

1 My day

1   009

Listen and look. Then listen and say the words.

1 get up

2 get dressed

3 have breakfast

4 brush your teeth

5 go to school

6 have lunch

7 play in the park

8 have dinner

9 go to bed

BIG QUESTION

How do we know the time?

2  010 Listen and chant.



Get up early,
Yawn, yawn, yawn.
Have your breakfast,
Crunch, crunch, crunch,
Brush your teeth,
Brush, brush, brush.



Go to school,
Run, run, run.
Have some lunch,
Munch, munch, munch.
Go out and play,
Hip, hip hooray!



Learning outcomes:

- to name and talk about daily routines
- to say a chant



to start to explore the Big Question *How do we know the time?*

New language: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed, early, go out, yawn, crunch, munch; Hip, hip, hooray!*

Recycled language: rooms in a house

Cognitive control functions: Working memory

Flashcards: 21–29 (daily routines)

Warm-up

Aim: to present the concept of what routines are

- Ask students what routines they follow.
- Encourage them to mention their morning, afternoon and evening routines.
- Elicit the importance of following routines. Students can answer in L1.

Presentation

Aim: to present daily routines

- Using the flashcards and mime, present each daily routine.
- Say the phrase for students to repeat and mime.
- Hold up each flashcard for students to mime and then say the phrase in chorus.
- Stick the flashcards on the board and elicit a possible sequence.
- Put the flashcards in the agreed sequence.

1 **009** **SB p10** **Listen and look. Then listen and say the words.**

Aim: to practise daily routines

- Students look at the pictures in their Student's Books and compare the sequence with the one on the board.
- Discuss the differences.
- Elicit the names of the characters students can see in the pictures and which rooms they are in.
- Play the recording.

For script see TB p119.

- Students point to the actions and the words when they hear them.
- Play the recording again. Students repeat and mime the actions.
- Students point and name in pairs.



How do we know the time?

Aim: to encourage students to find out about how we know the time

- Read the Big Question. Ask students to think about objects they are familiar with that help us know the time, e.g. *clocks, watches, mobile phones*.
- Encourage students to think of how people knew the time when there were none of these objects, e.g. the position of the sun, or sandglasses.

Note: Some of the discussion will need to be in L1.

2 **010** **SB p10** **Listen and chant.**

Aim: to give students further practice saying the daily routines

- Students look at the chant. Pre-teach *yawn, crunch, munch* and *Hip, hip hooray!*
- Use the pictures in Activity 1 to support meaning.
- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see SB p10.

- Play the recording again, pausing after each verse for students to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the other mimes the actions.
- Swap groups and repeat.
- In pairs, students take turns to tell each other some routines they follow and in which order they follow them.
- Monitor performance.

1 **WB p10** **Write the words.**

Aim: to practise collocations

Key: 2 go, 3 have, 4 have, 5 go, 6 get, 7 get, 8 brush, 9 play

Ending the lesson

Aim: to review key language from the lesson

- Mime an action for students to guess, using *Is it (go to bed)?*
- The student who guesses correctly mimes another action.

Extension activity

Aim: to develop memorisation skills

- Students look at the pictures in SB Activity 1 for one minute.
- They close their Student's Books. Say an action, e.g. *Have breakfast*.
- In pairs, students try to remember what is in the picture, e.g. *Flash is in the kitchen*.
- Encourage students to mention any familiar objects they remember from the corresponding scene.
- Repeat for some of the other pictures.

Learning outcomes:

- to ask and answer questions about the times they follow routines
- to practise present simple questions and answers with *When*

New language: *When do you (have breakfast)? At (eight o'clock). What's the time? It's (nine) o'clock.*

Recycled language: daily routines, *clock*

Flashcards: 21–29 (daily routines)

Warm-up

Aim: to review daily routines

- Show each flashcard to the students.
- Students write the action in their notebooks.
- They compare answers in pairs.
- Flash the flashcards again.
- Check with the class, eliciting the spelling.

Presentation

Aim: to present *o'clock*

- Draw an analogue clock on the board showing ten o'clock.
- Elicit/Teach *It's ten o'clock.*
- Explain to students how an analogue clock works. Ask how many hands they see and if they are the same size. Tell students that the shorter hand measures the hours and the longer one the minutes.
- Draw more clocks and practise with other times on the hour.

Extra support: Draw clocks that show the shorter hand only, for students to find it easier to identify the hour first.

1  **011** **SB p11** **Listen and draw lines.**

Aim: to practise *o'clock*

- Point to each of the clocks in Activity 1 and ask *What's the time?* Encourage different students to answer.
- Point to picture 1 and say *Get up.* Elicit the other routines in the pictures from students.
- Play the recording. Students listen and draw lines from the pictures to the corresponding clocks.

For script see TB p119.

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

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

2  **012** **SB p11** **Watch, listen and say.**

Aim: to present *When do you (have breakfast)? At (eight o'clock).*

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

For script see SB p11.

- Students practise the questions and answers from the chant in pairs. Then they swap roles.

3 **SB p11** **Ask and answer. Then draw the times on the clocks.**

Aim: to give students practice with questions and answers

- Focus students' attention on the sample dialogue.
- Put students into pairs.
- Student A asks Student B about the routines written under the clocks by using *When do you ...?*
- Student B answers by using *At ... o'clock* and Student A draws the times on the clocks in his/her book.

