

UNIT 8. The Robot Vocabulary. The body



Teaching Notes

Learning outcomes

- to name and talk about parts of the body

New language

arm, hand, knee, fingers, leg, foot, toes, head,

Materials

flashcards of parts of the body

Warm-up

- Use the flashcard of head to teach *robot*, or mime being a robot.
- Tell the class that this unit is about a robot.

Additional practice:

Workbook p. 80

[Vocabulary practice](#)

1 Complete the words.

- Hold up each flashcard in turn and point to the part of your body. Say the word for the class to repeat. Do this three or four times.
- Hold up each flashcard for students to say the word and point to the part of their body without your help.
- Stick the flashcards on the board to make a word map, with the title *My body* at the centre.
- Revise target vocabulary using flashcards or real objects.
- Ask students to name each item aloud: *What's this? – It's a knee.*
- Students complete the words with the correct letters. Compare answers in pairs. Check answers with the class.

2 Choose the correct phrase and write the part of the body.

- Students look at the pictures of different body parts. They decide whether to use *Here is a...* (for singular) or *Here are the...* (for plural).
- Then they write the correct phrase with the body part name, for example: *Here are the fingers.*
- Continue with the other items until all blanks are completed.

3 Write the parts of the body. Colour.

- Students look at the pictures and write the names of the body parts underneath (e.g., *fingers, nose, eyes, mouth, ears*).
- After writing, they colour the pictures to reinforce recognition.
- Encourage them to say the words aloud while colouring: *Here are the ears.*



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- Students stand up. Say the parts of the body one after another. Students repeat each word and touch the relevant body part.
- Repeat the activity, faster and with the words in a different order.

UNIT 8. The Robot

Language Focus 1. Can / Can't for ability



Teaching Notes

Learning outcomes

- to talk about ability using *can/can't*

New language

can/can't for ability, touch, skip, stand, Go on, have a try, walk, A (penguin) can/can't (walk).

Materials

flashcards of parts of the body

Warm-up

- Review parts of the body with the flashcards.
- Play 'Simon says', e.g. *Simon says 'Wave your hand.'* *Simon says 'Stand on one leg.'* *Touch your head.'*

Additional practice:

Workbook p. 81

[Video](#)

[Grammar practice](#)



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1 Watch the video. Match the pictures with the words.

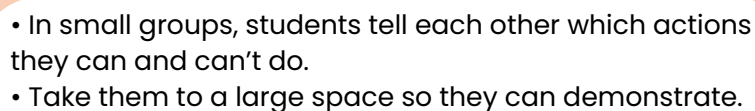
- Play the video for the class.
- Students look at the pictures of showing children doing different actions. They decide which actions go with *can* and which go with *can't*. For example: *1 He can skip. 2 He can't skip.*
- Students match the words *can* or *can't* to each picture.

2 Complete the sentences. Match them with the pictures.

- Students look at the pictures of cats doing different actions.
- Students read each sentence and decide whether the cat can or can't do the action. For example: *A cat can jump. / A cat can't fly.*
- They write the missing word (*can* or *can't*) in the blank and then match the sentence to the correct picture.

3 Look at the picture. Say.

- Students look at the picture of four pandas.
- Each panda is doing something different. Students describe what each panda can do, using full sentences with *can*. For example: *This panda can stand on one leg. Number 1.*
- Continue with the other pandas until all are described.

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- In small groups, students tell each other which actions they can and can't do.
 - Take them to a large space so they can demonstrate.

UNIT 8. The Robot Worksheet. Practice 1

Teaching Notes

Learning outcomes

- to identify and name basic body parts
- to use simple sentences to describe how many body parts they have
- to distinguish singular and plural forms in context

New language

head, arm, leg, fingers, toes, knee, hand, foot, I've got one head, I've got two arms. Here is a hand., Here are the fingers.

Materials

flashcards of parts of the body

Warm-up

- Draw a simple stick robot on the board (just a head and body).
- Tell students: *Let's build our robot together!*
- Ask: *What shall we add?*
- Students suggest body parts: arms, legs, fingers, toes, knees, hands, feet.
- As each part is named, the teacher draws it on the robot and writes the word next to it.

Additional practice:

Super Skills Book 2 pp. 70-71

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1 Look and write the words. Then match.

- Students unscramble the jumbled letters to spell the correct body part (e.g., efignrs → fingers).
- Once the words are correctly written, students match each word to the corresponding part of the robot picture.
- The teacher can guide by asking: *What is number 1?* and encouraging students to answer in full sentences: *Number 1 is fingers.*
- After completing all items, review together as a class, pointing to each robot part and saying the word aloud.

