



Back to school

Learning Path

Warm up

Point to the words for the school subjects in the Student's Book. Say them one by one and encourage the children to repeat them. Explain that PE is short for Physical Education and IT for Information Technology. Then say each word again and ask the children to put their hand up and repeat the word if they like the subject.

1 Watch.

Ask questions about the video: *What subject has Dylan got today? And tomorrow? What's his favourite subject?*

2 Listen, find and say. 1.1

Describe a character and ask the children to identify the subject. For example, *He has got a yellow T-shirt.* (Music)

Which words are similar in your language?

Linking to their own language(s) develops children's language learning skills.

3 Listen and sing. 1.2

Divide the class into two groups and ask them to sing alternate lines.

Your turn!

Fast Finishers

The children write the subjects in order, from their favourite to their least favourite.

Wrap up

Draw eight columns on the board, with the names of the subjects at the top. Ask each child in turn to name their favourite subject. Put a tally mark in the correct column each time and count up the marks at the end.

Extra activity

Put the children into teams and give them all a piece of paper. Ask each team to nominate a scribe. Then give them a set of clues. Teams consult quietly before the scribe writes down the answers. For example, *In this subject we paint pictures. In this subject we have a computer. In this subject we say 'bonjour'.* Award points for correct answers and spelling.

► **Activity Book** page 6

Key Vocabulary 1 - drama activity page 83

1 Back to school

1 Discover Watch.

2 Listen, find and say. 1.1



Which words are similar in your language?

3 Listen and sing. 1.2

Here we go, it's time for school.
I like school, it's really cool.
Maths, English, Art, IT,
Science, Music, French, PE.
I like school, I think it's great.
Oh, there's the bell! Don't be late!

Your turn!

What are your favourite school subjects?

8 Lesson 1 • School subjects

Materials

- Teacher's i-solutions
- Pieces of paper

Student's Book Transcript page 104

Activity Book Answer Key page 116

1 Grammar and Vocabulary

Learning Path

Warm up

Divide the class into three teams, A, B and C. Draw eight simple pictures on the board to represent each school subject. For example, a French flag, a computer mouse, a paintbrush, etc. Invite a member of Team A to the board to label one of the pictures. Their team can help them with the spelling. Invite a member from Team B and then Team C to also label the picture. Award each team a point for the correct word and another for the correct spelling. Move on to the next word, starting with Team B. Continue until the children have labelled all the pictures.

1 Listen and follow. Look and say. 1.3

Grammar presentation

Read the grammar boxes or watch the visual grammar presentation with the children.

2 Ask and answer.

3 Talk about your timetable.

Fast Finishers

The children write about their school week, by completing the sentence *I've got ... and ... on Monday.*

Wrap up

Give each child a piece of paper and ask them to draw a timetable like the one in Activity 2, with two school subjects on each day. Then ask the children questions. For example, *Have you got Art on Wednesday?* Ask volunteers to answer *Yes, I have* or *No, I haven't*.

Extra activity

Mime painting a picture and ask *What's the subject?* Elicit *It's Art*. Then ask volunteers to mime subjects for the rest of the class to guess.

► **Activity Book** page 7, grammar reference, page 63

Key Structure 1 - drama activity page 83

📄 **Teacher's Resources:** Grammar worksheet

Grammar and Vocabulary **1**

1 Listen and follow. Look and say. 1.3

Have you got Art on Monday?
Yes, I have.

Have you got Science on Tuesday?
No, I haven't.

Have got questions			Short answers	
Have you got	Art	on Monday?	Yes, I have.	No, I haven't.

Questions with What			Answers	
What	have you got	today?	I've got	Maths.

2 Ask and answer.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Science	Music IT	French Science	Maths English	PE Art

What have you got today?
I've got PE and Art.
It's Friday!

3 Talk about your timetable.

Have you got (Art) on (Monday)? Yes, I have. What have you got today? I've got (Maths). • Lesson 2

Materials

- Teacher's i-solutions
- Teacher's Resources
- One piece of paper per child

Student's Book Transcript page 104

Activity Book Transcript page 116



Activity Book Answer Key page 121

Learning Path

Warm up

Give each child a piece of paper. Tell them to write the name of two school subjects on it. Tell everyone to stand up, then say *I've got (Science) and (PE) today*. All the children with the same two subjects show their piece of paper and sit down. Continue for a few more rounds.

