

Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit A New Start	exhibition, race, competition, world record, daily news, traffic report, weather report, interview.	Prepositions of time: in, on, at		
1 Lights, Camera, Action!	comic book, sticker, model, pin, autograph, key ring, bracelet, mask; colorful, shiny, plain, printed; hundreds, move, quickly, animations, differences, look like; Do you have a collection? Yes, I collect (pins) / I have 56 pins. No, I don't. / I don't have a collection.	Possessive pronouns: It's mine/yours/his/hers <i>Whose?</i> + possessive pronouns: mine, yours, his, hers Whose comic book(s) is/are these? It's/They're mine.	Art	Be a hero and help people.
2 On Site!	drive, dig, find, carry, study, teach, fix, break; shout, whisper, touch, share; look for, ground, artifacts, tools, machines, clues; What time does the museum open/close? The museum opens/closes at ten o'clock / in 15 minutes.	Present continuous review; all forms plus spelling rules Modals of obligation, e.g. <i>must/mustn't</i> + universal you	History	Learn about your history.
Culture 1 World Heritage	protected wall, canyon, reef			
3 Traffic News!	bus, truck, taxi, scooter, motorcycle, van, tram, hot air balloon; expensive, cheap, crowded, comfortable; energy, oil, pollution, transportation, electricity, human; How do you come to school? I come to school by bus.	Present simple and present continuous contrast – She waits/She's waiting Comparatives with -er and more	Social Studies	Be polite to others on public transport.
Project 1 Ancient Places	arches, camels, columns, courtyard, fountains, tiles, temples, tombs, The Great Wall of China, The Taj Mahal, Angkor Wat, The Colosseum, The Alhambra, Petra, walls; ancient, city, desert, palace, statues; fights, gladiators, died, cloth, protect, earthquakes, destroyed, sold, spices, enemies, narrow canyon, decorations, ceiling, wars, broken, prisoners, soldiers, guarded, jewels, Emperor, prison			

Unit	Vocabulary	Grammar	CLIL	Value
<p>4</p> <p>Ready, Set, Go!</p>	<p>steep, flat, high, low, safe, dangerous, exciting, boring; score, trick, time, grade; force, gravity, pulls, up, push, down;</p> <p>How about this one? You're right. / I don't think so. I think this one is the best helmet for you!</p>	<p>Superlatives with <i>-est</i> and <i>most</i></p> <p>Irregular comparatives/ superlatives: bad/ worse/worst good/ better/best</p>	Science	Try hard and do better.
<p>Culture 2</p> <p>Winter Fun</p>	skiing, traditional, dog-sledding, modern, snowboarding, competitions			
<p>5</p> <p>Art on the Beach</p>	<p>man (men), woman (women), girl (girls), boy (boys), child (children), person (people), teenager (teenagers), baby (babies); signpost, bench, flag, fountain; beautiful, natural branches, sand, shells;</p> <p>Which one do you like best? I like this one. Why? I like it because...</p>	<p>Regular and irregular plurals</p> <p>Quantifiers: <i>some</i> and <i>any</i>. There are some/there aren't any</p>	Art	Encourage your classmates.
<p>Project 2</p> <p>Ancient Civilization</p>	Ancient Greece, built, civilizations, corn, earnings, Inca Empire, sandals, sewed, squash, wove, wrestled; Past simple, belt, boots, hat; grow, archaeologists, artefacts, poor, rich, mines, sew, clean, decoration, capes, clay, thatched, stove, processions, countryside, sailed, got married, bones, sailors, fishermen, pay, stools, wax, glass, shutters, wool, bucket, electricity, candles, dark, tunic, jewellery, leather, figs, wheat, squid, hares, athletes			
<p>6</p> <p>In the Kitchen!</p>	<p>sugar, flour, nuts, oil, vanilla, honey, eggs, chocolate chips; bowl, plate, spoon, cup; ingredients, grams, liquids, liters, scales, measuring cup;</p> <p>First, you put in some... Then, you add some... Next, you add some... Finally, you mix it all up.</p>	<p>Countable and uncountable nouns + <i>There is/are / There isn't/aren't</i></p> <p>There is/are some / There isn't/aren't any (Is/Are there any?)</p>	Science	Make healthy choices.

