













Contents

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Map of the course

Meet The Explorers (pages 4–9)

Vocabulary	Grammar	Story and value
Revision of numbers: 21–100 upstairs, cellar, downstairs	<i>I'm good at (playing football).</i> <i>I'm not good at (climbing trees).</i> <i>Mike is Tom's uncle.</i>	Phonics <i>The old book</i> Courage Short vowel sounds
▶ Song: The Explorers		

1 Our school (pages 10–21)

Vocabulary	Grammar	Story	Phonics	Skills and value	Thinking skills	English for school
School subjects: <i>Art, English, Geography, Music, I.T., History, Maths, Science, P.E.</i>	<i>I like listening to (music).</i> <i>He loves / doesn't like learning about (Science).</i> <i>You have to wear (school uniform).</i>	<i>Getting help</i> Letter names		<ul style="list-style-type: none"> Reading <i>Johnny's story</i> Reading for detail Listening for detail Appreciating different ways of thinking 	<ul style="list-style-type: none"> Decoding a puzzle Sequencing Problem solving 	Music: Musical instruments Project: Make some maracas
▶ Song: Let me tell you a secret			▶ Creativity		▶ Revision	

2 The picnic (pages 22–33)

Vocabulary	Grammar	Story and value	Phonics	Skills	Thinking skills	English for school
Food: <i>apple juice, cheese, lemonade, salad, rolls, soup, vegetables, water</i>	<i>Is there any (cheese)?</i> <i>There isn't any (cheese).</i> <i>There is some (cheese).</i> <i>Are there any (oranges)?</i> <i>There aren't any (oranges).</i> <i>There are some (oranges).</i> <i>Shall we make some (soup)?</i> <i>How about some (tea)?</i>	<i>The golden apple</i> Perseverance The sounds /ɪ/ and /aɪ/		<ul style="list-style-type: none"> Listening for detail Speaking to exchange information Reading and listening for specific information Writing about habits 	<ul style="list-style-type: none"> Finding relevant information Logical thinking 	Science: Food chain and habitats Project: Choose a habitat and make a food chain
▶ Song: A picnic			▶ Creativity		▶ Revision	

3 Daily tasks (pages 34–45)

Vocabulary	Grammar	Story	Phonics	Skills and value	Thinking skills	English for school
Daily tasks: <i>wash up, tidy up, sweep the floor, cook, feed the dog, dry the dishes, do the shopping, take the dog for a walk</i>	<i>It's (eight) o'clock.</i> <i>It's half past (eight).</i> <i>It's quarter past / to (eight).</i> <i>Amy always / usually / sometimes / never (washes up after dinner).</i>	<i>Tidying up</i> The letter sounds <i>v</i> and <i>f</i>		<ul style="list-style-type: none"> Reading <i>Arnold and the robot</i> Reading and listening for specific information Telling a story Writing a story Learning responsibility 	<ul style="list-style-type: none"> Reflecting on one's habits Sequencing Analysing data and making deductions 	Environmental Studies: Saving water Project: How much water does a dripping tap waste?
▶ Song: What a busy day			▶ Creativity		▶ Revision	

