

# UNIT 9. At the Beach Vocabulary. Holidays



## Teaching Notes

### Learning outcomes

- to name and talk about holiday and leisure activities
- to write and spell key words correctly

### New language

*at the beach, paint a picture, listen to music, catch a fish, take a photo, eat ice cream, play the guitar, read a book, make a sandcastle, look for shells*

### Materials

flashcards of holiday activities

### Warm-up

- Write *Holidays* on the board and elicit/explain what it means.
- Elicit words to do with holidays: action verbs, adjectives and nouns. Write them around *Holidays* to create a word map.

### Additional practice:

Workbook p. 90

[Vocabulary practice](#)



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### 1 Complete the phrases. Match them with the pictures.

- Hold up each flashcard in turn. Say the words for students to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard for students to say the words in chorus.
- Add the flashcards to the word map on the board.
- Ask students to name each item aloud: *What does she do? – She paints a picture.*
- Ask students to write the missing letters in the phrases.
- Then students match the phrases to the correct pictures. Compare answers in pairs. Check answers with the class.

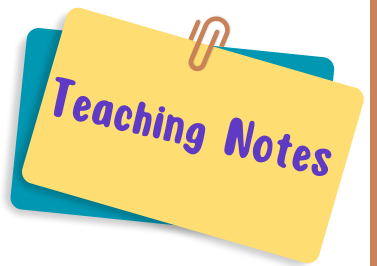
### 2 Look and write.

- Review the key action phrases: *look for shells, take photos, read a book, play the guitar, build a sandcastle, etc.*
- Write number 1 on the board and model: 1. *look for shells.*
- Encourage students to look at the pictures carefully.
- Ask students to do the activity individually. Check answers together.
- Draw attention to the verb + object structure (e.g., *take a photo, play the guitar*).
- Ask students to read their answers aloud in pairs.

- Mime a holiday activity, e.g. *making a sandcastle*. Students say the activity.
- Students use the present continuous to guess (*Are you making a sandcastle?*)
- Students take turns to mime for the rest of the class to guess.

# UNIT 9. At the Beach

## Language Focus 1. Suggestions



### Learning outcomes

- to make suggestions and respond using *Let's*
- to review holiday activities

### New language

*Let's (listen to music), Good idea, I'm not sure, Sorry, I don't want to.*

### Materials

flashcards of holiday activities

### Warm-up

- Make two teams. A student from each team sits at the front of the class with his/her back to the board.
- Write a holiday activity on the board. The teams mime this activity for their representative at the front to guess. The students at the front can't look at the board and the teams can't say the words on the board.
- Whichever student at the front guesses first gets a point for his/her team.
- Two more students come and sit at the front (one from each team).
- Continue with different activities

### Additional practice:

Workbook p. 91

[Video](#)

[Grammar practice](#)



### 1 Watch the video. Match the phrases with the pictures.

- Play the video and ask students to watch carefully.
- Pre-teach or review the phrase *Let's ...* and the meaning of suggestions.
- Say number 1 and model the task: 1. *Let's look for shells.*
- Point to the matching picture and demonstrate how to draw the line.
- Encourage students to look at all pictures carefully before matching.
- Ask students to do the activity individually. Check answers together as a class.
- Highlight the structure *Let's + verb.*
- Invite a few students to say the suggestions aloud.

### 2 Look and act out.

- Demonstrate the activity for the class and then give practice in open pairs.
- Students take turns to act out and respond in closed pairs, e.g. Student A: *Let's eat pizza.* Student B: *Sorry, I don't want to.*

- Make some suggestions, e.g. *Let's say a chant. Let's read a story.*
- Elicit responses and do the most popular activity with the class.

