Social and civic competences:** Pupils learn the message that perseverance is good through pictures.



## Pupil's Book, page 9

### Warm-up

- Ask questions about the story, e.g. *What is on the track? What does Flash do to stop the train? What does the driver say at the end?*

### 2 Look at the pictures and spell the words.

- Write *train* and *track* on the board, using a red pen for the *tr*, explaining that the two words contain the same sound.
- Pupils repeat *train* and *track* after you.
- Rub the words off the board.
- Pupils spell the words in pairs.

### 3 Find who says ...

- Pupils repeat *But the tree is on the track!* after you.
- Pupils find the speech bubble in the story (frame 1).

**Key:** Misty

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

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

#### CD1 Track 15

tr - tr - tr  
gr - gr - gr  
dr - dr - dr

Troy's grandpa's got a great big green dragon.  
Troy's grandpa's got a great big green dragon!

- Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.
- Pupils take turns to repeat in pairs.

## Activity Book, page 9

### 1 Look and tick (✓). Values

**Value:** perseverance

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

**Key:** Picture 2

### 2 Look and write.

- Pupils look at the pictures and complete the words with a consonant + *r*.

**Key:** 2 cr, 3 dr, 4 gr, 5 br, 6 br, 7 tr, dr

### 3 <sup>CD1</sup><sub>16</sub> Listen, say and check your answers.

- Pupils listen to the recording and repeat the words, focusing on the consonant + *r* sounds.
- They check their answers from Activity 2.

#### CD1 Track 16

1 tree, 2 crocodile, 3 get dressed, 4 grandmother,  
5 have breakfast, 6 brush your teeth, 7 train driver

**Key:** See CD script above.

## OPTIONAL ACTIVITIES

### Reinforcement

- Dictate the sound sentence while pupils write. They check in the Pupil's Book.
- Write *tr*, *gr*, *cr*, *br* and *dr* on the board. Individually or in teams, pupils come to the front and write words starting with the consonant blends.

### Extension

- Focus on the parts of the story where Flash didn't give up.
- Elicit why this value is important and examples of when pupils have persevered with something.

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

**Note:** You could now do the end-of-unit test on Teacher's Book pages 176–177.