4 Around town (pages 46–57)					
Vocabulary Towns: <i>map, bank, bus station, tower, library, market square, sports centre, supermarket</i>	Grammar <i>It's opposite the (park). It's near the (library). It's above the (bus station). It's below the (tower). I'm going to (the shop) to buy (some bread).</i>	Story and value Phonics <i>Up high</i> Lateral thinking The sounds /a:/ and /r/	Skills <ul style="list-style-type: none"> • Reading for specific information YLE • Listening for specific information YLE • Speaking to exchange information • Writing a description 	Thinking skills <ul style="list-style-type: none"> • Drawing conclusions • Matching • Developing sense of direction • Drawing analogies 	English for school Geography: Directions Project: Make a compass
▶ Song: Lost in town		▶ Creativity		▶ Revision	
5 Under the sea (pages 58–69)					
Vocabulary Sea creatures: <i>seahorse, dolphin, seal, shell, octopus, anchor, starfish, turtle</i>	Grammar <i>The great auks were / weren't (sea birds). Their food was / wasn't (fish). Were you (in the sea), Sue? No, I wasn't. Was Tim (on the beach)? Yes, he was.</i>	Story Phonics <i>The trap</i> The letter sounds <i>s</i> and <i>sh</i>	Skills and value <ul style="list-style-type: none"> • Reading <i>What Christine found</i> • Reading for specific information • Listening for detail YLE • Telling a story • Writing a story • Caring for nature 	Thinking skills <ul style="list-style-type: none"> • Remembering details • Comparing details in texts and audio with images • Recognising patterns • Application and transfer of knowledge 	English for school Art and Maths: Pattern and symmetry Project: Make a symmetrical fish
▶ Song: Fish, fish everywhere		▶ Creativity		▶ Revision	
6 Gadgets (pages 70–81)					
Vocabulary Technology: <i>games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop, mp3 player</i>	Grammar <i>The (DX24) is bigger / more expensive than the (DX32). The (Airbus A380) is the biggest (plane) in the (world). The (Baldacchino Supreme) is the most expensive (bed) in the world.</i>	Story and value Phonics <i>The cave</i> Being resourceful Long vowel sounds	Skills <ul style="list-style-type: none"> • Comparing two pictures • Writing a short text • Describing a picture • Listening for specific information YLE • Writing a dialogue • Reading for detail YLE 	Thinking skills <ul style="list-style-type: none"> • Making deductions • Numerical awareness • Logical and mathematical thinking 	English for school Maths and History: Numbers Project: Think of a number sequence
▶ Song: My bike is bigger		▶ Creativity		▶ Revision	

7 In the hospital (pages 82–93)					
Vocabulary Health: <i>doctor, nurse, cold, cough, headache, toothache, earache, stomach-ache</i>	Grammar <i>jump – jumped, shout – shouted, land – landed, look at – looked at, wake up – woke up, feel – felt, have – had, go – went, give – gave, say – said</i>	Story Phonics <i>At the hospital</i> Caring for people who are ill -ed endings	Skills and value • Reading <i>Sophia saves the day</i> • Reading and listening for specific information • Reading for detail YLE • Writing a story • Keeping busy by helping others	Thinking skills • Decoding and sequencing • Spotting details in a narrative • Developing story analogies	English for school Science: Fever Project: Make a thermometer
▶ Song: What a week		▶ Creativity		▶ Revision	
8 Around the world (pages 94–105)					
Vocabulary Countries: <i>Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia, India</i>	Grammar <i>We went to the (beach), but we didn't go (swimming). We played basketball, but we didn't play football. Did you go shopping? Yes, I did. / No, I didn't. When did you get home? Yesterday.</i>	Story and value Phonics <i>The final letters</i> Showing interest in other cultures The sounds /i:/ and /ɪ/	Skills • Reading for specific information YLE • Listening for specific information YLE • Exchanging information • Writing an account	Thinking skills • Thinking about possible lexical relationships • Imagining • Visual spatial thinking, recognising shapes	English for school Art: Origami Project: Make an Origami butterfly
▶ Song: All my friends are far away		▶ Creativity		▶ Revision	
9 Holiday plans (pages 106–117)					
Vocabulary Weather: <i>thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat, boots</i>	Grammar <i>I'm going to play in the garden all day. It's (not) going to be rainy on (Tuesday). Are you going to (cook pizza)? Yes, I am. / No, I don't like cooking.</i>	Story Phonics <i>The treasure</i> Changing one's perception The sound /ɜ:r/	Skills and value • Reading <i>Holidays with Grandma</i> • Reading and listening for specific information • Talking about pictures YLE • Writing about differences • Changing perceptions	Thinking skills • Prediction • Logical thinking	English for school Geography: Seasons and hemispheres Project: Seasons around the world
▶ Song: A super holiday		▶ Creativity		▶ Revision	

Meet The Explorers



Meet Ben and Lucy – *The Explorers*. These two friends and their dog, Buster, find lost treasure and give it to museums. Their lives are very exciting. Today they are starting a new adventure. They are in a castle. They are looking for an old book. The book tells the secret of some lost treasure. But they are not the only people looking for the book ...