1 Do you like Science? Tell the class.

2 Listen and read. Watch  1.4 

Give the children time to read the story quietly to themselves.

3 Look and say the things you see in the story.

Answers

scooter, windmill, bird

4 Answer the questions. 

Answers

- 1 He doesn't know what to do for his Science project.
- 2 When children say what makes them feel stressed, ask their classmates to suggest ways to feel more relaxed.

5 Act it out!

Put the children into groups to act out the whole story or one scene. They can also invent their own words.

Your turn! 

Refer the children back to scene 7 and point out the solar panels in scene 2.

Fast Finishers

Write a story summary on the board for the children to copy and complete: *Dylan has got a ... project. He feels He sees Willow with a toy He has an idea. His project is about wind*

Wrap up





Ask the children to open their books at the story. Read out the start of a phrase and ask the children to put their hand up when they find it. Then ask a volunteer to say the complete phrase. For example, *Dylan tells Milly about the*

Extra activity

Say some sentences about the story. Ask the children to give a thumbs up if the sentence is true, and a thumbs down if it is false. Ask volunteers to correct the false sentences.

➤ **Activity Book** page 8

 **Teacher's Resources:** Story worksheet

1 Do you like Science? Tell the class. 2  Observe Listen and read. Watch.  1.4 

1 It's Monday afternoon and Dylan has got Science.



2 Dylan tells Milly about the project.



3 Dylan feels stressed.



4 Dylan and Milly arrive home. They see their neighbours.



Materials

- Teacher's i-solutions
- Teacher's Resources
- One piece of paper per child

Student's Book Transcript page 104

Activity Book Answer Key page 116

Story **1**

5 Willow has got a toy windmill.



Hi, guys!

Hello, Willow. Look!

6 Dylan sees the wind turbines on the hill.



I know what I can do for my Science project!

7 It's Wednesday morning. Dylan has got Science.



Wind turbines get energy from the wind. They don't cause pollution.

8 Everyone likes Dylan's project.



Now I know about clean energy!

3 Look and say the things you see in the story. 🗨️

scooter windmill balloons bird sunglasses

There's a scooter in picture 3.

4 Answer the questions. ❤️ 🗨️

- Why does Dylan feel stressed?
- What makes you feel stressed?

5 Act it out! 🗨️

Are there wind turbines where you live?

Your turn! Explore

Social and Emotional Learning: *feeling stressed* • Lesson 3 11



Social and Emotional Learning

Feeling stressed

Not long ago, stress was something we mostly associated with adults navigating busy work lives. But today, we know that children can experience stress too, and it's just as important to support them in recognising and managing it.

Before children can use age-appropriate strategies to cope with stress, they first need to learn how to identify it. Let them know that their bodies might be sending signals when they're feeling overwhelmed. These signs could include:

- A tight feeling in their tummy
- A racing heartbeat
- Sweaty hands
- A headache
- Feeling shaky or unusually fidgety

Encourage children to talk about these feelings. One gentle way to do this is by creating a **'Stress Post Box'** in the classroom. Invite them to help decorate it, making it a welcoming and safe space. When they notice any of these body signals, they can pop in a little note or drawing to share how they're feeling. This simple activity can help them begin to express emotions and ask for support when they need it most.

1 Pronunciation and Vocabulary

Learning Path

Warm up

Ask the following questions about the story and write the answers on the board: *What day has Dylan got Science?* (Wednesday) *What is the name of the baby?* (Willow) *What is Dylan's project about?* (Wind turbines)
Ask the children to guess the pronunciation sound for this lesson: *w*.

1 Watch Ava and repeat. Say the rhyme.

Encourage the children to copy Ava's pronunciation as closely as they can.

Play the game.

2 Listen and repeat. 1.5

3 Complete in your notebook. Then, listen and check. 1.6

Answers

1 morning 2 lunchtime 3 afternoon 4 home time
5 evening 6 night

4 Tell the class about your favourite day.

Ask the children to give details like in Activity 3.

Fast Finishers

The children copy the sentence *Willow with a windmill* and draw a picture to illustrate it.

Wrap up

Play the game from the pronunciation video again, using words with and without a *w*, for example, *hello*, *Wednesday*, *dog*, *apple*, *wow*, *music*, *Willow*, *windmill*, *green*, *what*.