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Unit	Vocabulary	Grammar	CLIL	Value
Culture 3 A National Dish	national dish, popular, tasty, curry, dessert			
7 School Days!	<p>schoolyard, hallway, classroom, cafeteria, science lab, gym, music room, assembly hall; relaxed, confused, confident, nervous; detective, character, author, impatient, grumpy;</p> <p>What was your favorite food when you were seven?</p>	<p>Past tense of <i>be</i>: was/wasn't</p> <p>Were you? Yes, I was. No, I wasn't. I was...</p>	Literature	Be friendly and include others.
Project 3 Ancient Myths	brave, cruel, curved, fierce, giant, knight, mysterious, myths, pointed, rough, smooth; cave, dragon, enormous, ghost, monster, prince, queen; unicorns, hole, steps, narrow ridge, magic bone, chased, dropped, searched, servants, chase, rooster, crow, strange, slim, trunks, bark, branches, shocked, fat, complaining, upside down, roots			
8 Around the World!	<p>Canada, Canadian, France, French, Morocco, Moroccan, Egypt, Egyptian, India, Indian, China, Chinese, Poland, Polish, Peru, Peruvian; huge, terrible, fantastic, delicious; messages, communication technology, text message, e-mail, website, internet video calls;</p> <p>Hello, it's (Tom). Is (Pete) there, please? No, he isn't here. Can I take a message? Yes, please. Can you tell him that I called? Sure. Anything else?</p>	<p><i>We/they were/ weren't</i> + time markers</p> <p>Past tense of <i>be</i>: <i>Was/They were/ weren't</i> + time markers</p>	Information Technology (IT)	Keep in touch with friends and family.
Culture 4 School's Out!	elementary school, kindergarten, junior high, high school, graduation, ceremony			
Holidays New Year	celebrate, midnight, backwards, resolutions			
Holidays A Day for Nature	oxygen, carbon dioxide, roots, soil, communities, climates			

For more information about planning your classes, go to the *Shine On! Plus* Teacher's Resources on

Unit 1 Lights, Camera, Action!

Lesson 1 pages 6-7

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from the previous unit.

Language and structures

Active: *mask, pin, autograph, key ring, model, bracelet, comic book, sticker*

Review: *I have ...*

Extra: *make-up, cape, robe, headdress, staff, sword*

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play the *Shine On! Plus* song from the Starter Unit Lesson 1 (page 2) 01 for students to listen and join in as much as possible.
- Ask students if they remember any of the events vocabulary from Starter Unit Lesson 1. Encourage students to say the words (*exhibition, race, world record, daily news, traffic report, weather report, interview, competition*).
- Ask students to predict which event the Junior Crew will report on in this unit.

1 Listen and point. Listen and repeat. 07

- Books closed. Introduce the new words (Things we can collect) using the Unit flashcards by holding them up one at a time and saying the word for students to repeat.
- Then put the flashcards on the board and say each word again for students to repeat. Tell students to close their eyes. Remove two or three of the flashcards. Tell students to open their eyes and say which flashcards are missing.
- Books open. Hold up your Student Book and point to the words in the main picture. Play the recording for students to listen and point to the items in the picture.
- Then play the recording again for students to listen and repeat.

Transcript

comic book sticker model
pin autograph key ring
bracelet mask



Extension activity

Ask students *Who has stickers?* The students who have stickers (either at home or in their backpacks / pencil cases) put their hands up and show these to the class. Repeat with the other items from the vocabulary set (*pin, comic book, bracelet, mask, model, key ring, autograph*).

2 Listen and number. 08

- Hold up your Student Book, point to the vocabulary items, and ask students to say the words.
- Play the recording for students to listen and point to the things we collect.
- Point to the labels and answer boxes in the main picture on pages 6 and 7, and say *Listen and number*. Write 1, 2, 3, 4, 5, 6, 7, or 8.

