

1

In the museum



1



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

1 sword

2 bow and arrow

3 helmet

4 crown

5 necklace

6 belt

7 bracelet

8 shield

9 knight

10 queen



BIG QUESTION

How can we learn about the past?

2



Listen and correct the sentences.

1 There is a helmet on the map.

2 Ben is talking about the helmet.

3 Lucy would like the queen's crown.

4 They go to the dinosaur room.

3

Ask and answer.

Where's the sword?

The knight's carrying it.

Where's the bracelet?

The queen's wearing it.

10

Knights and queens

Learning outcomes:

- to talk about knights and queens
- to give students listening practice
- to review the present continuous



to think about the Big Question *How can we learn about the past?*

New language: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword, map, dinosaur, room*

Recycled language: language from the Welcome Unit, *Egypt, Egyptian, skeleton*

Creative thinking (WB): Engages in activities with fantasy or mystery elements

Cognitive control functions: Working memory

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review clothes

- Write *Clothes* on the board. Brainstorm clothes words with the students.
- Start with clothes they are wearing and then elicit others they remember.

Presentation

Aim: to present knights and queens vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letters in *knight* and *sword*.
- Elicit what students think is happening in the picture.

1 **011** **SB p10** **Listen and say the words. Then check with a friend.**

- Aim:** to practise new vocabulary
- Draw students' attention to the symbol from the map and the unit title. Discuss where Ben and Lucy are in this unit.
 - Play the recording.
 - Students listen to each word and repeat in chorus.

For script see SB p10.

- Play the recording again. Students repeat in groups.
- Students cover the list of new words and practise them in pairs.



How can we learn about the past?

Aim: to encourage students to find out about how we learn about the past

- Read the Big Question. Ask *Where are Ben and Lucy? Why do people go to museums? (To learn about the past.)* Discuss what things Ben and Lucy can learn about in this museum.
- In pairs, students think about other ways they can learn about the past.
- Elicit and discuss ideas as a class.

2 **012** **SB p10** **Listen and correct the sentences.**

- Aim:** to practise listening
- Read the statements aloud with the class.
 - Play the recording. Students listen and correct.
 - Play the recording again. Check with the class. Students call out the incorrect information and substitute it with the correct words.

For script see TB p119.

Key: 1 There is a shield on the map. 2 Ben is talking about the sword and the bow and arrow. 3 Lucy would like the queen's bracelet. 4 They go to the Egyptian room.

3 **SB p10** **Ask and answer.**

Aim: to give students practice with the new vocabulary

- Check students understand the difference between *wear* and *carry*.
- Students practise asking and answering in pairs.
- Students close their books and continue the activity.

1 **WB p10** **Complete the words. Then look and match.**

Aim: to practise writing the new vocabulary

Key: 2 h helmet, 3 a shield, 4 i bow and arrow, 5 b knight, 6 d necklace, 7 g crown, 8 c belt, 9 f queen, 10 j bracelet

2 **WB p10** **Look, read and number the sentences.**

Aim: to give further practice with the new vocabulary

Key: b 2, c 1, d 4

3 **WB p10** **Imagine you are a queen or a knight. What are you wearing? Write sentences.**

Key: to personalise the language

Ending the lesson

Aim: to review vocabulary from the lesson

- Mime one of the new words for students to guess.
- The student who guesses correctly mimes another word.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition.

Learning outcomes:

- to express *must* and *mustn't* for obligation and prohibition

New language: *sign, lead (n), cloakroom, touch*

Recycled language: knights and queens, verbs, chores and routines

Flashcards: 10–19 (knights and queens)

Warm-up

Aim: to review knights and queens vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly. Repeat.
- Elicit which are the silent letters.

Presentation

Aim: to present *must* and *mustn't*

- Give/elicite a school rule, e.g. *Is it OK to use your phone in the classroom?* (No.) *So we say: You mustn't use your phone in the classroom.*
- Say the sentence again for students to repeat and then write it on the board. Write *mustn't* in a different colour.
- Give/elicite another school rule, e.g. *Can you choose to do homework?* (No.) *So we say: You must do your homework.*
- Say the sentence again for students to repeat and then write it on the board. Write *must* in a different colour.
- Elicit other rules with *must/mustn't*.

1  013 **SB p11** Listen and number the pictures.

Aim: to listen and identify examples of *must* and *mustn't*

- Elicit what students can see in the picture in their Student's Book. Pre-teach *sign* and *cloakroom*.
- Play the recording. Students sequence the pictures in the order they hear the rules.
- They compare answers in pairs. Then play the recording again.
- Check with the class.

For script see TB p119.

Key: 4, 6, 3, 7, 1, 8, 2, 5

2 **SB p11** Complete with *must* or *mustn't*. Say the sentences.

Aim: to practise *must* and *mustn't*

- Give students time to read the sentences and match them to the rules in the picture.
- Students complete the sentences. Check with the class.
- Students read the sentences in chorus, then practise in pairs.

Key: 1 *must*, 2 *must*, 3 *mustn't*, 4 *mustn't*

3  014 **SB p11** Watch, listen and say.

Aim: to focus students on grammatical form

- Point to the picture and ask *What is Greg doing? Why is he running?*
- Play the *Greg the gecko* video. Students watch and listen, then watch and read. Ask *Who is waiting for Greg? What is the problem?*
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p11.

4 **SB p11** Play the *Mustn't forget* game.

Aim: to consolidate grammatical form

- Revise chores and daily routines, e.g. *What do you do at home to help your mum and dad?*
- Pre-teach *forget*.

- Mime an action, e.g. *washing up*. The students guess the action and you say, e.g. *That's right. I mustn't forget to wash up.*
- In pairs, students take turns to mime and guess.

1 **WB p11** Look and write the sentences under the pictures.

Aim: to review *must* and *mustn't*

Key: 2 I must do my homework. 3 I must drink more water. 4 I mustn't eat too much ice cream. 5 I must spend time with my grandparents. 6 I mustn't touch my sister's things.

2 **WB p11** Complete with *must* or *mustn't* and a word from the box.

