

Learning objectives

- Identifying and naming daily routines/activities (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising and discriminating between the /ɒ/ and /əʊ/ sounds (C1 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C5 C7 C8)
- Identifying parts of the language structure and making sentences and questions (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using words for different jobs (C1 C3 C7)
- Using daily routines/activities with jobs (C1 C3 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding texts about different jobs (C1 C3 C7 C8)
- Writing a short text about an unusual job (C1 C3 C7 C8)
- Creating a job profile (C1 C3 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about a job and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- police officer, nurse, vet, firefighter, actor, singer*
- CLIL vocabulary: *astronaut, train, mission, flight simulator, underwater training tank, computer games designer, graphics, sports journalist, interview, coach, studio*

Structures

- He/She (goes to school).*
- He/She doesn't (talk on the phone).*
- Does he/she (have a snack)? Yes, he does. / No, he doesn't.*

Recycled language

- Clock times
- What's this?*
- He's got...*
- Can you/I...?*
- This is...*
- Do you want to...?*

Receptive language

- Who's this? He's/She's a (vet).*
- Let's do/say/rap/sing/play/look at/listen to/read about/investigate...*
- Cut along these lines.*

Socio-cultural aspects

- Understanding the importance of helping in the community
- Showing interest in different jobs

Summary

In this unit you will introduce and practise vocabulary to describe daily routines/activities, as well as the names of different jobs. Pupils will learn how to describe daily routines/activities and write a description of a job.

Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of I.C.T.
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify, listen to and say words to describe daily activities/routines
- Listen to, read and sing the *Every day* song
- Show understanding by circling correct answers and by writing sentences

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *Every day we/they work and play.*

Materials

- Flashcards and word cards you have prepared: *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- Pupil's Book page 37
- Activity Book page 45
- Class audio CD


























At-a-glance lesson plan (PB page 37, AB page 45)


Opening activities

- **Song** *International English* (CD 1 Track 3)  

Main activities

- **Vocabulary game** *What's this?*   
- **Vocabulary activities** *Routine word rap* (CD 2 Track 38) Listen, point and say the words.   
- **Vocabulary game** *I can match*   
- **Song** *Every day* (CD 2 Track 39) Listen to the song. Answer the question. Listen and read. Sing the song. (PB page 37)    
- **Vocabulary game** *Guess the sentence*   
- **Word Quest** (CD 2 Track 41) Listen and play (PB page 37).    
- **Vocabulary and writing activities** Look and circle the correct words. Look and complete the sentences about Anna. (AB page 45).   

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Sing the song and have the pupils sing with you.

Main activities

Play *What's this?*

- Hold up the pile of daily activities flashcards you have prepared so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (leave home). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally ask the pupils **What's the Quest topic?** Listen to their answers and say **Yes, daily activities/routines.**

Listen, point and say the words.

- Say **Let's listen and say the *Routine word rap***. Play CD 2 Track 38 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.

**Routine word rap**

*Let's rap, let's rap,
Let's say the routine word rap...*

Unit 6 What do you do?

Lesson 1 1 Listen and read. Sing the song.

Every day we work and play
Every day we work and play
Mr Fraser leaves home.
He goes to school.
After school he talks on the phone,
goes to a friend's house,
then he comes back home.

Olga leaves home.
She goes for a walk.
She has a snack and gives Max a bone
and she meets a friend,
then she comes back home.
Every day they work and play
Every day they work and play.

2 Word Quest
Listen and play.

What's that?
Go for a walk!
That's a number 4!
That's a number 5!

1. Home is where
2. comes back home
3. goes to school
4. goes to a friend's house
5. has a snack
6. goes for a walk
7. talks on the phone
8. leaves home

Unit 6 What do you do?

Lesson 1

1 Look and circle the correct words.

1 She leaves home / comes back home. 2 He goes to a friend's house / goes for a walk.
3 She goes to a friend's house / goes to school. 4 He has a snack / talks on the phone.
5 She comes back home / leaves home. 6 He goes for a walk / goes to school.
7 She goes for a walk / meets a friend. 8 He comes back home / has a snack.

2 Look and complete the sentences about Anna.

talks on the phone goes to leaves home goes for has a snack

1 Anna talks on the phone.
2 She goes for a walk.
3 She leaves home.
4 She goes to a friend's house.
5 She comes back home.

have a snack
leave home
go for a walk
go to school
come back home
meet a friend
talk on the phone
go to a friend's house

Tip: Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

Play I can match.

- Show the daily activities word cards you have prepared to the class and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, then speed up as the pupils become more confident saying the words.

Listen to the song. Answer the question.

- Say to the pupils **Let's listen to the Every day song.** Encourage the pupils to stand up.
- Play CD 2 Track 39 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your question. **What does Mr Fraser do every day?** (He goes to school. He talks on the phone. He goes to a friend's house. He comes back home.).



Every day song

Every day we work and play.
Every day we work and play.

Mr Fraser leaves home.
He goes to school.
After school he talks on the phone,
goes to a friend's house,
then he comes back home.

Olga leaves home.
She goes for a walk.
She has a snack and gives Max a bone
and she meets a friend,
then she comes back home.

Every day they work and play.
Every day they work and play.



Listen and read. Sing the song.

- Say **Open your Pupil's Books and find page 37.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and identify the different characters. Then ask **Where is Mr Fraser?** (at home). **Where is Olga?** (in the park, at home). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 2 Track 39 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the Every day song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **He (...).** Instead of saying the daily activity word, point to a flashcard on the board.
- Invite a pupil to say the missing word or phrase as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.



Word Quest. Listen and play.

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Olga and Charlie).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.
- Play CD 2 Track 41 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Charlie's questions. **What's this?** Encourage the pupils to look at the *Word Quest* and answer. *It's (go for a walk).* Then ask **Is it number four?** and encourage the pupils to find and say the number.
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Charlie: What's this?

Olga: Go for a walk!

Charlie: Yes! Is it number 4?

Olga: No! It's number 3!

Options: To make the activity more competitive, award the pupils a point for each picture they identify correctly within five seconds.

To give extra writing practice, ask the pupils to write down the words for the pictures they identify within five seconds.

To make the activity a reading game, ask the pupils to cover the pictures to focus on reading the words instead. They could also point to or air trace the corresponding actions to demonstrate understanding of the words.



Look and circle the correct words.

- Say **Open your Activity Books and find page 45.** Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually circling the correct options.
- When the pupils have finished, look at their answers together. Nominate different pupils to answer, for example **Paul. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to tick the items they got correct in their Activity Books.
- Answers: 1 leaves home / 2 goes to school / 3 comes back home / 4 meets a friend / 5 goes to a friend's house / 6 talks on the phone / 7 goes for a walk / 8 has a snack



Look and complete the sentences about Anna.

- Hold up your AB and point to Activity 2. The pupils work individually to complete the sentences.
- Answers: 1 talks on the phone / 2 goes for / 3 has a snack / 4 leaves home / 5 goes to

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 2

Learning objectives

- Listen to and sing the *Every day song*
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and writing
- Practise the sounds /v/ and /əv/ and discriminate between them

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *He/She (leaves home).*

Materials

- Flashcards and word cards you have prepared: *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- Pupil's Book pages 38–39
- Activity Book page 46
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English song*** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the *Every day song*?** Encourage them to say sentences from the song ***He/She (comes back home).***
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the *Every day song*** (for lyrics see TN page 183). Play CD 2 Track 39 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.
- Or you can play the karaoke version, CD 2 Track 40. Encourage the pupils to sing the words.



At-a-glance lesson plan (PB pages 38 and 39, AB page 46)

Opening activities

- **Song** *International English* (CD 1 Track 3)
- **Vocabulary game** Play games

Main activities

- **Song** *Every day* (CD 2 Track 39) (karaoke CD 2 Track 40) Listen and sing.
- **Story** *The Quiz show* (CD 2 Track 42) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 38–39) Remember the story: *The Quiz show*. Look and match. Number. Complete the sentences. Answer the questions. Write the *Quest* letter. (AB page 46)
- **Pronunciation** Say the words. Listen and say. (CD 2 Track 43) Listen and say the chant. (CD 2 Track 44) (PB page 39) Circle, sort and write. Listen and check. (CD 2 Track 45) (AB page 46).

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

Listen to the story.

- Say **Let's listen to the story.**
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (on a quiz show).
- You can either tell the story by reading the text or by playing CD 2 Track 42.
- Make sure that you show the appropriate picture as you listen to the story on the CD. Point to different things on the pictures to help the pupils understand during the story.
- Finally ask the pupils **What's the name of the quiz show?** (Guess the job).

Note: You will hear a tone on the CD to signal when you should point to the next picture.

**Frame 1**

Anna: We're in a TV studio!

Olga: It's a quiz show! Look over there! It's Charlie!

TV presenter: Welcome to tonight's show. We have three contestants. It's time to play 'Guess the job'!

Frame 2

TV presenter: Are you ready on your buzzers?

Contestants: Yes!

TV presenter: She leaves home at seven o'clock. She works in a station.

Charlie: Is she a police officer?

TV presenter: Yes, she is. Ten points for Charlie.

Frame 3

Narrator: Thirty minutes later ...

TV presenter: It's the final round. Listen carefully.

TV presenter: He wears a uniform. He's got a helmet and a protective jacket.

Charlie: Is he a firefighter?

Frame 4

TV presenter: Yes, he is. The winner is Charlie! **Firefighter:** Your prize is to be a firefighter for a day with your friends!

Anna and Olga: Yeah! Well done, Charlie!

Frame 5

Narrator: Next day at the station...

Firefighter: Hi! Welcome to our fire station!

Olga: What a big fire engine! Wow!

Anna: Can you take a photo?

Charlie: Yeah! Smile!

Frame 6

Firefighter: Put on your trousers, boots and helmets.

Charlie: How do I look?

Anna: Great! I'm almost ready!

Olga: Max! Leave the cat alone!

Frame 7

Firefighter: Now let's practise with the hose. Aim for the centre.

Charlie: This is fantastic!

Olga: Well done!

Frame 8

Firefighter: Now slide down the pole slowly!

Charlie: Yeah! Can I do it again?

Olga: Watch out, Charlie! I'm coming.

Anna: Oh no! Max wants to catch the cat. Stop!

Frame 9

Anna: Max! Jump! We can catch you!

Olga: He's too high! Let's ask the firefighter to help.

Frame 10

Firefighter: It's OK Max! You're safe now.

Olga: Thank you.

Charlie: Being a firefighter is great!

Anna: Look! Here's a Quest symbol!



Check comprehension. Ask questions.

- Check that the pupils understand the story by asking questions about each frame. Encourage them to answer in English.

Frame 1

Where are they? (in a TV studio)
 What's the programme? ('Guess the job'/a quiz show)
 Who is a contestant? (Charlie)

Frame 2

What time does she leave home? (at seven o'clock)
 What's her job? (a police officer)
 Who gets the answer correct? (Charlie)

Frame 3

What does he wear? (a uniform/a helmet/a protective jacket)
 What's his job? (a firefighter)
 Does Charlie know the answer? (yes)

Frame 4

Who is the winner? (Charlie)
 What is the prize? (to be a firefighter for a day)
 Can Anna and Olga go too? (yes)

Frame 5

Where are the children? (at the fire station)
 Is the fire engine small? (no, it's big)
 Who takes a photo? (Charlie)

Frame 6

What is the uniform? (trousers, boots and a helmet)
 What is Max interested in? (the cat)

Frame 7

What do they practise with? (a hose)

Frame 8

Do they practise sliding down the pole? (yes)
 What does Max want to do? (catch the cat)

Frame 9

Where is Max? (in a tree)
 Can he jump? (no)
 Why not? (he's too high)

Frame 10

Who helps Max? (the firefighter)
 What's the Quest symbol? (a castle)



Listen to the story. Read.

- Say **Open your Pupil's Books and find page 38.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 2 Track 42.
- Say **What phrases for daily activities can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

Find the Quest letter.

- Ask the pupils to search in the story frames of their PB for the letter which is hidden there.
- Say **What's the Quest letter?** (A, in frame 6)



Remember the story: *The Quiz show.* Look and match. Number. Complete the sentences.

- Say **Open your Activity Books and find page 46.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 3. Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.
- The pupils work individually.
- Check the answers as a class, asking different pupils to answer each question.
- Now explain that they have to write the missing words in the speech bubbles. If they can't remember the words, let them refer to their PBs.

- Answers: b 1 She leaves home at seven o'clock. / d 2 Welcome to our fire station! / c 3 Put on your trousers, boots and helmet. / a 4 We can catch you!



Answer the questions.

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to write the correct answers. Remind them that they can look in their PBs to check their answers if they are not sure.
- Invite a pupil to read out the first sentence. Ask a second pupil to confirm whether they think that answer is correct or not. Write the answers on the board.
- Answers: 1 Charlie / 2 firefighter, friends / 3 trousers, boots and helmets / 4 up a tree / 5 no



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.
- Answer: A

Say the words.

- Stick the 'go to school' flashcard and the flashcard of Max on the board. Ask the pupils **What animal is Max?** (dog). Go round the class and ask each of the pupils to say the words (go and dog).
- Explain that the words contain different sounds and today they are going to practise those sounds.
- Say /b/ **gO** and encourage the pupils to repeat with you. Do the same with /əu/ **dOg**.



Listen and say.

- Say **Open your Pupil's Books and find page 39.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 2 Track 43 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

Note: This part of the Phonics lesson is a drill. It is important that the pupils are confident saying the words, before they say the chant. You may wish to make this more fun by pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



dog
watch
oranges
Joe
home
bone



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain that the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 2 Track 44. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /əu/ sound in Frame 1?** (studio, show). **Can you see words with the /əu/ sound in Frame 7?** (hose) **Can you see words with the /ɒ/ sound in Frame 8?** (watch, stop).
- Encourage them to look at the frames and listen to their answers, writing the correct ones on the board.
- If the pupils seem unsure about the sounds, repeat the example sound words to help them find words with the same sound in the story frame.



Joe and his dog are happy
when they relax at home.
Joe eats oranges, watching TV
and his dog plays with his bone.



Circle, sort and write. Listen and check

- Say **Open your Activity Books and find page 46.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to circle the words and write them in the correct column. Complete an example with them.
- When the pupils have finished, invite different pupils to say the words aloud.

Fast finishers: Ask the pupils to add any other words they know in English with that sound to each column.

- Finally, play CD 2 Track 45 and check the pupils' answers.



/ɒ/
dog
oranges
watch

/əʊ/
bone
home
Joe

dog bone home oranges Joe watch

- Answers: dog, oranges, watch / bone, home, Joe

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Remember your English song*** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *Every day song*
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences, choosing true or false and by writing sentences

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *He/She (has a snack).*
- *He/She doesn't (meet a friend).*
- *Does he/she (go for a walk)? Yes, he does. / No, he doesn't.*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- Pupil's Book page 40
- Activity Book page 47
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English song*** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities






Listen, sing and point.

- Ask the pupils **Do you remember the *Every day song*?**
- Give out the flashcards to different pupils around the class and show them how to hold their flashcard so nobody else can see it.


















At-a-glance lesson plan (PB page 40, AB page 47)

Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games   

Main activities

- **Song** *Every day* (CD 2 Track 39) (karaoke CD 2 Track 40) Listen, sing and point.  
- **Dialogue** Listen and read (CD 2 Track 46) (PB page 40)    
- **Language activity** Let's investigate grammar (PB page 40).    
- **Vocabulary game** *Mime*   
- **Writing and listening practice** Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X. (CD 2 Track 47). Look at Activity 8. Write sentences. (AB page 47).  

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

- Say **Let's sing the *Every day song*** (for lyrics see TN page 183). Ask the pupils holding a card to stand at the front, and when they hear the phrase which is on their flashcard they lift the card above their heads. Play CD 2 Track 39. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.
- You can also use the karaoke version (CD 2 Track 40).

Option: You may want to sing the song again. Invite a volunteer to give the flashcards to a different group of pupils. Play the CD, and encourage the pupils to sing along.



Listen and read.

- Say **Open your Pupil's Books and find page 40.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (a girl and a boy, and a boy on the screen) **Where are they?** (in her bedroom) **What are they doing?** (looking at a computer screen).

Lesson 3 What do you do?

5 Listen and read.

This is my cousin Mark. He's 16 years old.

Does he live in England?

No, he doesn't. He lives in New York.

Does he go to school?

Yes, he does. He leaves home at seven o'clock every day.

Does he finish school at three o'clock?

Yes, he does. But he doesn't come back home. He goes for a walk and has a snack, or meets his friends in a café.

6 Let's investigate grammar.

Grammar box:

He/She doesn't go = He/She does not go

Grammar box:

He/She lives in New York.
He/She goes for a walk.
He/She has a snack.

Lesson 4 7 Make your cut-out cards (Activity Book, page 83). Play a game.

Lesson 3 What do you do?

Let's investigate grammar!

7 Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

1 he / on the phone? / Does / talk

2 friends / He / meets

3 home / He / a snack / doesn't

4 he / doesn't / He,

8 Listen. Tick ✓ or cross ✗.

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

9 Look at Activity 8. Write sentences.

1 She leaves home.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

- Play CD 2 Track 46 and encourage the pupils to read the dialogue while listening.
- Ask the pupils about the dialogue to check their understanding.
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the girl chorally and the other group to read out the lines of the dialogue for the boy chorally. Repeat this until the pupils are confident with saying the dialogue.

Option: To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.



Girl: This is my cousin Mark. He's 16 years old.
Boy: Does he live in England?
Girl: No, he doesn't. He lives in New York.
Boy: Does he go to school?
Girl: Yes, he does. He leaves home at seven o'clock every day.
Boy: Does he finish school at three o'clock?
Girl: Yes, he does. But he doesn't come back home. He goes for a walk and has a snack, or meets his friends in a café.



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the parts in bold and the information in the Remember boxes.
- Ask the pupils questions to check their understanding. Ask **Who says 'Does he live in England'?** (the boy) Ask **Is this a question?** (yes) Repeat the process with the other sentences in the investigate grammar box.
- Ask the pupils to look at the dialogue and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence**. Praise the pupils' speaking.

Play Mime.

- Invite a pupil to come to the front to play the game with you.
- Ask the pupil to choose a flashcard from the daily activities flashcards, but not to show it to anyone.
- The pupil mimes the activity to the class. Invite the class to guess what the activity is. For example *He/She goes for a walk*.

Unit 6 Lesson 3

- Praise their speaking by saying **Very good!** when they guess correctly.
- Ask another pupil to come to the front to play against you. Praise their speaking by saying **Well done!**

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the grammar box as a guide.



Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Books and find page 47.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally ask the pupils to colour in the blocks using the same colours as in the language box in the PB. (green for affirmative, red for negative and blue for questions)
- Answers: 1 Does he talk on the phone? (blue) / 2 He meets friends. (green) / 3 He doesn't have a snack. (red) / 4 No, he doesn't. (red)

Fast finishers: Ask the pupils to write one more question, affirmative sentence or negative sentence using the language structure.



Listen. Tick ✓ or cross X.

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions.
- Play CD 2 Track 47. Encourage the pupils to tick or cross in their ABs.
- Play the track again so the pupils can check their answers.
- When they have finished, check the answers together.



This is my story. It's about a TV presenter's day. She leaves home at seven o'clock and she goes to the studio. She comes back home at half past two. She doesn't meet friends and she doesn't have a snack. She talks on the phone. She doesn't go for a walk.

- Answers: 1 ✓ / 2 ✓ / 3 ✓ / 4 X / 5 X / 6 ✓ / 7 X



Look at Activity 8. Write sentences.

- Ask the pupils to look at Activity 8. Check that the pupils understand, and ask them to work individually writing negative or affirmative sentences. Encourage them to look at the pictures in Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 She leaves home. / 2 She goes to the studio. / 3 She comes back home. / 4 She doesn't meet friends. / 5 She doesn't have a snack. / 6 She talks on the phone. / 7 She doesn't go for a walk.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about daily activities
- Show understanding by drawing and writing
- Talk about daily activities using cut-outs

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *He/She (goes to school).*
- *He/She doesn't (have a snack).*
- *Does he/she (meet a friend)? Yes, he does. / No, he doesn't.*






Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- Activity Book page 48
- Cut-outs for Unit 6 (AB page 83)
- Class audio CD













At-a-glance lesson plan (AB page 48 and page 83)



Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games   

Main activities

- **Vocabulary game** *Affirmative, negative or question*   
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 2 Track 48) Draw your friends. Write about what they do. (AB page 48)  
- **Cut-out activity** Make your cut-out cards. Play a game. (AB page 83).     

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Play *Affirmative, negative or question*.

- Ask the pupils **Do you remember the daily activity words?** and show the pupils the daily activity flashcards. On the board draw three symbols in large clear letters: **+**, **-** and **?**. Make sure they are at a height the pupils can reach.
- Divide the class into two teams, A and B. Invite two volunteers from Team A to come to the front. One stands in front of the symbols on the board and the other holds the flashcards. Say **Let's play**.
- The pupil with the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard activity and the symbol they have been shown. The **+** symbol means that they should produce an affirmative sentence. The **-** symbol means that they should produce a negative sentence. The **?** symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.

6 What do you do? Lesson 4

10 Match to make sentences.

1 He	doesn't go	have a snack?
2 Does	he	at 10 o'clock
3 Yes,	he	does.
4 He	leaves home	to the studio

11 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

Charlie: Do you want to know about my favourite singer?

Olga: Yes, please!

Charlie: (1) He

but (2) doesn't go

He goes for a walk.

Olga: Does he meet friends?

Charlie: (3) Yes, he does.

Olga: (4) Does he have a snack?

Charlie: No, he doesn't. He comes back home at 2 o'clock for lunch.

12 Draw your friends. Write about what they do.

Do the activity on page 83.



Match to make sentences.

- Say **Open your Activity Books and find page 48.** Allow the pupils a moment to find the right page.
- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences,
- Move around the room and check the pupils' work.
- Answers: 1 He leaves home at 10 o'clock. / 2 Does he have a snack? / 3 Yes, he does. / 4 He doesn't go to the studio.



Look at Activity 10. Write the sentences in the dialogue. Listen and check.

- Hold up your AB and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use sentences from Activity 10.
- Play CD 2 Track 48 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 He leaves home at 10 o'clock / 2 he doesn't go to the studio. / 3 Yes, he does. / 4 Does he have a snack?



Charlie: Do you want to know about my favourite singer?

Olga: Yes, please!

Charlie: He leaves home at ten o'clock but he doesn't go to the studio. He goes for a walk.

Olga: Does he meet friends?

Charlie: Yes, he does.

Olga: Does he have a snack?

Charlie: No, he doesn't. He comes back home at two o'clock for lunch.



Draw your friends. Write about what they do.

- Ask the pupils to look at the final task on page 48 of their Activity Books. Explain to pupils that they should draw a picture of a friend in one of their daily routines. They should then write sentences to describe their picture. Go round the classroom and check each pupil's work.
- Answers: Pupils' own answers



Make your cut-out cards.
(Activity Book page 83). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 83.** Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines.** Hold up your AB and signal they should cut along the dotted line around the different story picture frames.
- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desk.** When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's tell a story.** Invite a pupil to come to the front. In this way you can demonstrate the game to the whole class.
- Shuffle your cards and place them face down between you and your volunteer. Take the top card, look at it and say the sentence, for example, **He has a snack.**
- Your volunteer takes the next card, says the first sentences and makes a new sentence and places the card next to yours.
- Each time a card is turned over, each of the sentences must be said, in order. If someone forgets one of the sentences, or makes a mistake, the other person wins the cards.
- Encourage the pupils to play the game in pairs. Move around the room, and check that they are taking turns. Praise their speaking saying **Well done!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say words for jobs
- Listen to, read and say the *Job rap*
- Show understanding by matching, writing and drawing
- Listen to, read and understand a comic strip

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *He/She (has a snack).*
- *He/She doesn't (go to school).*
- *Does he/she (talk on the phone)? Yes, he does. / No, he doesn't.*

Materials

- Crayons for each pupil
- Word cards you have prepared: *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- Pupil's Book page 41
- Activity Book page 49
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities








Listen. Say the words.
















- Say **Open your Pupil's Books and find page 41.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 2 Track 49 and pause between each word. Encourage the pupils to repeat the words.

At-a-glance lesson plan
(PB page 41, AB page 44)

Opening activities

- **Song** *International English* (CD 1 Track 3)
 
- **Vocabulary game** Play games   

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 2 Track 49) (PB page 41).
  
- **Listening practice** *Job rap* (CD 2 Track 50) Listen and read. Say the rap. (PB page 41).
   
- **Listening and writing practice** Listen and number. (CD 2 Track 51) Read and match. Complete the sentences. Draw and write about a job. (AB page 49).    
- **Comic strip** *A Dog's Day*. (CD 2 Track 52) Listen and read. (PB page 41).    

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)
 



police officer
nurse
vet
firefighter
actor
singer



Listen and read. Say the rap.

- Say to the pupils **Let's look at the pictures** and point to the pictures on page 41. Ask the pupils questions about it **What animals can you see?** (a dog, a cow).
- Play CD 2 Track 50 and encourage the pupils to read the words of the rap in their PB while listening.
- Say to the pupils **Let's listen and say the *Job rap*.** Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.

Lesson 5 What do you do?

8 Listen. Say the words.

police officer
nurse
vet
firefighter
actor
singer

9 Listen and read. Say the rap.

Who's this?
A police officer.
Her dog is very clever.

Who's this?
He's a vet.
He helps animals get better.

Do you want to be an actor
we can see on TV?
Or do you want to be a singer
and sing for me?

Who's this?
She's a firefighter.
Her engine's very fast.

Who's this?
He's a nurse.
He helps you get well
so you don't miss class!

10 Listen and read.

Oh, teacher what are you doing?
Look at the water! It's a police officer. You're a teacher!
Look! Here's the fire. And there's the water!
Whispered Tommy, Jack?
Look! Here's the fire. And there's the water!
Whispered Tommy, Jack?
Look! Here's the fire. And there's the water!
Whispered Tommy, Jack?
Look! Here's the fire. And there's the water!
Whispered Tommy, Jack?
Look! Here's the fire. And there's the water!
Whispered Tommy, Jack?

Lesson 5 What do you do?

13 Listen and number.

14 Read and match. Complete the sentences.

1 He is on TV.
He's an actor.

2 She wears a helmet and jacket.
She's a firefighter.

3 He talks on the phone.
He's a nurse.

4 She helps you get well.
She's a vet.

5 He sings songs.
He's a singer.

6 She helps animals get better.
She's a nurse.

15 Draw and write about a job.

This is _____



*Who's this?
A police officer.
Her dog is very clever.*

*Who's this?
He's a vet.
He helps animals get better.*

*Do you want to be an actor we can see on TV?
Or do you want to be a singer and sing for me?*

*Who's this?
She's a firefighter.
Her engine's very fast.*

*Who's this?
He's a nurse.
He helps you get well so you don't miss class!*



Listen and number.