# UNIT 9. At the Beach Worksheet. Practice 1



## Teaching Notes

### Learning outcomes

- to make suggestions and respond using *Let's*
- to respond appropriately
- to read short functional dialogues and match them to pictures

### New language

*Let's (listen to music), Good idea, I'm not sure, Sorry, I don't want to.*

### Materials

flashcards of holiday activities

### Warm-up

- Say a few actions and ask students to mime them.
- Then ask *What can we say? Let's ...!* and elicit the phrase *Let's + verb*.
- Model a quick exchange:  
– *Let's read a book.*  
– *Good idea!*
- Tell students they will read and practise more suggestions today.

### Additional practice:

Super Skills Book 2 pp. 78–79

## 1 Write. Then read, match and circle.

- Review the vocabulary from the word bank: *sandcastle, music, football, shells, book*.
- Write number 1 on the board and model the task:  
1. *Let's play football.* → Students read the dialogue, find the matching picture, and circle the correct one.
- Encourage students to look at all pictures carefully before matching.
- Ask students to fill in the blanks with the correct word from the box.
- Ask students read each mini-dialogue silently, then match it to the correct picture.
- Check answers together as a class.
- Draw attention to the structure *Let's + verb* and the different responses: *Good idea / I'm not sure / Sorry, I don't want to.*
- Ask students to read the completed dialogues aloud in pairs.

## 2 Play the mime game.

- Demonstrate the game with a student:
- One student mimes an action (e.g., playing the guitar). The other says: *Let's play the guitar!* The mime student answers: *Yes!*
- Put students in pairs or small groups to play.
- Encourage clear miming and full phrases.
- Monitor groups and provide help if needed.
- Invite a few pairs to perform their short dialogues for the class.



- Students draw a simple two-column table. They write two holiday activities in the left column.
- Students do a mingling activity, making suggestions from their table, e.g. *Let's play the guitar.*
- They write the names of the classmates who respond *Good idea* in the right column.

# UNIT 9. At the Beach

## Song. Let's go to the mountains



### Teaching Notes

#### Learning outcomes

- to sing a song
- to practise *Let's* for suggestions and responses

#### New language

*near, the end of the year, mountains, stay at home, just you and me*

#### Materials

flashcards of holiday activities

#### Warm-up

- Draw a beach on the board. Say *We're on holiday at the beach. Hooray! What shall we do? Let's ...*
- Volunteers suggest activities. Elicit complete sentences, e.g. *Let's make a sandcastle. Say Good idea!* (Students repeat.) Draw something to represent the activity in your picture (e.g. a bucket and spade). Then ask *What shall we do?*
- Build up a picture on the board. Use the holiday flashcards as prompts.
- When the picture is complete, point to the items you have drawn and elicit the suggestions (e.g. point to the bucket and spade – students say *Let's make a sandcastle!*)

#### Additional practice:

Workbook p. 92

[Audio](#)

[Video](#)



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#### 1 Listen and sing. Then number the pictures.

- Elicit the activities in the pictures. Use picture *c* to teach *mountain* and picture *d* to teach *stay at home*.
- Play the audio (108). Students follow the song. Explain the meaning of *the holidays are near, the end of the year and just you and me*.
- Read the second part of the instructions. Play the audio again for students to read the song lyrics and number the pictures according to the activities in the song.
- Students compare answers in pairs before the class check.
- 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 (109) or video to practise the song with the whole class and then in groups.

#### 2 Plan a perfect holiday.

- In pairs, students practise making suggestions for a perfect holiday, using the speech bubbles as models. Stick the holiday
- Flashcards on the board, with the phrases written below, for students to refer to.
- Students make up exchanges with different responses, e.g. *Good idea or Sorry, I don't want to.*

- Write the following words in jumbled letter order on the board: *sandcastle, shells, fish, music, book, photo, picture, ice cream, guitar.*
- Students work in pairs to unjumble them and to add the correct verbs.