Aim: to give further practice with the new language

Key: 2 *mustn't* shout, 3 *mustn't* drink, 4 *must* keep, 5 *mustn't* buy, 6 *mustn't* use

3 **WB p11** What *must* or *mustn't* you do at home or at school? Write four sentences: two with *must* and two with *mustn't*.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson

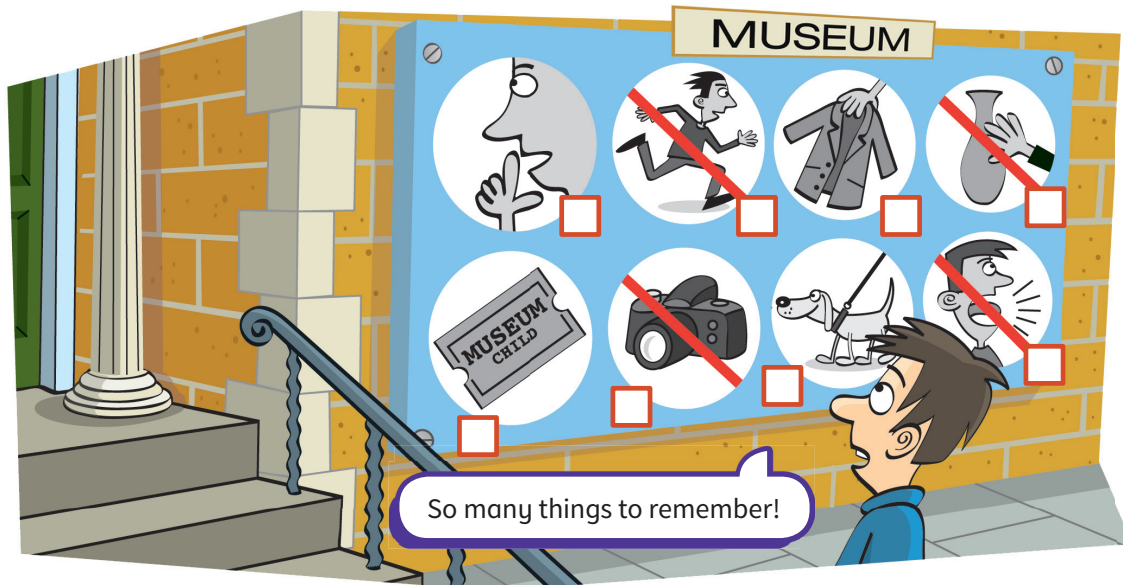
- Elicit the things the boy *must* and *mustn't* do in the museum from SB Activity 1.

Extension activity

Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same/different.

1 013 Listen and number the pictures.



2 Complete with *must* or *mustn't*. Say the sentences.

1 I _____ buy a ticket.

3 I _____ run.

2 I _____ speak quietly.

4 I _____ take photos.

3 014 Watch, listen and say.

Language focus

I **must** leave now.

I **must** walk fast.

I **mustn't** be late.

I **mustn't** slow down.

I **must** hurry.

I **must** get

Gina doesn't want to wait. To the other side of town.



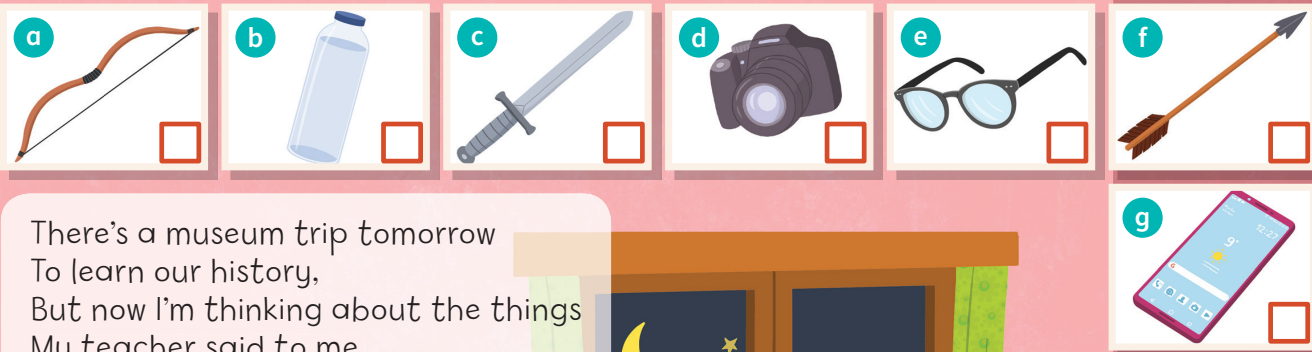
4 Play the *Mustn't* forget game.

Wash up.

That's right. I **mustn't** forget to wash up.



- 1** 015 Listen and tick the things the girl mustn't touch or use. Then sing the song.



There's a museum trip tomorrow
To learn our history,
But now I'm thinking about the things
My teacher said to me.

I mustn't touch the arrows.
I mustn't touch the bows.
I mustn't touch the swords.
There are so many things
to know!

I must listen quietly
To what my teachers say.
I must write 500 words
About the school trip day.

I mustn't take photos.
I mustn't shout or run.
I mustn't use my mobile phone.
I hope it will be fun!

There's a museum trip tomorrow.
It's going to be fun.
I'm going to be a good girl.
We're going to have fun! [x2]



- 2** Complete the rules for your History lesson.

1 You must ... 2 You must ... 3 You mustn't ... 4 You mustn't ...

- 3** Compare your rules with a partner.

In my History lesson you must do your homework.


In my History lesson you mustn't be late.


Learning outcomes:

- to express obligation and prohibition in personalised sentences
- to sing a song with the class


New language: *water bottle, mobile phone, glasses*

Recycled language: knights and queens, verbs

 **Creative thinking:**
Substitutes words and phrases to create new texts

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

 **Critical thinking (WB):**
Sorts and classifies objects and activities according to key features

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

Warm-up

Aim: to review *must* and *mustn't*

- Say *must* or *mustn't*?
- Say six actions one by one, e.g. *I shout in the classroom.*
- Students write a sentence in their notebooks using *must* or *mustn't*, e.g. *I mustn't shout in the classroom.*
- Students compare answers. Elicit and check.

1

015



SB p12

Listen and tick the things the girl mustn't touch or use. Then sing the song.

Aim: to give students practice with listening and to sing a song for pleasure

- Elicit what students can see in the picture in their Student's Book. Pre-teach *water bottle, mobile phone* and *glasses*. Ask *What is the girl thinking about?*

- Play the audio (015). Students cover the lyrics of the song and try to identify the things the girl mustn't touch or use just by listening.
- Students uncover the song lyrics and check.

For song lyrics see SB p12.

Key: a, c, d, f, g

Practice

- Play the video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (016). Practise it with the whole class.
- Students sing in groups with the karaoke version.

2



SB p12

Complete the rules for your History lesson.