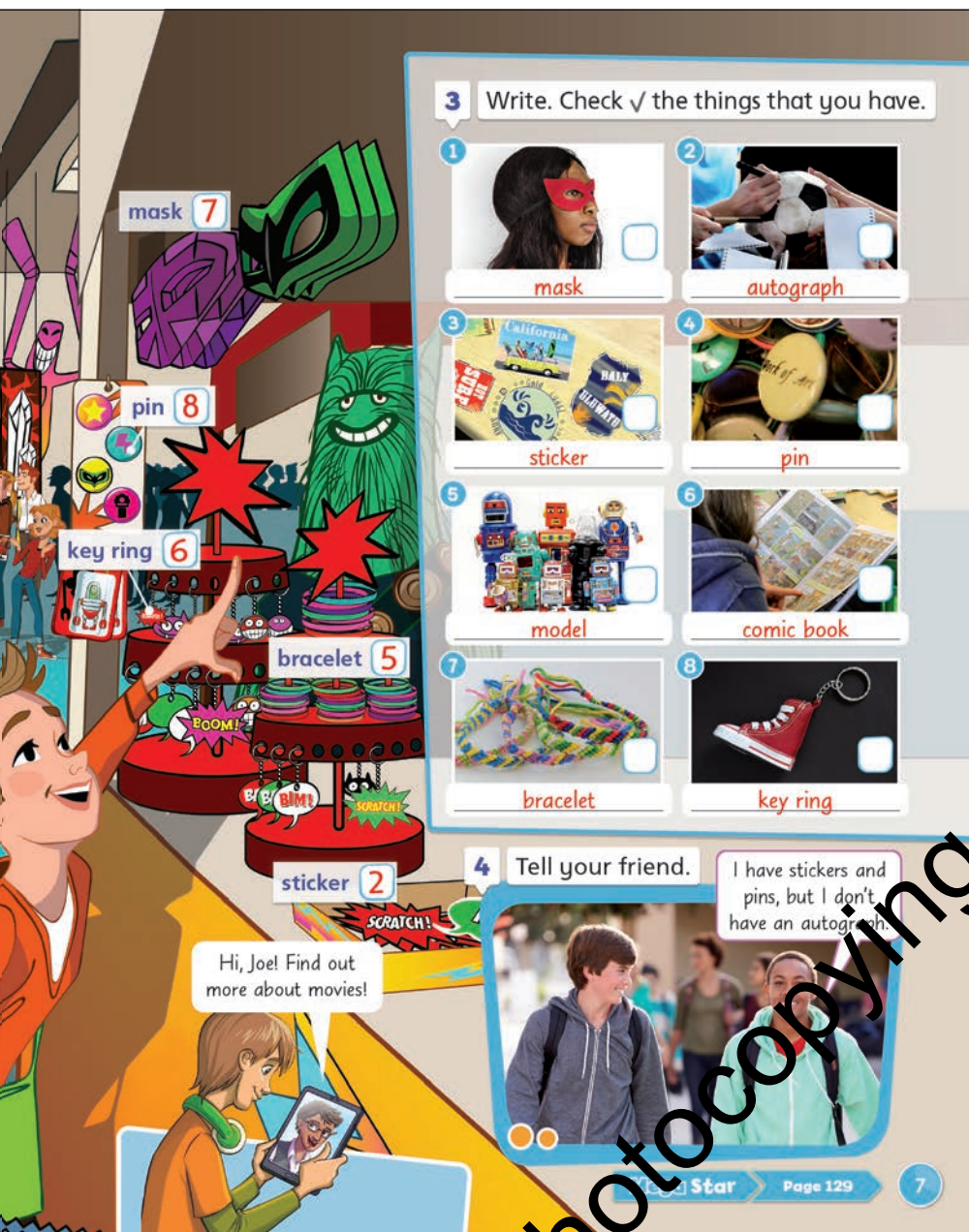
- Play the recording and pause after the first item to check students have understood (1 *autograph*).
- Play the remainder of the recording, pausing after each item for students to write. Check answers by asking *What's number 1?* (*autograph*)

Transcript

1 autograph 2 sticker
3 comic book 4 model 5 bracelet
6 key ring 7 mask 8 pin

Extension activity

Ask students to sit in a circle. Hand out the flashcards for this vocabulary set to students. Play the *Shine On! Plus* song and tell students to pass the flashcards around the circle. Pause the song at random points. The students hold up their flashcards and say the correct words. Repeat for several rounds.



pages 6–7, while more able students should try to write from memory. Walk around the class as they work, helping as needed.

- When they have finished, students should swap with a partner to check each other's spelling.
- Students can give themselves a point for each collectible they spelled correctly and write their total in the box on page 129 of the Student Book.

Finisher

- Play *Tic-tac-toe*. See Ideas bank (Teacher's Book page 173) for instructions.

EXTRA VOCABULARY

- character
- costume
- dress up
- fan
- fantasy
- poster
- sign
- stand

Notes

3 Write. Check ✓ the things that you have.

- Hold up your Student Book, point to the photos, and ask students to name the objects.
- Allow students time to write the words. They can look at the words in the main picture to check the spelling.
- Check answers and ask students around the class *Do you have a ... ?* Encourage them to answer *Yes, I do. / No, I don't*. Tell students to check the things they have.

TEACHING TIP

For more confident students, invite individuals to the front of the class to write the words on the board. Ask the group to check if the spelling is correct.

Extension activity

Students can play a game in pairs. One student says a word and their partner points to the correct photo.

4 Tell your friend.

- Model the dialogue a few times with confident students. Remind students of the singular and plurals using the model dialogue.
- Move around the classroom as students act out the dialogue in pairs. If you have time, you can ask students to swap partners and tell different people about what they have.

21ST CENTURY SKILLS

Communication
Students speak in English.

Mega Star: Write two lists of things we can collect from pages 6–7: a list of things you have and a list of things you don't have.

- Ask students to take out their notebooks and write two lists of the collectible things from this lesson: one list with the things they have; the second with the things they don't have. Less able students can refer back to

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Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: comic book, sticker, model, pin, autograph, key ring, bracelet, mask;
Look! A mask. Is it yours? It isn't mine. It isn't hers. It's his.

Review: costumes, actors, movies

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play *Slow reveal* with the Unit 1 flashcards from Lesson 1. Cover a flashcard with a sheet of paper. Start to move the paper slowly and ask *What is it?* Continue sliding the paper further down until it is revealed, and then ask the class *What is it?* Allow students to call out their ideas.

1 Listen and read. 09 What is a "movie fan"? Act it out.

- Books open. Ask students to look and say what characters and things they know.
- Play the recording and encourage students to point to the correct pictures as they hear them.
- Ask students *What's a movie fan?* Elicit answers from students around the class.