# UNIT 9. At the Beach

## Language Focus 2. Where's / Where are ... ?

Teaching Notes

### Learning outcomes

- to use *Where's ...?* and *Where are ...?* to talk about where things are

### New language

*Where's ...? Where are ...? It's, They're ..., It isn't ..., They aren't ..., sunglasses, rocks, toy box*

### Materials

flashcards of holiday activities

### Warm-up

- Hide a soft toy animal or animal flashcard before the lesson (inside something).
- Say *There's an animal in the classroom. Where is it? Stand up and look!* Students walk around looking. Give clues using prepositions, e.g. *It's not under the chair. It's not on my desk.* Students ask, e.g. *Is it in the bin?*
- When a student finds the animal, he/she says, e.g. *It's in your bag!*

### Additional practice:

Workbook p. 93

[Video](#)

[Grammar practice](#)

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### 1 Watch the video. Then circle the correct answer.

- Play the *Penny the penguin* video. Students watch and listen, then watch and read. Point out that to say 'no' we use *it isn't* or *they aren't*. Explain that the apostrophe represents the 'o' (not). Teach *rocks*.
- Revise the meaning of *on*, *in* and *under* using gestures or real objects.
- Model the task: point to number 1 and read the question aloud: *Where's the shell?*
- Show how to choose between *on*, *in* and *under*.
- Encourage students to look at the pictures carefully before circling the answer.
- Ask students to complete the task individually. Check answers together as a class.
- Highlight the difference between singular and plural answers: *It's on ... / They're on ... It's under ... / They're under ...*

### 2 Draw a cat and a box. Play the question game. Ask your classmates.

- Demonstrate the activity by drawing a simple box and a cat on the board.
- Ask the class: *Where's my cat?* Answer: *It's under the box. / It's on the box., etc.*
- Ask students draw their own cat and box in different positions.
- Put students in pairs or small groups to ask and answer: *Where's your cat?* *It's under the box / on the box.*
- Monitor the activity and encourage clear questions and answers.

- Choose a picture from the worksheet.
- Each student writes a *Where is/are ...?* question about the picture and the answer on a strip of paper. Collect the strips of paper.
- Make four teams.
- Choose a question at random and ask one team. If they answer correctly, they get a point.
- Repeat for all the teams. The team with the most points wins

# UNIT 9. At the Beach

## Worksheet. Practice 2



### Teaching Notes

#### Learning outcomes

- to ask *Where's...?* / *Where are...?* questions correctly
- to respond using *It's... / They're...* + place prepositions
- to write short Q&A sentences using given prompts

#### New language

*Where's ...? Where are ...? It's, They're ..., It isn't ..., They aren't ...*

#### Materials

flashcards of holiday activities

#### Warm-up

- Hold up several classroom items (*pen, book, notebook*) and ask: *Where's my pen?*
- Place it somewhere visible and answer: *It's on the desk.*
- Repeat with a few more objects and invite students to answer.
- Elicit both singular and plural forms by showing one object vs. two objects.

#### Additional practice:

Super Skills Book 2 pp. 80-85

#### 1 Complete the sentences. Say.

- Write number 1 on the board and model the question: *Where's your pen?*
- Emphasise the contraction *Where's = Where is.*
- Ask students to complete the rest of the questions using *Where's* or *Where are* depending on singular/plural nouns.
- Encourage students to read the complete questions aloud in pairs.
- Highlight the difference: *Where's...?* → singular *Where are...?* → plural
- Optionally, ask students to answer the questions about their own real items.

#### 2 Write and answer.

- Show example 1 and read it together: *rats / desk* → *Where are the rats? They're on the desk.*
- Point out the pattern: *Where is + singular noun? Where are + plural noun? It's / They're + preposition + place.*
- Ask students to look at each picture and write both the question and the answer.
- Encourage them to check spelling and capital letters.
- After writing, have students practise asking and answering in pairs.