Aim: to practise *must* and *mustn't* in personalised sentences

- Point to the prompts and say *must* and *mustn't*.
- Elicit a rule for English class and write it on the board, e.g. *You must speak English.*
- Students work individually. They complete rules for their History class.
- Ensure students write two rules with *must* and two rules with *mustn't*.

3



SB p12

Compare your rules with a partner.

Aim: to consolidate use of *must* and *mustn't* in personalised sentences

- Students take turns reading their sentences in pairs.
- Check ideas with the class. Ask students to read their sentences aloud and check the correct pronunciation of *must* and *mustn't*.

1



WB p12

Remember the song. Match.

Aim: to activate memory skills

Key: *must* – listen quietly, write about the trip; *mustn't* – take photos, use my mobile phone, shout, run

2



WB p12

Complete the song about you. Then draw a picture.

Aim: to create new content from own ideas

3



WB p12

Write the phrases from the box in the correct column. Then add one more to each column.

Aim: to give further practice with *must* and *mustn't*

Key: In class I *must* be polite, help my classmates, be on time, help my teacher; In class I *mustn't* make noise, eat sweets, listen to music on my phone, make a mess

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns to sing the song in groups.

Extension activity

Aim: to give students practice with spelling

- Demonstrate a spelling game. Write a word from the song on the board. Then start a word chain by writing another word that starts with the last letter of the word before it, e.g. *arrows, shout, trip.*
- Students play the spelling game in two or three teams.
- Teams line up and students take turns to come to the board and write a word.
- The team with the most correctly spelled words is the winner.

Learning outcomes:

- to use verbs with direct and indirect objects
- to review imperatives

Recycled language: verbs, nouns, object pronouns

Materials: Classroom objects

Warm-up


Aim: to review imperatives

- Play a game. Give a command, e.g. *Stand up*. Students stand up. Follow this with other positive or negative commands.
- Students do or don't do the action, e.g. *Don't sit down*. Students don't sit down.

Presentation

Aim: to present direct and indirect objects

- Say, e.g. *(Name), give me your pencil, please*.
- Write the command on the board, without the student's name. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: *Give your pencil to me*.
- Give other examples, e.g. *(Name), show (name) your book. Show her your book. Show your book to her*.
- Elicit what students notice about the two versions of each command (the difference in position of the direct and indirect objects).

1  017 **SB p13** Complete the sentences. Listen and check.

Aim: to practise direct and indirect objects

- Students look at the pictures in their Student's Book.
- Check they know what to do. Remind them to use the words in the box.

- Students read the sentences and try to fill in the gaps.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

For script see TB p119.

Key: 1 coats, 2 shield, 3 crown, 4 necklace, 5 swords

2 **SB p13** Where do the words go? Say the sentences.

- Demonstrate the activity. Read the first example and ask *Which word is missing?*
- Elicit the sentence from the class with the missing word in the correct place.
- Students say the sentences in pairs. Check with the class.

Key: 1 Give us the cameras, please. 2 Give me the pencils, please. 3 Give her the apple, please. 4 Give them the sandwiches, please.

3   018 **SB p13** Watch, listen and say.

Aim: to focus students on grammatical form

- Point to the picture and ask questions. *Where is Greg? What is on his plate? What do geckos eat?*
- Play the *Greg the gecko* video. Check answers.
- Play the video again and pause after each verse. Students repeat the verse.
- Play the audio. Students follow in their Student's Book and join in.

For script see SB p13.

4 **SB p13** Play the *Show me* game.

Aim: to give students further practice with direct and indirect objects

- Students look at the pictures and memorise the positions in the grid.
- Then they take it in turns to close their eyes.

- Student A says, e.g. *Show me the sword*. Student B tries to remember where it is and puts his/her finger on it.

1 **WB p13** Circle the correct word.

Aim: to give further practice with the new language

Key: 2 her, 3 us, 4 them, 5 her, 6 him

2 **WB p13** Change the sentences.

Aim: to give further writing practice with the new language

Key: 2 Don't take them. 3 Please don't shout at us. 4 Please don't give it/her any bananas or Please don't give any bananas to it/her.

3 **WB p13** Write two more sentences using direct or indirect objects.

Aim: to give further writing practice with the new language

Ending the lesson

Aim: to review the new language

- Play the *Show me* game in open pairs. Use objects in the classroom. Students don't close their eyes.
- A student says a sentence, e.g. *Show me the board, (name)*. Student B then touches the board.
- Student B then gives a command for another student to carry out.

Extension activity

Aim: to consolidate understanding

- Students write some of the commands from Ending the lesson in their notebooks. For each one they write an alternative, e.g. *Show the board to me*.

1 017 Complete the sentences. Listen and check.

necklace coats
crown swords shield



1 Give us the _____, please.



2 Give him the _____, please.



3 Give me the _____, please.



4 Give her the _____, please.



5 Give them the _____, please.

2 Where do the words go? Say the sentences.

- 1 Give the cameras, please. (us)
- 2 Give the pencils, please. (me)
- 3 Give the apple, please. (her)
- 4 Give the sandwiches, please. (them)

3 018 Watch, listen and say.

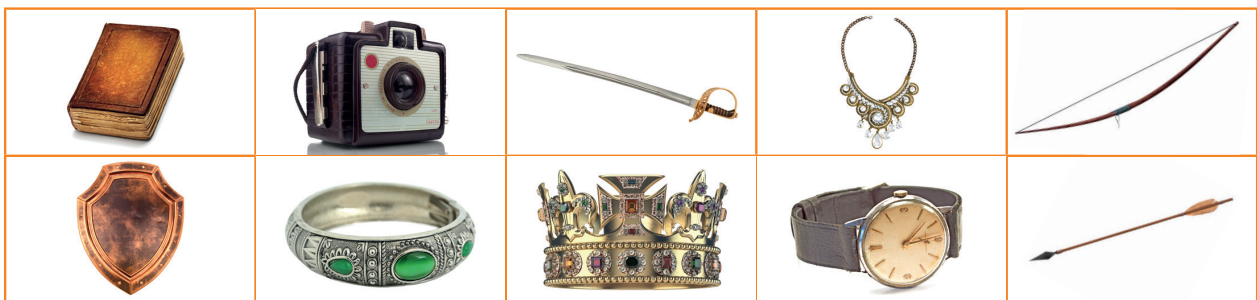
Language focus

Give **him** a fly. Give **them** a fly. Give **me** a fly.
Give **her** a fly. Give **us** a fly.



4 Play the *Show me* game.

Show me the necklace.



The knight



1



▶ What do Ben and Lucy see on the shield?