1 CD1
02

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

1 upstairs

2 twenty-one – fifty

3 downstairs

4 fifty-one – one hundred

5 cellar

-
- 1 Upstairs
 - 2 Rooms 21-50
 - 3 Downstairs
 - 4 Rooms 51-100
 - 5 Cellar

2 CD1
03

Listen, read and answer.

- 1 What do Ben and Lucy want to find?
- 2 Where are they?
- 3 Where does Lucy want to go?
- 4 Where is the cellar?

3 Close your book. Play the memory game.

Where's ...

Upstairs.

4 Revision of numbers; *upstairs / downstairs*

Aims:

- to review numbers 21–100
- to introduce the characters

New language: *explorer, meet, lost treasure, museum, adventure, castle, secret, only, upstairs, downstairs, cellar*

Recycled language: language from previous levels, numbers 21–100

Materials: CD

Language competences: Your students will be able to identify and use numbers 1–100.

Warm-up

Aim: to review numbers

- Write some numbers on the board, e.g. 19, 13, 7. Elicit the numbers.
- Invite a student to the front. Draw a number between 1 and 20 on his/her back with your finger. The student has three tries to guess the number.
- Students repeat the activity in pairs.

Presentation

Aim: to introduce the characters

- Students look at the pictures and text at the top of the Student's Book page 4.
- Read the text aloud. Students follow.
- Check understanding of new vocabulary.
- Tell students to look at the sign and check understanding of *upstairs* and *downstairs*.

1 ^{CD1}₀₂ **SB p4** Listen and say the words. Then check with a friend.

Aim: to practise new vocabulary

- Students look at the numbered words and phrases in the picture.
- Play the recording. Students listen and repeat.
- Play the recording again. Students practise in pairs.

2 ^{CD1}₀₃ **SB p4** Listen, read and answer.

Aim: to practise listening and reading

- Read the questions aloud and check understanding.
- Tell students that the answers to questions 1, 2 and 4 are in the text and picture on the page.
- Give students time to find the answers.
- Explain that the answer to question 3 is on the CD.
- Play the recording twice. Check with the class.

CD1 Track 03

For tapescript see TB page 118.

Key: 1 An old book, 2 In a castle, 3 To the cellar, 4 Downstairs

3 **SB p4** Close your book. Play the memory game.

Aim: to give students practice with the new vocabulary

- Ask *Where's room 35?* (It's upstairs.)
- Students play the same game in pairs with books closed.

1 ^{CD1}₀₄ **WB p4** Listen and write the numbers.

Aim: to practise writing the new vocabulary

Key: 1 30, 40, 50, 2 20, 40, 60, 80, 3 10, 30, 20, 40, 30

2 **Think!** **WB p4** Look at Activity 1. Write the missing numbers.

Aim: to give further writing practice

Thinking skill: logical-mathematical

Key: 1 60, 2 100, 3 50

3 **WB p4** Write the words.

Aim: to give further writing practice

Key: 2 thirty, 3 one hundred, 4 forty

4 **WB p4** Write *Where* or *What*. Then think about the story and answer the questions.

Aim: to give practice forming and answering questions

Key: 2 What / Buster, 3 What / An old book, 4 Where / To the cellar, 5 Where / Downstairs, 6 Where / Downstairs

Ending the lesson

Aim: to review numbers

- Write 15 numbers between 21 and 100 on the board.
- Students draw a 2 x 2 grid and write a number from the board in each square.
- Call out numbers from the board. Students cross out the ones they hear.
- The first student to cross out all four is the winner.