ANSWERS

They love movies.

- Play the recording again, pausing to ask students questions about each frame: 1 *Are the people actors?* (No, they are movie fans.) 2 *What color is Joe's mask?* (orange) 3 *What color is the mask is it?* (a Captain Stardust mask) 4 *Who isn't wearing a mask?* (Captain Stardust) 5 *What is Joe getting?* (an autograph) 6 *Who takes a photo?* (Stella)
- Divide the class into groups to act out the story.
- Allow students time to practice in groups. Then invite groups to act out the story for the class.

TEACHING TIP

Group confident students with less confident students to act out the story. Encourage them to help each other.

Superheroes!

1

Lesson 2

1 Listen and read. 09 What is a "movie fan"? Act it out.

1 Look at the costumes! Are they actors?

2 Oh – a mask. Joe, is this yours?

No, it isn't mine. Mine is orange.

3 No, it isn't mine.

It's a Captain Stardust mask!

4 Look – he isn't wearing a mask. Like I think it's his.

Joe, can you give it to him?

Yes, I can!

5 He isn't a fan ... He's Captain Stardust!

Cool! Joe is getting an autograph!

6 Thanks, Joe! Smile, Joe! You're a superhero!

Can you find four things we can collect in the story? Write a list.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for four things we can collect in the story and write them in their notebooks.

ANSWERS

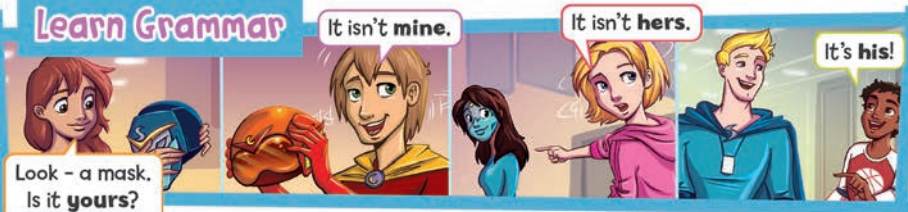
comic book, mask, autograph, bracelet

Further practice

Workbook page 4

Notes

Learn Grammar



2 Listen and repeat. 10 Who says these sentences? Find them in the story.

Is this yours? Mine is orange. Is it hers? I think it's his.

3 Read and draw.



The stickers aren't mine. The stickers are yours, Lily.
The stickers are mine, and the bracelet is mine. The key ring is his.
The pins are hers. The autograph is mine!
The comic books are mine. The models are his.



HELP THE JUNIOR CREW! Find a gray jacket in the story. Draw the symbol and write its color. Now go to page 135.

Grammar It's his / hers / mine / yours.

Practice Page 104 9

2 Listen and repeat. 10 Who says these sentences? Find them in the story.

- Play the recording for students to listen. Then play it again for students to repeat the grammar structure.
- Pick up a pen or pencil from a confident student's desk and ask *Is it yours?* (Yes, it is.) Pick up a pen or pencil from your own desk, and take a pen or pencil from your bag, point to another student, and ask *Is it hers/his?* (No, it isn't. It's mine.) Repeat with different students.
- Ask students to underline the sentences in the activity in the story and to say who says them.

ANSWERS

Students underline the following lines:
Is this yours? (Lily), Mine is orange. (Joe),
Is it hers? (Stella), I think it's his. (Charlie)

Transcript

Lily: Look - a mask. Is it yours?
Joe: It isn't mine.
Stella: It isn't hers.
Charlie: It's his!

3 Read and draw.

- Point to the characters and ask students to name them. Read out the sentences and explain that students have to draw the things in the correct characters' bags. Ask questions to check students understand, e.g. *What does Lily have?* (a bracelet) *Are the stickers Charlie's?* (No, they aren't.) Ask students to point to who the stickers belong to (Lily) and elicit *They're hers*.
- Check answers by asking questions about the objects. Have students answer with the correct name and point to the correct picture in their books.

ANSWERS

Charlie: key ring; Lily: stickers and bracelet; Joe: autograph and models; Stella: pins and comic books

Help the Junior Crew!

- Students look for the gray jacket in the story and draw the symbol on it in the box.

- Tell students to find the word in the *Junior Crew Mystery Message* on page 135 of the Student Book. See the *How to ...* section in the Teacher's Book on page 37 for instructions. (The word for the *Mystery Message*: now).

21ST CENTURY SKILLS

Information literacy

Students learn how to solve a puzzle.

Finisher

- Tell students to work in pairs and imagine what happens next in the story. Pairs can then share their ideas with the class.

Further practice

Extra Practice Student Book page 104
Vocabulary and Grammar Worksheet
Unit 1 Lesson 2 Teacher's Resources on
Oxford English Hub
Workbook page 5

Notes

Lesson 3 pages 10–11

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *colorful, shiny, plain, printed, mask, comic books, autograph, models, stickers*

Review: *costume, boots, T-shirt, gloves, pants*

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play *Spell it*. Divide the class into two teams. Within each team, students have to work in pairs. If you have an odd number, you can have a group of three. Ask one pair to come to the front of the class. Hold up a flashcard from Unit 1 (Things we collect). One student spells the word while their partner writes it on the board. Award one point to the team for correct spelling.