1

Lucy: Now, let's look for the first line of the rhyme.
Ben: I really hope we can find it here.



2

Ben: Help! That was close!
Lucy: Where did it come from?
Ben: I don't know, but someone is trying to hurt us.



3

Ben: I can't see anyone.
Lucy: Look, there's a knight with a sword.
He's coming after us. Let's run.



4

Ben: Look, this is a good place to hide.
Lucy: I hope the knight doesn't find us.
Ben: Shhh. We mustn't make a noise.



5

Lucy: I've got an idea. Hold the lead. Buster, come here!
Ben: That's it, Buster! Good dog!



6

Ben: That was a brilliant idea.
Lucy: I'm glad it worked. I was very scared.

Learning outcomes:

- to listen to and read a picture story
- to role play a story

New language: *hide, brilliant, I'm glad it worked*

Recycled language: characters and language from the story, knights and queens

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy* and *Buster* on the board.
- Elicit what students remember about them from the Welcome Unit, and Level 3 if appropriate.
- Give prompts if necessary, e.g. *Mr Davidson found a symbol on the statue. It was the same symbol as on the map. It was a diamond shape. They wanted to find the old English king's treasure. They went to the museum first.*

The knight

1



019



SB pp14-15

What do Ben and Lucy see on the shield?

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (in the Egyptian room of the museum).

- Pre-teach *hide*.
- Play the audio. Students listen for who comes after them (a knight) and what they find on the knight's shield (the first line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the audio again. Students listen and repeat.
- Elicit who the knight really was (Horax).

For script see SB pp14–15.

Key: They see the line of rhyme.

Practice

Aim: to check understanding of the story

- Play the whole *Explorers* video. Then play the video again, pausing to check comprehension.
- Check understanding of *brilliant idea* and *I'm glad it worked*.
- Play the video again from start to finish.

1

WB p14

Read the story *The knight* again. Write t (true) or f (false).

Aim: to check comprehension

Key: 2 t, 3 f, 4 t, 5 f, 6 f

2

WB p14

Read and write the words.

Aim: to check understanding of the story

Key: 2 knight, 3 children, 4 going, 5 chase, 6 queen

3

WB p14

Look and match. Then complete the sentences.

Aim: to activate students' knowledge of the world

Key: 2 The owl is from the Nature Museum. 3 The motorbike is from the Science Museum. 4 The shield is from the History Museum. 5 The plane is from the Science Museum. 6 The knight is from the History Museum.

Ending the lesson

Aim: to practise the story

- Put students into groups of four.
- Students each take a role of one of the characters.
- Play the audio. Students repeat in role.
- Students practise the role play in their groups.
- Volunteer groups role play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students draw a picture of a knight in their notebooks and label it.
- Supply any other words they need, e.g. *armour, helmet*.

Learning outcomes:

- to interpret deeper meaning of the story
- to review language from the story and the unit

Recycled language: language from the story

Phonics focus: to recognise the two pronunciations of the *ow* phoneme /aʊ/ and /əʊ/

Warm-up

Aim: to review the story

- Ask questions about the story, e.g. *Where were the friends?* (In the Egyptian room at the museum.) *Who chased them?* (A knight.) *What did they find on the shield?* (The first line of the rhyme.) *Where were Horax and Zelda?* (In the museum too.)

2 SB p15 Answer the questions.

Aim: to focus students on the content of the story

- Play the recording of the story again. Students follow in their Student's Books.
- Make sure students know what to do.
- They look at the story and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Lucy, 2 Ben, 3 Buster, 4 Lucy, 5 Ben, 6 Horax

3 SB p15 Find the crown and arrow in the story.

Aim: to present the two pronunciations of the *ow* sound

- Read out the two pronunciations of the *ow* sound: *crown* (rhymes with *down*) and *arrow* (rhymes with *show*).
- Students find the objects in the story.

Key: Crown: Picture 8, Arrow: Pictures 2 and 3

4 020 SB p15 Listen and say.

Aim: to practise pronunciations of *ow*

- Focus students on the picture and elicit what they can see.
- Play the recording. Students silently read the caption sentence. **Note:** Before hearing the Sound sentence, students will hear the key sounds, with pauses for them to repeat.
- Play the recording again. Students listen and repeat.
- Elicit what the rhyming words are (*now/crown, bow/arrow/window*).
- Focus students on the spelling of the sounds (it is the same).
- Repeat the caption together as a class two or three times. Students practise in pairs.

1 003 WB p15 Listen and write the missing words. Then say with a friend.

Aim: to give students listening practice

Key: 1 That was close, 2 I've got an idea

For script see TB p120.

2 WB p15 Match the sounds and colour the squares yellow or brown.

Aim: to give further practice of the two *ow* sounds

Key: Yellow: bow and arrow, know, window, show, snow; Brown: crown, how, town, now, flower

For script see TB p120.

3 004 WB p15 Listen, say and check your answers.

Aim: to give focused listening practice

Ending the lesson

Aim: to review rhyming words

- Write one of the words from the lesson, e.g. *crown*, on the board. Elicit a word with the same *ow* sound.
- Elicit another word with the *ow* spelling but where the sound is different, e.g. *show*. Elicit a word with the same sound.
- Students work in pairs. They try to think of more words for each sound.
- Elicit and check as a class.

Extension activity

Aim: to encourage creativity

- Focus students on the short dialogues in WB Activity 1.
- Write them on the board. Underline key words (*tree, fell, birthday*).
- Students work in pairs and make up their own dialogues by replacing the underlined words.
- Students role play their dialogues for the class.



Ben: Look! The knight's shield! It's the first symbol!
And there's the line of the rhyme.

Lucy: Let me see. 'Behind the picture in the frame.'
We must write it down.



Zelda: Poor Horax. How do you feel?

Horax: Terrible! I'm going to get those children.

Zelda: And their map.

2 Answer the questions.

Who ...