Extra activity

Give each child a piece of paper and ask them to write down their favourite weekday and part of the day. For example, *Friday evening*. Call out days and times at random and ask the children to stand up when you say their favourite weekday and part of the day.

► **Activity Book** page 9

📄 **Teacher's Resources:** Pronunciation and vocabulary worksheet

1 Pronunciation and Vocabulary

Say it again!

1 Watch Ava and repeat. Say the rhyme.

It's a windy, windy Wednesday.
We all want to play.
We wave our arms like windmills.
Wow! What a wonderful day!



• Play the game.

2 Listen and repeat. 1.5



morning



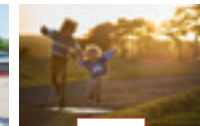
lunchtime



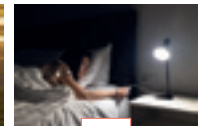
afternoon



home time



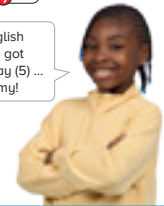
evening



night

3 Complete in your notebook. Then listen and check. 1.6

Friday is my favourite day of the week. On Friday (1) ... I've got English and Art. Then it's (2) ... I have lunch at school. On Friday (3) ... I've got Science and PE. Then it's (4) ... I go home at four o'clock. On Friday (5) ... I go swimming. And on Friday (6) ... we have pizza for dinner! Yummy!



4 Tell the class about your favourite day.

12 Lesson 4 • Parts of the day • Pronunciation: w

Materials


- Teacher's i-solutions
- Teacher's Resources
- A piece of paper per child

Student's Book Transcript page 104

Activity Book Answer Key page 116

1 Culture and Grammar

Learning Path

 Provide the children with the Unit 1 **Flip this Lesson** worksheet available on the iBook, a few days before the lesson.

Warm up

Display a world map to locate their country and the USA. Then show the children the clock. Move the hour hand to teach and then elicit the o'clock times.

1 Tell the class.


2 Watch and match.

Ask the children to put up their hands when they hear the words *morning*, *afternoon* and *home time*.

Answers

1 a 2 d 3 b 4 c

Grammar presentation

Read the grammar boxes or watch the visual grammar presentation with the children. 

3 Copy and answer the questions for you in your notebook.

Ask other questions, for example, *Where does Madison live?*

4 Listen and repeat. 1.7

Play the video again and ask the children to listen out for the phrases and work out what they mean.

Fast Finishers

The children draw a clock and write the time.

Wrap up

Play Lie Detector! Divide the class into teams. Ask a volunteer to the front and secretly show them a piece of paper with the name of a day of the week. The class chant *When have you got PE?* The volunteer replies *I've got PE on (Monday)*, which can be correct, or not. Teams guess *True* or *False*. Award points for correct guesses.


Extra activity


Take the children to the playground. Ask them to line up at one end, with you at the other. The children chant *What time is (Art)?* Answer, for example, *It's at three o'clock*. The children advance three steps. Continue like that until they nearly reach you, then say *It's lunch time!* The children run back and the game starts again.

➤ **Activity Book** page 10, grammar reference, page 63


 **Teacher's Resources:** Culture worksheet



Culture and Grammar
1

School in the USA 



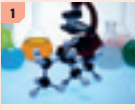
Let's meet Madison. Madison lives in New York. Let's ask her about school in the USA.

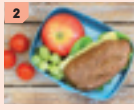
Flip this lesson! 

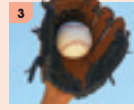
1  **Before you watch** Tell the class. 

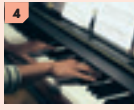
What time do you start school? What time do you think school starts in the USA?


2 Watch and match.


1 


2 


3 

4 

a 



b 

c 

d 

Questions with <i>When</i>	Answers
When have you got Science?	I've got Science on Wednesday.

Questions about time	Answers
What time is lunch?	Lunch is at twelve o'clock.



3  **After you watch** Copy and answer the questions in your notebook. 

1 What time do you start school?

2 What time is lunch?

3 When have you got English?

4 When have you got Maths?

4 Listen and repeat.  1.7 

Sure!

Nice!

Got to go!