- Then it is Student B's turn to ask questions and write the times.

1 **WB p11** **Read, look and draw the time.**

Aim: to review telling the time

Key: Students draw the hour hand on the clock to show it is eight o'clock.

2 **WB p11** **What's the time? Read and circle.**

Aim: to practise comprehension of the new language

Key: 2 four, 3 seven, 4 twelve

3 **WB p11** **Write and draw the times for you.**

Aim: to personalise telling the time

Ending the lesson

Aim: to review new language from the lesson

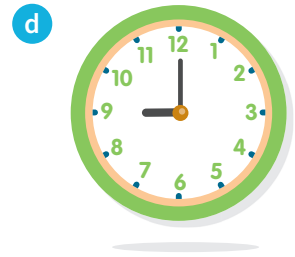
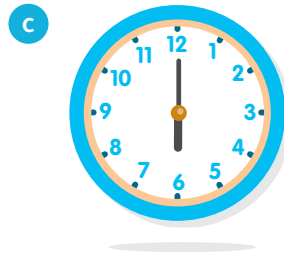
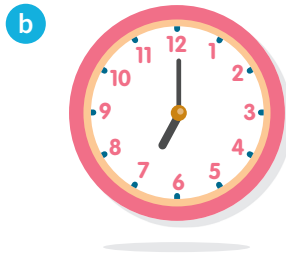
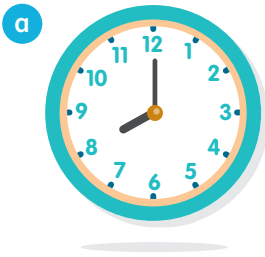
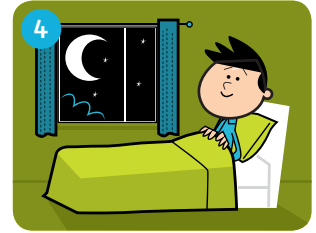
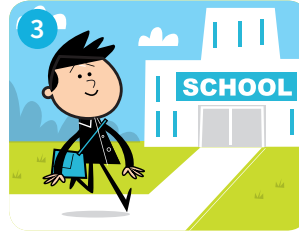
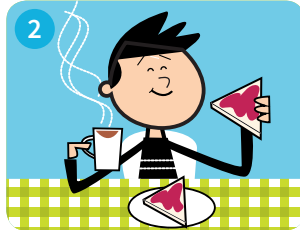
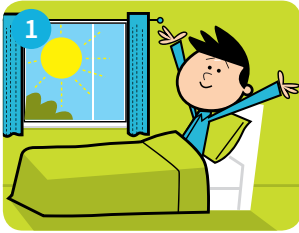
- Put students into different pairs from the ones in SB Activity 3. Students draw four clocks in their notebooks and complete them as they ask and answer about times of daily routines.

Extension activity

Aim: to give students practice with telling the time

- Students draw a 3 x 3 bingo card in their notebooks.
- They draw a clock showing the hour in each square.
- Say different times. Students cross out the clocks when they hear the times.
- The first student to cross out all nine clocks shouts *Bingo!* and is the winner.

1 011 Listen and draw lines.



2 012 Watch, listen and say.

Language focus

When do you have breakfast?
At eight o'clock.

What's the time?
It's eight o'clock.



3 Ask and answer. Then draw the times on the clocks.



get up



have breakfast



go to school



go to bed

1  013  Listen and sing. Then draw the times on the clocks.

What's the time in Brazil?

What's the time in Brazil?

It's nine o'clock in Brazil.

Nine o'clock's so cool.

It's nine o'clock in Brazil.

It's time to go to school.

What's the time in Turkey? ...

It's three o'clock in Turkey.

My friends are all with me.

It's three o'clock in Turkey.

It's time to watch TV.

What's the time in China? ...

It's eight o'clock in China.

The moon is very bright.

It's eight o'clock in China.

It's time to say 'goodnight'.

Stop!



2  What things do you do at the same time every day?

Every day, I get up at seven o'clock.

I have breakfast at eight o'clock.

Learning outcomes:

- to sing a song
- to practise using the present simple first person singular affirmative

New language: *Brazil, Turkey, China, bright, say 'goodnight', watch TV*

Recycled language: daily routines, times

Creative thinking: Responds to songs, rhymes and poems in a variety of ways

Critical thinking (WB): Makes predictions and estimations from given information

Cognitive control functions (WB): Working memory; Cognitive flexibility

Materials: globe and torch (optional), a set of the following word cards for each group of four (optional): *watch, have (x2), go (x2), get, brush, play (on blue card); dressed, TV, lunch, your teeth, to school, in the park, to bed, dinner (on green card)*

Warm-up

Aim: to review daily routines and times

- A student tells you the time.
- Ask the class if they know what time it is in other countries.
- Explain that the earth rotates while the sun shines on only one part of the earth at a time.
- You may want to show the concept by shining a torch at a globe. Students will see that one part of the planet receives light, while the opposite is dark.
- Ask where Brazil, Turkey and China are. Some volunteers point to the countries on the globe.

1 013 014 **SB p12**
Listen and sing. Then draw the times on the clocks.

Aim: to sing a song with the class

- Students look at the pictures in their Student's Books. They guess where they think the children are from.
- Play the audio (013). Students follow the song in their Student's Books.