1 sees the knight first? _____

2 finds a place to hide? _____

3 is on a lead? _____

4 has a brilliant idea? _____

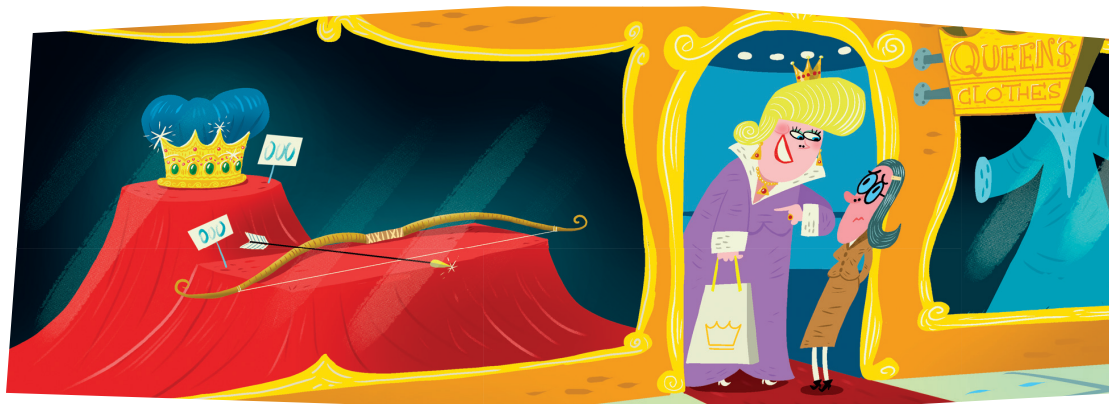
5 sees the shield? _____

6 doesn't feel very well? _____

Phonics

3 Find the crown and the arrow in the story.

4 020 Listen and say.



Now give me the bow, crown and arrow from the window, please.

Skills / Storytime

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

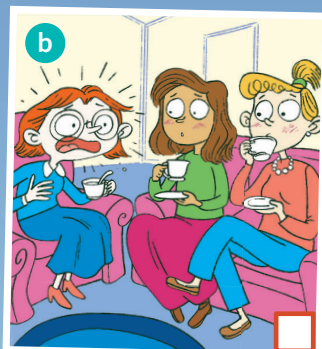
Where can you see ...

- 1 a woman drinking tea and pulling a face?
- 2 a girl looking at some sweets?
- 3 a baby with a green face?
- 4 a dog that can't swim?

2 021 Read and listen. Match the pictures with the stories.

Family Stories

Family stories are important. They help us learn about who we are and where we come from. Every family has a story teller. My Aunt Jill tells lots of great stories about when she was a child. She often talks about my dad (her younger brother), my grandfather and grandmother (her mum and dad), and their dog. Here are four of my favourites.



1 One day, the family went for a walk by the river with their dog. The dog saw some birds near the river. He wanted to get the birds, so he pulled on the lead and my grandpa dropped it. The dog ran. The birds saw him and flew away. The dog tried to stop but he couldn't, so he fell into the river. But he wasn't good at swimming! Grandpa jumped into the water and helped him to get out.

2 When my dad was a baby he always wore green clothes. Green was my grandmother's favourite colour. But Aunt Jill didn't like my dad because everybody wanted to see him, so they forgot about her. Jill liked painting – she painted all day, every day. One day, when her mother was in the kitchen, Jill looked at her baby brother and had a great idea. When her mother came back from the kitchen she almost dropped her cup of tea. Her baby had a green face and he was laughing!

Learning outcomes:

- to practise reading and listening skills

Skills:

- reading and listening for specific information

New language: *pull a face, storyteller, fly away, drop, sugar, salt, terrified*

Recycled language: language from the unit

Value: learning about your family


 **Critical thinking (WB):**

Identifies missing key vocabulary and events from short narrative summaries

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

Aim: to encourage prediction skills

- Tell the students they are going to read some stories about a family. Say they are stories about what a person from the family remembers as a child.
- Elicit students' predictions on what the stories are about.
- Write key words from their guesses on the board.
- Ask *What stories can you remember about your family?*

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

Aim: to use pictures to identify events from stories

- Focus the students on the questions.
- Tell students to look quickly to find the pictures.
- Students compare answers in pairs.
- Check answers with the class. Students show you the different elements in each picture. *Where is the baby with the green head?* etc.

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


2  **21**  **Read and listen. Match the pictures with the stories.**

Aim: to practise listening and reading for specific information

- Play the recording for students to listen and read.
- Tell students to listen for key words from the questions in Activity 1 (dog/swim, baby/green, pull a face/tea, sweets).
- Student match the pictures to the stories. Check answers with the class.
- Check understanding of new language.

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

For script see SB pp16–17.

1  **WB p16** **Read Aunt Jill's stories again. Complete the sentences.**



Aim: to identify missing key vocabulary from the story

Key: 2 swimming, 3 face green, 4 bowl, 5 forgets things, 6 shop

2  **Write t (true) or f (false).**

Aim: to check comprehension

Key: 2 t, 3 t, 4 f, 5 t, 6 t

3   **WB p16** **Read the story again and think. Colour the circles green for yes or red for no.**

Aim: to focus on the value of learning about your family

Key: Green: We can learn a lot about our family history when we listen to family stories. Red: Family stories are boring.

Ending the lesson

Aim: to review the stories

- Focus students on the words from the Warm-up.
- Elicit which words were in the stories and if their predictions were correct.
- Elicit other key words from the stories. Discuss the meanings.

Extension activity

Aim: to discuss the value of learning about your family

- Focus on how the stories show the value of learning about your family.
- Elicit why this value is important and examples of how students do this.

Note: Some of this discussion may need to take place in the students' first language (L1).


Learning outcomes:

- to practise reading and listening skills

Skills:

- reading and listening for detail

Recycled language: language from the stories

 **Critical thinking:** Draws conclusions from given information

Warm-up

Aim: to review the stories and the value

- Elicit the main points of each story and what the value was.
- Ask students if they remember stories like this from their family history.

3  **SB p17** Which stories do these last lines come from?

Aim: to give students practice in reading for detail


- Play the recording of the story again. Students follow in their Student's Books.
- Check students know what to do.
- Tell students to look for key words in the final sentences and scan each story for the same words or other words that are related to them (mother/not happy – mother/pull a face, funny – laugh, wet – water, can I – you can).
- Students work individually and then compare answers in pairs.
- Check with the class.

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

4 **SB p17** What do you think of each story? Compare with a friend.

Aim: to draw conclusions about the stories

- Check students know what to do. Allow them time to think about each story individually.
- Students work in pairs to share their opinions.
- Elicit their ideas and, as a class, draw conclusions about each story. Find out which story was most popular.


5  **022** **SB p17** Listen to another story and answer the questions.

Aim: to give students practice of listening for detail

- Read the questions with the class and ask what kind of information they are listening for.
- Check students know what to do.
- Play the recording of the final story. Tell students to listen for key words associated with information they need.
- Have students check in pairs.
- Play the recording again. Pause after the answer to each question and check with the class.

For script see TB p120.