When have you got (Science)? What time is (lunch)? • Functional Language • Lesson 5

Materials

- Teacher's i-solutions
- Teacher's Resources
- A world map
- An analogue clock
- Seven pieces of paper, each showing one day of the week

Student's Book Transcript page 105

Activity Book Answer Key page 117

Learning Path

Warm up


Ask the children some quiz questions to see if they can remember the story from Lesson 3. Ask *What is the Science project about?* (Clean energy) *What has Willow got?* (A windmill) *What does Dylan see on the hill?* (Wind turbines) You could play the story again to help them answer.

1 Choose two good places for wind turbines.

The children use their own ideas to make a prediction. Emphasise that it isn't important to be correct, but it is important to think and try.

2 Listen and read. Check your answer.  1.8

The children look back at their initial ideas in Activity 1. They correct any wrong answers and if possible, explain why they are wrong.

3 Which town is good for a wind farm? Listen and say.  1.9**Answer**

Towerend

Fast Finishers

The children draw and label a wind turbine.



Wrap up

Put the children into small teams to work together. Read the text again out loud but make some deliberate mistakes. The team quietly discuss their ideas and put up their hand to correct the mistake. For example, *Wind energy is a type of dirty energy.* *Wind power uses water to make electricity.*

Extra activity

Show the children images of local wind turbines or solar panels and ask them if they can identify where they are located. Encourage them to look out for the two forms of clean energy when they are outside of school.

► **Activity Book** page 11

1 Predict Choose two good places for wind turbines. **2 Find out** Listen and read. Check your answer.  1.8 

Reading

wind farm

Wind energy is a type of clean energy because it doesn't cause pollution or hurt the environment.

Wind power uses the wind to make electricity. To do this we build wind turbines. Wind turbines are very powerful. Just one wind turbine can produce energy for 600 homes!

We build wind turbines in places where there are no trees, buildings or mountains that block the wind. They are very tall. The tower of a wind turbine can be 120 metres high!

At the top of the tower there are three blades. The blades can turn even when it is not very windy. A place where there are a lot of wind turbines is called a wind farm. Wind farms can be on land or in the sea.

blade

tower

3 Reflect Which town is good for a wind farm? Listen and say.  1.9 

Listening

14 Lesson 6 • STEAM: Technology • Reading • Listening

Materials

- Teacher's i-solutions
- Images of local wind turbines or solar panels

Student's Book Transcript page 105

Activity Book Transcripts page 117

Activity Book Answer Key page 122

Learning Path

Warm up

Ask the children to look at their school timetable. Name a day of the week and ask volunteers to tell you what they have that day. Say *What do you have first? And then? And finally?* Repeat with different days and volunteers.

1 Copy and complete the instructions in your notebook. Listen and check. 1.10

2 Make a windmill.

If there is time, children can decorate their square of paper first.

Show what you know at home!

3 Describe your morning routine in pairs.

Fast Finishers

The children write about their bedtime routine using the sequencing words.

Wrap up

Ask the children to hold up their windmills and blow on them to make the blades turn. Encourage them to make any adjustments they need to if the blades don't move well. Explain that making changes is an important part of the making process. Children may need to loosen or tighten the pin, for example. Then see who can make theirs turn the fastest.

➤ **Activity Book** page 12


📄 **Teacher's Resources:** Writing worksheet


Integrated skills **1**







S T E A M



Sequencing words


We use sequencing words to organise our writing. We use **first** at the beginning, **then** in the middle and **finally** at the end.


1 Copy and complete the instructions in your notebook. Listen and check.  1.10

HOW TO make a windmill 

1 	2 	3 
..., fold a square of paper.	Make four pencil marks.	..., cut to the pencil marks.
4 	5 	6 
Glue four points into the centre.	Stick the pin on the four points.	..., stick the pin into the rubber.

2 Make a windmill.  Show what you know at home! 

3 Describe your morning routine in pairs.  Speaking



First, I put on my shoes.
Then, I put on my coat.
Finally, I put on my hat.

In the morning, first I put on...

Writing • Speaking • Lesson 7 15

Materials

- Teacher's i-solutions
- Teacher's Resources
- A square piece of paper and a pin and pencil with a rubber for each child, scissors, glue

Student's Book Transcript page 105

Activity Book Answer Key page 122


Learning Path

Warm up

Ask the children to sit comfortably and stay as still and quiet as possible. Tell them to focus on their senses as they breathe in and out a few times. Ask them to notice the sensations and small movements in their eyes, ears and noses. Ask a few children to say what they can see. Then ask other children what they can hear or smell.