For song lyrics see SB p12.

- Play the audio again for students to draw the times on the clocks. Students check answers in pairs.
- Play the song video, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the video or audio (014) to practise the song in two groups.

Key: Turkey: 3 o'clock, China: 8 o'clock, Brazil: 9 o'clock

2 **SB p12** **What things do you do at the same time every day?**

Aim: to synthesise ideas and information

- Ask students to think of the routines they follow every day.
- They write them in their notebooks, following the model in their Student's Book.
- Ask some volunteers to read their routines to the class.

1 003 **WB p12** **Can you remember? Listen and write Brazil, Turkey or China.**

Aim: to check students' understanding of the song

For song lyrics see SB p12.

Key: 2 China, 3 China, 4 Brazil, 5 Brazil, 6 Turkey

2 **WB p12** **Read and write the times.**

Aim: to give students practice with calculating time differences

Key: 1 one, 2 six

Ending the lesson

Aim: to review key language from the lesson

- Write the names of two countries and ask students to identify them on the globe.
- Write the times of the two countries, e.g. Buenos Aires 8 o'clock, Dubai 3 o'clock.
- Encourage students to identify the time difference between them, e.g. seven hours.
- Write another example, e.g. Mexico City 12 o'clock, London 6 o'clock and elicit the time difference (six hours).
- Using the examples, make up a new version of the song in Activity 1 with the class, e.g. *What's the time in Tokyo? ... It's eight o'clock in Tokyo. ... It's time to have breakfast.*

Extension activity

Aim: to practise collocations

- Make groups of four.
- Give each group a set of word cards. They place them face down on the desk.
- Students take turns to turn over a blue and a green card.
- If the cards collocate (*have ... lunch*), then the student makes a sentence and keeps the cards. If they do not collocate, the student turns them face down again.
- The game continues until all the cards are paired.

Note: The game can be played with all the cards face up on the table. Students make pairs of words and then sequence the actions.

Learning outcomes:

- to read a text and sequence pictures
- to talk about other people's daily routines, using the present simple third person singular affirmative and telling the time

New language: present simple third person singular affirmative

Recycled language: daily routines, times

Warm-up

Aim: to review times

- Students draw six circles to represent clocks in their notebooks.
- Say four different times, e.g. *Two o'clock, Nine o'clock.*
- Students draw the times on their clocks and then check in pairs.
- In pairs, each student says two more times for their partner to draw on his or her clocks.

1 SB p13 Read and number the pictures.

Aim: to present the present simple third person singular affirmative

- Give students time to look at the pictures in the Student's Book.
- Read the first sentence with the class and number the picture of Amelia getting up (picture a) as number 1.
- Students read the text quickly and silently to sequence the other pictures.
- Check with the class by reading the text aloud.
- Elicit the sentence about the first picture from students and write it on the board.
- Ask what they notice about the verb (it has an s).

- Tell the class that sometimes an s is added and sometimes the verb changes (*has*).
- Write the verb *go* on the board and ask students what has changed in it in the text (it has es). Explain that we add *es* to verbs ending in *o*.
- Write the verb *do* on the board and ask a student to change it.

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

2 Watch, listen and say.

Aim: to focus students on grammatical form

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

For script see SB p13.

- Students practise the sentences in pairs.
- Ask a student to go to the front. Say sentences for the student to mime: *(Jenny) walks home. (She) has her dinner.*

3 Look and say what the children do.

Aim: to give students practice with talking about routines

- Demonstrate the activity with one or two students.
- Put students into pairs. They take turns to talk about what the three children do.
- Monitor to check and support as necessary.
- Elicit sentences from the class as a final check, e.g. *Sue ___ at seven o'clock (has dinner).*

1 Look and write.

Aim: to give students practice with writing the present simple

Key: 2 has, 3 watches, 4 goes, 5 goes, 6 sleeps

2 Write words to complete the sentences.

Aim: to give students practice with the present simple

Key: 2 has, 3 goes, 4 plays, 5 has, 6 goes

Ending the lesson

Aim: to practise key language from the lesson

- Write the simple infinitives of the verbs on the board (*get, have, go, walk, play, watch*).
- With books closed, students try to remember the third person of each one and how to spell it.
- Check by eliciting a sentence using the third person form from different pairs and elicit the spelling of the verb each time.

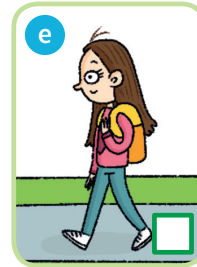
Extension activity

Aim: to give students further practice with writing the present simple third person affirmative

- Students use the text from SB Activity 1 as a model to write a short text about a friend.
- Encourage students to change times and activities.
- Put students into groups of four. They swap and read each other's texts.

1 Read and number the pictures.

Amelia gets up at six o'clock. She walks to school at nine o'clock. After school, she meets her friend Ellie. At five o'clock, Amelie plays with Ellie in the park. Then they listen to music in Amelia's house. Amelia has dinner at eight o'clock.



2 015 Watch, listen and say.

Language focus

Penny **walks home** at seven o'clock. She's very tired at nine o'clock.
 She **has her dinner** at eight. She **goes to sleep** at ten.
 Then she **watches some TV**. She **sleeps and sleeps** and then
 And **goes to bed**. It's late! It's time to get up again!