Key: 1 Ten. 2 At the beach.
3 Because the sun never gets too hot in England. 4 It was pink.
5 He uses sun cream.

1  **005** **WB p17** Peter is telling Sophie about his week. What did he do with these people? Listen and write a letter in each box. There is one example.

Aim: to practise listening for detail

Key: his teacher a, his cousins f, his mother h, his sister d, his friends c

For script see TB p120.

Ending the lesson

Aim: to encourage students to give personal responses to the story

- Elicit more information from different students about each story.
- Ask *What did you like or not like?* Students share ideas.
- Ask students to give reasons for their opinions.


Extension activity

Aim: to encourage personalisation

- Tell students to think about a story they remembered from their family history in the Warm-up.
- Tell them to think about details from the story. Ask *How old were you? Where did the story take place? Who was there? What happened?*
- Students share their stories in groups.

3 One day, when Aunt Jill was about seven, her mother had some friends at the house for a cup of tea. Jill wanted to help, so her mother asked her to get the sugar. Jill went into the kitchen, got the sugar bowl and put it on the table. One of her mother's friends put some sugar in her tea. A few minutes later when the lady drank her tea she pulled a horrible face. The sugar wasn't sugar – it was salt! 'I'm very sorry, I got the wrong bowl from the kitchen,' said Jill sadly.


4 One day, when my aunt was about four, she went shopping with her dad – my grandpa. He is famous in the family because he always forgets things. He got the bread and walked out of the shop. Jill was busy. She was looking at the sweets and didn't see her dad leave. Grandpa was almost home when he remembered Jill. He ran back to the shop, terrified. Jill was still by the sweets. 'Jill,' he said. 'I'm so sorry I forgot you. Are you OK?' Jill looked up happily and said, 'I'm fine. Can I have these sweets, please?'

3  Which stories do these last lines come from?

- a Her mother wasn't very happy. _____ c When he got out he was very wet. _____
 b Luckily, all the women thought it was really funny. _____ d 'Of course you can!' her dad said. _____

4 What do you think of each story? Compare with a friend.

 = I love it.  = It's OK.  = I don't like it.

5  022 Listen to another story and answer the questions.

- 1 How old was Jill in the story?
- 2 Where was the family on holiday?
- 3 Why didn't Jill's dad use sun cream?
- 4 What was her dad's face like when he woke up?
- 5 What does Jill's dad always do now?



Learning outcomes:

- to use known language to answer questions and talk about history in English (objects and events from the past)



to answer the Big Question *How can we learn about the past?* using ideas and vocabulary from the unit

New language: dates (years); *timeline, boat, under the ground, ring*

Recycled language: language from the unit

Critical thinking:
Demonstrates understanding of links between ideas

Critical thinking (WB):
Sorts and classifies objects and activities according to key features

Cognitive control functions:
Cognitive flexibility

Warm-up

Aim: to introduce the topic of history

- Elicit where Ben and Lucy were in the story *The knight* (a museum).
- Ask students what people can learn about in museums (history) and what objects they can find there.
- Tell students they are going to learn about one way for presenting dates of objects and events from the past (a timeline).



SB p18 **Watch and answer.**
How do timelines help us learn about the past?

Aim: to raise students' awareness of timelines

- Play the *Think and learn* video. Ask students what they remember.

- Elicit vocabulary (helmets, jewellery, necklaces, etc.).
- Ask students to watch again and answer the question. Elicit ideas (presenting dates and events in order, etc.).
- Play the video again and check.

For videoscript see TB p120.

1 **023** **SB p18** **Listen and point.**

Aim: to raise awareness of how to say dates

- Point to the dates. Ask *Which dates are from the ancient past? Which dates are from this century?*
- Play the recording for students to point to the dates.
- Play the recording again. Pause after each date. Students repeat the date chorally. Then they practise in pairs.

For script see SB p18.

2 **SB p18** **Look, read and write the years in the timeline.**

Aim: to complete a timeline in sequence

- Point to the dates in the box. Students say them aloud.
- Ask students the chronological order of the dates. *Which date comes first? Which date comes next?* etc.
- Ask students what objects the timeline gives information about.
- Students read the timeline and complete the dates. Check answers with the class.

Key: 600, 1350, 1520, 2010

3 **SB p18** **Look at the timeline again. Answer the questions.**

Aim: to extend students' understanding of the timeline

- Tell students to read the texts in the timeline again.
- In pairs, students answer the questions.
- Check answers with the class.

- Ask *How does the timeline help you find the answers?* Elicit that the way the timeline presents information visually makes it easy to link and understand ideas.

Key: 1 The necklace, 2 The helmet, 3 The ring, 4 The crown, necklace and ring, 5 The crown and the helmet

1 **WB p18** **Read the text and answer the questions.**

Aim: to learn more about timelines

Key: 2 No, 3 No, 4 Events and dates, 5 Pictures, 6 Life cycles of plants and animals, events in stories

2 **WB p18** **Read the text and complete the timeline with the dates and important events.**

Aim: to analyse information on timelines

Key: Roman alphabet invented, 100 CE, Printing invented, 1088 CE, 1440 CE

Ending the lesson

Aim: to review what students have learned in the lesson

- Write the following prompt on the board: *Today I've learnt about ...*
- Elicit what students learned about today, e.g. *timelines and how they present information.*
- Write it on the board. Students copy it into their notebooks.

Extension activity


Aim: to enable students to further apply what they have learned


- Students work individually.
- They write a timeline in their notebooks about their lives. Give suggestions for three or four dates, e.g. when they were born, when they started school, when they started year 4.
- Students check each other's timelines in pairs.


Learning outcomes:


- to talk about history in English
- to enable students to complete a project

Recycled language: history, dates, language from the unit

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

 **Critical thinking (WB):** Identifies missing key vocabulary and events from short narrative summaries


 **Creative thinking (WB):** Participates in 'what if' and 'if only' challenges

 **Cognitive control functions (WB):** Cognitive flexibility

Warm-up

Aim: to review timelines

- Elicit what the timeline was about in the last class. Have students call out the dates on the line.
- Elicit other things students remember about the facts about the timeline.

4  **Look at the timeline. What year do you think these helmets are from? Draw lines.**

Aim: to make predictions about information on a timeline

- Ask *Why do people wear helmets?* Students make suggestions about what the helmets in the pictures are used for.
- Draw attention to the *Super fact!* Ask students what year they think the helmets in the pictures are from.

- Point to the three dates next to the pictures. Tells students to match each of the helmets to one of the dates.
- Students check their predictions in pairs. Encourage them to give reasons for their ideas.