1 Listen, read, and say. 11

What can you see in the classroom that is ... ?

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, read, and repeat the words.
- Ask students *What can you see in the classroom that is ... ?* Elicit class answers by saying or pointing to the correct item around the classroom. Repeat with the other vocabulary items.

Transcript

colorful shiny plain printed

2 Listen and match. 12

Which costume is your favorite?

- Point to the pictures and ask students to describe them, e.g. *colorful mask*.
- Play the recording for students to listen and point to the correct pictures as they hear them mentioned.
- Say *Listen and match. Draw a line.*
- Then play the recording again, pausing after the first item. To check students have understood, hold up your book, point to Charlie, and ask students to

1 Lesson 3

1 Listen, read, and say. 11 What can you see in the classroom that is ... ?

colorful shiny plain printed

2 Listen and match. 12 Which costume is your favorite?

Make your own Superhero

3 Write the words. Write the letters and find Joe's superhero name.

1 plain
2 printed
3 colorful
4 shiny

Joe is the **C o m e t K i d**

Vocabulary Adjectives to describe clothes

- point to Charlie's mask in their books. Then ask them to point to his T-shirt.
- Play the rest of the recording, pausing after each item for students to match.
- Check answers by pointing to each mask/T-shirt, pointing to Charlie, and asking *Is it his?* Elicit *Yes, it is* or *No, it isn't*. Repeat with the other items and characters.

Transcript

Joe: OK, Charlie. Let's see. Charlie has a colorful mask. The colorful mask is his. And he has a printed T-shirt.
 Hmm. Stella has a plain mask. The plain mask is hers. And she has a shiny T-shirt. Yes. A shiny blue T-shirt.
 And Lily ... Let's see. Lily has a shiny mask. The shiny mask is hers. And she has a colorful T-shirt.
 These costumes are great!

3 Write the words. Write the letters and find Joe's superhero name.

- Point to the pictures and elicit the words *plain, printed, colorful, shiny*.

- Students write the words and use the clues to write Joe's superhero name.
- Check answers by asking individual students to come to the front of the class and write the words on the board.

TEACHING TIP

Group less confident students together and give them help. Explain that each box is a letter in the word. Tell students they can look at the words in Activity 1 for extra support. Then students do the activity. More confident students can cover the words in Activity 1 with a piece of paper and do the activity individually.

Fast finishers

Fast finishers can draw a picture of someone wearing a costume and label it using the new words, e.g. *a printed mask*.

Learn Grammar

Whose mask is this?

Ask Charlie. I think it's his.

No, it isn't. Charlie's mask is colorful.

4 Listen, read, and repeat. 13 Answer the question.

5 Read and match. Ask and answer.

- | | | |
|-----------------------------------|---|-----------------|
| 1 Whose colorful mask is this? | a | It's Stella's. |
| 2 Whose plain boots are these? | b | They're Joe's. |
| 3 Whose shiny T-shirt is this? | c | They're Lily's. |
| 4 Whose colorful pants are these? | d | It's Charlie's. |



6 Listen and sing. 14 Watch!

Song!

Chorus:

There's a movie exhibition. It's so great.
You can wear your favorite mask, but don't be late!
There are models, comic books, and stickers, too.
You can get an autograph, just for you!

Whose is this colorful mask and these shiny boots?
The mask is his, and the boots are mine.
Now come on everyone, let's have a good time.
Whose is this plain costume and these printed gloves?
The costume is hers, and the gloves are mine.
Now come on, everyone, let's have a good time.

Chorus



Grammar Whose + possessive 's review

Practice Page 105 11

4 Listen, read, and repeat. 13 Answer the question.

- Play the recording for students to listen and read along in their Student Books. Then play the recording again and encourage students to repeat the grammar structure. Ask students *Whose mask is this?* (Lily's, as it's not Charlie's, Stella's or Joe's).

Transcript

Amy: Whose mask is this?

Stella: Ask Charlie. I think it's his.

Amy: It isn't. Charlie's mask is colorful.

5 Read and match. Ask and answer.

- Tell students to look at the picture and say who they can see. Ask students to describe what the characters are wearing.
- Read aloud the first question and elicit the answer (d).
- Allow students some time to read the questions and match them to the answers by drawing a line.

Check answers and point out that we use *They're* for *boots* because they are plural and *It's* for *mask* as it's singular.

6 Listen and sing. 14

- Tell students to look at the picture and ask what the people in the pictures are doing (*The superhero is giving autographs, the children are wearing costumes, etc.*).
- Play the song for students to listen and read the lyrics.
- Create actions for the song as a class, e.g. gesture to your face for *You can wear your favorite mask*, sign a piece of paper for *You can get an autograph*, gesture to your eyes and make a mask shape for *Whose is this colorful mask?* and then gesture to your feet and mime the shape of boots for *and these shiny boots?*
- Play the song again for students to sing and mime the actions.