3 Look and say what the children do.

Hugo				
Sue				
Claire				

What a day!



1



What does Thunder have for dinner?



1

Thunder: Oh no!



2

Thunder: Not again.



3

Misty: Careful, Thunder.

Thunder: Oops!



4

Thunder: What's the problem, Mum?

Mum: Can you see my keys? They're under the car.



5

Mum: Careful, Thunder!

Thunder: Sorry, Mum.



6


Thunder: Mmm! I love chicken. It's not such a bad day after all.


Learning outcomes:

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

New language: *What a day!, Not again., Careful!, It's not such a bad day after all., bedtime, keys*

Value: offering to help

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

 **Critical thinking (WB):**
Draws conclusions from given information

Warm-up

Aim: to review the characters and the story

- Elicit from students the names of the four Super Friends.
- Ask individual students to mime their super powers.
- Elicit some of the phrases and words from the previous episode. Students can use *There is / There are* to talk about the story, e.g. *There are some burglars in the school. Misty has an idea.*

What a day!

1

016



SB pp14-15

What does Thunder have for dinner?

- Aim:** to present a picture story
- Pre-teach *a bad day*. Ask students what could happen to them on a bad day.
 - Elicit who students can see in the first picture (Thunder).
 - Play the audio. Students listen and decide if it is a bad day for Thunder or not.

For script see SB pp14–15.

- Elicit opinions from the class.
- Play the whole *Super Friends* video. Then play the video again, pausing to check comprehension. Ask what happens to Thunder.
- Elicit from students if they have the same opinion about Thunder's day as they had before.
- Talk with the class about the value (offering to help). Ask students who helps who in the story (Thunder helps his mum).

Key: Thunder has chicken for dinner.

1



004

WB p14

Who says it? Listen and tick .

Aim: to review phrases from the story

For script see TB p119.

Key: 1 1st picture (Misty), 2 1st picture (Thunder), 3 2nd picture (Thunder's mum)

2



WB p14

Look and write the numbers.

Aim: to check comprehension of key phrases

Key: 1 a, 2 c, 3 b

3



WB p14

Who says it? Match.

Aim: to check comprehension of key phrases

Key: 1 b, 2 a, 3 c

Ending the lesson

Aim: to practise the story

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

Stronger students: Ask students to underline these words in the story: *keys, chicken*. Students replace the words with new ones, e.g. *Can you see my jacket? Mmm! I love ice cream*. Students perform the new version of the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Write *bad day* in a circle on one side of the board and *good day* in a circle on the other side of the board.
- Elicit one or two ideas from students about a good day and a bad day and start the word maps.
- In groups of four, students think of more ideas. Monitor and help as necessary.
- Elicit their ideas and write some of them on the board to complete the word maps.
- Students copy the word maps into their notebooks.


Learning outcomes:

- to interpret deeper meaning from a story
- to practise saying the long vowel sound /i:/, as in *see*
- to review language from the story and the unit

Recycled language: *keys, see, cheese, peas, teeth, eat, clean*

Phonics focus: Your students will be able to identify and say the long vowel sound /i:/, spelt *ee* (*cheese*) and its alternative spellings *ea* (*peas*) and *ey* (*key*). They can contrast it with the short vowel sound /ɪ/ as in *fish*.

Value: offering to help

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

Warm-up

Aim: to review phrases from the story

- Ask *A bad day or a good day?* Mime different actions, e.g. falling over. Students say *Bad day or Good day*.
- Students take turns to mime actions for the class to say if it is a good or a bad day.

2 SB p15 What does Thunder do at these times?

Aim: to focus on detail in the story

- Play the recording of the story again. Students follow it in their Student's Books.
- Students complete the activity individually in their notebooks and then check in pairs.
- Check with the class, encouraging students to use the language in the speech bubble.

Key: 1 gets up, 2 helps his mum, 3 has dinner, 4 walks home, 5 brushes his teeth / goes to bed

3 SB p15 Find who says ...

Aim: to present the long vowel sound /i:/

- Write *see* on the board, using a red pen for the *ee*. Separate out the two phonemes in the word and say each one separately (*s - ee*) before saying the whole word.
- Show students how they must stretch their lips out in a smile to make the long /i:/ sound. Explain that /i:/ is a long vowel sound. It can be spelt in many ways, but the most common are *ee* and *ea*.
- Students repeat *Can you see my keys?* after you and find the speech bubble in the story (frame 4). Point out that *key* also has the /i:/ sound (and so does *monkey*).

Key: Mum

4 017 SB p15 Listen and say.

Aim: to practise the sound /i:/

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

For script see TB p119.

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

1 Which children are helping? Look and tick .

Aim: to focus students on the value of offering to help

Key: Picture 2

2 005 WB p15 Listen and say.

Aim: to practise contrasting the long vowel sound /i:/ with the short vowel sound /ɪ/

For script see TB p119.

3 006 WB p15 Listen and circle. Point and say.

For script see TB p119.

Key: 2 pins, 3 chips, 4 feet

Ending the lesson

Aim: to review words with the sound /i:/, including some special words (i.e. those that need to be learned as a whole)

- Dictate the sound sentence while students write. They check in the Student's Book.
- Remind students of some special words with the sound /i:/: *me, he, she, we* and *be*.