- Say **Open your Activity Books and find page 49.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must look at the pictures and number them in the order they hear the words on the CD.
- Play the CD, pausing after each word is heard.
- Check the answers together.



- 1 nurse
- 2 police officer
- 3 actor
- 4 fire fighter
- 5 vet
- 6 singer

• Answers: 1 b / 2 e / 3 f / 4 a / 5 c / 6 d



Read and match. Complete the sentences.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences using the pictures as a guide.
- Check the answers together.
- Answers: 1 f actor / 2 c a firefighter / 3 a a police officer / 4 b a nurse / 5 d a singer / 6 e a vet



Draw and write about a job.

- Point to the picture frame. Explain that they should draw a picture of a job they like.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**

- Then ask them to write sentences according to what they have drawn. Move around the room and check the pupils' work.
- Pupils' own answers



Listen and read.

- Say **Open your Pupil's Books and find page 41.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and say **Let's listen to the comic strip.** Play CD 2 Track 52.
- Say **Let's read and listen to the comic strip again.** Play CD 2 Track 52 again. Encourage the pupils to look at and read the comic strip in their PBs as they listen.
- When the pupils have finished reading ask questions about the story, for example, **What does Jack need in Frame 5?** (a vet) **What different jobs are there in the story?** (police officer, firefighter, vet, nurse).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

Option: Pupils love acting. As this is a short story, you may wish to invite different pupils to the front to act out the comic strip.



Frame 1

Yorkie: Hi Scotty! What are you doing?

Scotty: Look at the hats! I'm a police officer. You're a baddie!

Frame 2

Yorkie: Help! Help!

Scotty: Stop and put your hands up!

Frame 3

Scotty: Look! Fire hats. We can be firefighters! Here's your hat.

Yorkie: Great! Where's the fire?

Scotty: Follow me!

Frame 4

Scotty: Look! Here's the fire. And here's the water!

Jack: Aaaaaah!

Yorkie: Oh dear! Poor Jack!

Frame 5

Scotty: Whoops! Sorry, Jack!

Yorkie: Don't worry, Jack. I'm a nurse! Where does it hurt?

Jack: My head! I need a vet!

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about jobs
- Listen to, read and learn about different jobs
- Show understanding by matching and writing
- Do a project about different jobs

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *astronaut, train, mission, flight simulator, underwater training tank, computer games designer, graphics, sports journalist, interview, coach, studio*

Materials

- Crayons and scissors for each pupil
- CLIL Photocopiable: *Different jobs* (TN page 307)
- Large piece of card
- Pupil's Book page 42
- Activity Book page 50
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities







Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (Social Science: *Different jobs*).
- Ask what they know about work and jobs. Ask what jobs their parents do. The pupils may answer in L1.



























At-a-glance lesson plan (PB page 42, AB page 50)



Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games    

Main activities

- **Picture activities** *Different jobs* Look at the picture and predict. Listen and look at the picture (CD 2 Track 53)    
- **Character's presentation** Listen and read. (CD 2 Track 53) Read and say 'True' or 'False'. Listen and check. (CD 2 Track 54) (PB page 42).    
- **Picture activity** Look at the picture and answer questions.    
- **Character's presentation** Listen and learn about an unusual job. (CD 2 Track 55) (PB page 42).   
- **Reading and writing practice** Look at page 42 in the Pupil's Book and complete. Listen and check. Read. Write about an unusual job. (AB page 50).    
- **CLIL project: *Different jobs***     

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Listen and look at the picture.


- Explain to the pupils that Anna has done a presentation about the topic on the picture. Say to them **Let's look at the picture and listen to Anna's presentation about different jobs.**
- Play CD 2 Track 53 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
- Ask the pupils questions about the information on the picture to check their understanding.
What jobs are in the presentation? (astronaut, computer games designer, sports journalist)
What is the name of the astronaut? (Peggy Whitson).

CLIL Social Science Lesson 6

11 Listen and read.

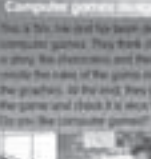
Different jobs by Anna

Astronaut




This is Peggy Whitson. She's an astronaut. Astronauts train for 20 months and study Maths and Science. They know how to fly a plane too. They prepare for missions in flight simulators and underwater training tanks. Do you want to be an astronaut?

Computer games designer



Tim is a boy and he and his team design computer games. They think of a story, the characters and they create the rules of the game and the graphics. At the end, they play the game and check it is virus free. Do you like computer games?

Sports journalist



Sara Carbonero is a sports journalist. She writes about sports events and games. She interviews athletes, coaches and players for the TV and newspapers. She talks to them in a stadium or in a studio.

12 Read and say 'True' or 'False'. Listen and check.

- 1 Astronauts have to train for almost two years.
- 2 Astronauts don't know how to fly a plane.
- 3 Tim works on his own.
- 4 Computer games designers check the games for viruses.
- 5 Sara only does interviews for TV.
- 6 Sara always interviews people in a studio.

13 Listen and learn about an unusual job.

Simon and Germaine are flying doctors in Australia. The flying doctors help people in rural areas where they need a doctor. They work in doctors' bags on nights, every day of the year. They've got 12 computers in their bags.

14 Do the revision page (Activity Book, page 51).

15 Write and draw in your Writing Diary (Activity Book, page 52).

CLIL Social Science Lesson 6

16 Look at page 42 in the Pupil's Book and complete. Listen and check.

sports events Maths and Science underwater training
fly a plane create the rules computer games athletes

- 1 Astronauts know how to fly _____.
- 2 They study _____.
- 3 They prepare for missions in _____ tanks.
- 4 He and his team design _____.
- 5 They think of a story and _____ of the game.
- 6 She writes about _____.
- 7 She interviews _____.

17 Read. Write about an unusual job.

• Freddie

• mounted police officer

• train with his horse

• patrol public events

• go to horse shows

Freddie is a mounted police officer. He trains with his horse.

He patrols public events and he goes to horse shows.

Freddie

• Sandra

• tour guide

• work on London buses

• talk to tourists about London

• speak English, Spanish and French



Different jobs by Anna

Astronaut

This is Peggy Whitson. She's an astronaut. Astronauts train for 20 months and study Maths and Science. They know how to fly a plane too. They prepare for missions in flight simulators and underwater training tanks. Do you want to be an astronaut?

Computer games designer

This is Tim. He and his team design computer games. They think of a story, the characters and they create the rules of the game and the graphics. At the end, they play the game and check it is virus free. Do you like computer games?

Sports journalist

Sara Carbonero is a sports journalist. She writes about sports events and games. She interviews athletes, coaches and players for the TV and newspapers. She talks to them in a stadium or in a studio.



Listen and read.

- Say **Open your Pupil's Books and find page 42.** Give the pupils a moment to find the page by themselves.
- Ask **What is the presentation about?** (different jobs) **Who wrote this presentation?** (Anna).

• Point to Activity 11 and say **Listen and look at Anna's presentation again.** Encourage the pupils to follow what Anna says by pointing to the pictures and any important words as they hear them. Play CD 2 Track 53 again.

• Play the CD again and this time encourage the pupils to read the text as they listen.

• Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **Peggy Whitson is a computer games designer. Sara writes about food and drink.**

• Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.



Read and say 'True' or 'False'. Listen and check.

- Hold up your PB and point to Activity 12.
- Explain the task to the pupils and allow some time for them to complete it.
- When the pupils have finished explain that they are going to hear the answers. Say **Let's listen.** Play CD 2 Track 54. Pause the CD after each answer is heard. Ask the pupils if their answers were the same as the CD.

- Answers: 1 True / 2 False (Astronauts know how to fly a plane.) / 3 False (Tim works with his team.) / 4 True / 5 False (She also does interviews for newspapers.) / 6 False (She also interviews them in a stadium.)



1 Olga: Astronauts have to train for almost two years.

That's true.

2 Anna: Astronauts don't know how to fly a plane.

That's false.

Astronauts know how to fly a plane.

3 Charlie: Tim works on his own.

That's false.

Tim works with his team.

4 Olga: Computer games designers check the games for viruses.

That's true.

5 Anna: Sara only does interviews for TV.

That's false.

She also does interviews for newspapers.

6 Charlie: Sara always interviews people in a studio.

That's false.

She's also interviews them in a stadium.

Option: Ask the pupils to form pairs. Encourage them to ask each other questions about the topic using the information in the texts on page 42.

Look at the picture and answer questions.

- Point to the main photos on the picture and ask questions to reinforce their understanding.
- Praise their answers, saying **Well done!**
- Ask **Who is this?** (a pilot, a film director, a chef, a photographer, a lawyer, a writer) **What does a (sports journalist) do?** (interviews athletes, coaches and players; writes about sports events and games) **Do you want to be a pilot?** (Pupils' own answers). The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair one paragraph from the photocopiable from TN page 307 and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 2 Track 53. Pause the CD and ask different pairs to order the sentences for the other paragraphs.

Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about an unusual job.

- Hold up your PB at page 42 and explain that the pupils are going to read about an unusual job.
- Say **Let's read about an unusual job.** Play CD 2 Track 55. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text. Praise their answers, saying **Very good!**



Bruce and Gemma are flying doctors. In Australia the flying doctors help people in rural areas when they need a doctor, day or night, every day of the year. They've got 53 aeroplanes!
by Olga



Look at page 42 in the Pupil's Book and complete. Listen and check.

- Say **Open your Activity Books and find page 50.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to the Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to complete the sentences with the phrases from the box.
- Play CD 2 Track 56 and check the answers with the class. Ask different pupils **What's number (1)?**

Unit 6 Lesson 6

- Answers: 1 fly a plane / 2 Maths and Science / 3 underwater training / 4 computer games / 5 create the rules / 6 sports events / 7 athletes



- 1 Astronauts know how to fly a plane.
- 2 They study Maths and Science.
- 3 They prepare for missions in underwater training tanks.
- 4 He and his team design computer games.
- 5 They think of a story and create the rules of the game.
- 6 She writes about sports events.
- 7 She interviews athletes.



Read. Write about an unusual job.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Read the notes and then the sentences aloud with the pupils.
- Explain that the pupils must look at the notes on the right and write their own sentences.
- Say **Now write your sentences.** The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: Sandra is a tour guide. She works on London buses. She talks to tourists about London. She speaks English, Spanish and French.

CLIL project: *Different jobs.*

- Say **Let's do a project about different jobs.** Divide the class into groups of three or four and give each group a profile from TN page 307 and a piece of paper.
- Tell each group to write about their job, using the information given.
- Move around the classroom to check their work and offer help if required.
- When they have finished, invite different groups to the front to show their job and talk about it. For example, *This is John. He is a teacher. He works in a school. He teaches children. He starts work at nine o'clock.*
- On a large piece of card, stick each profile picture together with each group's piece of writing and display it on the classroom wall.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Remember your English song*** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 7

Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by reading and matching
- Write sentences describing a friend's day
- Evaluate learning

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *He/She (comes back home).*

Materials

- Flashcards and word cards you have prepared: *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- Activity Book pages 51 and 71
- Class audio CD



At-a-glance lesson plan (AB pages 51 and 71)

Opening activities

- **Song** *International English* (CD 1 Track 3)



- **Vocabulary game** Play games



Main activities

- **Mind Map:** Unit 6 (AB page 71)
- **Reading and listening practice** Write the words. Listen and check. (CD 2 Track 57) Read and match. (AB page 51).
- **Writing practice** Write about a friend's day. (AB page 51).
- Evaluation



Closing activities

- **Song** *Remember your English* (CD 1 Track 6)



Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 6.

- Say **Open your Activity Books and find page 71.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the daily activities words?**
- Hold up your AB and point to the mind map at the bottom of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the daily activities flashcards and word cards you have prepared face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the word cards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Write the words. Listen and check.

- Say **Open your Activity Books and find page 51.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the words for different jobs. Explain that they must look at the pictures and write the correct word. Explain that afterwards they will listen to the CD to check their answers.
- Say **Let's listen.** Play CD 2 Track 57 and pause the CD between each word.
- When they have finished, check the answers together. Write the numbers 1 to 6 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?**
- Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct.
- Move around the room and check their work.
- Answers: 1 nurse / 2 firefighter / 3 singer / 4 vet / 5 police officer / 6 actor

Revision, Lessons 7 and 8 What do you do?

1 Write the words. Listen and check.

1 nurse 2 firefighter 3 singer 4 vet 5 police officer 6 actor

2 Read and match.

1 He talks on the phone.
2 She goes for a walk.
3 He has a snack.
4 He leaves home at nine o'clock.
5 She meets friends.
6 She comes back home at three o'clock.
7 He goes to a friend's house.
8 She goes to school.

3 Write about a friend's day.

Good Very good Excellent



- 1 nurse
- 2 firefighter
- 3 singer
- 4 vet
- 5 police officer
- 6 actor



Read and match.

- Hold up your AB and point to Activity 2.
- Tell the pupils to look at the pictures carefully.
- Ask them to read the sentences and to match them with the pictures.
- When the pupils have finished check the answers together as a class.
- Answers: 1 e / 2 c / 3 d / 4 a / 5 g / 6 f / 7 h / 8 b



Write about a friend's day.

- Hold up your AB and point to Activity 3.
- Explain that the pupils should write their own sentences using the daily activities words, about a friend's day.
- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Pupils' own answers

Unit 5 Mind Map 5

Unit 6 Mind Map 6

Face

straight hair short hair

mustache glasses

dark hair

Daily activities

go to school meet a friend

go to a friend's house go for a walk



Evaluation

- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 6.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our What do you do? Quest.**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 8

Learning objectives

- Review the unit using *Quest 6: What do you do?*
- Read the Writing Diary and answer questions
- Create a personalized diary about a job and talk about it

Language focus

- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *He/She (meets a friend).*
- *He/She doesn't (talk on the phone).*
- *Does he/she (have a snack)? Yes, he does. / No, he doesn't.*
- *Where does he/she go?*






Materials

- Crayons for each pupil
- Photocopiable: *Quest 6: What do you do?* (TN page 315)
- Writing Diary, Activity Book page 52
- Class audio CD












At-a-glance lesson plan (Writing Diary, Activity Book page 52)

Opening activities

- **Song** *International English* (CD 1 Track 3)
 
- **Vocabulary game** Play games   

Main activities

- **Photocopiable activity** Complete *Quest 6: What do you do?*   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 52).  
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your job. (AB page 52).    

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)
 

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 6: What do you do?*

- Ask the pupils what they remember about Unit 6: *What do you do?*
- Ask a volunteer to give out a copy of the Quest task sheet for Unit 6 to each student (TN page 315). Explain that it is their quest about jobs, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 Yes (PB page 37) / 2 seven o'clock (PB page 38) / 3 trousers, boots and helmets (PB page 38) / 4 No, there isn't. (PB page 41) / 5 writes about sports events and games, interviews athletes, coaches and players, talks to them in a studio (PB page 42).



Read the diary entry.

- Say **Open your Activity Book and find page 52.** Give the pupils a moment to find the page by themselves.
- Hold up your Activity Book and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).



- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish to read it aloud as they follow in their books.
- When the pupils have finished reading, ask these questions **Who is the writer?** (Olga) **What is it about?** (a job/a singer) **What is the date?** (18th September).
- Listen to the pupils' answers and praise them saying **Very good!**

Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example **Who is she?** (Olga's favourite singer) **Does she go to school?** (No, she doesn't.).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask pupils to circle the correct answer at the bottom of the diary entry.
- Answer: doesn't have

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 52.** Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.
- Say **Tell me about your job.** Encourage the pupils to respond saying *It's He /She* Listen and praise their speaking saying **Very good!**
- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Olga's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw a picture.** The pupils do this individually.

Tip: If the pupils are having difficulties choosing what to write, encourage them to look at Olga's diary entry.

Complete the Diary Notes.

- Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

Talk about your job.

- Say to the pupils **Let's talk about your job.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Talk about your job.** The pupils work together. When they finish, you may want to ask them to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

For *The Quiz show* animated story script see TN page 186.



What does your dad do?

Tilly: What does your mum do, Florence?

Florence: She's a police officer.

Tilly: Wow! That's really interesting!

Florence: Not really. She just gets up early in the morning, eats her breakfast, drives to work and then comes home again.

Tilly: Right.

Tom: Does she drive a police car?

Florence: No. She just talks on the phone all day.

Tilly: What does your dad do?

Florence: He's a nurse.

Tom: Oh right! A nurse.

Florence: What does your mum do, Tilly?

Tilly: She's a vet.

Florence: Cool! What does your dad do?

Tilly: Guess!

Florence: Is he a singer?

Florence: No. OK, he's not a singer. Is he an actor?

Florence: Not an actor. Is he a firefighter?

Dad: Hi! What's so funny?

Florence: Mr Rose, what's your job?

Dad: I wake up at seven, make breakfast at seven thirty. Then I walk to school with Tom and Tilly, then I come back home and sit down at my computer.

Florence: But what's your job?

Dad: My job?

Tilly: Yes, Dad, your job.

Tom: What's your job?

Dad: I stay at home, write things on my computer, look after Tom and Tilly, clean the house, cook the food...

Florence: I know! You're a journalist!

Dad: Yes, I am. But I'm also... Dad

Tom & Tilly: You're our dad. Our Superdad!

Dad: Yes, I am!



CLIL – Different jobs

Tilly: I want to know about different jobs.

Tom: What sort of jobs?

Tilly: That's an exciting job.

Florence: He's an astronaut.

Tilly: You have to study hard and train a lot to be an astronaut.

Tom: Look, he's doing a space walk.

Tilly: He's playing a computer game.

Florence: He's a computer games designer.

Tom: It's a great job. They program computers and invent new games.

Tilly: Is that man a pilot?

Tom: Yes, and he's a doctor.

Florence: A flying doctor.

Tilly: Where does he work?

Tilly: In countries like Australia some people live a long way from the nearest doctor.

Florence: So the doctor uses an aeroplane to go and see them.

Tom: Cool! I want to be a flying doctor

Tilly: And I want to be an astronaut!

Learning objectives

- Identifying and naming food items, UK prices, words for facial features, descriptive adjectives, daily routines/activities and jobs
(C1 C2 C7 C8)
- Reviewing what has been studied in Units 4, 5 and 6 (C1 C5 C7 C8)
- Listening to and showing understanding of a short text on UK food (C1 C3 C7 C8)
- Writing a short text about food in your country
(C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine*
- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- happy, sad, strong, weak, rude, polite*
- have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- police office, nurse, vet, firefighter, actor, singer*

Structures

- Who says...?*
- Can I have (some lemonade), please?*
- I've/He's got (brown eyes).*
- I haven't got (pineapples).*
- I'm a (nurse).*

Receptive language

- fish and chips, take-away meal, batter, tasty, healthy, cream tea, scones, clotted cream, spread, roast dinner, roast beef, Yorkshire pudding, nut roast, chilli peppers, coconut*
- Let's sing/listen/check/read/make/talk about...*
- Open your (Pupil's) Book and find page (43).*
- What's (the secret word)?*

Summary

In this unit you will review material from Units 4, 5 and 6 in the context of a picture puzzle. There is a focus on UK food. The pupils will also write a short text.

Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of I.C.T.
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Learning objectives

- Identify and name food items, UK prices, words for facial features, descriptive adjectives, daily activities and jobs
- Ask and answer questions about a picture puzzle
- Find a hidden word in the picture puzzle
- Listen to, read and show understanding of a text about UK food
- Write a short text about food in your country

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine*
- *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- *happy, sad, strong, weak, rude, polite*
- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *What can you see?*
- *Can you see (word)?*
- *Who says what?*

Materials

- Crayons and a piece of A4 paper for each pupil
- Flashcards and word cards you have prepared: Units 4, 5 and 6
- Pupil's Book pages 43 and 44
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Sing the song and have the pupils sing with you.

Main activities

Play *Against the clock*.

- Divide the class into three teams and invite the first team to come to the front. Give half of the team members flashcards you have prepared from both word sets from Unit 4. They hold them up and stand at different places around the classroom. Give the other half of the team the equivalent word cards and ask them to stand at the front of the class.



At-a-glance lesson plan

(PB pages 43 and 44)

Opening activities

- **Song** *International English* (CD 1 Track 3)
C1 C6

Main activities

- **Vocabulary game** *Against the clock* C1
C7 C8
- **Review** Read and say. Who says what? Listen and check. (CD 2 Track 58) Look at the picture and find nine letters. What's the secret word? (PB pages 43)
- **UK culture** Listen and read. Answer the questions. (CD 2 Track 59) (PB page 44)
- **Culture in your country.** Your Investigation. Read Charlie's report and write about food in your country. (PB page 44)

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)
C1 C6


- Say **3, 2, 1. Go!** The pupils with the word cards move around the room as quickly as they can. They give the correct word card to the pupil holding the flashcard and both pupils stand together displaying their two cards.
- Invite the other teams to count the number of seconds it takes the team to match the cards. Write it on the board.
- Continue the game with the flashcards for Units 5 and 6 with the other two teams. The winning team is the one with the least number of seconds.

Note: Ensure that the pupils understand that they must walk, not run.



Read and say. Who says what? Listen and check.

- Say **Open your Pupil's Book and find page 43.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at the picture puzzle in Activity 1. Ask **What can you see?** and praise their answers. If they seem unsure, point to and ask about specific things, for example, **Can you see some bananas?** (A1) **Can you see a man with a moustache?** (C2).
- Explain that each of the figures in the picture is doing an activity and that they should try to imagine which of the figures is saying the sentences 1–9.



Units 4, 5, 6 Quest Revision




1 Read and say. Who says what? Listen and check.

Who says 'I go to school every day?'
John in A2.

Who says 'I go to school every day?'
John in A2.

1 I go to school every day.
2 Can I have some lemonade, please?
3 He's got brown eyes and glasses.
4 I haven't got pineapples.
5 I have a snack at eleven o'clock.

6 She's got curly, fair hair.
7 Do you want anything else?
8 I'm a nurse.
9 I've got a moustache.

2 Look at the picture and find nine letters. What's the secret word?



Food in the UK

1 Listen and read. Answer the questions.

Fish and chips
This is a traditional take-away food. It is fried fish in batter, a mix of flour, milk and eggs with fried chips. People eat fish and chips for dinner or the weekend. It's very busy but not very healthy. Don't eat it every day!

Roast dinner
Porkies eat lunch together on Sundays and a roast dinner is very popular. Roast beef and Yorkshire pudding is traditional. Yorkshire pudding is similar to scones, but some people don't eat meat so they have a beef and vegetable roast. Roast dinner is eaten!

Cream tea
Cream tea is eaten in a tea room in the afternoon. It is served with scones, clotted cream and strawberry jam. You eat the scones in two and spread the cream and then the jam on top. Delicious!

1 Do people traditionally eat fish and chips in restaurants?
2 What do people eat with scones?
3 What do people who don't eat meat have as roast dinner?

2 Your investigation. Read Charlie's report and write about food in your country.

Dining plan
Cook (Chicken, Chicken, Chicken)
Ingredients? Chicken, vegetable, tomato, onion, salt, pepper, oil.
Where do people eat it? In an Indian restaurant, take-away, at home.
What do people eat with it?
rice, bread, chutney.
How?
It's like a curry.

Chicken tikka masala
This is a curry with chicken, vegetable, tomato, onion, salt, pepper and oil. It is from India and it is very popular in the UK. You can make it in a restaurant, you can take it away or make it at home. People love it and I like it too.

• Ask **Who says what?** Invite two pupils to read Anna and Charlie's dialogue aloud **Who says 'I go to school every day?' John in A2.** Encourage the other pupils to find John in A2 and point to the picture. Write the answer on the board.

• Repeat the procedure with the other questions, inviting different pupils to ask and answer the question each time until all the answers are on the board.

• Say to the pupils **Let's listen and check.** Play CD 2 Track 58. Tick the answers the pupils have got correct, and praise them when the CD finishes.



1 Anna: Who says 'I go to school every day?'

Charlie: John in A2.

2 Charlie: Who says 'Can I have some lemonade, please?'

Anna: Kate in C3.

3 Anna: Who says 'He's got brown eyes and glasses?'

Charlie: Tom in B2.

4 Charlie: Who says 'I haven't got pineapples?'

Anna: Frank in A1.

5 Anna: Who says 'I have a snack at eleven o'clock?'

Charlie: Rebecca in B3.

6 Charlie: Who says 'She's got curly, fair hair?'

Anna: Elena in B2.

7 Anna: Who says 'Do you want anything else?'

Charlie: Dominic in C1.

8 Charlie: Who says 'I'm a nurse?'

Anna: Susan in B1.

9 Anna: Who says 'I've got a moustache?'

Charlie: Dan in C2.

• Answers: 1 John in A2. / 2 Kate in C3. / 3 Tom in B2. / 4 Frank in A1. / 5 Rebecca in B3 / 6 Elena in B2. / 7 Dominic in C1. / 8 Susan in B1. / 9 Dan in C2.



Look at the picture and find nine letters. What's the secret word?

• Finally, point at Activity 2 and say to the pupils **Let's find the secret word.**

• Invite the pupils to say the letters they can see in the picture. Write them on the board but not in order. When you have the nine letters ask the pupils **What's the secret word?**

• Give them time to look at the letters and sort them into the correct order. Praise the correct answer saying **Well done!** Invite the pupils to spell letter by letter the word to revise the alphabet.

• Answer: MOUSTACHE

Tip: If the pupils seem unsure, write a gapped word on the board _ _ with a couple of letters to help them.



Listen and read. Answer the questions.

- Say **Open your Pupil's Books and find page 44.** Give the pupils a moment to find the page by themselves.
- Point to the different pictures and texts on page 44. Explain to the pupils that Charlie has been investigating different foods in the UK. Say **Let's listen.** Encourage the pupils to listen to the information, pointing to the pictures and key words as they hear them. Play CD 2 Track 59.
- Say **Let's listen and read** and play the track again. This time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by asking questions about the texts. For example, **What is batter?** (a mix of flour, milk and eggs). **When do people eat roast beef?** (on Sundays). Praise their answers and encourage them to answer using full sentences.
- Then ask the pupils to answer the questions in the PB individually. When they have finished, check the answers with the class.
- Answer: 1 No. It's a take-away meal. / 2 Cream and strawberry jam. / 3 Nut roast



Food in the UK

Fish and chips

This is a traditional take-away meal. It is fried fish in batter (a mix of flour, milk and eggs) with fried chips. People eat fish and chips for dinner at the weekend. It's very tasty but not very healthy. Don't eat it every day!

Cream tea

You can order cream tea in a tea shop in the afternoon. It is tea served with scones, clotted cream and strawberry jam. You cut the scones in two and you spread the cream and then the jam on top. Delicious!

Roast dinner

Families eat lunch together on Sundays and a roast dinner is very popular. Roast beef and Yorkshire pudding is traditional. Yorkshire pudding is similar to pancakes. But some people don't eat meat so they have a nut roast instead of beef. Roast dinner is yummy!



Your Investigation. Read Charlie's report and write about food in your country.