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- Students take out classroom objects and take turns to place them in/on things on their desks and to ask each other questions, e.g. *Where's the blue pencil? It's on your book.*

# UNIT 9. At the Beach

## Phonics. Revision



### Teaching Notes

#### Learning outcomes

- to recognise and pronounce the phonics patterns from the previous units
- to identify and spell vocabulary
- to develop phonemic awareness through visual and auditory cues
- to apply phonics knowledge in reading and writing tasks

#### New language

*whale, king, snake, ring, white, sunny, yellow, bike, sky, drink, fly, who, whose, pink*

#### Materials

flashcards of phonics

#### Warm-up

- Write several phonics chunks on the board: *wh, ng, nk ...*
- Ask students to say a word for each if they can (e.g., *whale, ring ...*).
- Point to each pattern and say the sound together as a class.
- Tell students they will practise reading and writing words with these sounds today.

#### Additional practice:

Super Phonics Book 2 pp. 22-41

[Cards](#)



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#### 1 Match, write and read.

- Ask students to look at each picture and say the word aloud (e.g., *whale, king, snake*).
- Point out the missing letters or sounds in each word.
- Students need to choose the correct phonics sound from the list (e.g., *wh, ng, nk*) and write it in the blank to complete the word.
- After completing all words, ask students to read them aloud together as a class or in pairs.

#### 2 Look and write.

- Ask students to look at the numbered pictures at the bottom of the worksheet.
- Read each sentence aloud together and ask students to guess the missing word using the image clue. Example: A \_\_\_\_\_ is blue and big. → Picture 1 shows a whale → Answer: *whale*
- Students write the correct word in the blank space.
- After completing all sentences, ask students to read them aloud in pairs or small groups.
- You can extend the activity by asking students to choose their favorite sentence and draw a picture to match.

- Students fold a small booklet and create a page for each phonics pattern.
- Each page should include:
  - the phonics chunk (e.g., *wh*)
  - a picture
  - a word (e.g., *whale, white*)
  - a short sentence

# UNIT 9. At the Beach

## Skills. Listening and speaking



### Teaching Notes

#### Learning outcomes

- to listen for specific information
- to speak about a picture

#### New language

sand

#### Materials

flashcards of holiday activities

#### Warm-up

- Stick the holiday flashcards around the walls of the classroom.
- Make a sentence with *Let's* and one of the activities, e.g. *Let's paint a picture*. Students move to the correct flashcard as quickly as they can. (Alternatively, they mime the action.)
- Students take turns to come to the front and lead the activity by making a different sentence, e.g. *Let's look for shells*.

#### Additional practice:

Workbook p. 96

[Audio](#)

#### 1 Listen and match.

- Students look at the picture. Review vocabulary by asking questions, e.g. *Where are they? Where's the kite? Who's taking a photo? Point to the sandcastle.*
- Elicit the items (*ice cream, shell, ball, boat, hat*). Teach *sand*.
- Practise prepositions *in, on, under* and get students to put the classroom objects in different positions by giving instructions (e.g. *Put the pencil on the book*).
- Play the recording. Students listen, look and match the pictures with their positions writing the letters and the corresponding numbers.
- Students compare answers in pairs. Play the recording again.
- Check with the class.

#### 2 Look at Activity 1 again. Make sentences.

- In pairs, students look at their pictures and say where the things are, e.g. *The ball is on the sand.*
- Students make extra sentences, e.g. *He's flying a kite. She's taking a photo.*



- Students close their eyes. Say *It's a beautiful day! You are at the beach. What can you see?*
- Give students thinking/ visualisation time and then elicit their ideas.
- Ask students to write two or three sentences about what they can see.

# UNIT 9. At the Beach

## Skills. Reading, listening and writing



### Teaching Notes

#### Learning outcomes

- to read for specific information
- to listen for specific information
- to write a persuasive text from a model

#### New language

*country, come (to), the USA, Spain, France? the UK, rollerblade, go skating, have a picnic, ride a boat, visit, waterfall, have fun, feed, make a wish. fountain*

#### Materials

flashcards of holiday activities

#### Warm-up

- Teach *country*. Give examples. Say *Let's draw a country. What is there? What can you see? I can see ... mountains*. Draw some mountains in the background. Elicit more features and draw as students suggest them, e.g. *hills, a lake, a beach, the sea, trees, houses, birds, horses*. Ask, e.g. *Are they big hills or small hills? Are the houses old or new?*
- When the picture is finished, students describe it (e.g. *There's a big lake.*)

#### Additional practice:

Workbook p. 97

[Audio](#)



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#### 1 Read and write the country.