Extension activity

Aim: to review vocabulary from the lesson

- Ask students where different rooms are in school / at home (*upstairs* or *downstairs*).
- Students do the same in pairs.

Aims:

- to present and practise *good at + ing*
- to review language for actions and activities

New language: *snorkelling, doing puzzles***Recycled language:** actions and activities**Materials:** CD**Language competences:** Your students will be able to say what they are good at / not good at.**Warm-up****Aim:** to review actions and activities

- Mime an action, e.g. *jumping*. Students guess, e.g. *You're jumping*.
- Repeat with other known actions and activities.

Presentation**Aim:** to present *good at / not good at*

- Mime doing something well, e.g. dancing. Say *I'm good at dancing*.
- Mime doing something badly, e.g. jumping. Say *I'm not good at jumping*.
- Write the two example sentences on the board.
- Say, e.g. *You're good at swimming*. The whole class mime being good at swimming.
- Say, e.g. *You're not good at playing the guitar*. Students mime playing the guitar badly.

1 **SB p5** Look, read and write **B** (Ben) or **L** (Lucy).**Aim:** to practise *good at / not good at*

- Elicit the activities in the pictures.
- Students take turns to read out the questions.
- They silently write the answers.
- Students compare answers in pairs. Check with the class.
- Elicit which of these activities students are good at / not good at. Students reply, e.g. *I'm good at flying kites*.

Key: 1 B, 2 B, 3 L, 4 B, 5 L, 6 L**2** **CD 05** **SB p5** Listen and say.**Aim:** to focus students on grammatical form

- Play the recording. Students listen and repeat. Repeat.
- Students turn to the Grammar focus section on page 118 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 flying, 2 riding, 3 cooking/making, 4 speaking, 5 doing**3** **SB p5** Look and make sentences.**Aim:** to consolidate grammatical form

- Students make sentences in pairs. Check with the class.

Key: Lucy is good at playing the piano. Lucy is good at flying a kite.

Ben is good at painting. Ben is good at playing the piano. Ben isn't good at flying a kite.

1 **WB p5** What are the children good at? Write sentences with *good at* or *not good at*.**Aim:** to practise the new language**Key:** 2 I'm not good at snorkelling. 3 I'm good at swimming. 4 I'm not good at jumping. 5 I'm good at snorkelling. 6 I'm good at swimming.**2** **Think!** **WB p5** Look, think and draw lines.**Aim:** to give further practice with the new language**Thinking skill:** matching words with pictures**Key:** 1 She's good at dancing. 2 He's not good at swimming. (3 He's good at playing football.) 4 She's not good at jumping high.**3** **WB p5** Write about yourself.**Aim:** to enable students to personalise the language**Ending the lesson****Aim:** to practise key language from the lesson

- Say sentences about the characters, e.g. *Ben is good at painting*.
- If your sentence is true, students clap. If it is false, students shake their heads.

Extension activity**Aim:** to give listening and speaking practice

- Students draw a simple 4 x 6 table for a survey.
- Down the side they write six activities. Along the top they write *Me* and the names of three friends.
- They fill in the first column with a ✓ or a X for themselves.
- Then they ask three friends, e.g. *Are you good at swimming?* and complete the table.

1 Look, read and write *B* (Ben) or *L* (Lucy).



- 1 Who am I? I'm not good at flying a kite.
- 2 I'm good at riding bikes. Am I Ben or Lucy?
- 3 I'm not good at playing the guitar. Who am I?
- 4 I'm very good at snorkelling. Can you guess my name?
- 5 I'm good at climbing trees. What's my name?
- 6 Who am I? I'm really good at doing puzzles.

2 CD 1
05

Grammar focus

Listen and say.

I'm good at playing football.

I'm not good at climbing trees.

I'm good at riding bikes.

I'm not good at flying kites.



3 Look and make sentences.

Lucy isn't good at painting.

	X	✓	✓
	✓	✓	X