Extension activity

Aim: to discuss the value of offering help

- Focus on the parts of the story where Thunder offered to help his mum.
- Elicit why this value is important and examples of when students offer to help.

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



Thunder: Bedtime. Hurray!



Thunder: No!

2 What does Thunder do at these times?

1 seven o'clock

3 six o'clock

2 four o'clock

4 three o'clock

5 eight o'clock

Thunder ... at seven o'clock.

Phonics

3 Find who says ...

Can you **see** my **keys**?

4  017 Listen and say.



At **three** o'clock, I **eat** my **cheese** and **peas** and then I **clean** my **teeth**.

Skills



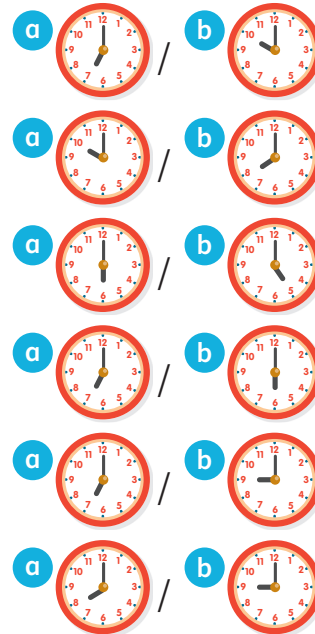
1 Read and circle.



Sam is a firefighter. His house is in Cambridge, but he works in London. At seven o'clock, he leaves his home and walks to the train. Then he takes the train to London. He arrives at eight o'clock. Sam works in a team with 11 friends. At five o'clock, Sam leaves work. At six o'clock, his train leaves London. Then he arrives in Cambridge at seven o'clock. He gets home at eight o'clock. He wants to go to sleep! What a long day for Sam!



- 1 Sam leaves his house.
- 2 He arrives in London.
- 3 He leaves work.
- 4 His train leaves London.
- 5 The train arrives in Cambridge.
- 6 Sam gets home.



2 Draw and write about your favourite day of the week.




My favourite day is Monday. I get up at seven o'clock. I have breakfast at eight o'clock. Then I go to school. I like school. My favourite class is on Monday morning. It's English! I get home at four o'clock. I do my English homework.


Learning outcomes:

- to read for specific information
- to write about a day of the week from a model
- to review daily routines

New language: *firefighter, work, leave, arrive, get home*

Recycled language: daily routines

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

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

Flashcards: 21–29 (daily routines)

Warm-up

Aim: to review daily routines

- Display the flashcards around the room.
- Point to each one in turn and elicit the verb/phrase. Elicit them in a random sequence, not a logical one.
- Pre-teach *work, leave, arrive, get home* and write them on the board in the simple infinitive.

1 SB p16 Read and circle.

Aim: to practise reading for specific information (scanning)

- Tell students that the text is about a firefighter called Sam.
- Tell them to read the six statements below the text first and to guess which times are correct.
- Students read the text silently to find the answers.

- They check in pairs, re-reading silently as necessary.
- Check with the class, eliciting the sentence each time.

Key: 1 a, 2 b, 3 b, 4 b, 5 a, 6 a

2 SB p16 Draw and write about your favourite day of the week.

Aim: to give students practice writing from a model

- Students first write notes about their day. Ask them to write the day, the activities and the times.
- Students then use the written model from Activity 2 and their notes to write.
- Monitor and help as students are writing their drafts. Remind them to use the model.
- Once you have checked their work, ask students to write a final draft and draw pictures.

1 007 WB p16 Read the questions. Listen and write a name or a number.

Aim: to practise listening for specific information (scanning)

For script see TB p119.

Key: 2 8, 3 7, 4 8, 5 Dawn

2 WB p16 Draw and write about someone in your family.

Aim: to give students practice writing from a model

Ending the lesson

Aim: to practise writing verbs in the present simple third person

- Put students into pairs.
- Students A and B swap their final drafts of SB Activity 2. Student A rewrites Student B's draft in the third person.

Extension activity

Aim: to give students practice with information transfer skills

- Students read through the text about Sam again.
- In pairs, they create a timeline to show Sam's day. Start the timeline on the board if necessary.
- They write short phrases on the timeline, e.g. *leaves his home above seven o'clock*.
- Students compare their timelines with other pairs.

Stronger students: Students change the times in the text about Sam by rewriting it in their notebooks. Then they exchange notebooks with a partner who draws the analogue clocks for each of Sam's activities.

Learning outcomes:

- to listen for specific information
- to talk about their day
- to review the present simple for daily routines

Recycled language: daily routines, present simple, times, then

Warm-up

Aim: to review daily routines

- With Student's Books closed, elicit what students remember about Sam's day (SB p16).
- If students did the Extension activity in the previous lesson, they can look at the timeline to help them remember.

1  **018** **SB p17** Listen and draw the times.

Aim: to practise listening for specific information

- Tell students to look carefully at the pictures in the Student's Book.
- Elicit the possible routines in each picture, e.g. *Picture 1: wake up*.
- Students guess who the woman is.
- Play the recording. Students listen and draw the times on the clocks.

For script see TB p119.