- Hold up your PB and point to Activity 2. Explain that Charlie's notes for his investigation about food are on the left and his finished project is on the right. Explain that the pupils are going to create the same thing.
- Ask the pupils to look at the notes and text. Say **Let's make sentences.** Say a word from the notes, for example, **restaurant.** Encourage the pupils to find the word in the text on the right and invite a pupil to read that sentence aloud.
- Say to the pupils **Let's investigate food in your country.** Write the headings only (not the notes under each heading) from Charlie's writing plan on the board. The pupils copy them into their notebooks.
- Say to the pupils **Choose a food in your country** and ask them to write notes under each heading in their notebook. Give them time to decide which dish to write about and offer suggestions if necessary. Move around the class and help when necessary.
- When the pupils have finished, say to them **Let's talk about food.** Encourage the pupils to talk to somebody near them, making sentences using their notes. Move around the class and encourage the pupils' speaking.
- Finally, have the pupils work individually to write their sentences in their notebooks. Check their writing.
- Then ask a volunteer to give a piece of A4 paper to each pupil. Ask the pupils to copy out their sentences neatly onto the piece of paper and draw or stick a picture to illustrate it.

Option: Collect in the finished texts and display them on the classroom wall.

Option: If you have access to the Internet, encourage the pupils to investigate food in other countries using the writing plan notes as a guide.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Learning objectives

- Identifying and naming items of furniture (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising and discriminating between the /ɑ:/ and /eə/ sounds (C1 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C5 C7 C8)
- Identifying parts of the language structure and making sentences and questions (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using words for the floors of a house (C1 C3 C7)
- Using words for the floors of a house with items of furniture (C1 C3 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding texts about castles (C1 C3 C7 C8)
- Writing a text about a castle (C1 C3 C7 C8)
- Creating a castle (C1 C3 C6 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about a dream house and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- fifth floor, fourth floor, third floor, second floor, first floor, ground floor*
- CLIL vocabulary: *stone, dungeon, suit of armour, sword, hire, tower, four-poster bed, cliff*

Structures

- There's (a fireplace/an armchair).*
- There isn't (a desk/an armchair).*
- There are some (armchairs).*

- Is there (a sofa). Yes, there is. / No, there isn't.*
- Are there any (cupboards)? Yes, there are. / No, there aren't.*

Recycled language

- Numbers (1–100)
- Daily routines/activities
- I can...*
- Can you...?*
- This is... That's...*

Receptive language

- What do you think?*
- This must be...*
- Let's sing/listen to/say/rap/read/point to/investigate/look at/talk about...*
- Cut along these lines.*

Socio-cultural aspects

- Understanding information about castles
- Showing interest in different castle features

Summary

In this unit you will introduce and practise vocabulary to describe items of furniture, as well as the names of different floors in a house. Pupils will learn how to describe a room and write a description of a room.

Competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of I.C.T.
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

Lesson 1

Learning objectives

- Learn a new song for the opening routine
- Identify, listen to and say words to describe items of furniture
- Listen to, read and sing the *My house* song
- Show understanding by matching pictures to words, and by writing sentences.
- Learn a new chant for the closing routine

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *There's a (sofa) so I can (watch TV).*
- *There are some (bookcases).*
- *What's this piece of furniture? It's (a cupboard).*
- *Can you spell it?*

Materials

- Flashcards and word cards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- Pupil's Book page 45
- Activity Book page 53
- Class audio CD



At-a-glance lesson plan (PB page 45, AB page 53)

Opening activities

- **Song** *Time for English* (CD 1 Track 4)

Main activities

- **Vocabulary game** *What's this?*
- **Vocabulary activities** *Furniture word rap* (CD 3 Track 1) Listen, point and say the words.
- **Vocabulary game** *Flashcard match*
- **Song** *My house* (CD 3 Track 2) Listen to the song. Answer the questions. Listen and read. Sing the song. (PB page 45)
- **Vocabulary game** *Guess the sentence*
- **Word Quest** (CD 3 Track 4) Listen and play (PB page 45).
- **Vocabulary and writing activities** Look and circle the correct words. Look and complete. (AB page 53).

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Tell the pupils that they are going to learn a new song for the opening routine. Say to the pupils **Let's sing the *Time for English* song.** Play CD 1 Track 4.
- Play the track a second time and encourage the pupils to sing the song you.

**Time for English song**

It's time for English.

Have you got your book?

It's time for English.

Open your book

And take a look.

Main activities

Play *What's this?*

- Hold up the pile of furniture flashcards so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (sofa).** **Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally, ask the pupils **What's the Quest topic?** Listen to their answers and say, **Yes, furniture.**

Listen, point and say the words.

- Say **Let's listen and say the *Furniture word rap*.** Play CD 3 Track 1 and point to the different flashcards on the board as you hear the words spoken on the CD.

Unit 7 The Castle

Lesson 1 1 Listen and read. Sing the song.

My house is a great place to be,
It's got all I want, come and see.
There's a desk so I can do my homework.
There's a bookcase so I can find my books.
There's a sofa so I can watch TV.
Come and sit with me.

My house is a great place to be,
It's got all I want, come and see.
There's an armchair so I can sit and read.
There's a shower so I can have a wash.
There's a fridge so I can have cold drinks.
Come and see. What do you think?

2 Word Quest
Listen and play.

What's this piece of furniture?
No! Can you spell it? C-U-P-B-O-A-R-D

1 toilet 2 desk 3 armchair 4 cupboard 5 sofa
6 shower 7 fridge 8 cooker 9 fireplace 10 sofa
11 desk 12 bookcase

Unit 7 The Castle

Lesson 1

1 Look and circle the correct words.

1 There's a bridge / cooker
2 There's a toilet / shower
3 There are some armchairs / sofas
4 There's a fridge / cooker
5 There's a sofa / armchair
6 There's a cupboard / desk
7 There are some cupboards / desks
8 There's a fireplace / bridge
9 There's a toilet / shower
10 There are some bookcases / cupboards

2 Look and complete.

1 There is a _____
2 There are some _____
3 _____

- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.



Furniture word rap

Let's rap, let's rap,
Let's say the furniture word rap ...

toilet
desk
armchair
cupboard
sofa
shower
fridge
cooker
fireplace
bookcase

Tip: Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

Play I can match.

- Show the furniture word cards you have prepared to the class and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly then speed up as the pupils become more confident saying the words.

Listen to the song. Answer the questions.

- Say to the pupils **Let's listen to the My house song.** Encourage the pupils to stand up.
- Play CD 3 Track 2 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your questions. **What furniture is there in the house?** (desk, bookcase, sofa, armchair, shower, fridge). **Where does she do her homework?** (at her desk).

**My house song**

*My house is a great place to be.
It's got all I want, come and see.
There's a desk so I can do my homework.
There's a bookcase so I can find my books.
There's a sofa so I can watch TV.
Come and sit with me.*

*My house is a great place to be.
It's got all I want, come and see.
There's an armchair so I can sit and read.
There's a shower so I can have a wash.
There's a fridge so I can have cold drinks.
Come and see. What do you think?*

**Listen and read. Sing the song.**

- Say **Open your Pupil's Books and find page 45.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the pictures and identify the different characters. Then ask **Where is Olga?** (in her bedroom/at her desk). **Where is Anna?** (in the kitchen/by the fridge). **Where is Charlie?** (in the living room/on the sofa). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 3 Track 2 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the My house song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **There's a/an (...) so I can (...).** Instead of saying a furniture or activity word, point to a flashcard on the board.
- Invite a pupil to say the missing words as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.

**Word Quest. Listen and play.**

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Olga and Anna).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.
- Play CD 3 Track 4 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Olga's questions. **What's this piece of furniture?** Encourage the pupils to look at the *Word Quest* and answer. *It's (a cupboard).* Then ask **Can you spell it?** and encourage the pupils to spell the word.
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Olga: What's this piece of furniture?

Anna: Cupboard!

Olga: Yes! Can you spell it?

Anna: C-U-P-B-O-A-R-D

Options: To make the activity more competitive, award the pupils a point for each picture they identify correctly within five seconds.

To give extra writing practice, ask the pupils to write down the words for the pictures they identify within five seconds.

To make the activity a reading game, ask the pupils to cover the pictures to focus on reading the words instead. They could also point to or air trace the corresponding actions to demonstrate understanding of the words.

**Look and circle the correct words.**

- Say **Open your Activity Books and find page 53.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually circling the correct options.
- When the pupils have finished, look at their answers together. Nominate different pupils to answer, for example **Chris. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to tick the items they got correct in their Activity Books.

- Answers: 1 fridge / 2 shower / 3 armchairs / 4 cooker / 5 sofa / 6 desk / 7 cupboards / 8 fireplace / 9 toilet / 10 bookcases



Look and complete.

- Hold up your AB and point to Activity 2. The pupils work individually to write the sentences.
- Move around the room, checking the pupils' work, saying **Very good!**
- Answers: 1 cooker / 2 cupboards / 3 There is a fridge. / 4 There is an armchair. / 5 There is a sofa. / 6 There are some bookcases. / 7 There is a desk. / 8 There is a fireplace.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Tell the pupils that they are going to learn a new chant for the closing routine. Say **Let's listen to the *How do you get there?* chant.** Play CD 1 Track 7 and let the pupils listen to the song.
- Play the track again and sing along, encouraging the pupils to sing with you.



***How do you get there?* chant**

*At the end of the day,
When it's time to go home,
How do you get there?*

*Do you go by car, or by plane?
Do you go by bike or by train?
I go by foot on sunny days
But I take the bus when it rains.*

Lesson 2

Learning objectives

- Listen to and sing the *My house* song
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and choosing true or false
- Practise the sounds /ɑ:/ and /eə/ and discriminate between them.

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *There's a (desk) so I can (do my homework).*
- *There are (armchairs).*






Materials

- Flashcards and word cards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- Pupil's Book pages 46–47
- Activity Book page 54
- Class audio CD












At-a-glance lesson plan
(PB pages 46 and 47, AB page 54)



Opening activities

- **Song** *Time for English* (CD 1 Track 4)  
- **Vocabulary game** Play games   

Main activities

- **Song** *My house* (CD 3 Track 2) (karaoke CD 3 Track 3) Listen and sing.  
- **Story** *The ghost in the castle* (CD 3 Track 5) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 46–47) Remember the story: *The ghost in the castle*. Look and match. Number. Complete the sentences. Read. True ✓ or false ✗? Correct the false sentences. Write the *Quest* letter. (AB page 54)    
- **Pronunciation** Say the words. Listen and say. (CD 3 Track 6) Listen and say the chant. (CD 3 Track 7) (PB page 47) Circle, sort and write. Listen and check. (CD 3 Track 8) (AB page 54).   

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Do you remember the *Time for English* song? Let's sing** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the *My house* song?** Encourage them to say sentences from the song *There's a (bookcase) so I can (find my books)*.
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the *My house* song** (for lyrics see TN page 216). Play CD 3 Track 2 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.
- Or you can play the karaoke version, CD 3 Track 3. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story.**
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the pupils?** (in a castle).
- You can either tell the story by reading the text or by playing CD 3 Track 5.
- Make sure that you show the appropriate frame as you listen to the story on the CD. Point to different things on the frame to help the pupils understand during the story.
- Finally, ask the pupils **Is the castle big or small?** (big/enormous).

Note: You will hear a tone on the CD to signal when you should point to the next picture.

**Frame 1**

Charlie: We're at a real, old castle.

Olga: It's enormous!

Anna: The door's open. Let's go in.

Frame 2

Olga: This must be the living room. There are bookcases and armchairs...

Anna: I want to sit down. I'm tired!

Charlie: Look out, Anna! The chair is moving.

Frame 3

Charlie: What's happening?

Olga: Look. The books are moving. I think this is a haunted castle! RUN!

Anna: This is very strange!

Frame 4

Olga: Phew! Where are we now? OK, there's a bed, so we're in the bedroom.

Anna: Look at the big fireplace. And the fire!

Charlie: Maybe there's a ghost. We need to hide.

Frame 5

Charlie: Anna, come under the bed. It's safe here.

Olga: There's the ghost! Run, Anna!

Anna: I don't believe in ghosts. I'm not afraid of you! Who are you?

Frame 6

Victor Virus: Let me go!

Anna: Look at the ring. It's Victor Virus!

**Frame 7**

Olga: There he is!

Anna: Quick! Catch him!

Victor Virus: Ha, ha, ha! You can't catch me!

Frame 8

Anna: It's a secret passage.

Charlie: Don't be scared, Max. I'm with you.

Olga: I can see a light. It looks like a room.

Frame 9

Charlie: He's not here and the window's open.

Olga: Look! Here's his armour.

Anna: This must be his base! Look at all the computers.

Frame 10

Charlie: Look. It's all Victor Virus' targets!

Olga: This is the Science Museum. It's his next target.

Anna: This looks like a code! I have to crack it.

Olga: We need to go to the museum and find Victor Virus.

Charlie: Look at Max! He's got our *Quest* symbol.

Check comprehension. Ask questions.

- Check that the pupils understand the story by asking questions about each frame. Encourage them to answer in English.

2 The Castle Lesson 2

3 Remember the story: The ghost in the castle. Look and match. Number. Complete the sentences.

There are bookcases and armchairs. This looks like a ring. It's Victor Virus! or the dog.

4 Read. True ✓ or false ✗? Correct the false sentences.

1 The children are at a castle. ☒ 2 Alex is the ghost. ☐

3 There is a ghost. ☐ 4 There are computers in the secret room. ☐

5 Anna is scared. ☐ 6 Victor Virus' next target is the Town Hall. ☐

5 Write the Quest letter.

6 Circle, sort and write. Listen and check. *phonics*

Frame 1

Where are they? (at a castle)

Is the castle big? (yes)

Is the door open? (yes)

Frame 2

What is there in the living room? (bookcases and armchairs)

Who is tired? (Anna)

Why can't Anna sit down? (the chair is moving)

Frame 3

What's happening to the books? (they're moving)

What does Olga think about the castle? (she thinks it's haunted)

Frame 4

Where are they? (in the bedroom)

Is there a fireplace? (yes)

Who thinks there's a ghost? (Charlie)

Frame 5

Who is afraid? (Olga and Charlie)

Does Anna believe in ghosts? (no)

Is Anna afraid? (no)

Frame 6

Who is the 'ghost'? (Victor Virus)

What can Anna see? (his ring)

Frame 7

Can they catch Victor Virus? (no)

Frame 8

Where are they? (in a secret passage)

Who is scared? (Max)

What can Olga see? (a light/a room)

Frame 9

Is Victor Virus there? (no)

What is the room? (his base/office)

What can they see in the room? (his armour/ computers)

Frame 10

What's on the noticeboard? (Victor Virus' targets)

What's his next target? (the Science Museum)

Who has got the next symbol? (Max)

What is it? (a mobile phone)



Listen to the story. Read.

• Say **Open your Pupil's Books and find page 46.** Give the pupils a moment to find the page by themselves.

• Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 3 Track 5.

• Say **What words for furniture can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

Find the Quest letter.

• Ask the pupils to search in the story frames of their PB for the letter which is hidden there.

• Say **What's the Quest letter?** (S, in frame 3)



Remember the story: *The ghost in the castle.* Look and match. Number. Complete the sentences.

• Say **Open your Activity Books and find page 54.** Give the pupils a moment to find the page by themselves.

• Hold up your AB and point to Activity 3.

Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.

• The pupils work individually.

• Check the answers as a class, asking different pupils to answer each question.

• Now explain that they have to write the missing words in the speech bubbles. If they can't remember the words, let them refer to their PBs.

• Answers: c 1 There are bookcases and armchairs. / b 2 Look at the big fireplace. / d 3 Look at the ring. It's Victor Virus! / a 4 This looks like a code!



Read. True ✓ or false ✗? Correct the false sentences.

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to tick or cross the sentences and correct the false sentences. Remind them that they can look in their PBs to check their answers if they are not sure.
- Invite a pupil to say whether the first sentence is true or false. Ask a second pupil to confirm whether they think that answer is correct or not. Write the answers on the board.
- Answers: 1 ✓ / 2 ✗ There isn't a ghost. / 3 ✗ She isn't scared. / 4 ✗ Victor Virus is the ghost. / 5 ✓ / 6 ✗ His next target is the Science Museum.



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.
- Answer: S

Say the words.

- Stick the 'armchair' flashcard on the board. Go round the class and ask each of the pupils to say the word.
- Explain that the word contains two different sounds and today they are going to practise those sounds.
- Say /ɑ:/ **ARM**chair and encourage the pupils to repeat with you. Do the same with /eə/ armch**AI**r.



Listen and say.

- Say **Open your Pupil's Books and find page 47.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 3 Track 6 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

Note: This part of the Phonics lesson is a drill. It is important that the pupils are confident saying the words, before they say the chant. You may wish to make this more fun by pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



Carla
stars
bear
square
armchair



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain that the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 3 Track 7. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat it until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /ɑ:/ sound in Frame 1?** (castle) **Can you see words with the /ɑ:/ sound in Frame 2?** (armchairs) **Can you see words with the /ɑ:/ sound in Frame 9?** (armour) **Can you see words with the /eə/ sound in Frame 8?** (scared).
- Encourage them to look in the frames and listen to their answers, writing the correct ones on the board.
- If the pupils seem unsure about the sounds. Repeat the example sound words to help them find words with the same sound in the story frame.



My friend Carla
sits in her armchair counting stars,
reading about bears
and painting squares.



Circle, sort and write. Listen and check

- Say **Open your Activity Books and find page 54.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to circle the words and write them in the correct place. Complete an example with them.

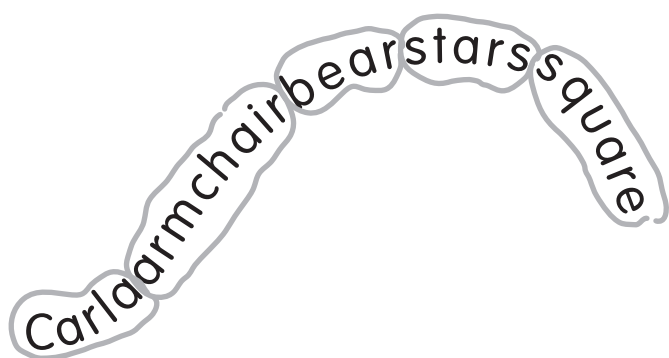
Fast finishers: Ask the pupils to add any other words they know in English with that sound to each column.

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 3 Track 8 and check the pupils' answers.



/ɑ:/
Carla
armchair
stars

/eə/
armchair
bear
square



- Answers: Carla, armchair, stars / armchair, bear, square

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Do you remember the *How do you get there?* chant?** Say **Let's sing** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *My house* song
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences, choosing true or false and by writing sentences

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *There's (a sofa).*
- *There isn't (a shower).*
- *There are some (armchairs).*
- *Is there (an armchair)? Yes, there is. / No, there isn't.*
- *Are there any (desks)? Yes, there are. / No, there aren't.*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- Pupil's Book page 48
- Activity Book page 55
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Time for English* song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen, sing and point.

- Ask the pupils **Do you remember the *My house* song?**
- Give out the flashcards to different pupils around the class and show them how to hold their flashcard so nobody else can see it.



At-a-glance lesson plan (PB page 48, AB page 55)

Opening activities

- **Song** *Time for English* (CD 1 Track 4) C1 C6
- **Vocabulary game** Play games C1 C7 C8

Main activities

- **Song** *My house* (CD 3 Track 2) (karaoke CD 3 Track 3) Listen, sing and point. C1 C6
- **Dialogue** Listen and read (CD 3 Track 9) (PB page 48) C1 C5 C7 C8
- **Language activity** Let's investigate grammar (PB page 48). C1 C7 C8
- **Vocabulary game** *Guess the picture* C1 C7 C8
- **Writing and listening practice** Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X. (CD 3 Track 10). Look at Activity 8. Write about Olga's room. (AB page 55). C7 C8

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7) C1 C6

- Say **Let's sing the *My house* song** (for lyrics see TN page 216). Ask the pupils holding a card to stand at the front, and when they hear the phrase which is on their flashcard they lift the card above their heads. Play CD 3 Track 2. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding a card.
- You can also use the karaoke version (CD 3 Track 3).

Option: You may want to sing the song again. Invite a volunteer to give the flashcards to a different group of pupils. Play the CD, and encourage the pupils to sing along.



Listen and read.

- Say **Open your Pupil's Books and find page 48.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (a girl and a boy) **Where are they?** (outside a big house) **What are they doing?** (looking at the house/talking about the house).

7 The Castle Lesson 3

5 Listen and read.

Girl: Your house is huge! How many bedrooms are there?

Boy: There are twenty bedrooms and there's an enormous living room.

Girl: Is there a sofa?

Boy: No, there isn't a sofa but there's a fireplace and there are some armchairs.

Girl: What about the kitchen? Are there any cupboards?

Boy: Yes, there are one hundred cupboards, and some cookers and fridges.

Girl: Hey, is this really your house?

Boy: No, it isn't! But it's my dream house!

6 Let's investigate grammar.

Remember! There's = There is isn't = is not aren't = are not

Remember! There is an armchair There are some armchairs

Lesson 4 7 Make your cut-out cards (Activity Book, page 85). Play a game.

Let's investigate grammar Lesson 3 The Castle 7

7 Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

1 a sofa? / there / is

2 is / a fireplace. / There

3 some bookcases. / There / are

4 isn't / There / an armchair.

8 Listen. Tick ✓ or cross X.

	Anna's room	Olya's room
desk	✓	✓
armchair		
sofa		
fireplace		
bookcase		
cupboard		
It's number...		

9 Look at Activity 8. Write about Olya's room.

1 There's _____

2 _____

3 _____

4 _____

5 _____

6 _____

- Play CD 3 Track 9 and encourage the pupils to read the dialogue while listening.
- Ask the pupils about the dialogue to check their understanding.
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the girl chorally and the other group to read out the lines of the dialogue for the boy chorally. Repeat this until the pupils are confident with saying the dialogue.

Option: To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.



Girl: Your house is huge! How many bedrooms are there?

Boy: There are twenty bedrooms and there's an enormous living room.

Girl: Is there a sofa?

Boy: No, there isn't a sofa, but there's a fireplace and there are some armchairs.

Girl: What about the kitchen? Are there any cupboards?

Boy: Yes, there are one hundred cupboards, and some cookers and fridges.

Girl: Hey, is this really your house?

Boy: No, it isn't! But it's my dream house!



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the parts in bold and the information in the two Remember boxes.
- Ask the pupils questions to check their understanding. Ask **Who says 'There are twenty bedrooms'?** (the boy) Ask **Is this an affirmative sentence?** (yes) Repeat the process with other sentences in the investigate grammar box.
- Ask the pupils to look at the dialogue and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence**. Praise the pupils' speaking.

Play *Guess the picture*.

- Invite a pupil to come to the front to play the game with you. Ask the pupil to choose a frame from the story (PB pages 46–47), but without telling anyone which one it is.
- Encourage the other pupils to ask him/her questions to decide which frame he/she has chosen. *Is there (a sofa)? Are there any (bookcases)?* Encourage different pupils to ask questions.
- Praise their speaking by saying **Very good!** when they guess correctly.
- Ask another pupil to come to the front to play. Praise their speaking by saying **Well done!**

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the grammar box as a guide.



Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Books and find page 55.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the sentences using the same colours as in the language box in the PB (green for affirmative, red for negative, blue for questions).
- Answers: 1 Is there a sofa? (blue) / 2 There is a fireplace. (green) / 3 There are some bookcases. (green) / 4 There isn't an armchair. (red)

Fast finishers: Ask the pupils to write one more question, affirmative sentence or negative sentence using the language structure.



Listen. Tick ✓ or cross X.

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions.
- Play CD 3 Track 10. Encourage the pupils to tick or cross in their ABs.
- Play the track again so the pupils can check their answers. When they have finished, check the answers together.



Anna: My room is small. There's a desk and an armchair. There isn't a fireplace. There's a bookcase and a sofa. There isn't a cupboard. Which number is it?

Olga: My room is big. There's a desk, but there isn't an armchair or bookcase. There's a cupboard. There's a fireplace and a sofa. Which number is it?

	Anna's room	Olga's room
desk	✓	✓
armchair	✓	X
sofa	✓	✓
fireplace	X	✓
bookcase	✓	X
cupboard	X	✓
It's number ...	1	2



Look at Activity 8. Write about Olga's room.

- Explain that they are going to write sentences based on a picture from Activity 8.
- Check that the pupils understand, and ask them to work individually writing sentences to describe Olga's room (picture 2). Encourage them to look at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 There's a desk. / 2 There isn't an armchair. / 3 There's a sofa. / 4 There's a fireplace. / 5 There isn't a bookcase. / 6 There's a cupboard.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about furniture
- Show understanding by listening and writing sentences
- Talk about rooms and furniture using cut-outs

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *There's (a fireplace).*
- *There isn't (a sofa).*
- *There are some (armchairs).*
- *Is there (a shower)? Yes, there is. / No, there isn't.*
- *Are there any (cupboards)? Yes, there are. / No, there aren't.*






Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- Activity Book page 56
- Cut-outs for Unit 7 (AB page 85)
- Class audio CD














At-a-glance lesson plan (AB page 56 and page 85)



Opening activities

- **Song** *Time for English* (CD 1 Track 4)  
- **Vocabulary game** Play games   

Main activities

- **Vocabulary game** *Affirmative, negative or question*   
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 3 Track 11) Draw a room. Write sentences. (AB page 56)   
- **Cut-out activity** Make your furniture cards. Play a game. (AB page 85).     

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Time for English* song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Play Affirmative, negative or question.

- Ask the pupils **Do you remember the furniture words?** and show the pupils the furniture flashcards you have prepared for the unit. On the board draw three symbols in large clear letters: **+**, **-** and **?**. Make sure they are at a height the pupils can reach.

- Divide the class into two teams, A and B. Invite two volunteers from Team A to come to the front. One stands in front of the symbols on the board and the other holds the flashcards. Say **Let's play.**

- The pupil with the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard activity and the symbol they have been shown. The **+** symbol means that they should produce an affirmative sentence. The **-** symbol means that they should produce a negative sentence. The **?** symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.

7 The Castle Lesson 4

10 Match to make sentences.

1 Are there	are	armchairs?
2 No,	there	some cupboards
3 Is	there	isn't.
4 There	any	a cooker?

11 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

Charlie: Look! Here's my kitchen.

Anna: (1) _____?

Charlie: No, there aren't.

Anna: Is there a sofa?

Charlie: (2) _____.


Anna: (3) _____?

Charlie: Yes, there is. And there's a fridge.