5   **Listen and check.**

Aim: to practise listening for detail

- Before playing the recording, remind students to listen for the specific dates on the timeline.
- Play the recording for students to check their predictions.
- Check answers with the class.
- Discuss who used each helmet and why.

Key: a 2018, b 1969, c 1997

For script see TB p120.


6   **Project**

Think of four things in your house. How old are they? Make a timeline for them.

Aim: to create a timeline


- Students use poster paper and coloured pens to create a timeline.
- Tell students to choose four objects from their home. Students can decide which items to choose. Encourage them to choose a variety of older and newer objects.
- Students draw a line with four points on it for different dates.
- Tell students to draw a picture of each object on the line next to each point, with the oldest on the left and the newest on the right.

- Students label each object with its name and the date they first used it.
- Display the timelines in the classroom.

3  **Look at the timeline. Then complete the text.**

Aim: to analyse information in a timeline

Key: 2 Knights Hospitaller, 3 Order of the Garter, 4 1400s, 5 something important

4  **Imagine you are a king or queen. Make a timeline of people you have made a knight or dame. Write why they have the title.**

Aim: to use imagination to create a new timeline

Ending the lesson

Aim: to review what students have learned in the lesson

- Write on the board: *Today I've ...*
- Elicit what students did today, e.g. *practised listening for dates, made a timeline.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop speaking skills

- In groups or as a class, students take turns to talk about their timelines.
- Each student explains why they chose their four things.
- Students discuss what other things they can put on their timelines.

- 4 Look at the timeline. What year do you think these helmets are from? Draw lines.

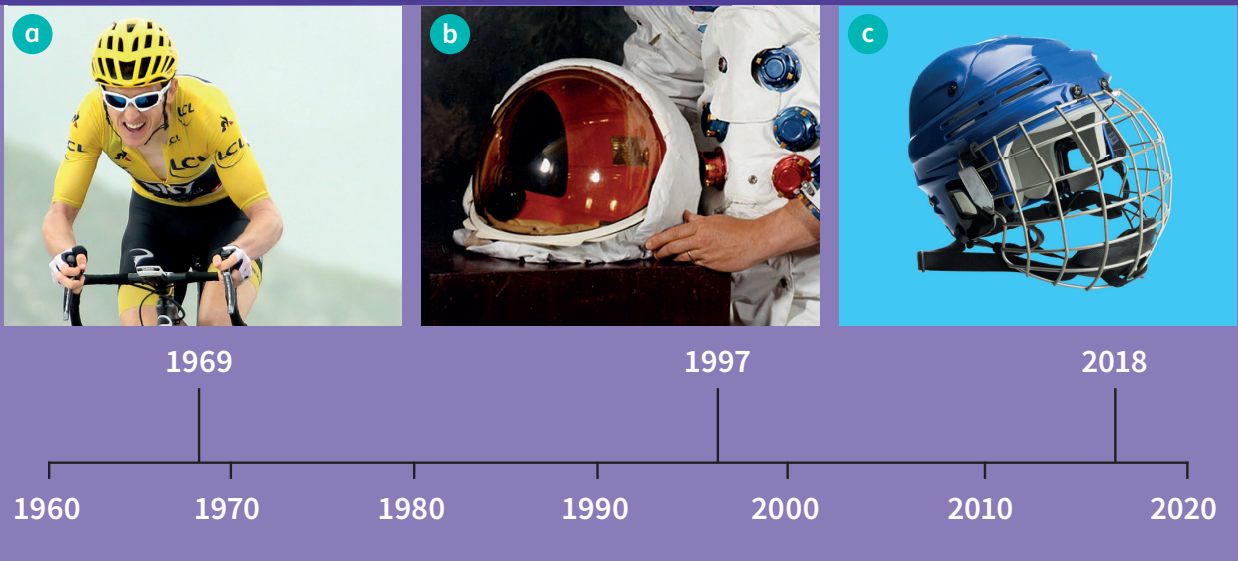


Super fact!

The first bicycle helmet was made in 1975.

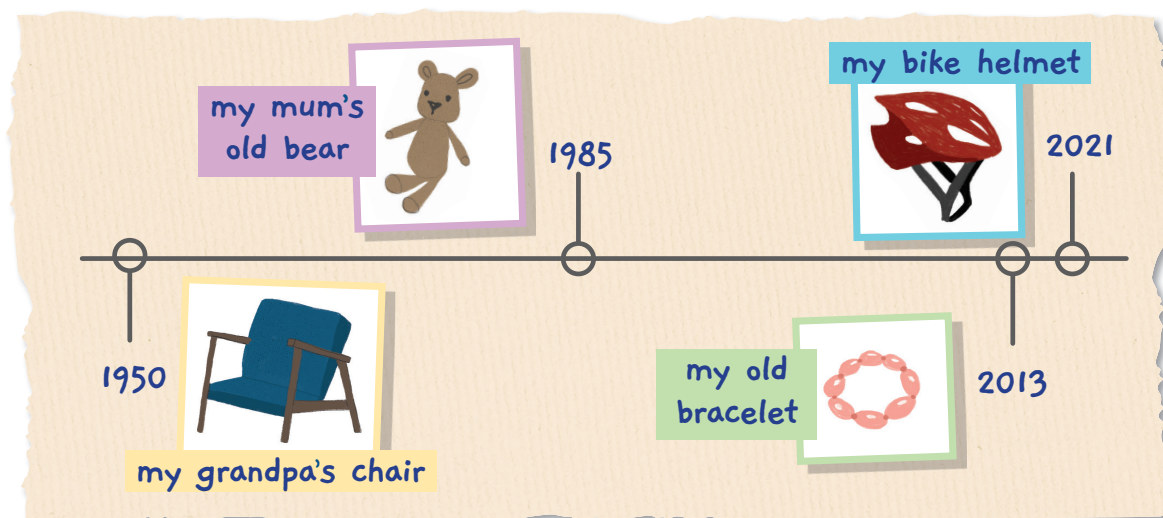


Timeline of modern helmets



- 5 024 Now listen and check.

- 6 **Project** Think of four things in your house. How old are they? Make a timeline for them.





Talk and find out

Living in a museum

1 Choose a role card. Read and plan.

Student A

You are a cat who lives in a museum. One night another cat comes to see you at the museum. Talk to him / her about:

- your friends at the museum
- what you do in the museum in the day
- what you do at night
- your favourite exhibits

Student B

You are a cat living near the museum. One night you go to visit your friend at the museum. Ask him / her questions about life there. You'd like to know about:

- the cat's friends at the museum
- what the cat does during the day
- what the cat does at night
- the cat's favourite exhibits

Useful language

Cat friend

Who are your friends at the museum?
 What do you do ... ?
 Show me your favourite exhibit.
 What is it?