Key: Students draw the times:
1 seven o'clock, 2 eight o'clock,
3 four o'clock, 4 six o'clock,
5 seven o'clock, 6 nine o'clock

2 **SB p17** Talk about your day.

Aim: to give students speaking practice

- Elicit all the verbs students know to talk about their daily routines.
- Students make notes individually about what they do during the day. Encourage them to use their imagination (it does not have to be true).
- In pairs, students practise talking about their day to their partner.
- Volunteers talk about their day to the class, using their notes.

Stronger students: Students listen to their partners' routines. Then they report the ones they remember to the class, using the third person, e.g. *Jane gets up at seven o'clock*.

1 **WB p17** Look and read. Write *yes* or *no*.

Aim: to give students practice in reading for specific information

Key: 2 yes, 3 no, 4 yes, 5 yes, 6 yes, 7 no, 8 no

2 **WB p17** Write two more true sentences about Paul.

Aim: to practice new language from the unit

Key (possible answers): Paul has got a computer. The children go to bed at eight o'clock. In the evening, Paul watches television.

Ending the lesson

Aim: to practise productive speaking

- Volunteer students take turns to show the picture of their person from WB p16 Activity 2 to the class and to read aloud what they wrote.

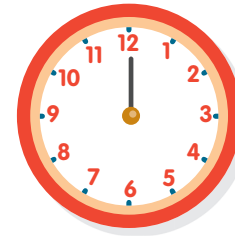
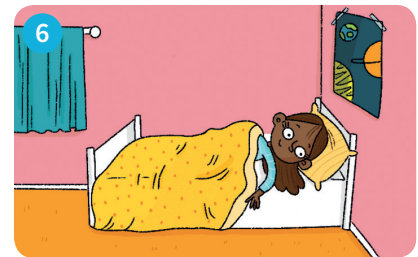
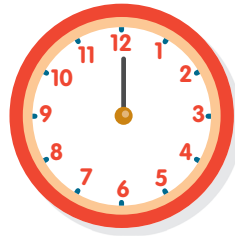
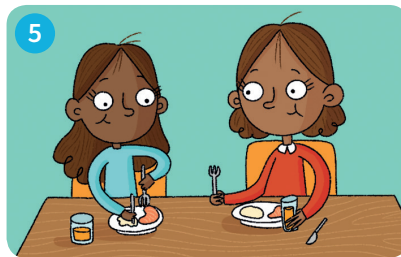
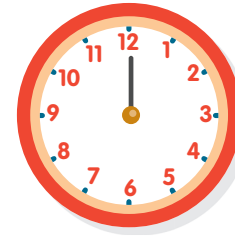
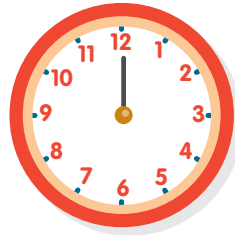
- Set a listening activity to keep students' attention, e.g. they mark all the different activities on a timeline.

Extension activity

Aim: to give further practice with information transfer

- Students swap texts from SB p16 Activity 2 and draw and decorate timelines for each other's days.
- Ask them to draw clocks with the times next to each drawing.

1  018 Listen and draw the times.



2 Talk about your day.

I get up at ... I have breakfast at ...



Think and learn



▶ What kinds of clocks are there?

1 019 Listen and point.



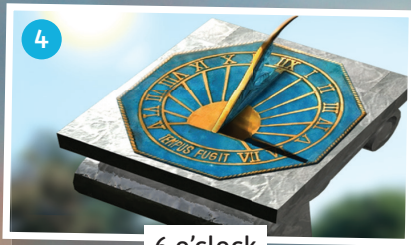
sundial



Roman numbers



5 o'clock



6 o'clock



sun



shadow

2 Read and look.

Here are the Roman numbers from 1 to 12.

There are different systems to show the time. A sundial is an old clock. It's got a metal arm and a round face with Roman numbers. The sun makes a shadow with the metal arm. The shadow falls on the Roman numbers and shows the time.

I = 1	V = 5	IX = 9
II = 2	VI = 6	X = 10
III = 3	VII = 7	XI = 11
IV = 4	VIII = 8	XII = 12

020 Now listen and write the Roman numbers.

a	v	c	e	g
b	d	f	h	

3 Add and write the correct Roman numbers.

1 $I + IV =$ v

3 $III + I =$ _____

5 $IX - II =$ _____

2 $V + V =$ _____

4 $X + II =$ _____

6 $IV - III =$ _____

Aim:

- to integrate other areas of the curriculum through English: Maths
- to recognise and write Roman numbers



to explore the Big Question *How do we know the time?*

New language: sundial, Roman numbers, sun, shadow

Recycled language: times

Critical thinking: Demonstrates understanding of links between new ideas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to deepen understanding of the unit Big Question

- Remind students of the discussion you had about different ways of telling the time, e.g. clocks, watches, mobile phones, sandglasses.
- Also remind students of the discussion you had about time differences around the world.

Note: Some of the discussion will need to be in L1.

**SB p18** What kinds of clocks are there?

Aim: to deepen understanding of the unit Big Question

- With Student's Books closed, play the video.

For videoscript see TB p120.

- Ask students what they remember.
- Ask students to watch again and answer *What kinds of clocks are there?*

- Play the video again and elicit answers.

Key: There are big clocks, small clocks, clocks with Roman numbers, and sundials.