1 Look and describe the pictures.

Remind the students of the word *pollution* that they saw on page 14.

2 Listen and imagine.  1.11**3 What do you know about clean energy? Find out.**

Ask the children to compare the pictures in the mindfulness exercise to understand the difference between clean energy and polluting energy. Supply resources for them to research.

4 Make a poster.**5 Show and tell the class.****Fast Finishers**

Ask the children to look at their classmates' posters and say something positive about each one.

Wrap up

Divide the class into small teams or pairs. Play Find the Fake. Write four sentences on the board about clean energy and ask the groups to guess which is the fake: *Solar panels work on grey days.* (True) *Spaceships use solar energy.* (True) *There are three types of clean energy.* (Fake) *Canada uses a lot of hydro energy.* (True)

Extra activity

Tell the children to close their eyes and imagine they are on a beach, perfectly safe and calm. It's the afternoon and it's warm and sunny. Tell them to really imagine being there, then ask them to say what they can hear, see and smell. Repeat the activity but this time tell them to imagine they are in a forest.

1 Stop, think, create**1 Look and describe the pictures.** 


1



2



Mindful me!

2 Listen and imagine.  1.11**3 Structure** What do you know about clean energy? Find out.


wind energy



solar energy



hydro energy

4 Apply Make a poster. **5 Show and tell the class.** 

Hydro energy is power from water.

Solar panels get electricity from the sun.

16

Lesson 8 • Mindfulness • Learning situation

Materials

- Teacher's i-solutions
- Access to research material: appropriate websites, books, leaflets
- A large piece of card for each child, scissors, glue, felt-tip pens

1 Review

Learning Path

Warm up

Put the children into groups of four to play a memory game. Show them how to play. Say *I've got PE today*. The next child adds another school subject: *I've got PE and then (Art) today*. The third child in the group then adds another. They must remember the words in order and not repeat any of the school subjects.

1 Listen and say the name. 1.12

Answers

Hannah; Josh; Kento; Sara

2 Look at Activity 1 and say *True or False*. Copy and correct the false sentences.

Answers

1 True 2 False. I have got Art today. 3 False. I haven't got French today. 4 False. I have got English today.

3 Ask and answer about your school week.

Ask volunteers to share their dialogue with the class.

What is your favourite activity in Unit 1?

Ask the children to share their choice with classmates sitting near them.

Fast Finishers

The children write the subjects they've got today using sequencers: *First I've got ..., then ..., then Finally, I've got ...*

Wrap up

Play the opening video from Lesson 1. Ask the children if they remember what gives Dylan inspiration for his project and what his project is about. Ask the children what they have learned about clean energy.

Extra activity

Put children into teams and give each team a Student's Book. Tell them to open the book at Unit 1. Then ask them to find things from the unit. For example, *A clock showing 7 o'clock* (Page 12, Activity 2). *The word 'Tuesday'* (Page 9, Activities 1 and 2). *Dylan wearing a blue shirt* (Page 11, Activity 2). The first team to put up their hand and say the page and activity number wins a point.

► **Activity Book** page 13

Teacher's Resources:

Unit Test
Unit Evaluation Checklist

Show what you know!

Review 1

1 Listen and say the name. 1.12



Kento: Music, PE, UK flag
Hannah: Art, Science, UK flag
Josh: Music, PE, UK flag
Sara: Art, Science, UK flag

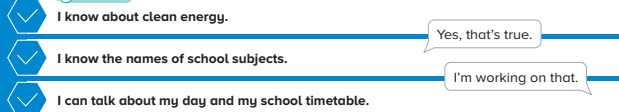
2 Look at Activity 1 and say *True or False*. Copy and correct the false sentences.

- 1 I'm Kento. I've got Music and PE today.
- 2 I'm Josh. I've got French today.
- 3 I'm Hannah. I haven't got Art today.
- 4 I'm Sara. I haven't got English today.

3 Ask and answer about your school week.

When have we got Maths? What time is English today?

Conclude



I know about clean energy. Yes, that's true.
I know the names of school subjects. I'm working on that.
I can talk about my day and my school timetable.

What is your favourite activity in Unit 1? 

Unit Review • Lesson 9 17

Materials

- Teacher's i-solutions

Student's Book Transcript page 105

Activity Book Transcript page 117

Activity Book Answer Key page 122