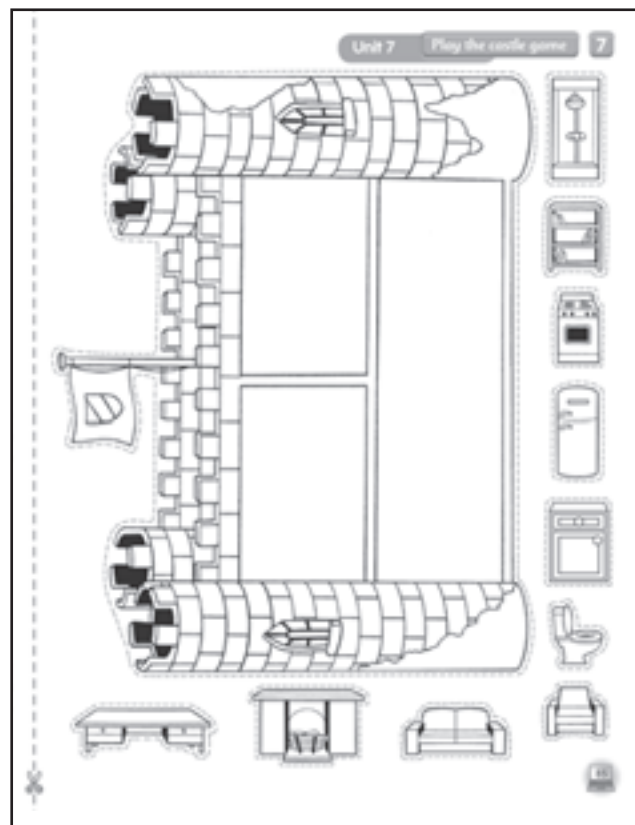
Anna: What other furniture is there?

Charlie: (4) _____.

12 Draw a room. Write sentences.



Do the activity on page 55



Match to make sentences.

- Say **Open your Activity Books and find page 56.** Allow the pupils a moment to find the right page.
- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences.
- Move around the room and check the pupils' work.
- Answers: 1 Are there any armchairs? / 2 No, there isn't. / 3 Is there a cooker? / 4 There are some cupboards.



Look at Activity 10. Write the sentences in the dialogue. Listen and check.

- Hold up your AB and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use sentences from Activity 10.
- Play CD 3 Track 11 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 Are there any armchairs? / 2 No, there isn't. / 3 Is there a cooker? / 4 There are some cupboards.



Charlie: Look! Here's my kitchen.

Anna: Are there any armchairs?

Charlie: No, there aren't.

Anna: Is there a sofa?

Charlie: No, there isn't.

Anna: Is there a cooker?

Charlie: Yes, there is. And there's a fridge.

Anna: What other furniture is there?

Charlie: There are some cupboards.



Draw a room. Write sentences.

- Ask the pupils to look at the final task on page 56 of their Activity Books. Check that the pupils understand what they have to do.
- Encourage the pupils to draw their pictures of a room. Go round the classroom and praise their drawings, saying **Well done!**
- Ask the pupils to write sentences which describe the furniture items in their drawings.
- Answers: Pupils' own answers



Make your cut-out cards. (Activity Book page 85). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 85.** Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines.** Hold up your AB and signal they should cut along the dotted lines.
- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desk.** When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's play *The Castle game*.** Invite a pupil to come to the front. In this way you can demonstrate the game to the whole class.
- Place the furniture cut-outs in different rooms on your castle plan and place a book between you and your volunteer so that he/she can't see what you are doing.
- The pupil picks up one of his/her cut-outs and asks **Is there a (fridge)?** Answer according to your plan and the pupil places the cut-out card in the correct place on their plan.
- When all the pieces are in place, compare your plans.
- Encourage the pupils to play the game in pairs. Move around the room, and check that they are taking turns. Praise their speaking saying **Well done!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say words for floors in a house
- Listen to, read and say the *Where do you live?* rap
- Show understanding by matching, writing and drawing
- Listen to, read and understand a comic strip

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- *There's (a sofa).*
- *There isn't (a desk).*
- *There are some (bookcases).*
- *Is there (a cupboard)? Yes, there is. / No, there isn't.*
- *Are there any (bookcases)? Yes, there are. / No, there aren't.*

Materials

- Crayons for each pupil
- Word cards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- Pupil's Book page 49
- Activity Book page 57
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.



At-a-glance lesson plan (PB page 49, AB page 57)

Opening activities

- **Song** *Time for English* (CD 1 Track 4)
- **Vocabulary game** Play games.

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 3 Track 12) (PB page 49).
- **Listening practice** *Where do you live?* rap (CD 3 Track 13) Listen and read. Say the rap. (PB page 49).
- **Writing practice** Write the words. Look and complete the sentences. Draw yourself and five friends. Complete the sentences. (AB page 57).
- **Comic strip** *A Dog's Day*. (CD 3 Track 14) Listen and read. (PB page 49).

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)

Main activities



Listen. Say the words.

- Say **Open your Pupil's Books and find page 49**. Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 3 Track 12 and pause between each phrase. Encourage the pupils to repeat the phrases.



fifth floor
fourth floor
third floor
second floor
first floor
ground floor



Listen and read. Say the rap.

- Say to the pupils **Let's look at the pictures** and point to the pictures on page 49. Ask the pupils questions about it. **Where are the girls?** (at a house).
- Play CD 3 Track 13 and encourage the pupils to read the words of the rap in their PBs while listening.

Lesson 5 The Castle 7

8 Listen. Say the words.

Where do you live?
I live up there.
Come on!
Let's take the stairs.

First we go to the first floor,
then we go to the second floor.
Next the third and fourth floors,
and finally we go to the fifth floor.

Phew! I'm tired! It's a big, big climb!
OK. Let's take the lift next time.

10 Listen and read.

And this is the kitchen. There's a cooker and a fridge.

This is the first floor. That's the bathroom.

Oh yes. There's a shower and a toilet.

There are three floors left to explore.

Now up to the second floor.

This is the living room. Let's go to the second floor.

That's right. There's a fireplace and this is my favourite armchair.

Is this Scooby's bedroom?

Yes! There's got a bed and lots of books in her bedroom.

I live in the garden next to Scooby!

It's just! Scooby lives in a great big house. Where do you live?

- Say to the pupils **Let's listen and say the Where do you live? rap**. Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.

Where do you live? rap
Where do you live?
I live up there.
Come on! Let's take the stairs.

First we go to the first floor,
then we go to the second floor.
Next the third and fourth floors,
and finally we go to the fifth floor.

Phew! I'm tired! It's a big, big climb!
OK. Let's take the lift next time.

Write the words.

- Say **Open your Activity Books and find page 57**. Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must look at the picture of a house and write the correct words for the floors.
- Check the answers together.
- Answers: 1 fifth / 2 fourth / 3 third / 4 second / 5 first / 6 ground

Lesson 5 The Castle 7

13 Write the words.

1 fifth floor
2 _____
3 _____
4 _____
5 _____
6 _____

14 Look and complete the sentences.

Where do you live?
I live on the _____
I live _____

15 Draw yourself and five friends. Complete the sentences.

1 I live on the _____
2 I live _____
3 _____
4 _____
5 _____
6 _____

Look and complete the sentences.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences using the picture as a guide.
- Check the answers together.
- Answers: 1 live / 2 third floor / 3 on the first floor / 4 I live on the fourth floor. / 5 I live on the second floor.

Draw yourself and five friends. Complete the sentences.

- Point to the picture of a building with empty windows. Explain that they should draw their friends at different windows of the house.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- Then ask them to write sentences according to what they have drawn. Move around the room and check the pupils' work.
- Answers: Pupils' own answers



Listen and read.

- Say **Open your Pupil's Books and find page 49.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and say **Let's listen to the comic strip.** Play CD 3 Track 14.
- Say **Let's read and listen to the comic strip again.** Play CD 3 Track 14 again. Encourage the pupils to look at and read the comic strip in their PBs as they listen.
- When the pupils have finished reading, ask questions about the story, for example, **Where does Jack live?** (in the garden).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

Option: Pupils love acting. As this is a short story, you may wish to invite different pupils to the front to act out the comic strip.



Frame 1

Scotty: ... And this is the kitchen. There's a cooker and a fridge.

Yorkie: Your house is great, Scotty!

Scotty: There are three floors. Let's go upstairs.

Frame 2

Scotty: This is the first floor. That's the bathroom.

Yorkie: Oh yes. There's a shower and a toilet.

Scotty: Now up to the second floor.

Frame 3

Yorkie: This is the living room, isn't it? On the second floor.

Scotty: That's right. There's a fireplace and this is my favourite armchair.

Frame 4

Scotty: Phew! This is the third floor!

Yorkie: Is this Sophia's bedroom?

Scotty: Yes! She's got a bed and lots of books in her bookcase.

Frame 5

Scotty: Hello, Jack!

Yorkie: Hi, Jack! Scotty lives in a great big house. Where do you live?

Jack: I live in the garden, next to Scotty!

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 221). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about a castle
- Listen to, read and learn about a castle in England
- Listen to, read and learn about a castle in Spain
- Show understanding by listening and circling
- Make a castle picture and talk about it

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- *stone, dungeon, suit of armour, sword, hire, tower, four-poster bed, cliff*

Materials

- Scissors and crayons for each pupil
- CLIL photocopyable: Make a castle (TN page 308)
- Pupil's Book page 50
- Activity Book page 58
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (History: *Castles*).
- Ask what they know about old buildings or ruins in their country or in their area. The pupils may answer in L1.



At-a-glance lesson plan (PB page 50, AB page 58)

Opening activities

- **Song** *Time for English* (CD 1 Track 4) C1 C6
- **Vocabulary game** Play games. C1 C6 C7 C8

Main activities

- **Picture activities** *Castles* Look at the picture and predict. Listen and look at the picture. (CD 3 Track 15) C1 C3 C7 C8
- **Character's presentation** Listen and read. (CD 3 Track 15) Read and say 'True' or 'False'. Listen and check. (CD 3 Track 16) (PB page 50). C1 C3 C7 C8
- **Picture activity** Look at the picture and answer questions. C1 C3 C7 C8
- **Character's presentation** Listen and learn about an amazing castle. (CD 3 Track 17) (PB page 50). C1 C6 C7 C8
- **Listening and writing practice** Look at page 50 in the Pupil's Book and circle. Listen and check. (CD 3 Track 18) Read. Write about an amazing castle. (AB page 58). C1 C7 C8
- **CLIL project:** *Make a castle* C1 C3 C5 C6 C7 C8

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7) C1 C6

Listen and look at the picture.

- Explain to the pupils that Charlie has done a presentation about the topic. Say to them **Let's look at the picture and listen to Charlie's presentation about castles.**
- Play CD 3 Track 15 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
- Ask the pupils questions about the information on the picture to check their understanding. **What is the name of this castle?** (Warwick Castle) **Where is it?** (in the UK) **Is there a tower?** (Yes, there is. Guy's Tower).

7 CLIL History Lesson 6

11 Listen and read.

Castles by Charlie

This is Warwick castle in the UK. It is an old stone castle on the river Avon.

12 Read and say 'true' or 'false'. Listen and check.

- 1 There is a river near the castle.
- 2 People can hire this room to celebrate their birthday in the Great Hall.
- 3 The dungeon is a room on the ground floor.
- 4 Guy's Tower is short and square.
- 5 There is a bed in the red room.

Lesson 7 14 Do the revision page (Activity Book, page 59).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 60).

13 Listen and learn about an amazing castle.

This is the Guggenheim in Las Vegas. It is a very famous castle in Spain. The original castle doesn't exist anymore because of a big fire. This is a new castle that is exactly the same. Amazing! Its shape is like the front part of a shoe. The Guggenheim is on the edge of a cliff.

7 CLIL History Lesson 6

16 Look at page 50 in the Pupil's Book and circle. Listen and check.

- 1 This is Warwick castle in the UK. It is very old / a new castle.
- 2 The Great Hall is on the first / ground floor.
- 3 Guy's Tower is 39 metres high / long.
- 4 It has got 12 / 12 sides.
- 5 This is the Queen Anne bedroom / bathroom.
- 6 There is a four-poster desk / bed.

17 Read. Write about an amazing castle.

- Windsor Castle in the UK
- nearly 1000 years old
- very big
- a palace, a town and a fortress
- three towers

Admitted in 1066
• about 700 years old
• very big
• a palace, a town and a fortress
• 12 towers

This is the Guggenheim in Las Vegas.
It's about 700 years old. It's very big.
It's a palace, a town and a fortress.
There are 12 towers.
big Guggenheim.



Castles by Charlie

This is Warwick castle in the UK. It is an old stone castle on the river Avon.

This is the way to the dungeon. It's underground.

This is the Great Hall. It is on the ground floor. There are lots of things to see, for example, suits of armour and swords. You can hire this room to have a dinner party for your birthday.

This is Guy's Tower. It is 39 metres high and has got twelve sides.

Do you see the red room? This is the Queen Anne bedroom. There is a four-poster bed. What other furniture can you see?



Listen and read.

• Say **Open your Pupil's Books and find page 50.** Give the pupils a moment to find the page by themselves.

• Ask **What is the presentation about?** (Warwick Castle) **Who wrote this presentation?** (Charlie).

• Point to Activity 11 and say **Listen and look at Charlie's presentation again.** Encourage the pupils to follow what Charlie says by pointing to the pictures and any important words as they hear them. Play CD 3 Track 15 again.

• Play the CD again and this time encourage the pupils to read the text as they listen.

• Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **Warwick Castle is in France.** **Guy's Tower is 49 metres high.**

• Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.

**Read and say 'True' or 'False'. Listen and check.**

- Hold up your PB and point to Activity 12.
- Explain the task to the pupils and allow some time for them to complete it.
- When the pupils have finished explain that they are going to hear the answers. Say **Let's listen**. Play CD 3 Track 16. Pause the CD after each answer is heard. Ask the pupils if their answers were the same as the CD.
- Answers: 1 True / 2 True / 3 False (The dungeon is a room underground.) / 4 False (Guy's tower is tall and it has got 12 sides.) / 5 True / 6 False (There are lots of paintings in the blue boudoir.)



1 Olga: There is a river near the castle.
That's true.

2 Anna: People can invite their friends to celebrate their birthday in the Great Hall.
That's true.

3 Charlie: The dungeon is a room on the ground floor.
That's false.

The dungeon is a room underground.

4 Olga: Guy's Tower is short and square.
That's false.

Guy's Tower is tall and it has got 12 sides.

5 Anna: There is a bed in the red room.
That's true.

Option: Ask the pupils to form pairs. Encourage them to ask each other questions about the topic using the information in the texts on page 50.

Look at the picture and answer questions.

- Point to the main photos on the picture and ask pupils questions to reinforce their understanding.
- Ask **Which part of the castle is this?** (a turret, a moat, a drawbridge, a portcullis, a coat of arms, a flag/flagpole) **Can you name any castles in your region/country? Do you like castles?** (Pupils' own answers). The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair half of the photocopiable from TN page 308 (i.e. one paragraph) and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 3 Track 15. Pause the CD and ask a second pair to order the sentences for the next paragraph. Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.

**Listen and learn about an amazing castle.**

- Hold up your PB and explain that the pupils are going to read about an amazing castle.
- Say **read about an amazing castle**. Play CD 3 Track 17. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils's understanding by asking questions about the text. Praise their answers, saying **Very good!**



This is the Alcázar in Segovia. It is a very famous castle in Spain. The original castle doesn't exist anymore because of a big fire. This is a new castle that is exactly the same. Amazing! Its shape is like the front part of a ship. The Alcázar is on the edge of a cliff.
by Anna

**Look at page 50 in the Pupil's Book and circle. Listen and check.**

- Say **Open your Activity Books and find page 58**. Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to circle the correct options.
- Play CD 3 Track 18 and check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 an old / 2 ground / 3 high / 4 12 / 5 bedroom / 6 bed



- 1 This is Warwick castle in the UK. It is an old castle.
- 2 The Great Hall is on the ground floor.
- 3 Guy's Tower is 39 metres high.
- 4 It has got 12 sides.
- 5 This is the Queen Anne bedroom.
- 6 There is a four-poster bed.



Read. Write about an amazing castle.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Read the notes and then the sentences aloud with the pupils.
- Explain that the pupils must look at the notes on the right and write their own sentences about Windsor Castle.
- Say **Now write your sentences.** The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: This is Windsor Castle in the UK. It's nearly 1000 years old! It's very big. It's a palace, a town and a fortress. There are three towers.

CLIL project: *Make a castle.*

- Say to the pupils **Let's make a castle.**
- Divide the class into groups of three or four and give each group a copy of the photocopiable from TN page 308.
- Explain that they should draw a picture of a castle in the space provided.
- Move around the classroom to check their work and offer help when required. Encourage pupils to work together to think of ideas for their castle.

Option: You could stick a picture of a castle on the board and draw the pupils' attention to the features of a castle at the bottom (turret, moat, drawbridge, portcullis, coat of arms, flag, flagpole) and encourage the pupils to include some of these in their castle picture.

- When they have drawn the castle, ask them to draw furniture in the castle.
- Finally, ask the pupils to complete the factfile about their castle.
- When the pupils have finished, invite each group to the front of the class to present and talk about their castle and furniture using *There is / There are*.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 7

Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by listening and colouring, and choosing true or false
- Write sentences describing a room
- Evaluate learning

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- *There's a/an (item of furniture).*
- *There isn't a/an (item of furniture).*
- *There are some (items of furniture).*







Materials

- Crayons for each pupil
- Flashcards and word cards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- AB pages 59 and 72
- Class audio CD













At-a-glance lesson plan (AB pages 59 and 72)



Opening activities

- **Chant** *Time for English* (CD 1 Track 4)  
- **Vocabulary game** Play games.    

Main activities

- **Mind Map:** Unit 7 (AB page 72)  
- **Reading and listening practice** Listen and colour. (CD 3 Track 19) Read. True ✓ or false X? (AB page 59).    
- **Writing practice** Look at the pictures in Activity 2. Correct the sentences. (AB page 59).  
- Evaluation  

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.

- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 7.

- Say **Open your Activity Books and find page 72.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the words for furniture?**
 - Hold up your AB and point to the mind map at the top of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
 - Put the furniture flashcards and word cards face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the word cards and stick them on the board in the same shape as the mind map.
 - Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Listen and colour.

- Say **Open your Activity Books and find page 59.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the words for the floors in a house. Explain that they must look at the pictures and colour in the correct floor according to what they hear.
- Say **Let's listen.** Play CD 3 Track 19 and pause the CD between each phrase.
- When they have finished check the answers together. Write the numbers 1 to 5 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?**
- Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct. Move around the room and check their work.

Revision: Lessons 7 and 8 The Castle 7

1 Listen and colour.

2 Read. True ✓ or false X?

1 There is a fireplace. ☐ 2 There are some armchairs. ☐ 3 There are some bookcases. ☐ 4 There isn't a fridge. ☐ 5 There are some cupboards. ☐ 6 There isn't a cooker. ☐

3 Look at the pictures in Activity 2. Correct the sentences.

Good Very good Excellent

- Answers: 1 first floor / 2 ground floor / 3 third floor / 4 fourth floor / 5 second floor



- 1 first floor
- 2 ground floor
- 3 third floor
- 4 fourth floor
- 5 second floor



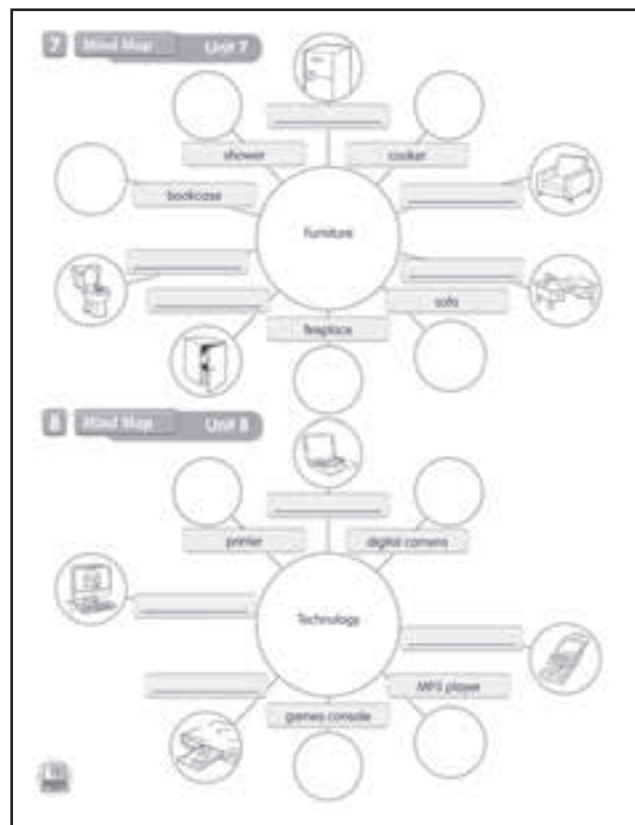
Read. True ✓ or false X?

- Hold up your AB and point to Activity 2.
- Ask them to read the sentences and to tick or cross for true or false according to what they see in the pictures.
- When the pupils have finished check the answers together as a class.
- Answers: 1 ✓ / 2 X / 3 ✓ / 4 X / 5 ✓ / 6 ✓ / 7 ✓ / 8 X



Look at the pictures in Activity 2. Correct the sentences.

- Hold up your AB and point to Activity 3.
- Explain that the pupils should look at the pictures and sentences in Activity 2 and correct the sentences which were false (i.e. sentences 2, 4 and 8).
- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**



- Answers: There is an armchair. There is a toilet. There is a cooker.



Evaluation

- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 7.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our Castle Quest.**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the How do you get there? chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 8

Learning objectives

- Review the unit using *Quest 7: The Castle*
- Read the Writing Diary and answer questions
- Create a personalized diary about a dream house and talk about it

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *There's (a sofa).*
- *There isn't (an armchair).*
- *There are some (bookcases).*
- *Is there (a desk)? Yes, there is. / No, there isn't.*
- *Are there any (sofas)? Yes, there are. / No, there aren't.*

Materials

- Crayons for each pupil
- Photocopiable *Quest 7: The Castle* (TN page 316)
- Writing Diary, Activity Book page 60
- Class audio CD



At-a-glance lesson plan
(Writing Diary, Activity Book
page 60)

Opening activities

- **Song** *Time for English* (CD 1 Track 4) C1 C6
- **Vocabulary game** Play games. C1 C7 C8

Main activities

- **Photocopiable activity** Complete *Quest 7: The Castle* C1 C7 C8
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 60). C1 C7
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your dream house. (AB page 60). C1 C6 C7 C8

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7) C1 C6

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 7: The Castle*

- Ask the pupils what they remember about Unit 7: *The Castle*.
- Ask a volunteer to give out a copy of the *Quest* task sheet for Unit 7 to each student (TN page 316). Explain that it is their quest about castles, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 a fridge, a cooker, some cupboards (PB page 45) / 2 bookcase, armchair, fireplace, bed, sofa (PB page 46) / 3 yes (PB page 47) / 4 three (PB page 49) / 5 dungeon, Great Hall, Guy's Tower, Blue Boudoir, the red room (PB page 50)



Read the diary entry.

- Say **Open your Activity Book and find page 60**. Give the pupils a moment to find the page by themselves.
- Hold up your Activity Book and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).
- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish to read it aloud as they follow in their books.



- When the pupils have finished reading, ask these questions **Who is the writer?** (Charlie) **What is it about?** (his dream house) **What is the date?** (15th October).
- Listen to the pupils' answers and praise them saying **Very good!**

Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example **How many floors are there?** (three) **Where is the living room?** (on the first floor).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask the pupils to tick or cross the statement at the bottom of the Diary entry.
- Answer: **X**

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 60.** Tell the pupils that they are going to write their diary entry in the space provided

and draw a picture of their dream house in the empty space.

- Say **Tell me about your dream house.**

Encourage the pupils to respond saying *My house has got (two floors)*. Listen and praise their speaking saying **Very good!**

- First ask the pupils to read and answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.
- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Charlie's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw a picture.** The pupils do this individually.

Tip: If the pupils are having difficulties choosing what to write, encourage them to look at Charlie's diary entry.

Talk about your dream house.

- Say to the pupils **Let's talk about your dream house.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Talk about your dream house.** The pupils work together. When they finish, you may want to ask them to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the How do you get there? chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

For *The ghost in the castle* animated story script see TN page 219.



Castle Tour

Dad: OK, let's look around the castle but please be careful. Don't get lost!

Tom: Tilly, look over there!

Tom: We're here, on the ground floor. There is a really big fireplace, and some sofas.

Tilly: Wow! This is great!

Dad: Yes – but don't get lost!

Tom: There's a toilet, and a fireplace...

Tilly: ...and a big bath.

Tom and Tilly: Dad!

Tom: Stop it.

Tilly: You're so silly all the time.

Dad: I'm tired. I want to lie down for a bit. Let's go and look for a bedroom. Is there a bedroom on the third floor?

Tom: Look, there's a study with lots of bookcases.

Tom: This is the third floor. We're in the living room. There's another fireplace, some sofas, and some armchairs.

Dad: Tom? Tilly? Where are you? Oh no! I'm lost!

Dad: Oh no. Is it a ghost?

Tom: Boo! Don't get lost, Dad!

Dad: There you are! Let's explore together.

Tom: What a great day out!

Tilly: Yes.

Dad: Yes. Come on. Let's go.



CLIL – Castles

Florence: I'm trying to find out about castles. Let's look!

Florence: This is where the Queen lives. It's called Windsor Castle. It's near London.

Tom: Where's that one?

Tilly: It's another of the Queen's castles. It's called Balmoral.

Florence: This one's in Scotland.

Tilly: Look at this one.

Florence: This castle is a palace. It's called the Alhambra. It's in Granada, in Spain.

Tilly: Ooh, I like this castle. It's enormous!

Tom: This is a really scary castle. It's in Transylvania.

Florence: Maybe there are ghosts in the towers.

Tilly: I don't believe in ghosts!

Tom: What's that?

Florence: That's a castle dungeon.

Tilly: Is there someone in there?

Florence: Not now. Look, there's a suit of armour. It's to protect you in a fight.

Tom: Look! This castle has got lots of different rooms.

Tilly: They're really beautiful.

Tom: That bed is really big!

Tilly: It's called a four-poster bed. It's very old.

Florence: I like castles.

Tom: There are lots of different castles to visit all around the world.

Learning objectives

- Identifying and naming electronic items (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising and discriminating between the /t/ and /aɪ/ sounds (C1 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C5 C7 C8)
- Identifying parts of the language structure and making sentences and questions (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using verbs related to computers (C1 C3 C8 C7)
- Using words for electronic items with verbs related to computers (C1 C3 C8 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding texts about inventions (C1 C3 C7 C8)
- Writing about an invention (C1 C3 C7 C8)
- Creating an invention (C1 C3 C6 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about people using technology and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- switch on, switch off, enter, click on, save, print*
- CLIL vocabulary: *smart, vacuum cleaner, dirt, dust, brushes, battery, charge, solar powered, draw energy, solar panel*

Structures

- They're (using a games console).*
- They aren't (writing).*

- What are they doing?*
- Are they (looking for information)? Yes, they are. / No, they aren't.*

Recycled language

- What's this? It's...*
- I've/He's/She's/We've got...*
- Have you got...?*

Receptive language

- We like to...*
- They like (watch)ing (films).*
- Let's do/play/sing/listen/say/rap/point to/investigate/look at/read/talk about...*
- Cut along these lines.*

Socio-cultural aspects

- Understanding the importance of technology
- Showing interest in different inventions

Summary

In this unit you will introduce and practise vocabulary for electronic items, as well as verbs related to using a computer. Pupils will learn how to describe people using technology and write about an invention.

Competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of I.C.T.
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify, listen to and say words for electronic items
- Listen to, read and sing the *Techno song*
- Show understanding by matching pictures to sentences and by writing.

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *I've/They've got (a printer).*
- *He's/She's got (a laptop).*
- *They like (listening to music) on (an MP3 player).*
- *What's this? It's a (laptop).*
- *She's/He's/They're using (a printer).*
- *He/She isn't using (a mobile phone).*
- *They aren't using (a games console).*

Materials

- Flashcards and word cards you have prepared: *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- Pupil's Book page 51
- Activity Book page 61
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4.

Main activities

Play *What's this?*

- Hold up the pile of technology flashcards you have prepared so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (MP3 player). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying, **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.



At-a-glance lesson plan (PB page 51, AB page 61)

Opening activities

- **Song** *Time for English* (CD 1 Track 4)

Main activities

- **Vocabulary game** *What's this?*
- **Vocabulary activities** *Technology word rap* (CD 3 Track 20) Listen, point and say the words.
- **Vocabulary game** *I can match*
- **Song** *Techno* (CD 3 Track 21) Listen to the song. Answer the questions. Listen and read. Sing the song. (PB page 51)
- **Vocabulary game** *Guess the sentence*
- **Word Quest** (CD 3 Track 23) Listen and play (PB page 51).
- **Vocabulary and writing activities** Look and write the words. Look and write sentences. (AB page 54).

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)

- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally ask the pupils **What's the Quest topic?** Listen to their answers and say **Yes, technology.**

Listen, point and say the words.

- Say **Let's listen and say the Technology word rap.** Play CD 3 Track 20 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.

**Technology word rap**

*Let's rap, let's rap,
Let's say the technology word rap...*

Unit 8 Science Museum

Lesson 1 1 Listen and read. Sing the song.

We're techno kids, we like to play with technology every day.
I've got a games console.
He's got a digital camera.
They like listening to music on an MP3 player and writing emails to their friends.
I've got a laptop and she's got a mini printer.
They like watching films on a DVD player and talking on their mobile phones.
We're techno kids, we like to play with technology every day.

2 Word Quest
Listen and play.

What's that? Digital camera.
That is a number 11.
That is a number 11.

Unit 8 Science Museum

Lesson 1

1 Look and write the words.

1 He's using a laptop.
2 She's using a...
3 He's using a...
4 She's using a...
5 He's got a...
6 They're writing...
7 She's using an...
8 They're using a...

2 Look and write sentences.

1 Anna is using an MP3 player.
2 She's got a...
3 Charles is writing on...
4 He's got a...
5 Olga is using a... and a...
6 They haven't got a... console.
7 They aren't using a... phone.

email
laptop
mobile phone
MP3 player
digital camera
DVD player
games console
printer

Tip: Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

Play I can match.

- Show the technology word cards you have prepared to the class and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, then speed up as the pupils become more confident saying the words.

Listen to the song. Answer the questions.

- Say to the pupils **Let's listen to the Techno song.** Encourage the pupils to stand up.
- Play CD 3 Track 21 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your questions. **What electronic items are in the song?** (a games console, a digital camera, an MP3 player, a laptop, a mini printer, a DVD player, a mobile phone) **What do they write to their friends?** (emails).



Techno song

We're techno kids, we like to play with technology, every day.

*I've got a games console.
He's got a digital camera.
They like listening to music on an MP3 player and writing emails to their friends.*

*I've got a laptop
and she's got a mini printer.
They like watching films on a DVD player and talking on their mobile phones.*

We're techno kids, we like to play with technology, every day.



Listen and read. Sing the song.

- Say **Open your Pupil's Books and find page 51.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and identify the different characters. Then ask **What has Olga got?** (a games console). **What has Charlie got?** (a digital camera). **What has Anna got?** (a laptop). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 3 Track 21 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the Techno song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **I've got a (...)**. Instead of saying the technology word, point to a flashcard on the board.
- Invite a pupil to say the missing word as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.
- If you want, and if your pupils are confident, you could play the game again but this time using the third person, **He's got a (...)**.



Word Quest. Listen and play.

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Charlie and Anna).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.
- Play CD 3 Track 23 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Anna's questions. **What's this?** Encourage the pupils to look at the *Word Quest* and answer. *It's a (digital camera).* Then ask **Is it number (7)?** and encourage the pupils to find and say the number.

- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Anna: What's this?

Charlie: Digital camera!

Anna: Yes! Is it number 7?

Charlie: No! It's number 5!

Options: To make the activity more competitive, award the pupils a point for each picture they identify correctly within five seconds.

To give extra writing practice, ask the pupils to write down the words for the pictures they identify within five seconds.

To make the activity a reading game, ask the pupils to cover the pictures to focus on reading the words instead. They could also point to or air trace the corresponding actions to demonstrate understanding of the words.



Look and write the words.

- Say **Open your Activity Books and find page 61.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually writing the words.
- When the pupils have finished, look at their answers together. Nominate different pupils to answer, for example **Maria. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to tick the items they got correct in their Activity Books.
- Answers: 1 laptop / 2 printer / 3 games console / 4 mobile phone / 5 digital camera / 6 emails / 7 MP3 player / 8 DVD player



Look and write sentences.

- Hold up your AB and point to Activity 2. The pupils work individually to complete the sentences.
- Move around the room, checking the pupils' work, saying **Very good!**
- Answers: 1 MP3 player / 2 mobile phone / 3 email / 4 digital camera / 5 laptop, printer / 6 games / 7 DVD

Closing activities

- Say to the pupils **It's time to stop. Goodbye!**

Encourage them to close their books and tidy up their things.

- Say **Let's sing the *How do you get there?***

chant (for lyrics see TN page 217). Play CD 1 Track 7 and sing along, encouraging the pupils to sing with you.

Lesson 2

Learning objectives

- Listen to and sing the *Techno song*
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and circling correct answers
- Practise the sounds /ɪ/ and /aɪ/ and discriminate between them

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *I've/They've got (a digital camera).*
- *He's/She's got (a laptop).*

Materials

- Flashcards and word cards you have prepared: *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- Pupil's Book pages 52–53
- Activity Book page 62
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the Techno song?** Encourage them to say sentences from the song *I've got (a games console). He's/She's got (a laptop).*
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the Techno song** (for lyrics see TN page 243). Play CD 3 Track 21 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.



At-a-glance lesson plan

(PB pages 52 and 53, AB page 62)

Opening activities

- **Song** *Time for English* (CD 1 Track 4) C1 C6
- **Vocabulary game** Play games. C1 C7 C8

Main activities

- **Song** *Techno* (CD 3 Track 21) (karaoke CD 3 Track 22) Listen and sing. C1 C6
- **Story** *Stop the virus!* (CD 3 Track 24) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 52–53) Remember the story: *Stop the virus!* Look and match. Number. Complete the sentences. Read and circle the correct words. Write the *Quest* letter. Write the secret word. (AB page 62) C1 C6 C7 C8
- **Pronunciation** Say the words. Listen and say. (CD 3 Track 25) Listen and say the chant. (CD 3 Track 26) (PB page 53) Circle, sort and write. Listen and check. (CD 3 Track 27) (AB page 62). C1 C7 C8

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7) C1 C6

- Or you can play the karaoke version, CD 3 Track 22. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story.**
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (at the Science Museum).
- You can either tell the story by reading the text or by playing CD 3 Track 24.
- Make sure that you show the appropriate picture as you listen to the story on the CD. Point to different things on the pictures to help the pupils understand during the story.
- Finally, ask the pupils **Can the children stop Victor Virus?** (Yes, they can.).

Note: You will hear a tone on the CD to signal when you should point to the next picture.



Frame 1

Anna: Here we are at the Science Museum.

Olga: We have to find Victor Virus.

Charlie: Look at all the people! How can we find him?

Frame 2

Anna: I have to crack the code.

Olga: Print a picture of Victor Virus on this printer and we can show it to people.

Anna: Good idea. Have you got a mobile phone so we can communicate?

Charlie: Yes, we've got two mobile phones.

Frame 3

Anna: D-R-O-P-S-A-W-S. Enter.

Olga: Excuse me! Can you look at this picture?
Do you know him?

Stranger: No, I'm sorry. I don't know him.

Frame 4

Anna: Hello?

Charlie: Hi, Anna. Have you got the code?

Anna: No, not yet! What about Victor Virus?

Charlie: No! Olga is showing his picture.

Frame 5

Victor Virus: Ha, ha, ha. You can't stop me!

Olga: Excuse me! Do you know this man?

Anna: S-A-W-D-R-O-P-S. Enter.

Frame 6

Olga: Look, Charlie! Look at the screens! It's Victor Virus!

Charlie: But where is he?

Frame 7

Anna: P-A-S-S-W-O-R-D. Enter.

Charlie: Yes?

Anna: I've got the code! I can stop the virus.

Charlie: And we know where Victor Virus is.

Frame 8

Victor Virus: Enter virus! Enter!

Charlie: That's Victor Virus. He's a dangerous criminal.

Olga: He wants to control all the computers in the world.

Frame 9

Victor Virus: You horrible children!

Anna: Look, it says on the Internet: ‘Children stop Victor’s virus!’

Olga: Well done, Anna!

Charlie: I think it's time to go back to school.

Frame 10

Olga: We're back, Mr Fraser!

Mr Fraser: Congratulations, all of you! Look at the newspaper.

Anna: The computers are safe! Victor Virus is in prison.

Charlie: What an excellent quest!

3 Remember the story: Stop the virus! Look and match. Number. Complete the sentences.

4 Read and circle the correct words.
The children go to the (1) Science / History Museum to look for Victor Virus, but there are lots of people there. So Olga and (2) Charlie / Anna show a picture of Victor Virus to the people, but they don't know him. Then Olga sees Victor Virus on a (3) poster / screen and Anna finally gets the (4) number / code to stop the virus. The children find (5) Victor Virus / Mr Fraser and the security guards take him to prison. The (6) books / computers are safe and the children are very happy.

5 Write the Quest letter. _____
Write the secret word. _____

6 Circle, sort and write. Listen and check. *** phonics ***

pineapple fingerfish chips pie tiny tim dinner

Check comprehension. Ask questions.

- Check that the pupils understand the story by asking questions about each frame. Encourage them to answer in English.

Frame 1

Where are the children? (at the Science Museum)

Can they see Victor Virus? (no)

What's the problem? (lots of people)

Frame 2

What has Olga got in her bag? (a printer and mobile phones)

What do they want to print? (a picture of Victor Virus)

Frame 3

Can Anna crack the code? (no)

Do the people know Victor Virus? (no)

Frame 4

Has Anna got the code? (no)

What's Olga showing? (the picture of Victor Virus)

Frame 5

Can they see Victor Virus? (no)

Can Anna crack the code? (no)

Frame 6

Where can they see Victor Virus? (on the screens)

Do they know where he is? (no)

Frame 7

Has Anna got the code? (yes)

What is it? (P-A-S-S-W-O-R-D)

Can they stop the virus? (yes)

Do they know where Victor Virus is? (yes)

Frame 8

Who is a dangerous criminal? (Victor Virus)

What does he want to control? (all the computers in the world)

Frame 9

Do the security guards catch Victor Virus? (yes)

Is Victor Virus happy? (no)

Do they stop the virus? (yes)

Frame 10

Where are the children? (at school)

Are they happy? (yes)

Why? (the computers are safe)

Where is Victor Virus? (in prison)



Listen to the story. Read.

- Say **Open your Pupil's Books and find page 52.** Give the pupils a moment to find the page by themselves.

- Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 3 Track 24.

- Say **What words for electronic items can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

Find the Quest letter.

- Ask the pupils to search in the story frames of their PB for the letter which is hidden there.
- Ask **What's the Quest letter?** (W, in frame 10)



Remember the story: Stop the virus! Look and match. Number. Complete the sentences.

- Say **Open your Activity Books and find page 62.** Give the pupils a moment to find the page by themselves.

- Hold up your AB and point to Activity 3. Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.

- The pupils work individually.

- Check the answers as a class, asking different pupils to answer each question.

- Now explain that they have to write the missing words in the speech bubbles. If they can't remember the words, let them refer to their PBs.

- Answers: c 1 I have to crack the code. / d 2 Look at the screens! / a 3 Enter virus! Enter! / b 4 What an excellent quest!



Read and circle the correct words.

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to circle the correct answers. Remind them that they can look in their PBs to check their answers if they are not sure.
- Invite a pupil to read out the first sentence of the text. Ask a second pupil to confirm whether they think that answer is correct or not. Write the answers on the board.
- Answers: 1 Science / 2 Charlie / 3 screen / 4 code / 5 Victor Virus / 6 computers



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. Tell the pupils to write the last letter and to finally discover what the secret word is.
- Answer: PASSWORD

Say the words.

- Stick the 'digital camera' and the 'mobile phone' flashcards on the board. Go round the class and ask each of the pupils to say the words.
- Explain that the words contain two different sounds and today they are going to practise those sounds.
- Say /ɪ/ **digital** and encourage the pupils to repeat with you. Do the same with /aɪ/ **mobile**.



Listen and say.

- Say **Open your Pupil's Books and find page 53.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 3 Track 25 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

Note: This part of the Phonics lesson is a drill. It is important that the pupils are confident saying the words, before they say the chant. You may wish to make this more fun by pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



singer
chips
fish
Tim
dinner
pineapples
pies
tiny



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain that the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 3 Track 26. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat it until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /ɪ/ sound in Frame 1?** (Victor) **Can you see words with the /ɪ/ sound in Frame 2?** (print, picture, printer) **Can you see words with the /aɪ/ sound in Frame 7?** (virus).



Tiny Tim is a singer.
He eats fish and chips
and pineapple pies for dinner.



Circle, sort and write. Listen and check

- Say **Open your Activity Books and find page 62.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them

Unit 8 Lesson 2

to circle the words and write them in the correct column. Complete an example with them.

Fast finishers: Ask the pupils to add any other words they know in English with that sound to each column.

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 3 Track 27 and check the pupils' answers.



/aɪ/
pineapples
pies
tiny

/ɪ/
singer
fish
chips
Tim
dinner



- Answers: pineapples, pies, tiny / singer, fish, chips, Tim, dinner

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Do you remember the *How do you get there?* chant?** Say **Let's sing** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *Techno song*
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences, matching pictures and sentences, and by writing sentences

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *What are they doing?*
- *Are they (writing)? Yes, they are. / No, they aren't.*
- *They're (looking for information).*
- *They aren't (writing emails).*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- Pupil's Book page 54
- Activity Book page 63
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen, sing and point.

- Ask the pupils **Do you remember the Techno song?**
- Give out the flashcards you have prepared to different pupils around the class and show them how to hold their flashcard so nobody else can see it.
- Say **Let's sing the Techno song** (for lyrics see TN page 249). Ask the pupils holding a card to stand at the front, and when they hear the phrase



At-a-glance lesson plan

(PB page 54, AB page 63)

Opening activities

- **Song** *Time for English* (CD 1 Track 4) C1 C6
- **Vocabulary game** Play games. C1 C7 C8

Main activities

- **Song** *Techno* (CD 3 Track 21) (karaoke CD 3 Track 22) Listen, sing and point. C1 C6
- **Dialogue** Listen and read (CD 3 Track 28) (PB page 54) C1 C3 C7 C8
- **Language activity** Let's investigate grammar (PB page 54). C1 C7 C8
- **Vocabulary game** *Mime* C1 C7 C8
- **Writing and listening practice** Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X. (CD 3 Track 29). Look at Activity 8. Complete the sentences. (AB page 63). C7 C8

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7) C1 C6

which is on their flashcard they lift the card above their heads. Play CD 3 Track 21. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.

- You can also use the karaoke version (CD 3 Track 22).

Option: You may want to sing the song again. Invite a volunteer to give the flashcards to a different group of pupils. Play the CD, and encourage the pupils to sing along.



Listen and read.

- Say **Open your Pupil's Books and find page 54.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (two girls) **Where are they?** (at school) **What are they doing?** (looking at other children through the classroom door). **What classroom is it?** (the I.C.T. classroom).
- Play CD 3 Track 28 and encourage the pupils to read the dialogue while listening.
- Ask the pupils about the dialogue to check their understanding.

Science Museum Lesson 3

5 Listen and read.

This is our I.C.T. room. The school newspaper club is here.

Oh yes. Look at the children. What are they doing?

Well, Clare and James are using their laptops.

Are they writing emails?

No, they aren't. They're writing a story for the newspaper. Sonia and Lucy are over there. They aren't writing.

Are they looking for information?

Yes, they are.

Great! Can we help?

6 Let's investigate grammar.

They're writing a story.

They're smart writing.

What are they doing?

Are they looking for information? Yes, they are.

Are they writing emails? No, they aren't.

Lesson 4 7 Make your cut-out cards (Activity Book, page 87). Play a game.

- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for Girl 1 chorally and the other group to read out the lines of the dialogue for Girl 2 chorally. Repeat this until the pupils are confident with saying the dialogue.

Option: To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.



Girl 1: This is our I.C.T. room. The school newspaper club is here.

Girl 2: Oh yes. Look at the children. What are they doing?

Girl 1: Well, Clare and James are using their laptops.

Girl 2: Are they writing emails?

Girl 1: No, they aren't. They're writing a story for the newspaper. Sonia and Lucy are over there. They aren't writing.

Girl 2: Are they looking for information?

Girl 1: Yes, they are.

Girl 2: Great! Can we help?

Let's investigate grammar! Lesson 3 Science Museum

7 Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

1 writing / they / Are / emails? Are

2 using / They're / laptops. _____

3 are / What / doing? / they _____

4 aren't / using / They / a games console. _____

8 Listen. Tick ✓ or cross X.

Max	watch a film on the DVD player <input checked="" type="checkbox"/>	use a digital camera <input type="checkbox"/>
Anna and Olga	use laptops <input type="checkbox"/>	write emails <input type="checkbox"/>
Mr Fraser	have got an MP3 player <input type="checkbox"/>	have got a mobile phone <input type="checkbox"/>
Charlie	use a games console <input type="checkbox"/>	use a printer <input type="checkbox"/>

9 Look at Activity 8. Complete the sentences.

1 Max is watching a film on the DVD player.

2 He isn't _____.

3 Anna and Olga are _____.

4 They _____.

5 Mr Fraser has _____.

6 _____.

7 _____.

8 _____.



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the contractions in bold and the information in the Remember box.
- Ask the pupils questions to check their understanding. Ask **Who says 'Clare and James are using their laptops'?** (Girl 1) Ask **Is this an affirmative sentence?** (yes) Repeat the process with other sentences in the investigate grammar box.
- Ask the pupils to look at the dialogue and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence**. Praise the pupils' speaking.

Play Mime.

- Invite two pupils to come to the front to play the game with you. Ask the pair to choose a verb which was used in the dialogue (write, do, use, look for), but without telling the class what it is.

- Encourage the pair to mime that action, for example, 'writing a story'. Ask the class **What are they doing?** and encourage the pupils to say *They're (writing a story)*.
- Praise their speaking by saying **Very good!** when they guess correctly.
- Ask another pair of pupils to come to the front to play. Praise their speaking by saying **Well done!**
- When all the verbs from the dialogue have been mimed and guessed, encourage the pupils to use other verbs and actions which they know, for example the daily routine words (go to school, meet a friend, etc.).

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the grammar box as a guide.



Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Books and find page 63.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the blocks using the same colours as in the language box in the PB (green for affirmative, blue for questions, red for negative).
- Answers: 1 Are they writing emails? (blue) / 2 They're using laptops. (green) / 3 What are they doing? (blue) / 4 They aren't using a games console. (red)

Fast finishers: Ask the pupils to write one more question, affirmative sentence or negative sentence using the language structure.



Listen. Tick ✓ or cross X.

- Hold up your AB and point to Activity 8.
- Explain that the pupils should look carefully at the picture of the characters. Say **Let's listen** and play CD 3 Track 29.
- Encourage the pupils to tick or cross in their ABs.
- Play the track again so the pupils can check their answers. When they have finished, check the answers together.



This is the Quest classroom. We are doing different things. Max is watching a film on the DVD player. He isn't using a digital camera. Anna and Olga are writing emails. They aren't using laptops. Mr Fraser has got a mobile phone and an MP3 player. I'm not using the printer, but I am using a games console for Word Quest!

Answers:

Max	watch a film on the DVD player ✓	use a digital camera X
Anna and Olga	use laptops X	write emails ✓
Mr Fraser	have got an MP3 player ✓	have got a mobile phone ✓
Charlie	use a games console ✓	use a printer X



Look at Activity 8. Complete the sentences.

- Explain that they are going to write sentences based on the picture and the table in Activity 8.
- Check that the pupils understand, and ask them to work individually writing sentences to describe the classroom. Encourage them to look at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 watching a film on the DVD player / 2 using a digital camera / 3 writing emails / 4 aren't using laptops / 5 got an MP3 player / 6 He has got a mobile phone / 7 Charlie is using a games console. / 8 He isn't using a printer.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the How do you get there? chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about using technology
- Show understanding by listening and writing sentences
- Talk about technology using cut-outs

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *What are they doing?*
- *Are they (watching a DVD)? Yes, they are. / No, they aren't.*
- *They're (playing).*
- *They aren't (writing emails).*






Materials

- Scissors for each pupil
- Flashcards you have prepared: *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- Activity Book page 64
- Cut-outs for Unit 8 (AB page 87)
- Class audio CD













At-a-glance lesson plan (AB page 64 and page 87)



Opening activities

- **Song** *Time for English* (CD 1 Track 4)  
- **Vocabulary game** Play games.   

Main activities

- **Vocabulary game** *Affirmative, negative or question*   
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 3 Track 30) Look at the picture in Activity 11. Write sentences. (AB page 64)  
- **Cut-out activity** Make your cut-out cards. Play a game. (AB page 87).     

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.




- Say to the pupils **Let's sing the *Time for English* song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Play *Affirmative, negative or question*.

- Ask the pupils **Do you remember the technology words?** and show the pupils the technology flashcards. On the board draw three symbols in large clear letters: ,  and . Make sure they are at a height the pupils can reach.
- Divide the class into two teams, A and B. Invite two volunteers from Team A to come to the front. One stands in front of the symbols on the board and the other holds the flashcards. Say **Let's play**.
- The pupil with the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard activity and the symbol they have been shown. The + symbol means that they should produce an affirmative sentence. The – symbol means that they should produce a negative sentence. The ? symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.



Match to make sentences.

- Say **Open your Activity Books and find page 64**. Allow the pupils a moment to find the right page.
- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences.
- Move around the room and check the pupils' work.

8 Science Museum Lesson 4

10 Match to make sentences.

1 They're	they	a games console
2 They	using	emails.
3 Yes,	they	using laptops?
4 Are	aren't writing	are.

11 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

Anna: Look at the children in their classroom.
 Olga: It looks fun. What are they doing?
 Anna: They're _____
 They are playing *Word Quest*!
 Olga: Fantastic! What are the other children doing? (2) _____
 Anna: (3) _____
 but (4) _____
 They are watching the *Quest DVD*.



12 Look at the picture in Activity 11. Write sentences.

1 Sarah _____
 2 Nina and Billy _____
 3 _____
 4 _____

Do the activity on page 87.

- Answers: 1 They're using a games console. / 2 They aren't writing emails. / 3 Yes, they are. / 4 Are they using laptops?

page 64 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

- Hold up your AB and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use sentences from Activity 10.
- Play CD 3 Track 30 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 They're using a games console / 2 Are they using laptops? / 3 Yes, they are / 4 they aren't writing emails



Anna: Look at the children in their classroom.
Olga: It looks fun. What are they doing?
Anna: They're using a games console. They are playing *Word Quest*!
Olga: Fantastic! What are the other children doing? Are they using laptops?
Anna: Yes, they are, but they aren't writing emails. They are watching the *Quest DVD*.



page 64 Look at the picture in Activity 11. Write sentences.

- Ask the pupils to look at the final task on page 64 of their Activity Books. Check that the pupils understand what they have to do.
- Ask the pupils to write sentences which describe the *Quest* classroom in Activity 11.
- Go round the classroom and offer help if required. Praise their work saying, **Well done!**
- Answers: 1 Sarah is listening to music on an MP3 player. / 2 Nina and Billy are playing a game. / 3 Clara is using a games console. / 4 Simon is watching a DVD. / Jim is using a printer.

page 87 Make your cut-out cards. (Activity Book page 87). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 87.** Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines.** Hold up your AB and signal they should cut along the dotted line around the picture cards.

Unit 8 Lesson 4

- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desk**. When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's play Action snap**. Invite a pupil to come to the front. In this way you can demonstrate the game to the whole class.
- You each hold your cut-out cards so that your partner cannot see them. Both players turn over one of their cards at the same time. Each player must say the appropriate sentence, for example, *They're using laptops*.
- If both the cards which are turned over are the same then the players must shout **Snap!** Whoever shouts out **Snap!** first, wins all the cards so far turned over. The game begins again.
- Encourage the pupils to play the game in pairs. Move around the room and praise their speaking saying **Well done!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the How do you get there? chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say verbs related to computers
- Listen to, read and say the *Computer rap*
- Show understanding by matching, writing and circling correct options
- Listen to, read and understand a comic strip

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *switch on, switch off, enter, click on, save, print*
- *What are they doing?*
- *Are they (looking for information)? Yes, they are. / No, they aren't.*
- *They're (using a games console).*
- *They aren't (writing emails).*

Materials

- Word cards you have prepared: *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- Pupil's Book page 55
- Activity Book page 65
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Time for English* song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle vocabulary.

Main activities



Listen. Say the words.

- Say **Open your Pupil's Books and find page 55.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 3 Track 31 and pause between each phrase. Encourage the pupils to repeat the phrases.



At-a-glance lesson plan (PB page 55, AB page 65)

Opening activities

- **Song** *Time for English* (CD 1 Track 4)
- **Vocabulary game** Play games.

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 3 Track 31) (PB page 55).
- **Listening practice** *Computer rap* (CD 3 Track 32) Listen and read. Say the rap. (PB page 55).
- **Listening and writing practice** Listen and number. (CD 3 Track 33) Read and circle the instructions for an MP3 player. Look and complete the email to your friend. (AB page 65).
- **Comic strip** *A Dog's Day*. (CD 3 Track 34) Listen and read. (PB page 55).

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)



switch on
switch off
enter
click on
save
print



Listen and read. Say the rap.