1 **019** **SB p18** Listen and point.

Aim: to identify vocabulary from the video

- Ask students to look at the pictures to identify which they saw in the video.
- Ask students to point to the corresponding picture as you play the recording.

For script see SB p18.

2 **SB p18** Read and look. **020** Now listen and write the Roman numbers.

Aim: to teach students Roman numbers

- Ask a volunteer to read the text.
- Give students time to get visually familiar with the Roman numbers.
- Ask what three recurrent symbols there are in the Roman numbers (I, V, X).
- Elicit what number each Roman symbol stands for (I = 1, V = 5, X = 10).
- Finally, play the audio. Students listen and write the Roman numbers.

For script see TB p120.

Key: b IV, c IX, d X, e III, f VII, g XII, h VIII

3 **SB p18** Add and write the correct Roman numbers.

Aim: to enable students to add and subtract with Roman numbers

- Do the first sum with the class.
- Put students in pairs. They solve the rest of the Maths problems together.
- Check answers as a class.

Key: 2 X, 3 IV, 4 XII, 5 VII, 6 I

1 **WB p18** Look and write.

Aim: to review new vocabulary

Key: 2 sun, 3 Roman numbers, 4 shadow

2 **WB p18** Look at the words in Activity 1 and complete the sentences.

Aim: to review new vocabulary

Key: 2 Roman numbers, 3 sun, 4 shadow

3 **WB p18** Look and draw lines.

Aim: to review Roman numbers

Key: V – 5, VI – 6, IX – 9, X – 10, XII – 12

Lesson review

Aim: to review what students have learned in the lesson

- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *Roman numbers and systems to tell the time.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to extend students' knowledge of Roman numbers

- Teach students two other symbols for Roman numbers: L (50) and C (100).
- Write Arabic numbers (40, 60, 90, etc.) and elicit their Roman counterparts (XL, LX, XC, etc.)

Learning outcomes:

- to extend the focus on Maths through English
- to complete a project

Recycled language: times, Roman numbers

Creative thinking: Uses different media to make and describe his/her own designs

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles; Makes predictions and estimations from given information

Materials: paper plates (one per student), coloured pens or pencils, rulers; a clock with Arabic numbers (1, 2, 3...) made with a paper plate and paper needles, a butterfly clip (optional)

Warm-up

Aim: to reinforce the concept of how a sundial works

- Talk about the position of the sun in the sky throughout the day.
- Explain that a sundial has a pole in its centre. As the sun shines on it, a shadow is cast. The shadow changes position at different times of the day.
- Draw a big clock on the board and mark the hour lines on it.
- Students complete the hours using Roman numbers.

4 SB p19 What time is it on the sundials? Ask and answer.

Aim: to give students practice identifying the time

- Individual students tell you what time it is on each sundial.
- Pairs practise asking each other the time.

Key: 2 4 o'clock, 3 5 o'clock, 4 8 o'clock, 5 9 o'clock, 6 11 o'clock

5 SB p19 Write the times of the sundials.

Aim: to give students practice identifying the time

- Students write the times from Activity 4.

Key: See Activity 4

6 Project SB p19 Draw and write about a sundial with Roman numbers.

Aim: to enable students to apply what they have learned about sundials and Roman numbers

Note: Students can either draw a sundial as in the SB model, or use paper plates to make them.

- Hand out the paper plates and tell the class they are going to design sundials.
- Students look at pictures of sundials and decide what their sundial will look like.
- Use a paper plate to demonstrate. Use a ruler to mark the main hour lines with dots (XII, III, VI, IX). Then add the other dots for the remaining eight numbers.
- Mark the centre of the paper plate where the sundial pole should be.
- Students write the Roman numbers on the hour lines they have marked.
- Tell students your favourite time and draw a shadow on your plate.
- Students think about a time of day they like, e.g. dinner time, bed time, the time they watch TV. They draw a shadow onto their sundial to show their favourite time.
- Students write sentences about their favourite time.
- Take photos of the sundials and save them to students' digital portfolios.

4 WB p19 Look and write.

Aim: to give students practice in applying their knowledge about Roman numbers

Key: b four, c seven, d one, e eleven, f two

5 WB p19 Look and write the times.

Aim: to give students practice in identifying the time

Key: a seven o'clock, b two o'clock, c seven o'clock

6 WB p19 Look at the clocks in Activity 5. Complete the sentences.

Aim: to encourage students to interpret information

Key: a, b, c

Lesson review

Aim: to review what students have learned in the lesson

- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *learned more about telling the time and I've made my own sundial clock.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to make an analogue clock with Arabic numbers

- Students make a clock, using Arabic numbers (1, 2, 3...).
- Teach students that shorter needles mark the hour and longer ones mark the minutes.
- Students can make their clocks at home and bring them to class to play games.

4 What time is it on the sundials?
Ask and answer.

What time is it on sundial 1?

It's 3 o'clock.



5 Write the times of the sundials.

1 It's 3 o'clock.

2 It's _____.

3 It's _____.

4 It's _____.

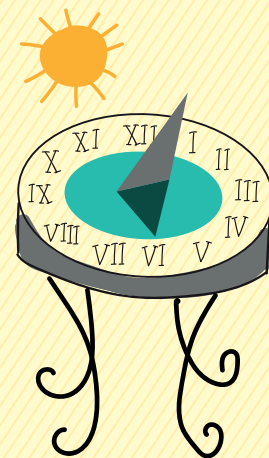
5 It's _____.