Finisher

- Play *Fast flashcards*. See Ideas bank (Teacher's Book page 172) for instructions.

Further practice

- Extra Practice Student Book page 105
- Vocabulary and Grammar Worksheet Unit 1 Lesson 3 in Teacher's Resources on Oxford English Hub
- Workbook page 6

Notes

Lesson 4 page 12

Classroom Presentation Tool

Objectives

- To present a CLIL concept (Art).
- To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

- Active:** *hundreds, move, quickly, animations, differences, look like*
- Review:** *movies, camera, models*

Materials

- CLIL Worksheet Unit 1 Lesson 4 (Art); Unit 1 flashcards
- Class Audio; stapler, scissors

Warmer

- Ask students to stand in a circle. Lay the flashcards for Unit 1 on the floor face down.
- Play the *Lights, Camera, Action!* song from Lesson 3 (page 11) 14 and tell students to walk and sing around the flashcards.
- Pause the song and say a student's name. That student picks up any flashcard and says the word. Play the song again. When you pause it, the student that picked up a card in the previous round says another student's name and repeats the process until there are no flashcards on the floor.

1 Look at the pictures. What is your favorite type of movie?

- Point to the pictures in the text and ask students what they can see (*photos of a movie reel, models, a man working with models*). Ask students what their favorite type of movie is.

2 Read and listen.

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of text in their books as they listen. Ask students what animation movies they know.

21ST CENTURY SKILLS

Creativity and innovation

Students learn how animation movies are made.

3 Read and correct the mistakes. Change the underlined word.

- Read aloud the first sentence. Explain that the underlined word is incorrect. Ask students to check the text to find the correct word (*photographs*) for the first sentence. Make sure students understand that they have to find the answers in the text. Each underlined



1 Lesson 4

1

Look at the pictures. What is your favorite type of movie?

2

Read and listen.

Making Movies



Did you know a movie is made of lots and lots of photographs?

A movie camera takes **hundreds** of photos every minute (24 photos every second). When we watch a movie, we are watching these photos. We see the actors **move** because we see a lot of photos very **quickly**.

Traditional **animations** are made this way, too. Animations use pictures or models. The models can't move. But the movie maker takes hundreds of photos of the models. In each photo, there are **small differences**. When the movie plays, we see the changes very quickly. The models **look like** they're moving!



3

Read and correct the mistakes. Change the underlined word.

15

1 A movie is made of <u>hundreds</u> of videos.	<u>photographs</u>
2 A movie camera takes 24 photos every <u>minute</u> .	<u>second</u>
3 Traditional animations use pictures or <u>actors</u> .	<u>models</u>
4 In each photo there are <u>big</u> differences.	<u>small</u>
5 The models <u>can</u> really move.	<u>can't</u>

4

Do the Flip Book Animation worksheet.

word should be replaced with one word only.

- Check answers by asking individual students to read aloud the correct sentences.

TEACHING TIP

Less confident students can do the activity in pairs. Encourage students to underline the parts of the text that give them the answer. Confident students can do the activity individually and check answers in pairs.

4 Do the Flip Book Animation worksheet.

- Prepare your flipbook in advance so you can show students.
- Hand out copies of the CLIL Worksheet. Students look at the worksheet and discuss the questions in pairs.

ANSWERS

There are 12 pictures; No; A boy skateboarding.

- Tell students to cut out the pictures and staple them together in order to make a flipbook. They flip the pages and see for themselves how the principles in the CLIL lesson work. Ask follow-up questions: *Do the pictures move? (No.) Do the pictures look like they're moving? (Yes!) What can you see? (a boy jumping on a skateboard / an animation) How long is the animation? (just a few seconds)*
- Ask additional questions: *Are there hundreds of pictures? (No.) How many are there? (12) Are all the pictures the same? (No.) Is the setting the same? (Yes.) Are there big differences, or small differences? (small differences)*

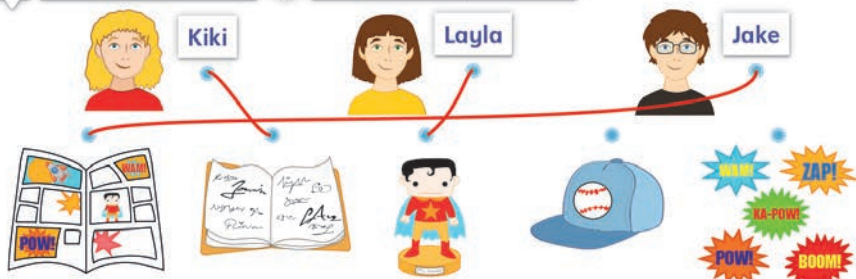
Finisher

- Play *Kim's game* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 172) for instructions.