2 Count and write.

- Students look closely at the robot illustration and count how many of each body part it has.
- Students then complete the sentences with the correct number and word, for example: *I've got one head. I've got two arms. I've got ten fingers.*
- Encourage students to read their completed sentences aloud, practicing pronunciation and rhythm.
- Ask follow-up questions: *How many legs has the robot got?* or *Has the robot got two knees?*
- Students respond using the target structure: *Yes, it has / No, it hasn't.*

- Give each student a blank sheet of paper.
- Ask them to draw their own robot, adding as many body parts as they like.
- Under the drawing, students write sentences describing their robot using *I've got...* structures. Example: *My robot has got one head. It has got four arms. It has got twelve fingers.*
- Students present their robot to the class or in pairs.
- Encourage them to use full sentences: *This is my robot. It has got two legs and ten toes.*
- Pair students and ask them to compare robots: *My robot has got three arms. Your robot has got two arms.*

UNIT 8. The Robot Song. I can

Teaching Notes

Learning outcomes

- to sing a song
- to practise *can/can't* for ability

New language

take my (foot), put it on (my head), put my tongue out, nose, right (hand), all (of my toes), cross my (fingers), I'm stuck, Can you help me?

Materials

coloured pens or pencils

Warm-up

- Make sentences with *I can*, e.g. *I can wave my hands*. Students who can do this repeat the sentence and do the action. Possible sentences: *I can touch my toes. I can jump. I can stand on one foot. I can swim.*

Additional practice:

Workbook p. 82

[Audio](#)

[Video](#)

LEARN MORE

1 Listen and sing. Then look and match. Then watch the video.

- Use gesture to teach *touch my nose, put my tongue out, cross my fingers* and *cross my knees*. Write the phrases on the board. Students say them and do the actions in pairs
- Students look at the pictures to find *put my tongue out, cross my fingers* and *cross my knees*.
- Play the audio (95). Students follow the song.
- Teach *I'm stuck* and *right hand*.
- Read the second part of the instructions and show students that each letter in the lyrics relates to two lines.
- Play the audio again for students to read and match. They compare their answers in pairs. Check answers.
- Play the song video, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version of the audio (95) or video to practise the song with the whole class and then in groups.

2 Read, think and say. How are you the same as the girl in the song? What can you do?

- In pairs, students tell each other which of the things in the song they can do.
- Ask different students to say what they can do and demonstrate to the class.
- Say *I can* sentences using actions from the song. Students raise their hands if they can do the action and demonstrate as a group.

- Do one of the actions from the song, but say a false sentence, e.g. *cross your fingers, but say I can cross my knees*. Students say *No!* and correct the sentence.
- Repeat with different actions. Students can play the game in pairs.

UNIT 8. The Robot. Language Focus 2.

Questions with can for ability



Teaching Notes

Learning outcomes

- to use *can* to talk about abilities

New language

question forms and short answers using *can*: *Can you/he/she swim? Yes, I/he/she can, No, I/he/she can't, cook*

Materials

flashcards of parts of the body

1 Watch the video. Then look and write.

- Play the *Penny the penguin* video. Students watch and listen.
- After watching, direct students to look at the pictures of children doing different activities. They complete the sentences about with *Yes, I can* or *No, I can't*. For example: *Can you play the piano? – No, I can't. But I can play the guitar!*
- Encourage students to answer in full sentences and add extra abilities if they want.

2 Write about you.

- Students answer questions about their own abilities. For example: *Can you sing? – Yes, I can. / Can you ride a pony? – No, I can't.*
- Encourage them to be honest and creative. After writing, students share their answers with a partner or the class.

Warm-up

- Write *Free time* in the middle of the board.
- Brainstorm free time activities to create a word map. Review *play football, play tennis, play the piano, ride my bike, ride my pony, run, swim, dance* and *sing*.
- Ask *Can you (play football)?* for each activity. Students put their hands up if they can do it.

Additional practice:

Workbook p. 83

[Video](#)

[Grammar practice](#)



- Ask students to write numbers 1 to 6 in their notebooks.
- Say six statements using *can* or *can't*, e.g. *1 Jill can't swim*. Students write a tick next to the number if the sentence is positive and a cross if it is negative.
- Check with the class.