Museum cat

My best friends are ...
 In the day I ... / At night I ...
 My favourite exhibit ...

2  Act out your play.

Who are your friends at the museum?



My best friend is the knight.





Learning outcomes:

- to act out a play

New language: *favourite exhibits*

Recycled language: language from the unit

 **Creative thinking:** Acts parts in role play or dramas

 **Creative thinking (WB):** Uses own ideas for doing creative activities like retelling stories

 **Cognitive control functions:** Cognitive flexibility

Materials: Digital or print portfolios; optional: cat masks

Warm-up

Aim: to review knights and queens vocabulary

- Students work in pairs. They use the book to review the words on SB page 10.
- They cover the words on page 10, but not the picture.
- They take turns to point to the numbered items in the picture and say what each one is in random number order.
- Students uncover the words to check.

1 **SB p20** Choose a role card. Read and plan.

Aim: to prepare and plan for a short play

- Tell students they are going to do a short play between two cats.

- Read through the information on the role cards with the class.
- Check they know what to do.
- Elicit full examples of the Useful language.
- Make sure pairs know what language they need to use.
- Pairs compose a short play. Monitor each pair and help as necessary.
- Students practise their plays so that they can perform them without reading the text. They can wear cat masks if you have them.
- Make sure all students are participating in the preparation of their plays.

2   **SB p20** Act out your play.

Aim: to practise interactive speaking skills

- Pairs take turns to perform their short plays for the class.
- If possible, record one or two examples for students to upload to their digital portfolios.
- Alternatively, have students upload their scripts to their digital portfolios or keep them for their print portfolios.

1 **WB p20** Match the questions with the answers.



Aim: to practise interactional language

Key: 2 d, 3 a, 4 f, 5 e, 6 b

2 **WB p20** Look at Activity 1. Underline the mistakes. Then write the correct sentences.

Aim: to practise reading and writing skills

Key: a dog – a(nother) cat, door was locked – window was closed, two nights later – the next night

3   **WB p20** Imagine that a different exhibit escaped. Write what happened.

Aim: to stimulate creativity and writing skills

Ending the lesson

Aim: to review spelling of knights and queens vocabulary

- Write the knights and queens words with the letters in scrambled order on the board.
- Students work in pairs and write each word correctly.
- Invite different pairs to come to the board and write each word correctly.

Extension activity

Aim: to consolidate speaking skills

- In pairs, students practise the dialogue from WB Activity 1.
- The more confident students perform it for the class.

Learning outcomes:

- to use language from the unit to make a new portfolio or write a profile page for their digital portfolios



to think about how the unit has helped them talk about the Big Question *How can we learn about the past?*

New language: *portfolio, advert*

Recycled language: language from the unit

Creative thinking: Develops ideas through planning, research or review

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

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

Cognitive control functions (WB): Cognitive flexibility

Materials: museum leaflets, the internet; optional: cardboard folders, coloured paper, stickers, cloth, etc. to make print portfolios

Warm-up

Aim: to introduce the topic of portfolios

- Write *portfolio* on the board and elicit if any students keep one, or kept one last year.
- Find out what kinds of things students put in their portfolios.
- Tell students they are going to start a digital or print portfolio for *Super Minds Level 4*.

Note: Allow students time to make a print portfolio.

1 **Start a new portfolio for this year. Write your profile.**

Aim: to enable students to make a personal account of their learning

- Read the instructions for Activity 1 with the class.
- Monitor as students write their profile for their portfolio.

2 **You are going to make an advert. Visit a museum or find out about it on the internet. Make notes.**

Aim: to review language for museums

- Discuss with students what they are going to do.
- Hand out museum leaflets or information about relevant internet sites.
- In pairs or small groups, students make notes about the museum.
- Go around the class and check the students' information and that they are making appropriate notes.

3 **Read the advert. What makes it boring? How could you make it better?**

Aim: to develop students' writing skills

- Read the questions with the class.
- They read the text silently to answer the first question.
- In pairs, they discuss answers for the second question.
- Elicit and discuss as a class. Read the Writing tip for further guidance.

Key: *Interesting* appears five times. Possible alternatives are *old, fascinating, very attractive, lovely, wonderful*.

4 **Make your advert. How many adjectives are there in it?**

Aim: to practise writing an advert from a model

- Check students know what to do and that they can use the text in Activity 3 as a model.

- They organise their information, plan their text and then write a first draft.
- Go around the class, commenting on students' work.
- Students write a final version of their adverts for their portfolios.

1 **Look and draw lines to make sentences.**

Aim: to review grammatical form

Key: 2 You mustn't take photos in the museum. 3 You must brush your teeth before bed.

2 **Read and write two more.**



Aim: to enable students to revisit the Big Question and consolidate learning

3 **Read. Then write about you and draw.**

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences and to evaluate what they have learned

- Ask students what their favourite song or game is from the unit.
- Do the song or game again with the class.
- Students complete the *My Super Mind* self-evaluation activity on page 118 of the Workbook.

Extension activity

Aim: to review key vocabulary from the unit

- Students turn to SB page 10 and review the new words from the unit.
- They close the book and then write the words in their notebooks from memory.
- Students open the book to check.




Think and write

A museum advert

- 1 Start a new portfolio for this year. Write your profile.

My name:
My class:
My teacher's name:
People in my family:

My favourite sport:
My favourite music:
My favourite food and drink:

- 2  You are going to make an advert. Visit a museum or find out about it on the internet. Make notes.

Name of museum: Museum in the Park
 What you can learn: history of Woodville
 Exhibits: old photos, ancient jewellery
 Opening hours: Mon-Fri 9 am-4 pm
 Other facts: café, shop (books, key rings, postcards, posters)

- 3 Read the advert. What makes it boring? How could you make it better?

Come to **WOODVILLE** and visit our **INTERESTING MUSEUM**

It's called the Museum in the Park. Come here to learn interesting things about the history of our town. There are lots of interesting photos in the museum. They show life in our town a long time ago. The most important exhibit is an interesting collection of ancient jewellery. The Museum in the Park is open from 9 am to 4 pm. There is also a nice café and a shop where you can buy interesting books, key rings, postcards and posters.

Writing tip

Use adjectives to help make your writing more interesting.

- 4 Make your advert. How many adjectives are there in it?