- Say to the pupils **Let's look at the picture** and point to the picture on page 55. Ask the pupils questions about it. **What can you see?** (a boy sitting at a computer) **What is he doing?** (using the computer).
- Play CD 3 Track 32 and encourage the pupils to read the words of the rap in their PBs while listening.
- Say to the pupils **Let's listen and say the *Computer rap*.** Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.

Lesson 5 Science Museum 8

8 Listen. Say the words.

9 Listen and read. Say the rap.

10 Listen and read.

11 Hello, Sam! What's that?

12 It's Sam's laptop. He's watching a DVD.

13 Can I switch it off?

14 No, it's a film about dogs.

15 I can switch it off.

16 Thanks, Jack!

17 Ohh, I don't like the dogs. They're big!

18 Don't be scared, Yoko!

19 They're very big now! Switch it off!

20 OK, Oh, I don't know how to switch it off.

21 Not all big dogs are scary!

Switch on your computer.
Click on the icon.
Open your document
and start to work.
Look for information.
Don't forget to save it.
And when you're finished,
print and switch off.

Lesson 5 Science Museum 8

13 Listen and number.

14 Read and circle the instructions for an MP3 player.

15 Look and complete the email to your friend.

16 Instructions for MP3 player

Hi, Olga!

Here are the instructions for an MP3 player.
First, (1) switch on / switch off the MP3 player. (2) Click on / Save 'play'.
Listen to your music! Finally, (3) switch on / switch off the MP3 player.
Write soon with your news!

Anna

17 Instructions for computer and printer

Hi,

Thanks for your email. Here are the instructions for your computer and printer. First,
(1) switch on the computer and printer. Next, (2) enter the password.
Type the information into the document. Then (3) save the document by
(4) clicking on the save icon. Then (5) print the document by clicking on
the printer icon. Finally, (6) switch off your computer and printer.
Write soon with your news!

Computer rap

Switch on your computer.
Click on the icon.
Open your document
and start to work.

Look for information.
Don't forget to save it.
And when you're finished,
print and switch off.

page 65 **Listen and number.**

- Say **Open your Activity Books and find page 65.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must number the pictures in the order they hear the words and phrases on the CD.
- Check the answers together.
- Answers: 1a / 2e / 3c / 4f / 5b / 6d



- Switch on
- Save
- Click on
- Print
- Enter
- Switch off

page 65 **Read and circle the instructions for an MP3 player.**

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to circle the correct options.
- Check the answers together.
- Answers: 1 switch on / 2 Click on / 3 switch off

page 65 **Look and complete the email to your friend.**

- Point to Activity 15 in the AB.
- Ask the pupils to complete the email using the words in the box. Move around the room and check the pupils' work, saying **Very good!**
- Check the answers together.
- Answers: 1 switch on / 2 enter / 3 save / 4 clicking on / 5 print / 6 switch off



Listen and read.

- Say **Open your Pupil's Books and find page 55.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and say **Let's listen to the comic strip.** Play CD 3 Track 34.
- Say **Let's read and listen to the comic strip again.** Play CD 3 Track 34 again. Encourage the pupils to look at and read the comic strip in their PBs as they listen.
- When the pupils have finished reading, ask questions about the story, for example, **What are Scotty and Yorkie watching?** (a DVD/a film about dogs).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

Option: Pupils love acting. As this is a short story, you may wish to invite different pupils to the front to act out the comic strip.



Frame 1

Yorkie: Hello, Scotty! What's this?

Scotty: It's Sophia's laptop. I'm watching a DVD.

Frame 2

Yorkie: Can I watch too?

Scotty: Yes. It's a film about dogs.

Frame 3

Yorkie: Ooh, I don't like the dogs. They're big!

Scotty: Don't be scared, Yorkie!

Frame 4

Yorkie: They're very big now! Switch it off!

Scotty: Ok. Oh, I don't know how to switch it off.

Frame 5

Jack: I can switch it off.

Scotty: Thanks, Jack!

Yorkie: Not all big dogs are scary!

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about inventions
- Listen to, read and learn about inventions
- Show understanding by matching and writing
- Make an invention and talk about it

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *switch on, switch off, enter, click on, save, print*
- *smart, vacuum cleaner, dirt, dust, brushes, popular, battery, charge, solar powered, draw energy, solar panels*

Materials

- Scissors and crayons for each pupil
- CLIL Photocopiable: *Make an invention* (TN page 309)
- PB page 56
- AB page 66
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle vocabulary.

Main activities

Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (Science: *Technology*).
- Ask what they know about technology. Ask them what electronic items they use. The pupils may answer in L1.



At-a-glance lesson plan (PB page 56, AB page 66)

Opening activities

- **Song** *Time for English* (CD 1 Track 4) C1 C6
- **Vocabulary game** Play games. C1 C6 C7 C8

Main activities

- **Picture activities** *Technology* Look at the picture and predict. Listen and look at the picture. (CD 3 Track 35) C1 C3 C7 C8
- **Character's presentation** Listen and read. (CD 3 Track 35) Read and say 'True' or 'False'. Listen and check. (CD 3 Track 36) (PB page 56). C1 C3 C7 C8
- **Picture activity** Look at the picture and answer questions. C1 C3 C7 C8
- **Character's presentation** Listen and learn about a great invention. (CD 3 Track 37) (PB page 56). C1 C7 C8
- **Reading and writing practice** Look at page 56 in the Pupil's Book and complete. Read. Draw and write about your invention. (AB page 66). C1 C6 C7 C8
- **CLIL project:** *Make an invention* C1 C3 C5 C6 C7 C8

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7) C1 C6

Listen and look at the picture.


- Explain to the pupils that Olga has done a presentation about the topic on the picture. Say to them **Let's look at the picture and listen to Olga's presentation about technology.**
- Play CD 3 Track 35 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
- Ask the pupils questions about the information on the picture to check their understanding.
What are the two electronic items? (robot vacuum cleaner and power bag) **What can the vacuum cleaner do?** (find dirt and dust, clean everywhere) **What can the power bag do?** (make electricity).

CLIL Science Lesson 6

11 Listen and read.


Technology by Olga

Robot vacuum cleaner



This is a smart robot vacuum cleaner. It can move by itself. Its job is to find dirt and dust and clean it. It has got different brushes to clean everywhere, even under the furniture. It's very popular and there are a lot of people who have got one. Its battery lasts for about three hours and you can charge it again. With this robot vacuum cleaner, you can leave the house in the morning to go to work and come back and find it clean!

Power Bag



This is a solar powered bag. This means it draws energy from the sun. It is covered in solar panels that turn sunlight into energy. It can charge small electronics such as your mobile phone or your MP3 player. You can take it with you everywhere, to the shops or the park. You leave the bag in the sun for two hours and then it can charge a mobile phone. Isn't that cool?

12 Read and say 'True' or 'False'. Listen and check.

- The robot vacuum cleaner cannot clean under the furniture.
- It can clean for two hours and then you need to charge its battery.
- You don't need to be in the room while the robot vacuum cleaner is working.
- The power bag gets energy from the sun.
- It can charge the batteries of an MP3 player.
- It can't charge a mobile phone.


Lesson 7 14 Do the revision page (Activity Book, page 67).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 68).

13 Listen and learn about a great invention.

Get-reading bag-rop

This is a 3D anti-smoking bag-rop. It is a piece of large made of plastic with small insects. This is what smoking bag-rop looks like. The teacher is named. It is a good girl. She says that her invention is a good idea. Smoking bag-rop is a natural anti-smoking bag-rop. It is a good idea. Isn't it great? By Charlie.



CLIL Science Lesson 8

16 Look at page 56 in the Pupil's Book and complete.

solar panels
robot vacuum cleaner
the park
different brushes

battery
move by itself
draws energy
solar powered bag

- This is a smart robot vacuum cleaner.
- It can move by itself.
- It has got different brushes to clean under the furniture.
- You can charge its battery.
- This is a solar powered bag.
- It is covered in solar panels.
- It draws energy from the sun.
- You can take it with you to the shops or the park and shops.

17 Read, draw and write about your invention.



- KK Gregory
- windmill
- type of glow
- cold weather

This is KK Gregory. His invention is called Windmill. It is a type of glow without glow. You can use it in cold weather. It is a good idea. By Charlie.



Technology by Olga Robot vacuum cleaner

This is a smart robot vacuum cleaner. It can move by itself. Its job is to find dirt and dust and clean it. It has got different brushes to clean everywhere, even under the furniture. It's very popular and there are a lot of people who have got one. Its battery lasts for about three hours and you can charge it again. With this robot vacuum cleaner, you can leave the house in the morning to go to work and come back and find it clean!

Power Bag

This is a solar powered bag. This means it draws energy from the sun. It is covered in solar panels that turn sunlight into energy. It can charge small electronics such as your mobile phone or your MP3 player. You can take it with you everywhere, to the shops or the park. You leave the bag in the sun for two hours and then it can charge a mobile phone. Isn't that cool?



Listen and read.

- Say **Open your Pupil's Books and find page 56**. Give the pupils a moment to find the page by themselves.

- Ask **What is the presentation about?** (electronic inventions) **Who wrote this presentation?** (Olga).

- Point to Activity 11 and say **Listen and look at Olga's presentation again**. Encourage the pupils to follow what Olga says by pointing to the pictures and any important words as they hear them. Play CD 3 Track 35 again.

- Play the CD again and this time encourage the pupils to read the text as they listen.

- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **The robot vacuum cleaner is not very popular. The power bag draws energy from the moon.**

- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.



Read and say 'True' or 'False'. Listen and check.

- Hold up your PB and point to Activity 12.
- Explain the task to the pupils and allow some time for them to complete it.
- When the pupils have finished explain that they are going to hear the answers. Say **Let's listen**. Play CD 3 Track 36. Pause the CD after each

Unit 8 Lesson 6

answer is heard. Ask the pupils if their answers were the same as the CD.

- **Answers:** 1 False (The robot vacuum cleaner can clean under the furniture.) / 2 False (It can clean for three hours and then you need to charge its battery.) / 3 True / 4 True / 5 True / 6 False (It can charge a mobile phone.)



1 Olga: The robot vacuum cleaner cannot clean under the furniture.

That's false.

The robot vacuum cleaner can clean under the furniture.

2 Anna: It can clean for two hours and then you need to charge its battery.

That's false.

It can clean for three hours and then you need to charge its battery.

3 Charlie: You don't need to be in the room while the robot vacuum cleaner is working.

That's true.

4 Olga: The power bag gets energy from the sun.

That's true.

5 Anna: It can charge the batteries of an MP3 player.

That's true.

6 Charlie: It can't charge a mobile phone.

That's false.

It can charge a mobile phone.

Option: Ask the pupils to form pairs. Encourage them to ask each other questions about the topic using the information in the texts on page 56.

Look at the picture and answer questions.

- Point to the main photos on the picture and ask the pupils questions to reinforce their understanding.
- Praise their answers, saying **Well done!**
- **What's this?** (ergonomically efficient keyboard, watch phone, transcend ski goggles, power-aware cord, portable scanner, panoramic ball camera) **What can a (power bag) do?** (It can charge small electronics.) **Which is your favourite?** (Pupils' own answers). The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair half of the photocopiable from TN page 309 (i.e. one paragraph) and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 3 Track 35. Pause the CD and ask a second pair to order the sentences for the next paragraph. Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about a great invention.

- Hold up your PB and explain that the pupils are going to read about a great invention.
- Say **Let's read about a great invention.** Play CD 3 Track 37. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text. Praise their answers, saying **Very good!**



Anti-smoking key ring

This is a 3D anti-smoking key ring. It's a pair of lungs made of plastic with paint inside. This is what unhealthy lungs look like. This brilliant invention belongs to Megan Ward, a school girl. She hopes that her invention helps people stop smoking. GASP is a national anti-smoking company that loves Megan's idea. What do you think? Isn't it great?

by Charlie



Look at page 56 in the Pupil's Book and complete.

- Say **Open your Activity Books and find page 66.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to complete the sentences.
- Ask different pupils **What's number (1)?**

- Answers: 1 robot vacuum cleaner / 2 move by itself / 3 different brushes / 4 battery / 5 solar powered bag / 6 solar panels / 7 draws energy / 8 the park



Read. Draw and write about your invention.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Read the notes and then the sentences aloud with the pupils.
- Explain that the pupils must draw their own invention in the space on the right.
- Say **Now write your sentences.** The pupils work individually writing their sentences about the invention they have drawn. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: Pupils' own answers

CLIL project: *Make an invention.*

- Say **Let's make our own inventions.** Divide the class into groups of three or four and give each group one section of the photocopiable from TN page 309. There are four different inventions on the photocopiable. Make several copies of the page, cut them into four and give one section to each group.
- Explain that they should first draw a picture of their invention. When they have finished drawing, ask them to write sentences about their invention.
- Move around the classroom and offer help and encouragement.
- When they have finished, ask **Who has got an invention for homework?** Invite all the groups which worked on a homework invention to the front. Each group talks about their invention. Ask for the school invention groups to talk about their invention, and so on until all the groups have spoken.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 7

Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by reading and matching
- Write sentences describing people using technology
- Evaluate learning

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *switch on, switch off, enter, click on, save, print*
- *He's/She's using (a games console).*
- *He's/She's (writing an email).*
- *He's/She's got (an MP3 player).*







Materials

- Flashcards and word cards you have prepared: *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- Activity Book pages 67 and 72
- Class audio CD












At-a-glance lesson plan (AB pages 67 and 72)



Opening activities

- **Song** *Time for English* (CD 1 Track 4)  
- **Vocabulary game** Play games.    

Main activities

- **Mind Map:** Unit 8 (AB page 72)  
- **Reading and listening practice** Match. Listen and check. (CD 3 Track 38) Read and circle. (AB page 67).   
- **Writing practice** Look at Activity 2. Write sentences about the other children. (AB page 67).  
- Evaluation  

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play

CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle vocabulary.

Main activities



Mind Map: Unit 8.

- Say **Open your Activity Books and find page 72.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the words for electronic items?**
- Hold up your AB and point to the mind map at the bottom of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the technology flashcards and word cards you have prepared face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the word cards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Match. Listen and check.

- Say **Open your Activity Books and find page 67.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the words for using a computer. Explain that they must look at the pictures and match the pictures with the words. Tell the pupils that they will be able to check their answers by listening to the CD afterwards.
- Say **Let's listen and check our answers.** Play CD 3 Track 38 and pause the CD between each phrase.
- When they have finished check the answers together. Write the numbers 1 to 6 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?** Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct.

Revision Lessons 7 and 8 Science Museum

1 Match, listen and check.

a join

b click on

c switch on

d print

e switch off

f enter

2 Read and circle.

a

1 He's using a games console. ☐

2 She's listening to her MP3 player. ☐

3 They're using their laptops. ☐

4 They've got mobile phones. ☐

b

5 He's using a printer. ☐

6 She's writing an email. ☐

7 He's got a digital camera. ☐

8 She's got a DVD player. ☐

3 Look at Activity 2. Write sentences about the other children.

1 _____

2 _____

3 _____

4 _____

Good

Very good

Excellent

- Move around the room and check their work.
- Answers: 1 c / 2 a / 3 d / 4 f / 5 e / 6 b



- 1 Switch on
- 2 Save
- 3 Print
- 4 Enter
- 5 Switch off
- 6 Click on



Read and circle.

- Hold up your AB and point to Activity 2.
- Explain that they must read the sentences and decide whether each sentence goes with Picture A or Picture B. They should circle the correct letter.
- When the pupils have finished check the answers together as a class.
- Answers: 1 a / 2 b / 3 a / 4 b / 5 b / 6 a / 7 b / 8 a



page 67

Look at Activity 2. Write notes about the other children.

- Hold up your AB and point to Activity 3.
- Explain that the pupils should look at the pictures in Activity 2 and write their own sentences to describe the children who were not mentioned in Activity 2.

Unit 7 Mind Map: Furniture

- shower
- cooker
- sofa
- fireplace
- bed/couch
- toilet
- sink
- bathtub

Unit 8 Mind Map: Technology

- printer
- digital camera
- MP3 player
- games console
- laptop
- mobile phone
- tablet
- smart TV

- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Answers: She's got a digital camera. He's listening to his MP3 player. She's using a games console. He's writing an email.


page 67

Evaluation

- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 8.
- Say to the pupils **Well done! We have finished our Science Museum Quest.**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Lesson 8

Learning objectives

- Review the unit using *Quest 8: Science Museum*
- Read the Writing Diary and answer questions
- Create a personalized diary about people using technology and talk about it

Language focus

- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *What are they doing?*
- *Are they (writing emails)? Yes, they are. / No, they aren't.*
- *They're (using a printer).*
- *They aren't (listening to music on an MP3 player).*






Materials

- Crayons for each pupil
- Photocopiable: *Quest 8: Science Museum* (TN page 317)
- Writing Diary, Activity Book page 68
- Class audio CD












At-a-glance lesson plan
(Writing Diary, Activity Book
page 68)



Opening activities

- **Song** *Time for English* (CD 1 Track 4)  
- **Vocabulary game** Play games.   

Main activities

- **Photocopiable activity** Complete *Quest 8: Science Museum*   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 68).  
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your picture.    

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Time for English* song** (for lyrics see TN page 214). Play CD 1 Track 4. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle vocabulary.

Main activities

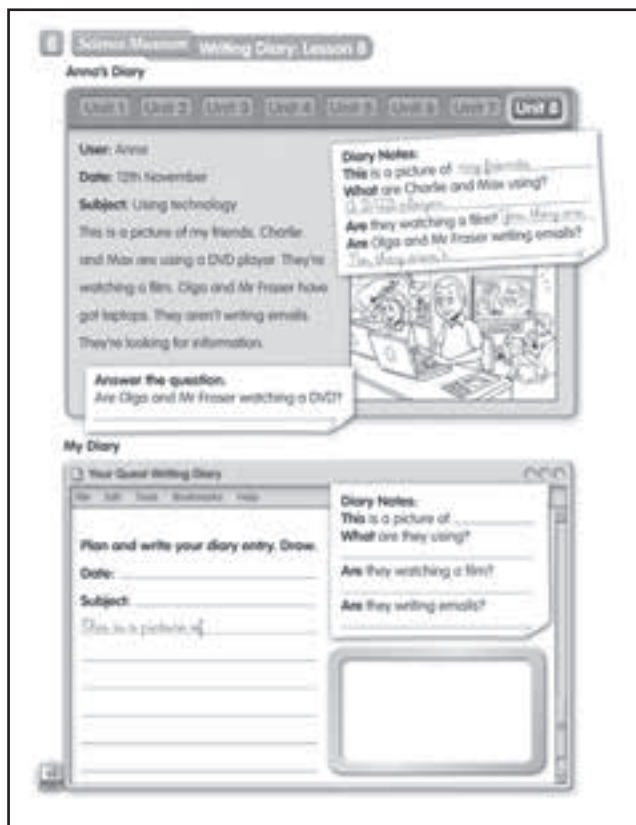
Complete *Quest 8: Science Museum*

- Ask the pupils what they remember about Unit 8: *Science Museum*.
- Ask a volunteer to give out a copy of the Quest task sheet for Unit 8 to each student (TN page 317). Explain that it is their quest about technology, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 yes (PB page 51) / 2 He wants to control all the computers in the world. (PB page 53) / 3 fish and chips and pineapple pies (PB page 53) / 4 their laptops (PB page 54) / 5 from the sun (PB page 56)



Read the diary entry.

- Say **Open your Activity Book and find page 68**. Give the pupils a moment to find the page by themselves.
- Hold up your Activity Book and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).
- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish to read it aloud as they follow in their books.



- When the pupils have finished reading, ask these questions **Who is the writer?** (Anna) **What is it about?** (using technology) **What is the date?** (12th November).
- Listen to the pupils' answers and praise them saying **Very good!**

Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example **What have Charlie and Max got?** (a DVD player) **Are they playing games?** (no).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask pupils to answer the question at the bottom of the diary entry.
- Answer: No, they aren't. They're looking for information.

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 68.** Tell the pupils that they are going to write their diary entry on the lines provided and

draw a picture of their friends using different kinds of technology and electronic items.

- Say **Tell me about your picture.** Encourage the pupils to respond saying *My picture has got (a printer).* Listen and praise their speaking saying **Very good!**
- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Anna's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw a picture.** The pupils do this individually.

Tip: If the pupils are having difficulties choosing what to write, encourage them to look at Anna's diary entry.

Complete the Diary Notes

- Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When they have finished, invite different pupils to read out their answers.

Talk about your picture.

- Say to the pupils **Let's talk about your picture.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Talk about your picture.** The pupils work together. When they finish, you may want to ask them to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

For the *Stop the virus!* animated story script see TN page 247.



A new camera

Florence: Hey, Tilly. Do you want to play hide and seek?

Tilly: No, thanks!

Florence: What are you doing?

Tilly: I'm playing on my games console.

Florence: Hi, Tom.

Florence: Tom! Do you want to play hide and seek?

Tom: No, sorry. I'm just listening to my MP3 player. Have you got an MP3 player?

Florence: No, I haven't. I want to play hide and seek.

Tilly: I've got a mobile phone, so I listen to music on that. But I'm bored now. What can we do?

Florence: Play hide and seek?

Tilly: No. I want to watch a DVD but my DVD player and my laptop are at home.

Tom: I know! Let's make a movie on Tilly's mobile phone!

Florence: What?

Tilly: That's a brilliant idea! Our own movie!

Tom: We can email it to our mums and dads!

Tilly: Yeah!

Florence: But we're outside, on holiday, in the woods. I want to play hide and seek, not play with laptops and mobile phones.

Tom: OK, we just switch it on and...

Miss Howard: Hello, what are you doing?

Florence: They're trying to make a Camp Adventure movie.

Tilly: But my mobile phone isn't working.

Miss Howard: Give it to me. OK. You just switch it on, unlock it, then you click on the camera icon, then the movie camera icon and then finally you make your movie. Are you ready? Action!

Tom: What do we do?

Miss Howard: Why not play a game?

Tilly & Tom: Hide and seek?

Florence: Brilliant!



CLIL – Technology

Tom: I'm doing a school project on the different ways people use technology.

Florence: I use my mobile a lot. It's very useful

Tilly: Look, she's talking on her mobile phone. She's probably talking to her friend.

Florence: What other forms of technology are there? Oh yes, I know – computers.

Tom: I use my computer a lot at home and at school.

Tilly: I use my laptop to do my homework sometimes.

Florence: I like playing games on my laptop.

Tilly: I usually play games on my games console, just like these children.

Tom: They're using a printer to print information from the computer, like I do.

Tom: This boy has got an MP3 player - I love listening to music on my MP3 player.










Florence: Me too. But I also like reading books. With an e-reader you can read lots of books electronically.

Tilly: My favourite electronic gadget is my digital camera. I like taking photos and emailing them to my friends.

Tom: Me too! There are lots of cool ways we use technology.

Quest Code-breakers Quiz

Unit objectives

- Answering questions about previous units 
   
- Reviewing what has been studied in Units 1–8
   

Receptive language

- *Let's listen/sing/play/number/say/point to/match/etc.*
- *Open your books.*
- *Find page (57).*

Key language

Vocabulary

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*
- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *five pence, ten pence, fifty pence, five pounds fifty, eight pounds ninety-nine*
- *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- *happy, sad, strong, weak, rude, polite*
- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *switch on, switch off, enter, click on, save, print*









Structures

- *It's a...*
- *It's something...*
- *Where is...?*
- *Where are...?*
- *Who...?*

Summary

In this unit you will review materials from Units 1–8 in the context of a puzzle and a picture quiz. The pupils will review the characters' quests through talking about the story in each unit.

Competences key

-  Competence in linguistic communication
-  Mathematical competence
-  Competence in knowledge of and interaction with the physical world
-  Competence in processing information and use of I.C.T.
-  Competence in social skills and citizenship
-  Artistic and cultural competence
-  Learning to learn
-  Autonomy and personal initiative

Learning objectives

- Review the book by doing a quiz
- Find and categorize different lexical sets

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*
- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *five pence, ten pence, fifty pence, five pounds fifty, eight pounds ninety-nine*
- *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- *happy, sad, strong, weak, rude, polite*
- *have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house*
- *police officer, nurse, vet, firefighter, actor, singer*
- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *switch on, switch off, enter, click on, save, print*

Materials

- Piece of A4 paper for each pair of pupils
- PB pages 57, 58 and 59

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Sing the song and have the pupils sing with you.



At-a-glance lesson plan (PB pages 57, 58 and 59)

Opening activities

- **Song** *Time for English* (CD 1 Track 4)

Main activities

- **Code-breakers** Read and write the words. Find the code. Make your own code and sentences. Play with your partner. (PB page 57)
- **Vocabulary review** Look at the Quest photos. Read and answer. (PB pages 58 and 59).

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)

Main activities



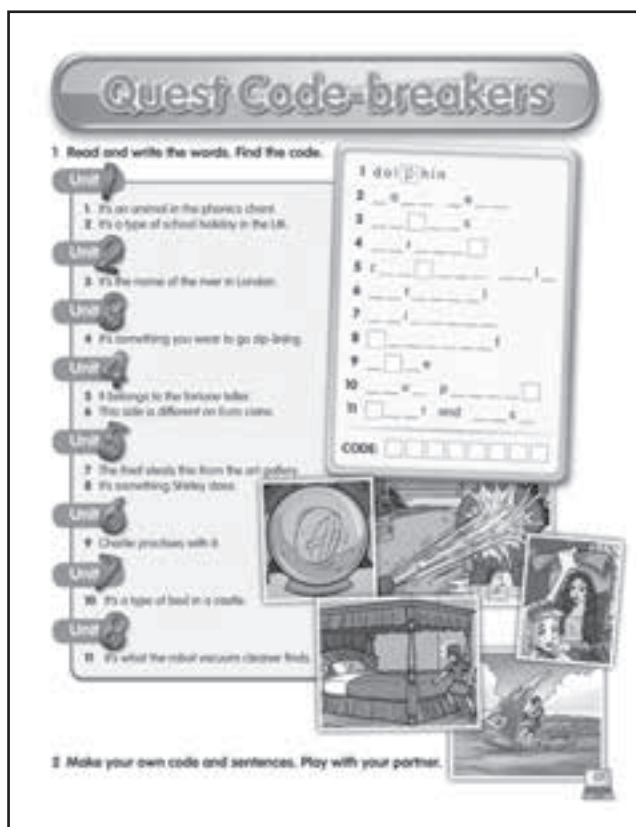
Read and write the words. Find the code.

- Say **Open your books and find page 57.** Give the pupils a moment to find the page by themselves.
- Ask the pupils what they can see on the page (a code and questions). Ask them what they remember about the characters' quest.
- Divide the pupils into pairs or teams. Point to the questions on the page and explain that they should read the question, find the answer in their PBs and write the answers in the spaces provided.