- Check students know what to do. Students read silently and identify the countries in the photos.
- Students compare their ideas in pairs. They re-read the texts.
- Check with the class. Teach any unknown words and explain that we use the before USA (United States of America) and UK (United Kingdom) because the countries are made up of a group of states/countries. Show where the countries are on a world map.

#### 2 Listen and write the country.

- Read the activity instruction and explain that students have to think about what they read in Activity 1 while they listen.
- Play the recording. Students compare their answers in pairs.
- Play the recording again.
- Check answers with the class. Elicit how they know.

#### 3 Make a poster about your city / town.

- Re-read the texts in Activity 1 with the class. Elicit what students see in the picture (trees, university). Ask if they have ever visited the city of Chernivtsi.
- Elicit the key features of students' own city/cities and write them on the board.
- Students write a draft of their texts individually.
- Students write a final version and draw a feature, their flag or symbols.

- Make groups of eight and arrange each group in a circle. Make a paper ball for each group (or use a soft ball).
- The student with the ball says a holiday activity and then throws it to another student, who says another holiday activity and so on.
- Change to landscape and animal words and repeat.

# UNIT 9. At the Beach

## Think and Learn. Landscapes



### Teaching Notes

#### Learning outcomes

- to integrate other areas of the curriculum through English: Geography
- to identify and name different landscape features

#### New language

*countryside, city, theme park, campsite, outdoors, fun things*

#### Materials

flashcards of holiday activities

#### 1 Listen and point.

- Play the video.
- Ask students what they remember. They can use L1 to tell you about the theme park, the bus trip, etc.
- Students watch again to answer *What can we do on holiday?* Play the video again and elicit the answer.
- Play the recording again. Students repeat. Ask students for the names of features in their area (e.g. *a big city, a beautiful beach, a mountain range*). Show pictures, if possible.

#### 2 Read and say.

- Read the activity instruction and the example. Explain the meaning of *fun things*.
- In pairs, students read each sentence and choose places from Activity 1.

#### 3 Ask and answer.

- Read the speech bubbles.
- In pairs, students think of activities they can do on holiday at home, as well as in each of the places in Activity 1. Monitor and make sure they are taking turns to ask and answer.
- Pairs share ideas with the class.

#### Warm-up

- Write *Where can we go on holiday?* on the board.
- Say *We can go to different places on holiday. Where can we go?* Elicit destinations (e.g. *beach, mountains, lake*) and write them on the board. Say *On holiday, we can stay at ... (home)*. Elicit things students do when they are at home and on holiday. Write them on the board.
- Pairs make two lists of places and activities.

#### Additional practice:

Workbook p. 98

[Audio](#)

[Video](#)



- In pairs, students choose one of the places in the pictures in Activity 1 and make a list of things you can see and do there.
- They make a leaflet advertising the place. Write a model text on the board, e.g. *Come to the mountains! You can go skiing. You can walk with your friends. You can see beautiful birds and animals.*

# UNIT 9. At the Beach

## 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 holiday activities

#### 1 Read and choose.

- Explain to students that they need to choose 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.

#### Warm-up

- Display the flashcards on the board. Write a number between 1 and 9 under each one. Students write the numbers and then the phrases in their notebooks.
- They compare answers in pairs.
- In pairs, students practise the phrases. Student A closes his/her notebook. Student B says, e.g. *I can make a ...* Student A says *sandcastle*.

#### Additional practice:

Workbook p. 99



- Ask students what their favourite song is from the whole book and have a class vote.
- Play the song with students following the lyrics.
- Students practise the song (with actions, if appropriate) and then perform it in small groups or all together.
- Make groups of four or five. Each group practises a different song and then performs it for the class, along with the karaoke audio or video.