Further practice Workbook page 7

1 Lesson 5

1 Listen and match. 16 What do they collect?



2 Look and write. Listen again and write the numbers. 16

- Jake collects **comic books** . He has **75** .
- Layla collects **models** . She has **32** .
- Kiki collects **autographs** . She has **57** .

Everyday English!

stickers key rings bracelets postcards

3 Listen and repeat. 17

Act it out.

Do you have a collection?

No, I don't. I don't have a collection.

Yes, I do. I collect masks. I have 22 masks.

4 Make the Superhero Collector Game. Choose a color and play.



I have a collection. Do you have the red mask?

No, I'm sorry. I don't.

OK. Thanks - it's your turn.

13

Lesson 5 page 13

Classroom Presentation Tool

Objectives

- To review the linguistic content of the unit through a listening text.
- To develop listening for specific information.
- To teach an *Everyday English* expression.
- To complete a craft project.

Language and structures

Active: Do you have a collection? No, I don't have a collection. Yes, I do.

Review: comic books, models, stickers, key rings, bracelets, postcards, collection, autographs

Materials

Unit 1 flashcards; Class Audio; colored pens, scissors, card

Warmer

- Play *Hit the card* from the Ideas bank. See (Teacher's Book page 172) for instructions.

1 Listen and match. 16 What do they collect?

- Point and ask students what items they can see. Then play the recording for students to listen and match the names to the items.
- Check answers by asking questions.

Transcript

Layla: Come on, Kiki. Let's go to the games room. It's cool! I share it with my brother, Jake, so it's ours.

Kiki: Wow! This room is great, Layla. Are all these comic books yours?

Layla: No. My brother Jake loves comic books, they're his.

Kiki: They're cool! How many does he have?

Layla: Oh - he has a lot! He has seventy-five comic books.

Kiki: Seventy-five! Wow! That is a lot.

Layla: Yes. He buys them every Saturday.

Kiki: Whose models are these? Are they Jake's, too?

Layla: No, those are mine. I collect models.

Kiki: That's cool. I like this one. How many do you have, Layla?

Layla: I have thirty-two.

Kiki: Thirty-two. That's a great collection.

Layla: What about you, Kiki? Do you have a collection?

Kiki: Yes, I do. But ...

Layla: What is it?

Kiki: It's a bit silly ... I collect autographs!

Layla: That's fun. How many do you have?

Kiki: I have fifty-seven! I buy some from the internet. They're on different things, like T-shirts and posters.

Layla: Fifty-seven autographs. That's a great collection!

2 Look and write. Listen again and write the numbers. 16

- Tell students they are going to listen to the recording again and complete the sentences.

Play the recording. Pause after the first item and check students have understood by asking *What does Jake collect?* (comic books) *How many does he have?* (75)

- Play the recording, pausing after each item to allow students time to write.
- Check answers by asking students to read out the completed sentences.

3 Listen and repeat. 17

Act it out.

- Play the recording for students to listen.
- Model the dialogue a few times with confident students.
- Encourage students to change the dialogue to use different numbers and items.

Transcript

Child 1: Do you have a collection?

Child 2: No, I don't. I don't have a collection.

Child 3: Yes, I do. I collect masks. I have twenty-two masks.

4 Make the Superhero Collector Game. Choose a color and play.

- Explain the activity and hand out craft materials.
- Put students in groups of four or five. Tell students to cut out cards and draw collectible items on each card. Each student chooses a different color and draws each item in that color.
- Model the game using the cards of a few confident students. Students need to collect the same item in each different color. The winner is the person with the most cards.

Finisher

- Divide the class into two and play *Pictionary* with the Unit 1 vocabulary.

Further practice

Workbook page 8

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of being a hero and helping people.
- To write a description of a character.

Language and structures

Active: comic books, models, stickers, pins, key rings, bracelets, autographs, masks, printed, plain

Review: movie exhibition, glasses, shy, smart

Materials

Unit 1 flashcards; Class Audio

Warmer

- Ask two students to wait outside the classroom for a moment. While they are outside, stick one of the flashcards somewhere in the classroom. It should be 'hidden', but visible. Call the two students back into the classroom and ask *Where are the (stickers)?* The two students look for the flashcard while the rest of the class helps by saying *Hot! Hot! Hot!* if they are close to the flashcard or *Cold! Cold! Cold!* if they are not close. When they find the card, they say the name of the item. Repeat the game several times with different students and different words.

1 Read and listen. 18 Who is Danny Donaldson?

- Point to the pictures and ask students what they can see (*a movie exhibition*).
- Read aloud the question. The teacher plays the recording for students to listen and follow the text in their books. Ask students *Who is Danny Donaldson?*

ANSWER

Danny Donaldson is the real name of the character Comet Kid in the movies.

2 Read and answer the questions.

- Read aloud the first question and ask students to find the answer in the text.
- Tell students to write the answers to the questions in their books.
- Check answers by getting one student to ask the question and another student to answer.