Tip: If the pupils seem unsure, work through the example with them (Question 1 – dolphin)

- When the pupils have completed all the questions, check their answers together. Ask different pairs or one pupil from each group to answer, for example, say **Paul. What's number 2?** (half-term). Praise the pupils' work, saying **Well done!**

- Answers: 1 dolphin / 2 half-term / 3 Thames / 4 harness / 5 crystal ball / 6 national / 7 painting / 8 windsurf / 9 hose / 10 four poster / 11 dirt, dust
- Tell the pupils to copy each letter which is in a box from the sentences into the code box. Ask **What's the code? Yes, password!**
- Answer: Code: PASSWORD



page 57 **Make your own code and sentences. Play with your partner.**

- Divide the pupils into pairs. Tell each pair to choose eight words from each of the lexical sets (food, furniture, electronic items, etc).
- Tell them to write the words on a piece of paper. They then refer to their PBs to write clues for each of the words, for example, Unit 1: It's a lesson with lots of numbers. (Maths). Then they should create one line with spaces or small boxes (as in the PB) with one short line or small box for each letter of their code.
- Move around the room, checking that the questions and codes are working out correctly.
- Finally, invite the pupils to swap their paper with another pair. They complete the other pair's words, using the code given and clues.

page 58 **Look at the Quest photos. Read and answer.**

- Say **Open your books and find page 58.** Give the pupils a moment to find the page by themselves.
- Ask the pupils what they can see on the page (a picture quiz).
- Say **Let's read and answer** and point to the picture quiz on pages 58 and 59 in your PB. Invite a pupil to answer the first question and write the answer on the board as an example.

- Now the pupils work in pairs. They look at the pictures and questions and refer back to the correct pages in their PBs to find the correct answers.

- When pupils have finished, check the answers with the class and write them on the board.

- Answers: Where are the children? (in the Quest classroom) / Where is the computer game shop in New York? (between the bank and the cinema) / In the Quiz show does the police officer leave home at 8 o'clock? (no, she doesn't) / What does Charlie buy at the town fair? (some cheese) / Describe the thief in the gallery (short red hair) / Who swims at the Activity Camp? (Charlie) / In the castle is there a fireplace in the bedroom? (yes) / Who is using a laptop at the Science Museum? (Anna).

- Now ask the pupils questions about the story in Unit 1, for example, **What subject questions are there?** (Geography, English, Maths) **Who is in Tokyo?** (Victor Virus).

- Continue with the rest of the units. You can add your own questions if you wish.

Unit 1

- What subject questions are there? (Geography, English, Maths)
- Who is in Tokyo? (Victor Virus)

Unit 2

- What do the children see? (skyscrapers, buildings, the Town Hall, Grand Central Station)
- What does Jim Jones give the children? (copies of the new computer game)

Unit 3

- What colour is the *Quest* children's team? (red)
- What has Anna got? (trainers)

Unit 4

- How much is the cheese? (£2.50)
- What is in the crystal ball? (Charlie's cheese)

Unit 5

- What is the painting called? (Mona Matilda)
- Who finds the thief? (Max)

Unit 6

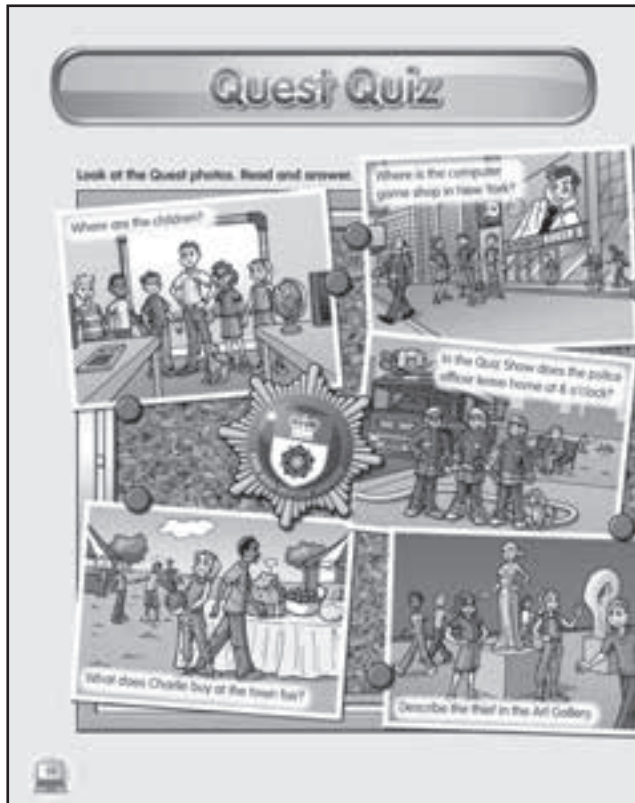
- Who is on the quiz show? (Charlie)
- Who helps Max? (the firefighter)

Unit 7

- Is the castle haunted? (no, it's Victor Virus)
- What is Victor Virus wearing? (armour)

Unit 8

- What do the children print? (a picture of Victor Virus)



- Where is Victor Virus at the end of the story? (in prison)

Option: You may want to make this a competitive game and award points for each correct answer.

Closing activities

- Say to the pupils **It's time to stop**. Encourage them to close their books and tidy up their things.
- Say **Let's sing the *How do you get there?* chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Learning objectives

- Identifying and naming items of furniture, words for floors in a building, words for electronic items, verbs related to computers **C1 C4 C7 C8**
- Reviewing what has been studied in Units 7 and 8 **C1 C5 C7 C8**
- Listening to and showing understanding of a short text on UK transport **C1 C3 C7 C8**
- Writing a short text about transport in your country **C1 C3 C5 C6 C7 C8**

Key language**Vocabulary**

- toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- switch on, switch off, enter, click on, save, print*

Structures

- Can you see...?*

Receptive language

- taxi, passenger, free, traffic, ferry, high speed train, electricity, ticket, narrow boat, canal*
- Let's sing/listen/check/read/make/talk about...*
- Open your (Pupil's) Book and find page (61).*

Summary

In this unit you will review material from Units 7 and 8 in the context of a picture puzzle. There is a focus on UK transport. The pupils will also write a short text.

Competences key

- C1** Competence in linguistic communication
- C2** Mathematical competence
- C3** Competence in knowledge of and interaction with the physical world
- C4** Competence in processing information and use of I.C.T.
- C5** Competence in social skills and citizenship
- C6** Artistic and cultural competence
- C7** Learning to learn
- C8** Autonomy and personal initiative

Learning objectives

- Identify and name items of furniture, words for floors in a building, words for electronic items, verbs related to computers
- Ask and answer questions about a picture puzzle
- Find a hidden word in the picture puzzle
- Listen to, read and show understanding of a text about UK transport
- Write a short text about transport in your country

Language focus

- *toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase*
- *ground floor, first floor, second floor, third floor, fourth floor, fifth floor*
- *email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer*
- *switch on, switch off, enter, click on, save, print*
- *What can you see?*
- *Can you see (word)?*

Materials

- Crayons and a piece of A4 paper for each pupil
- Flashcards and word cards you have prepared: Units 7 and 8
- Pupil's Book pages 60 and 61
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say to the pupils **Let's sing the Time for English song** (for lyrics see TN page 214). Play CD 1 Track 4. Sing the chant and have the pupils sing with you.

Main activities

Play *Against the clock*.

- Divide the class into two teams and invite the first team to come to the front. Give half of the team members flashcards from Unit 7 from both vocabulary sets. They hold them up and stand at different places around the classroom. Give the other half of the team the equivalent word cards and ask them to stand at the front of the class.
- Say **3, 2, 1. Go!** The pupils with the word cards move around the room as quickly as they can. They give the correct word card to the pupil holding the flashcard and both pupils stand together displaying their two cards.






At-a-glance lesson plan (PB pages 60 and 61)



Opening activities

- **Song** *Time for English* (CD 1 Track 4)  

Main activities

- **Vocabulary game** *Against the clock*   
- **Review** Read and say 'True' or 'False'. Listen and check. (CD 3 Track 39) Look at the picture and find the nine letters. What's the secret word? (PB page 60)
- **UK culture** Listen and read. Answer the questions. (CD 3 Track 40) (PB page 61)
- **Your Investigation.** Read Charlie's report and write about transport in your country. (PB page 61)

Closing activities

- **Chant** *How do you get there?* (CD 1 Track 7)  

- Invite the other team to count the number of seconds it takes the team to match the cards. Write it on the board.
- Continue the game with the flashcards for Unit 8 with the other team. The winning team is the one with the least number of seconds.

Note: Ensure that the pupils understand that they must walk, not run.



Read and say 'True' or 'False'. Listen and check.

- Say **Open your Pupil's Book and find page 60.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at the picture puzzle in Activity 1. Ask **What can you see?** and praise their answers. If they seem unsure, point to and ask about specific things, for example, **Can you see a mobile phone?** (C2) **Can you see two children on the first floor?** (B2) **What are they doing?** (listening to an MP3 player).
- Say **Let's read and say 'true' or 'false'.** Invite two pupils to read Charlie and Olga's dialogue aloud.
- Repeat the procedure with the other sentences, inviting different pairs of pupils to ask and answer the question each time until all the answers are on the board.

Units 7, 8 Your Quest Revision

1 Read and say 'True' or 'False'. Listen and check.

There's a shower in the bathroom. True, it's in B1.

1 There's a shower in the bathroom.
2 She's writing an email in the bedroom.
3 There are two armchairs.
4 He's talking on his mobile phone.
5 There are three bookcases in the living room.

6 They're listening to music on an MP3 player.
7 There isn't a fireplace in the study.
8 She's taking photos with a digital camera.

2 Look at the picture and find the nine letters. What's the secret word?

- Say to the pupils **Let's listen and check.** Play CD 3 Track 39. Tick the answers the pupils have got correct, and praise them when the CD finishes.



- 1 Charlie:** There's a shower in the bathroom
Olga: True. It's in B1.
- 2 Olga:** She's writing an email in the bedroom.
Charlie: False. She's reading a book. She's in B3.
- 3 Charlie:** There are two armchairs.
Olga: True. They're in C1.
- 4 Olga:** He's talking on his mobile phone.
Charlie: True. He's in C2.
- 5 Charlie:** There are three bookcases in the living room.
Olga: False. There are two bookcases in the living room. They're in C1.
- 6 Olga:** They're listening to music on an MP3 player.
Charlie: True. They're in B2.
- 7 Charlie:** There isn't a fireplace in the study.
Olga: False. There is a fireplace in the study. It's in C3.
- 8 Olga:** She's taking photos with a digital camera.
Charlie: True. She's in A2.

Transport in the UK

1 Listen and read. Answer the questions.

London taxi
The traditional taxi in London is black. It's got an orange and green light. The orange light means there is a passenger in the taxi. The green light means it's free. The taxi drivers know all the streets in London. Usually the traffic in London is very bad.

Tram
Trams are big boats that can carry people and cars. You can take a ferry from Liverpool to go to the Isle of Man, to Belfast in Northern Ireland or Dublin in Ireland. Before it goes out to the sea, the ferry loads on the most stories.

Bus
This is a high speed train. It can travel at 300 km per hour. It goes electrically and it goes under the sea. You can travel from London to Paris in 2 hours and 10 minutes. It takes 1 hour and 20 minutes to arrive in Brussels. People travel on it for holidays in the UK, France or Belgium. You can book your tickets on the internet.

1 What colour light means that someone else is already using the taxi?
2 Where can you get a ferry from to go to the Isle of Man?
3 Which European journey is shorter: London - Paris or London - Brussels?

2 Your investigation. Read Charlie's report and write about transport in your country.

Charlie's report
Transport in my country
Where do people use them? are there any in my city and the countryside?
What do they do?
How do they work?
How are they different?
How do they work?
How are they different?

Transport in my country
There are many boats in my country. They are used in the city and in the countryside. They are used to go to the Isle of Man, to Belfast in Northern Ireland or Dublin in Ireland. Before it goes out to the sea, the ferry loads on the most stories.

- Answers: 1 True. B1 / 2 False. She's reading a book. B3 / 3 True. C1 / 4 True. C2 / 5 False. There are two bookcases. C1 / 6 True. B2 / 7 False. There is a fireplace in the study. / 8 True. A2



Look at the picture and find the nine letters. What's the secret word?

- Finally point at Activity 2 and say to the pupils **Let's find the secret word.**
- Invite the pupils to say the letters they can see in the picture. Write them on the board but not in order. When you have the nine letters ask the pupils **What's the secret word?**
- Give them time to look at the letters and sort them into the correct order. Praise the correct answer saying **Well done!** Invite the pupils to spell the word letter by letter to revise the alphabet.
- Answer: DVD PLAYER

Tip: If the pupils seem unsure, write a gapped word on the board _ _ with a couple of letters to help them.



Listen and read. Answer the questions.

- Say **Open your Pupil's Books and find page 61.** Give the pupils a moment to find the page by themselves.
- Point to the different pictures and texts on page 61. Explain to the pupils that Charlie has been investigating different kinds of transport in the UK. Say **Let's listen.** Encourage the pupils to listen to the information, pointing to the pictures and key words as they hear them. Play CD 3 Track 40.
- Say **Let's listen and read** and play the track again. This time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by asking questions about the texts. For example, **What colour is a London taxi?** (black) **How fast can a high speed train travel?** (300km per hour). Praise their answers and encourage them to answer using full sentences.
- Then ask the pupils to answer the questions in the PB individually. When they have finished, check the answers with the class.
- Answers: 1 Orange / 2 Liverpool / 3 London – Brussels



Transport in the UK

London taxi

The traditional taxi in London is black. It's got an orange and green light. The orange light means there is a passenger in the taxi. The green light means it's free. The taxi drivers know all the streets in London. Usually the traffic in London is very bad.

Ferries

Ferries are big boats that can carry people and cars. You can take a ferry from Liverpool to go to the Isle of Man, to Belfast in Northern Ireland or Dublin in Ireland. Before it goes out to the sea, the ferry travels on the river Mersey.

Eurostar

This is a high speed train. It can travel at 300km per hour! It uses electricity and it goes under the sea! You can travel from London to Paris in 2 hours and 15 minutes. It takes 1 hour and 51 minutes to arrive in Brussels. People travel on it for holidays in the UK, France or Belgium. You can book your tickets on the Internet.



Your Investigation. Read Charlie's report and write about transport in your country.

- Hold up your PB and point to Activity 2. Explain that Charlie's notes for his investigation on transport are on the left and his finished project is on the right. Explain that the pupils are going to create a similar project.
- Ask the pupils to look at the notes and text. Say **Let's make sentences.** Say a word from the notes, for example, **narrow boat.** Encourage the pupils to find the word in the text on the right and invite a pupil to read that sentence aloud.
- Say to the pupils **Let's investigate transport in your country.** Write the headings only (not the notes under each heading) from Charlie's writing plan on the board. The pupils copy them into their notebooks.
- Say to the pupils **Choose a kind of transport in your country** and ask them to write notes under each heading in their notebook. Give them time to decide which kind of transport to write about and offer suggestions if necessary. Move around the class and help when necessary.
- When the pupils have finished, say to them **Let's talk about transport.** Encourage the pupils to talk to somebody near them, making sentences using their notes. Move around the class and encourage the pupils' speaking.
- Finally, have the pupils work individually to write their sentences in their notebooks. Check their writing.
- Then ask a volunteer to give a piece of A4 paper to each pupil. Ask the pupils to copy out their sentences neatly onto the piece of paper and draw or stick a picture to illustrate it.

Option: Collect in the finished texts and display them on the classroom wall.

Option: If you have access to the Internet, encourage the pupils to investigate transport in other countries using the writing plan notes as a guide.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the How do you get there? chant** (for lyrics see TN page 217). Play CD 1 Track 7. Sing along, encouraging the pupils to sing with you.

Christmas

Learning objectives

- Identifying and naming words related to Christmas (C1 C7 C8)
- Listening to, reading and understanding a story about Christmas (C1 C6 C7 C8)
- Showing understanding of the story by answering questions (C1 C7 C8)
- Listening to, reading and understanding a text about Christmas traditions in different countries (C1 C7 C8)
- Following instructions to make an advent calendar (C6 C7 C8)

Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of I.C.T.
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Key language

Vocabulary

- *wreath, pine cones, holly leaves, berries, ribbon, stocking, present, advent calendar, e-card*

Structures

- *I/We can (make the decorations).*
- *I can't (find the decorations).*
- *I haven't got (any cards).*
- *You've got (mail).*
- *Have you got (some scissors)?*

Recycled language

- *I'm from (England).*
- *She's got...*
- *There's...*

Socio-cultural aspects

- Understanding the importance of family at Christmas
- Showing interest in Christmas traditions.

Lesson 1

Learning objectives

- Identify and name words related to Christmas
- Listen to, read and understand a story
- Answer questions about the story
- Listen to, read and understand a text about Christmas traditions in different countries
- Make an advent calendar

Language focus

- *wreath, pine cones, holly leaves, berries, ribbon, stocking, present, advent calendar*

Materials

- Crayons, scissors, glue for each pupil
- Flashcards you have prepared: *Christmas card, wreath, holly, Advent calendar, decorations*
- Pupil's Book pages 62 and 63
- Class audio CD
- Photocopiable: Advent calendar (TN page 281)



At-a-glance lesson plan (PB pages 62 and 63)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2) **C1 C6**

Main activities

- **Vocabulary game** *What's this?* **C1 C7 C8**
- **Story** *Christmas e-cards from Grandma* (CD 3 Track 41) Listen to the story. Read. Ask questions. (PB page 62) **C1 C6 C7 C8**
- Listen and read. (CD 3 Track 42) (PB page 63) **C1 C7 C8**
- **Photocopiable activity** Make an advent calendar. (TN page 281) **C6 C7 C8**

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5) **C1 C6**

Opening activities

- Say **Hello! Happy Christmas!** and encourage the pupils to answer and return the greeting.
- Say to the pupils **Let's sing the Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2. Sing the chant and have the pupils sing with you.

Main activities

Play *What's this?*

- Hold up the pile of Christmas flashcards you have prepared so that they are facing you and so that the children can't see them. Quickly flip over one card to give the children a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (decorations). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying **Well done!**
- Hold the pile of flashcards and ask the children **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a child to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally, ask the children **What's the topic?** Listen to their answers and say **Yes, Christmas.**



Listen to the story. Read.

- Say **Open your Pupil's Books and find page 62.** Give the children a moment to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading in their PBs. Play CD 3 Track 41.
- Say **What Christmas words can you see?** Give the pupils time to look at the different story frames and answer. (Christmas tree, Christmas cards, decorations, wrapping paper, star)



Frame 1

Grandma: Freddy and Carla! What a lovely surprise.

Freddy: Hi Grandma!

Carla: We're here to help you decorate your tree and write your Christmas cards.

Frame 2

Grandma: Oh dear. I can't find the decorations. I've only got a box of wrapping paper.

Freddy: That's OK, Grandma. We can make the decorations.

Carla: Have you got some scissors?

Frame 3

Carla: Look at my beautiful star, Freddy.

Freddy: That's great. Do you like my chain of Christmas trees?



Grandma: They're beautiful. Let's put them on the tree.

Frame 4

Carla: The tree looks lovely.

Freddy: Now we can write the cards.

Grandma: Oh no. I haven't got any cards.

Frame 5

Freddy: No problem. We can use my laptop to send e-cards on the Internet.

Carla: It's easy, Grandma. Choose a picture and write a message.

Grandma: Great! I can send them to all my friends.

Frame 6

Freddy: Look! You've got mail, Grandma.

Grandma: Oh, great! My first e-card!

Note: You will hear a tone on the CD to signal when you should point to the next story picture.

Ask questions.

- Check that the pupils understand the story by asking questions about each frame. The pupils may answer in L1.

Frame 1

Who are Freddy and Carla visiting? (Grandma)
Why? (to help her decorate her tree and write Christmas cards)



Frame 2

Can she find the decorations? (no)

What has she got? (a box of wrapping paper)

What is Freddy's idea? (to make decorations)

Frame 3

What does Carla make? (a star)

What does Freddy make? (a chain of Christmas trees)

Does Grandma like the tree? (yes)

Frame 4

Does the tree look nice? (yes)

Has Grandma got cards? (no)

Frame 5

What has Freddy got? (a laptop)

What does Grandma send? (an e-card)

Frame 6

What has Grandma got? (an e-card)



Listen and read.

- Say **Open your Pupil's Books and find page 63.** Give the children a moment to find the page by themselves.

- Say **Let's learn about Christmas traditions.** Point to the different pictures. Ask the children what they know about these. Say, **Yes, a Christmas stocking/card/etc.**

- Say **Let's listen and read** and play CD 3 Track 42. Encourage the pupils to point at the different pictures and any important words as they hear them on the CD.

Christmas

- Play the CD again and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by asking questions about the text, for example, **Where is Laura from?** (England) **What is her Christmas tradition?** (Christmas wreath) **Where does she put the Christmas wreath?** (on the front door).
- Praise their answers and encourage them to answer using full sentences.



Laura: Hello! I'm Laura and I'm from England. I am at my grandma's house. She's got a wreath on her front door. It means welcome. The wreath has got pine cones, holly leaves, red berries, dried slices of orange, cinnamon sticks and ribbons! I think it is beautiful!

Matt: Hello! I'm Matt and I'm from the USA. At Christmas we hang stockings at the fireplace. We decorate and put our names on them. Look, there's one for me and one for my sister. Let me check if there are any presents inside. There's nothing in there yet!

Caitlin: Hi! I'm Caitlin and I'm from Ireland. At Christmas we have advent calendars. There are different types. Some have got little pockets with small presents, sweets or chocolate in them. Others have got little doors that you can open with pictures or chocolate behind them. We start on 1st December and then we take a present every day until 24th December.

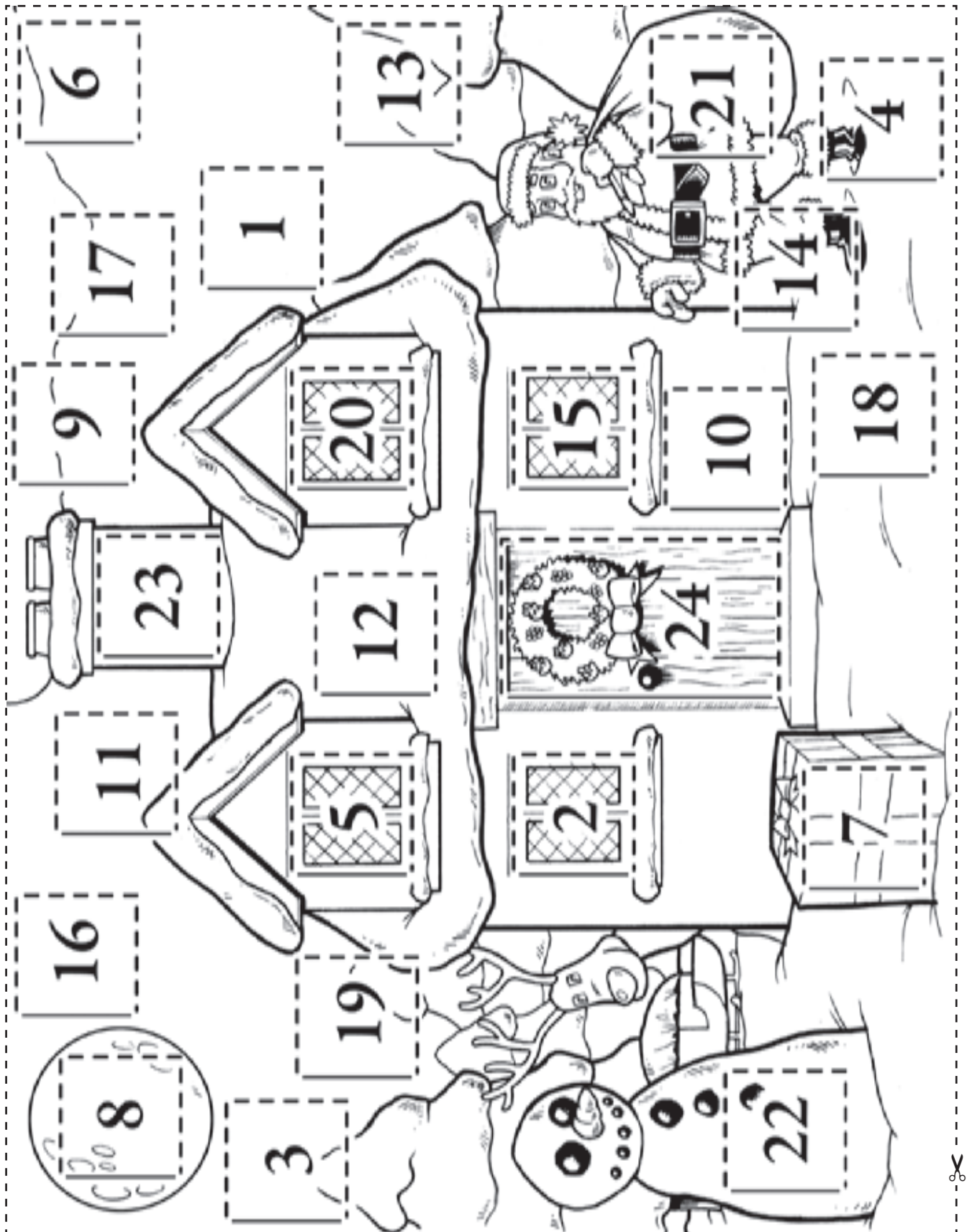
Make an advent calendar.

- Say **Find Activity 3**.
- Give each pupil a copy of the photocopyables from pages 281 and 282 of the TN.
- Invite a volunteer to give a pair of scissors to each pupil.
- Follow the stages outlined on page 63 of the Pupil's Book.
- The pupils cut out the calendar, colour it in and glue it.