UNIT 8. The Robot Worksheet. Practice 2



Teaching Notes

Learning outcomes

- to complete sentences using *can* and *can't*
- to use the structure *I can... / I can't...* confidently in speaking and writing

New language

skip, touch toes, stand on one leg

Materials

flashcards of parts of the body

1 Write *can* or *can't*.

- Students look at the table showing Lucas, Alina, Gina, and Ben with ✓ and ✗ for each activity.
- Students use the information to complete the sentences with *can* or *can't*. For example: *Lucas: I can skip. I can touch my toes. I can't stand on one leg.*
- Encourage students to read their sentences aloud after writing.
- After completing the sentences, students work in pairs. One student asks: *Can Lucas skip?* The partner answers: *Yes, he can. / No, he can't.* Continue with Alina, Gina, and Ben.

Warm-up

- Teacher asks the class: *Can you skip? Can you touch your toes? Can you stand on one leg?*
- Students answer together: *Yes, I can! / No, I can't.*
- Write results on the board in a simple chart with ✓ and ✗.
- Summarise with sentences: *Maria can skip. Andrii can't stand on one leg.*

Additional practice:

Super Skills Book 2 pp. 72-77



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- Students sit in a circle, with you at the centre. They ask you as many questions as they can with *Can you ...?*
- When they have finished asking you questions, see if they can remember all your answers by making sentences, e.g. *You can cook. You can't play tennis.*

UNIT 8. The Robot

Phonics. i_e and a_e



Teaching Notes

Learning outcomes

- to recognise and pronounce the phonics patterns *i_e* and *a_e*
- to identify and spell vocabulary containing *i_e* and *a_e*
- to develop phonemic awareness

New language

five, make, nice, snake, kite, bike, bake, nine, smile, cake

Materials

flashcards of phonics

Warm-up

- Teacher writes two columns on the board: *i_e* and *a_e*.
- Say a word aloud (e.g., *kite*). Students clap once if it belongs to *i_e*, clap twice if it belongs to *a_e*.
- Continue with several words, mixing them up quickly to keep students alert.
- After the game, ask students to come to the board and write the words under the correct column.

Additional practice:

Super Phonics Book 2 pp. 36–41

[Cards](#)



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1 Match the words to the correct phonics.

- Read all the words aloud together as a class.
- Students sort the words into two groups: *i_e* and *a_e*.
- Checks answers together, reading each word aloud and emphasising the phonics sound.

2 Write the phonics. Match the words to the pictures.

- Show the pictures on the worksheet and say the corresponding words aloud.
- Students complete the missing letter. Example: *f_v_* → *five*.
- Encourage students to say each word aloud after writing it.
- Check answers together.
- Ask students to draw their own picture for one word and label it with the correct spelling.

3 Circle the odd words.

- Read each group of three words aloud.
- Ask students: *Which word is the odd one?*
- Students circle the odd one in each set.
- Ask students to create their own odd-one-out sets using *i_e*-words and *a_e*-words and explain their choices.

- In pairs, students choose 3–4 words from the *i_e* and *a_e* lists.
- They create a short, funny sentence or mini-story using those words. Example: *I can ride my bike and fly my kite. It's a nice day!*
- Pairs share their sentences with the class. Teacher highlights correct use of phonics words.

UNIT 8. The Robot

Skills. Listening and speaking



Teaching Notes

Learning outcomes

- to listen for specific information
- to read for specific information
- to exchange information

New language

play chess, fly a kite, actions (swim, ride a bike, stand on one leg, ride a horse, play the piano)

Materials

flashcards of parts of the body

Warm-up

- Ask *What can I do?* and mime an action from the unit (e.g. *cook*).
- Students take turns to guess.
- The student who guesses correctly comes to the front and mimes another action. Prompt by writing or whispering an action for the student, if necessary (e.g. *dance, draw, play the piano, swim, play tennis, skip*).

Additional practice:

Workbook p. 86

[Audio](#)



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1 Listen and choose the correct picture.

- Read the activity instruction and check students know what to do. Read the questions, point to the pictures and ask *What's the dog's name? (Patch) What's her name? (Sue) What's his name? (Coco)*
- Play the recording. Students choose the correct pictures.
- Students compare their answers in pairs. Play the recording again if necessary.
- Check with the class using open pairs.

2 Play the *Find someone* game.

- Use the pictures to review *ride a horse* and *play the piano*. Teach *play chess* and *fly a kite*.
- Demonstrate the activity and make sure students know what to do.
- They can do the survey either in small groups or as a mingling activity around the class. They ask different students, e.g. *Can you play chess?* and when someone answers *Yes, I can* they write their name in the second column of the table.
- Elicit what individual students found out, asking, e.g. *Who can play chess?*

- Students write sentences using the information they found out in Activity 2.
- Write a model on the board, e.g. *(Name), (name) and (name) can play the piano, but (name) can't play the piano. I can play the piano.*
- Go around the class and help as necessary.