6 It's _____.

6  **Project** Draw and write about
a sundial with Roman numbers.

My Sundial

Six o'clock is my favourite time.
The Roman number for six is VI.
I have dinner at six o'clock.



Create that!



1



Listen and imagine. Then draw your picture.



2

Work with a friend. Compare your pictures.

In my picture, I'm in ... It's ... o'clock.
In your picture, you're ...




Aim:


- to listen, imagine and draw to demonstrate meaning
- to describe daily routines

New language: *look out, somewhere*

Recycled language: daily routines, imperatives

 **Creative thinking:** Chooses options to create something new

 **Cognitive control functions:** Inhibitory control

 **Creative thinking (WB):** Uses different media to make and describe his/her own designs

Materials: paper, stapler, coloured pens or pencils

Warm-up

Aim: to review instructions

- Give students some simple instructions to start the lesson, e.g. *Take out your English book. Put it on your desk. Take your pencil case out of your school bag.*

1

 021

SB p20

Listen and imagine. Then draw your picture.

Aim: to give students practice in listening and to trigger imagination

- Tell students they will be listening to a recording that requires silence and concentration.
- Make sure their books are closed.
- Ask students to sit comfortably and breathe deeply to relax.
- Students close their eyes and listen to the recording.

For script see TB p120.

- When the recording is over, students open their books and draw.
- Play the recording again, if necessary.
- Circulate as they draw their pictures.

2

SB p20

Work with a friend. Compare your pictures.

Aim: to give students practice in speaking

- Ask a volunteer to show his/her drawing to the class. Guide the student to describe his/her drawing. Ask questions, e.g. *Where are you? What's the time?* Ask what some of the things in the drawing are.
- Students work in pairs. They show each other their pictures and describe them.

1



WB p20

Make a diary.

Aim: to enable students to follow a set of visual and written instructions to make a diary

Ending the lesson

Aim: to give students practice in following instructions

- Play a game of 'Simon says' using the instructions to follow daily routines. When you say *Simon says* before the instruction, students mime it. When you do not say *Simon says*, students do not mime it.
- You could use instructions such as: *get dressed, get your schoolbag, have breakfast, run to school.*

Extension activity

Aim: to enable students to compare and discuss their diaries

- Put students into groups of four.
- They take turns to read aloud what they do each day (from WB Activity 1).
- Students close their diaries.
- In groups, students say what they can remember about the others in their group.

Learning outcomes:

- to review language from the unit by doing a quiz
- to reflect on learning

BIG QUESTION

to think about how the unit has helped them explore the Big Question *How do we know the time?*

Recycled language: vocabulary and grammar from the unit

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

Cognitive control functions (WB): Cognitive flexibility

Materials: a clock with movable hands

Warm-up

Aim: to review routines

- Say *I have breakfast at ...* and show the time using a clock. Students have to complete your sentence with the time.
- Ask questions, such as *When do you ...?* and then mime going to bed.
- Continue reviewing with students what they have learned in the unit.

1 SB p21 Read and circle.

Aim: to enable students to review language from the unit by doing a quiz

- Make sure students know how to answer by circling one option for each sentence, using the picture clues.
- Students do the quiz alone. The first time, they do it without looking back through the unit.

- Put students in pairs to check each other's work.
- Students then look back to check questions they did not know.
- Check answers with the class.

Extra support: Students do the quiz in pairs instead of doing it alone.

Key: 1 b, 2 c, 3 a, 4 b, 5 c, 6 a, 7 c, 8 a

Picture dictionary

Aim: to review vocabulary for daily routines

- Students look at the Picture dictionary page for daily routines (WB p120).
- In pairs, they take turns to point to one of the pictures and say the phrase.
- Then students write the words under the pictures.

Key: get dressed, get up, go to bed, go to school, have breakfast, have lunch, have dinner, play in the park

1 WB p21 Write and circle.

Aim: to enable students to assess their own learning

Key: 2 eleven, 3 gets up

2 WB p21 Look and write.

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

Key: 1 sun, 2 shadow, 3 Roman numbers, 4 sundial

3 WB p21 Read. Then draw and write.

Aim: to enable students to personalise the topic

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite activity from the unit is (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learned

- Put students into groups of four.
- Each student opens their Workbook at p21.
- Students take turns to read aloud what they have written for Activity 3 and to say something about their picture.
- Encourage students to compare what they have written and drawn.



1 Read and circle.

1 I ... at seven o'clock in the morning.

- a get dressed
- b get up
- c have breakfast



2 I ... at eight o'clock in the evening.

- a go to school
- b brush my teeth
- c have dinner

3 When ... you brush your teeth?

- a do
- b doing
- c does



4 ... the time?

- a When's
- b What's
- c Is

5 He ... to bed at ten o'clock.

- a going
- b go
- c goes



6 She ... in the park at five o'clock.

- a plays
- b playing
- c play

7 In the story, ... helps get Mum's keys from under the car.

- a Misty
- b Whisper
- c Thunder



8 What time is it on the sundial?

- a It's 6 o'clock.
- b It's 9 o'clock.
- c It's 11 o'clock.