TEACHING TIP

More confident students can write one question about the text each and then take turns asking their question to the other team.

1 Lesson 6

1 Read and listen. 18 Who is Danny Donaldson?

The Movie Exhibition

on Saturday and Sunday at 10 o'clock

By Joe 



The movie exhibition is at the River Town Stadium. You can buy comic books, stickers, and pins. You can meet your heroes, and you can collect their autographs!

In the movies, Comet Kid's real name is Danny Donaldson. He has glasses, and he's shy and smart. When Captain Stardust needs his help, he changes into Comet Kid. Comet Kid isn't afraid of anything!

Who is your favorite superhero? Mine is Comet Kid! Comet Kid has an orange mask. His costume is plain red.



Our Values Joe says: "We can all be heroes. We can help people."

2 Read and answer the questions.

- When is the movie exhibition? on Saturday and Sunday at 10 o'clock
- Where is the movie exhibition? at the River Town Stadium
- What can you buy at the movie exhibition? comic books, stickers, and pins
- Who is shy and smart? Danny Donaldson
- Whose mask is orange? Comet Kid
- What is Comet Kid's costume like? plain red

3 Go to the Values chart on page 134. How can you be a hero and help people?

Writing Skills Page 105

Extension activity

Divide the class into two teams. Say true or false statements about the text to team members in turn, e.g. *You can't collect autographs at the movie exhibition. Joe's favorite super hero is Captain Stardust. Comet Kid isn't afraid of anything.* The students from each team respond with *True* or *False*. Award an extra point if students can correct the false sentences.

3 Go to the Values chart on page 134. How can you be a hero and help people?

- Tell students to turn to page 134 of their Student Books. Read aloud the value for Unit 1. Ask students why it is important to be a hero and help others (*Because everyone needs help at some point in their lives.*).
- Ask students how they can be a hero and helpful to others. Tell students to work in pairs and think of examples

of when they helped someone or someone helped them. Ask how it made them feel.

- Ask students to think of a situation when they might help someone, e.g. a new student at school who is lost. Students then write notes on how they could help. They color the correct number of stars to show how helpful they are.

21ST CENTURY SKILLS

Citizenship

Students learn the benefits of being helpful to others.

Finisher

- Stick the flashcards from the unit on the board and put the matching word cards in a box. Students take turns to pick a word card and stick it under the correct flashcard on the board.

Further practice

Extra Practice Student Book page 105
Workbook page 9

1 Review



1 Complete the words with the missing letter. a e i o

- 1 p i n 4 br a c e l e t
- 2 st i ck e r 5 m o d e l
- 3 k e y r i ng 6 c o m i c b o o k

2 Follow and write sentences with **his** or **hers**.



- 1 The stickers are his.
- 2 The pins are his.
- 3 The model is hers.
- 4 The key ring is hers.

3 Look and write questions and answers.



- 1 (plain mask) Whose plain mask is this? It's Charlie's.
- 2 (shiny gloves) Whose shiny gloves are these? They're Lily's.
- 3 (printed T-shirt) Whose printed T-shirt is this? It's Charlie's.
- 4 (plain jacket) Whose plain jacket is this? It's Jesse's.
- 5 (colorful bracelets) Whose colorful bracelets are these? They're Stella's.

15

- understand by asking *What's number 2? (The pins are his.)*
- Check answers by asking students to hold up their books, trace the line with their fingers, and read aloud the answer.

3 Look and write questions and answers.

- Point at the picture and ask students what they can see. Explain that students have to write questions and answers. Check students understand by asking *What's number 2? (Whose shiny gloves are these?)* Tell students to write the questions and answers in their books.
- Check answers by asking one student to read a question and another to say the answer.

Extension activity

Write words from the unit on the board with the letters in jumbled order. Divide the class into two teams. The first team to solve the anagram gains a point.

Finisher

Play the *Lights, Camera, Action!* song from Unit 1 Lesson 3 (page 11) 14 for students to listen and join in.

Further practice

Unit 1 Test in Teacher's Resources on Oxford English Hub

Notes

Review

page 15

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: comic book, model, sticker, pin, key ring, bracelet, autograph, mask, printed, plain, colorful, shiny, The ... is his/hers/mine. Whose ... is this / are these?

Review: It's, They're, this, these

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play Yes or No. See Ideas bank (Teacher's Book page 173) for instructions.

1 Complete the words with the missing letter.

- Tell students to complete the words with the missing letters in the box. Check students understand by asking *What's number 1? (pin)*
- Check answers by inviting students to the board to write the words. Ask the class to check if they are correct.

TEACHING TIP

Less confident students can do the activity with extra support. Stick the flashcards on the board and elicit the words. Students do the activity in pairs. Confident students do the activity individually then check answers in pairs.

2 Follow and write sentences with **his** or **hers**.

- Point to the pictures of things and ask students what they can see. Hold up your Student Book and follow the line from the stickers to the boy. Read out number 1. Check that students