UNIT 8. The Robot

Skills. Reading and writing



Teaching Notes

Learning outcomes

- to read for specific information
- to write a description from a model

New language

What am I? climb (trees), well, shark, bee, bear, actions, the body, numbers, colours, can for ability, spots, web, spider, penguin

Materials

flashcards of parts of the body

Warm-up

- Show each flashcard quickly. Students say the word together.
- Tell students to pretend to be robots. Give them instructions to follow, e.g. *Robots! Stand on one leg. Wave your left hand. Touch your head. Cross your fingers.*
- Encourage them to move like robots in response.
- Students repeat the same activity in pairs, taking turns to give instructions.

Additional practice:

Workbook p. 87



LEARN MORE

1 Read and match. Say the animal.

- Students look at the pictures carefully. Pre-teach *Who am I?, climb trees* and *well*.
- Students do the matching task individually and then compare ideas in pairs.
- Check with the class.
- Ask four students to read the short texts aloud and teach any new words.

2 Draw and write about an animal.

- Check students know what to do and read through the model.
- Students write a rough draft in their notebooks first. Go around the class to help with language and new vocabulary.
- When you have checked their work, students write a final draft on a piece of card and draw a picture of the animal on the other side.
- Collect in the cards and hand them out around the class, picture side down.
- Students read the card they have and guess the animal, before turning it over to check the picture. They turn the card over and pass it to someone else in the class.
- Continue in this way so students read as many cards as possible.

- Put students into groups of four or five. Each group chooses an animal (not from the Activity 1) without telling the rest of the class what it is. They write a short description of it in four or five sentences, as if they were the animal, e.g. *We've got four legs. We're big. We're yellow with brown spots. We can walk and run. We can't fly.*
- Monitor and check all the sentences.
- Groups take turns to stand up and say their sentences (each student says a sentence). The rest of the class guess the animal. Students might need to use L1 but write the answers in English on the board.

UNIT 8. The Robot

Think and Learn. Movements



Teaching Notes

Learning outcomes

- to integrate other areas of the curriculum through English: Physical education
- to talk about moving in different directions

New language

movements, (go) forwards, backwards, sideways, step (n), jump, to the left/right, then

Materials

flashcards of parts of the body

Warm-up

- Take a flashcard without showing the class what it is. Say *I'm thinking of a body part. What is it?*
- Students guess, e.g. *Is it a hand?*
- The student who guesses correctly chooses the next flashcard for the class to guess.

Additional practice:

Workbook p. 88

[Audio](#)

[Video](#)



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1 Listen and point.

- Write movement on the board and elicit what it means. Tell students they're going to watch a video about the different ways we move. Elicit examples of movements students already know in English (e.g. *walk, run, climb*). Pre-teach *step* and *babies*.
- Play the recording. Students listen and point. Demonstrate each movement at the same time.
- Play the recording again. Students stand up, say the words and move.

2 Listen and do the movements.

- Give some instructions using the directions from Activity 1, showing students which way to move, e.g. *Go one step forwards. Go two steps sideways. Jump!* Continue until students get the idea and are able to follow directions without your help.
- Play the recording. Students listen and move according to the directions.

3 Look and say.

- Check students understand the key. Read the example speech bubble and help them work out the second instruction.
- In pairs, students read the symbols. Elicit instructions for each row of symbols.
- Say one of the instructions. Students point to the correct row of symbols. Say the instructions again. Students repeat, following the symbols in the Activity.

- In pairs, students write their own instructions with two stages, using the same symbols as in Activity 3.
- Pairs swap instructions and do the actions.

UNIT 8. The Robot. Revision



Teaching Notes

Learning outcomes

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

Recycled language

vocabulary and grammar from the unit

Materials

flashcards of clothes

Warm-up

- Write the parts of the body on the board with the letters jumbled.
- In pairs, students write each word correctly.
- Check answers with the class.

Additional practice:

Workbook p. 89

1 Read and circle.

- Explain to students that they need to circle one option for each sentence, using the picture clues. Do the first item as an example.
- Students do the quiz in pairs. The first time, they do it without looking back through the unit.
- Pairs check their work with other pairs.
- Students then look back to check questions they did not know.
- Check answers with the class.

2 Say.

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



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