Closing activities

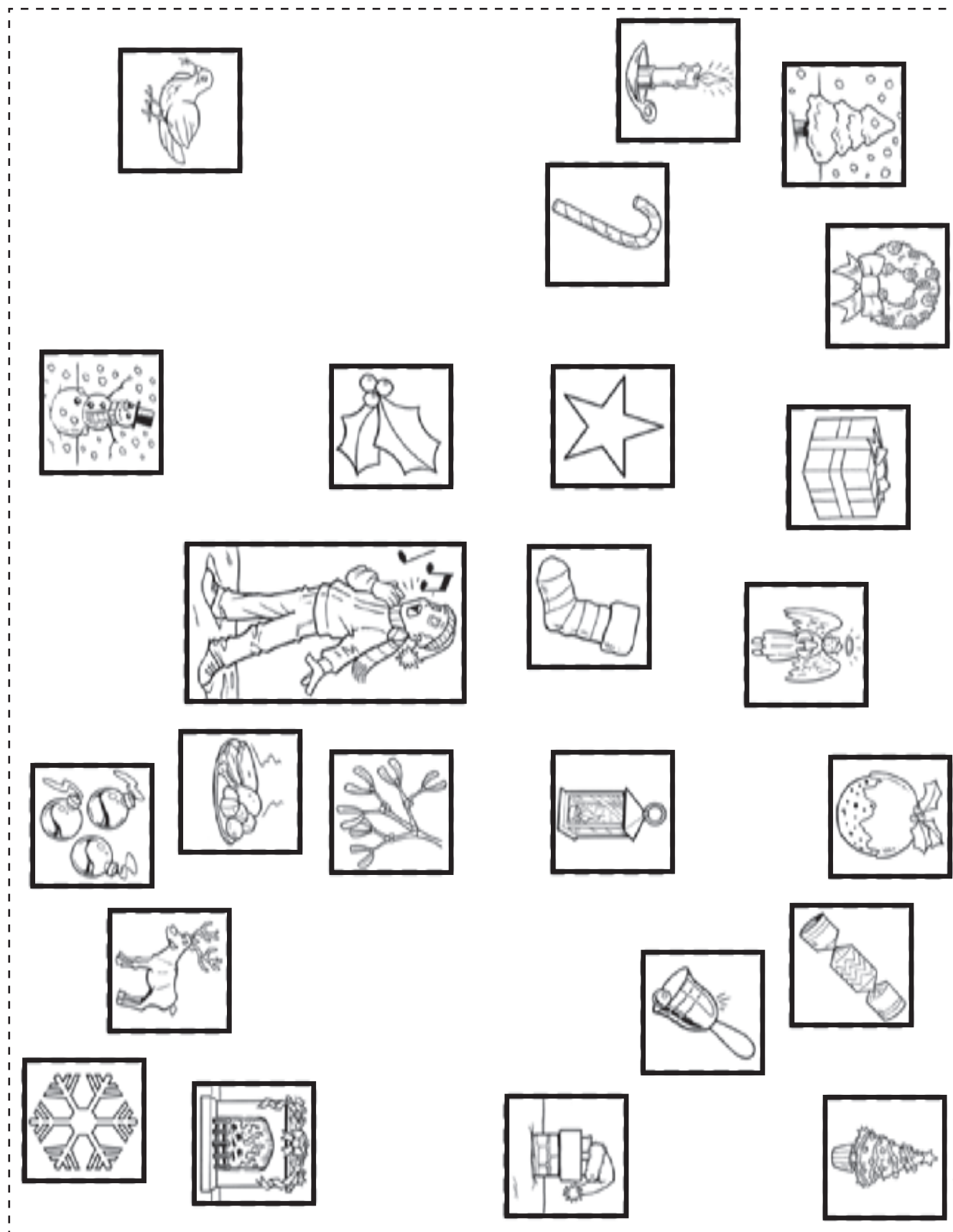
- Say to the children **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the children to sing with you.

Christmas Advent Calendar



PHOTOCOPIABLE

Christmas Advent Calendar



World Music Day

Learning objectives

- Identifying and naming words related to music
(C1) (C6) (C7) (C8)
- Listening to, reading and understanding a text about unusual musical instruments (C1) (C3) (C6) (C7) (C8)
- Answering a questionnaire (C1) (C6) (C7) (C8)

Key language

Vocabulary

- *banjo, didgeridoo, bodhran, musical instrument, string, wind, percussion, strings country music, folk music, Aboriginal, eucalyptus, termites, hand-held drum, two headed stick*

Structures

- *People/They use...*
- *I can play...*
- *She plays (the accordion).*
- *My favourite musician is...*
- *Who is your favourite musician?*
- *What musical instrument can you play?*

Recycled language

- *Do you like...?*
- *I like...*

Receptive language

- *What type of instrument is it?*
- *Let's sing/complete...*

Socio-cultural aspects

- Understanding the importance of traditional music
- Showing interest in music and unusual instruments

Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of I.C.T.
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and name words related to music
- Listen to, read and understand short texts about unusual musical instruments
- Do a music questionnaire

Language focus

- *banjo, didgeridoo, bodhran, musical instrument, string, wind, percussion, strings, country music, folk music, Aboriginal, eucalyptus, termites, traditional, hand-held drum, two-headed stick*

Materials

- Flashcards you have prepared: *drum, piano, violin*
- Photocopiable: World Music Day (TN page 286)
- Pupil's Book page 64
- Class audio CD



At-a-glance lesson plan (PB page 64)

Opening activities

- **Song** *International English* (CD 1 Track 3)



Main activities

- **Vocabulary game** *What's this?* C1 C7 C8
- Listen and read (CD 3 Track 43) Listen and point. Answer questions. Read again and say true or false. (PB page 64) C1 C6 C7 C8
- **Photocopiable activity** Find out about music. Create and complete a music questionnaire (PB page 64). C1 C3 C6 C7 C8

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)



Opening activities

- Say **Hello! How are you?** and encourage the pupils to answer and return the greeting.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Sing the song and have the pupils sing with you.

Main activities

Play *What's this?*

- Hold up the music flashcards you have prepared so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (drum). Well done!**
- Encourage the class to speculate about what each flashcard shows. When they guess correctly, congratulate them saying **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process, sticking the flashcards on the board as you go along.
- Finally ask the pupils **What's the topic?** Listen to their answers and say **Yes, Music.**



Listen and read.

- Say **Open your Pupil's Books and find page 64.** Give the pupils a moment to find the page by themselves. Ask **What can you see?** (three musical instruments). Ask the pupils what they know about musical instruments.
- Encourage the pupils to listen to the information by pointing to the pictures and key words as they hear them. Play CD 3 Track 43.
- Play the CD again and this time encourage the pupils to read the text as they listen.



World Music Day

World Music Day is on 21st June. There are free concerts and people play different music from around the world. There are different types of musical instruments. The three main types are string, wind and percussion instruments.

Banjo

The banjo is a musical instrument with four or five strings. It is originally an African instrument but people typically use it to play country and folk music in the USA. Listen to the music. Do you like the sound of the banjo?


World Music Day

1 Listen and read.

World Music Day is on 21st June. There are live concerts and people play different music from around the world. There are different types of musical instruments. The three main types are string, wind and percussion instruments.


Banjo

The banjo is a musical instrument with four or five strings. It is originally an African instrument but people brought it to play country and folk music in the USA. Listen to the music. Do you like the sound of the banjo?




Didgeridoo

The didgeridoo is a traditional Aboriginal wind instrument from Australia. It is a very old instrument. It can be one to three metres long. Didgeridoos are made of eucalyptus branches. Termites eat the inside of the branch and they make the instrument. They use paint to decorate the outside with beautiful drawings. Listen to the sound it makes. Do you like it?



Bodhrán

The bodhrán – you pronounce it 'boran' – is a traditional percussion instrument in Ireland. It is a hand-held drum that you play with a two-headed stick called a tipper or cipín. You have to sit down to play the bodhrán. You usually hold the bodhrán with your left hand and move the tipper with your right hand. What do you think of the sound it makes? Do you like it?



2 Read again and say true or false.

- The banjo is a wind instrument.
- They use the banjo to play American music.
- The didgeridoo is a modern instrument.
- Termites help make a didgeridoo.
- The bodhrán is like a drum.
- A tipper is the stick you use to play the bodhrán.

3 Find out about music. Create and complete a music questionnaire.

Look! I can play the piano and the violin. I like string instruments but my favourite musician is Sheryl Crow. She plays folk music. She plays the accordion.

How about you? What musical instrument can you play? What is your favourite musician?



Read again and say true or false.

- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **The banjo is originally an English instrument.** (False. It is originally an African instrument.) **Didgeridoos are made from plastic.** (False. They are made from wood.)
- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.
- Hold up your PB and point to Activity 2. Explain that the sentences have false information in them and that they should search in the text for the correct information.
- Ask different pupils to answer each time. Praise them, saying, **Very good!**
- Answers: 1 False (It's a string instrument.) / 2 True / 3 (False It's a traditional instrument.) / 4 True / 5 True / 5 True



Find out about music. Create and complete a music questionnaire.

- Hold up your PB and point to Activity 3. Say **Look at Anna. She's talking about music.** Give the pupils a moment to read the text and ask them some questions.
- Say **Let's complete our music questionnaire.** Ask a volunteer to hand out a copy of the photocopiable to each pupil (TN page 294).
- Check that the pupils understand the questions. Ask them to work with a partner to complete the questionnaire.
- Move around the classroom and offer help if required.
- When the pupils have finished, encourage them to swap partners and fill in the next column of the questionnaire until it is complete.

Option: You may wish to expand this activity. After interviewing each other, the pupils write a short text about music and draw a picture.

Closing activities

- Say **It's time to stop. Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 131). Play CD 1 Track 6 and encourage the pupils to sing along.

Didgeridoo

The didgeridoo is a traditional Aboriginal wind instrument from Australia. It is a very old instrument. It can be one to three metres long. Didgeridoos are made of eucalyptus branches. Termites eat the inside of the branch and this makes the instrument. They use paint to decorate the outside with beautiful drawings. Listen to the sound it makes. Do you like it?

Bodhrán

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Listen and point. Answer questions.

- Say a sentence from the text and encourage the pupils to point at the correct instrument and say its name aloud.
- Check that the pupils understand by asking questions. **What type of instrument is it? Where is it from? What has it got? How do you play it?**

World Music Day

Ask the questions. Write the answers

	Name:			
	_____	_____	_____	_____
What instruments can you play?				
Do you like string/wind/percussion instruments?				
Who is your favourite musician?				
What instruments does he/she play?				
What type of music do you like?				



Months of the year

January

February



Months of the year

March

April



Months of the year

May

June



Months of the year

July

August



Months of the year

September

October



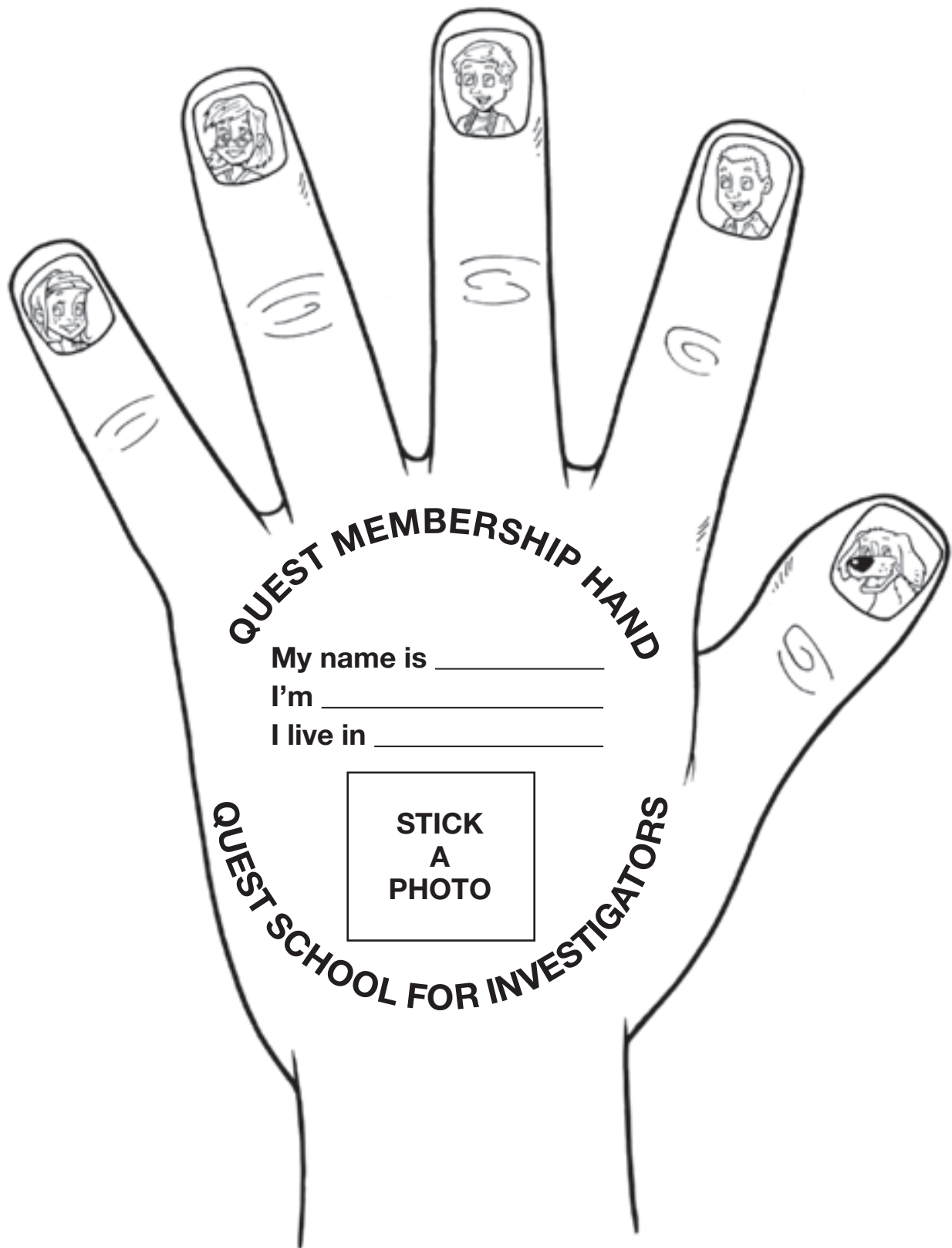
Months of the year

November

December



Quest membership hand



1 CLIL Social Science The school year

1 In the UK, the school year starts in September and finishes in July. 1

1 There are Christmas, Easter, summer and half-term holidays. 1

1 Children start school at nine and go home at three o'clock. 1

1 What time do you go to school? 1

In Spain, the school year starts in September and finishes in June.

There are Christmas, Easter and summer holidays. Children in Spain haven't got half-term holidays.

They start school at nine and usually go home at four o'clock.

Some children finish at five. What time do you finish school?

2 CLIL Geography London

London is the capital of England.

The name comes from *Londinium*, the city's Roman name.

Today London is a very big, modern city and people from all over the world live there.

The river Thames flows through London.

There are 32 bridges across the Thames in London. A famous bridge is the Millennium Bridge.

It connects the Tate Modern art gallery to St Paul's Cathedral. Can you see the cathedral in the photo?

Tower Bridge is a very old road bridge.

Ships can go under this bridge.

If the ship is very big, then the bridge goes up!

London has got lots of places to visit.

The Houses of Parliament are very famous. The UK Government meets here.

Can you see the big clock tower? This is the famous Big Ben. Do you want to visit London?

3 CLIL P.E. Adventure sports

1 You can zip-line in forests, adventure camps and river gorges.

2 You use gravity, a pulley and a line to travel from the top to the bottom.

3 You wear trainers, gloves, a helmet and a harness.

Kitesurfing is a water sport. You use the wind to move across the water.

You need a kite, a board and lots of wind!

You can travel at about 90 kilometres per hour and do different stunts.

Snowboarding is a fun winter sport. It is like surfing but on snow.
 The snowboard has got special boots and straps. Snowboarding is
 great exercise.
 You use your feet for steering and keeping your balance.

4 CLIL Social Science Money

The Euro is the currency in lots of countries in Europe such as France, Italy and Ireland.

The coins have got a common side that is the same in all the countries and a national side that is a different design.

All Euro banknotes have got the same design.



The British Pound Sterling is the currency in the UK.

You can see the Queen's head on one side of the coins and notes. On the note you can see a dark line.



This is the currency of the USA. All the notes are the same size and almost the same colour.

The \$1 note has got a picture of George Washington, the first President of the USA. American dollar notes are made from cotton and linen.

If you put them in the washing machine by mistake, don't worry! You can iron them and they are as good as new!



5 CLIL Art Faces in Paintings

This is a famous painting by Diego Velazquez.

It shows people from the Spanish Royal Family in a room in the Alcázar Palace in Madrid.

This type of painting is called realism. You can see this painting in the Prado Museum.

This is the artist, Velázquez.
 He's painting a picture of the King and Queen.
 He's got dark, curly hair and a moustache.

This is Princess Margarita. She's got straight, fair hair.
 She looks happy, I think. Can you see her eyes?
 I wonder what she is looking at.

This is a friend. Her name is Maria Agustina Sarmiento de Sotomayor.
 She's got short, curly hair.
 She's offering a drink to the Princess.

6 CLIL Social Science Different jobs

This is Peggy Whitson. She's an astronaut.

Astronauts train for 20 months and study Maths and Science. They know how to fly a plane, too.

They prepare for missions in flight simulators and underwater training tanks. Do you want to be an astronaut?



This is Tim. He and his team design computer games.

They think of a story, the characters and they create the rules of the game and the graphics.

At the end, they play the game and check it is virus free. Do you like computer games?



Sara Carbonero is a sports journalist. She writes about sports events and games.

She interviews athletes, coaches and players for the TV and newspapers.

She talks to them in a stadium or in a studio.



7 CLIL History Castles

┌ - - - - - ┐
| This is Warwick castle in the UK. |
└ - - - - - ┘

┌ - - - - - ┐
| It is an old stone castle on the river Avon. This is the way to the |
| dungeon. |
└ - - - - - ┘

┌ - - - - - ┐
| It's underground. |
└ - - - - - ┘

┌ - - - - - ┐
| This is the Great Hall. It is on the ground floor. |
└ - - - - - ┘

┌ - - - - - ┐
| There are lots of things to see, for example, suits of armour and swords. |
└ - - - - - ┘

┌ - - - - - ┐
| You can hire this room to have a dinner party for your birthday. |
└ - - - - - ┘

┌ - - - - - ┐
| This is Guy's Tower. |
└ - - - - - ┘

┌ - - - - - ┐
| It is 39 metres high and has got twelve sides. |
└ - - - - - ┘

┌ - - - - - ┐
| Do you see the red room? |
└ - - - - - ┘

┌ - - - - - ┐
| This is the Queen Anne bedroom. There is a four-poster bed. |
└ - - - - - ┘

┌ - - - - - ┐
| What other furniture can you see? |
└ - - - - - ┘

8 CLIL Science Technology

This is a smart robot vacuum cleaner. It can move by itself. Its job is to find dirt and dust and clean it.

It has got different brushes to clean everywhere, even under the furniture. It's very popular and there are lots of people who have got one.

Its battery lasts for about three hours and you can charge it again. With this robot vacuum cleaner, you can leave the house in the morning to go to work and come back and find it clean!



This is a solar powered bag. This means it draws energy from the sun.

It is covered in solar panels that turn sunlight into energy. It can charge small electronics such as your mobile phone or your MP3 player.

You can take it with you everywhere, to the shops or the park. You leave the bag in the sun for two hours and then it can charge a mobile phone. Isn't that cool?



Unit 1: International school years

The USA

When does the school year start?

When does the school year finish?

When does the school day start?

When does the school day finish?

School holiday

Interesting school fact

Australia

When does the school year start?

When does the school year finish?

When does the school day start?

When does the school day finish?

School holiday

Interesting school fact

India

When does the school year start?

When does the school year finish?

When does the school day start?

When does the school day finish?

School holiday

Interesting school fact

My country

When does the school year start?

When does the school year finish?

When does the school day start?

When does the school day finish?

School holiday

Interesting school fact



Unit 2: London quiz

1 What is 'the tube'?

2 Who lives in Buckingham Palace?

3 What money do people use in England?

4 What is 'the London Eye'?

1 What river flows through London?

2 Where do the UK Government meet?

3 Can you name a famous department store in London?

4 What food is the UK famous for?

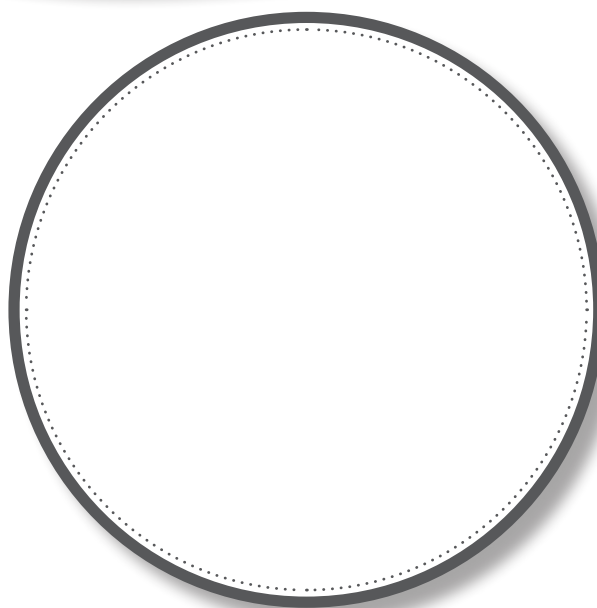
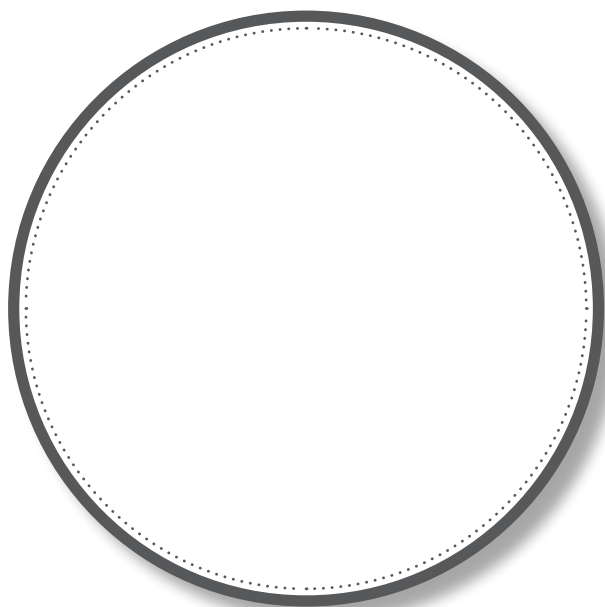
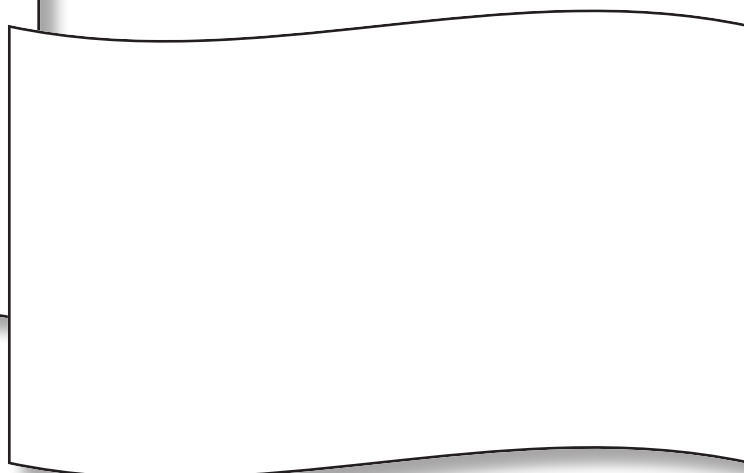
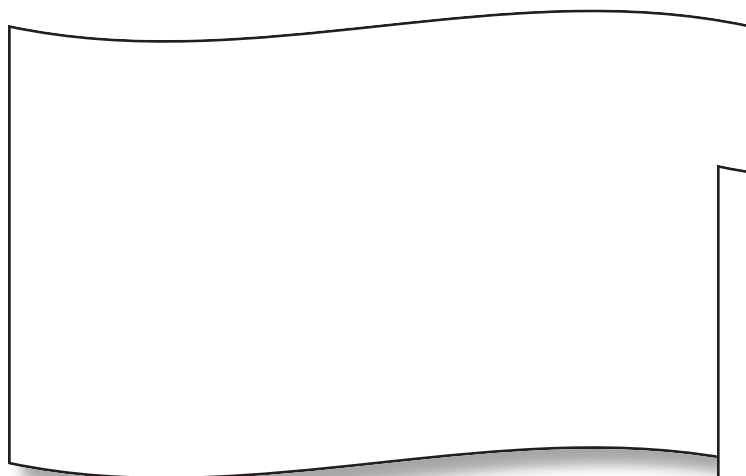


Unit 3: Sports survey

	Name:			
	_____	_____	_____	_____
What sport do you play?				
What clothes do you wear?				
How many times do you play?				
Do you play in summer or winter?				
Do you play inside or outside?				
Do you play in a team or with friends?				



Unit 4: Design a bank note and coin



Bank note

This is a _____ bank note
for _____.

The design is different. On the
front you can see _____

On the back you can see
_____.

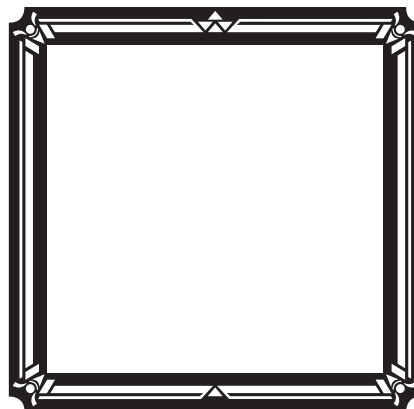
Coin

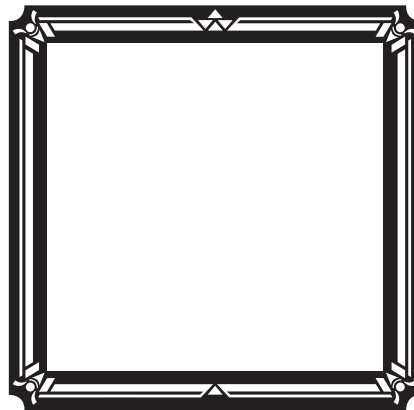
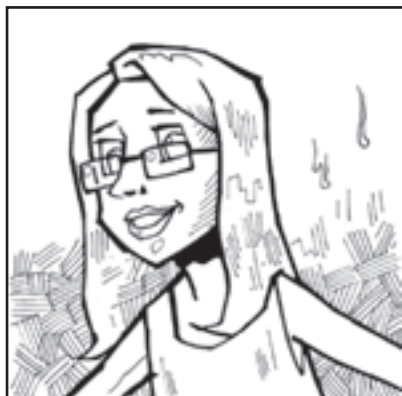
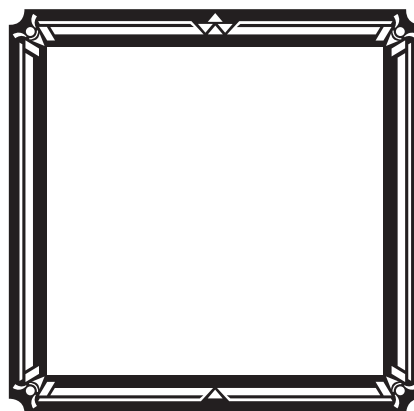
This is a _____ coin for
_____.

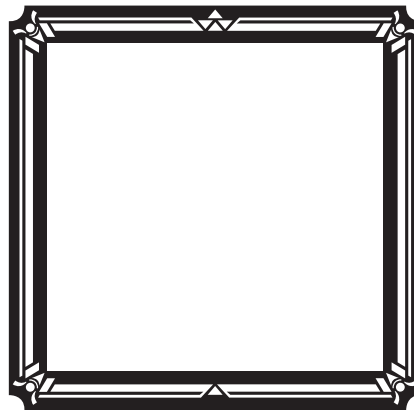
The design is different. On the
front you can see _____

On the back you can see
_____.

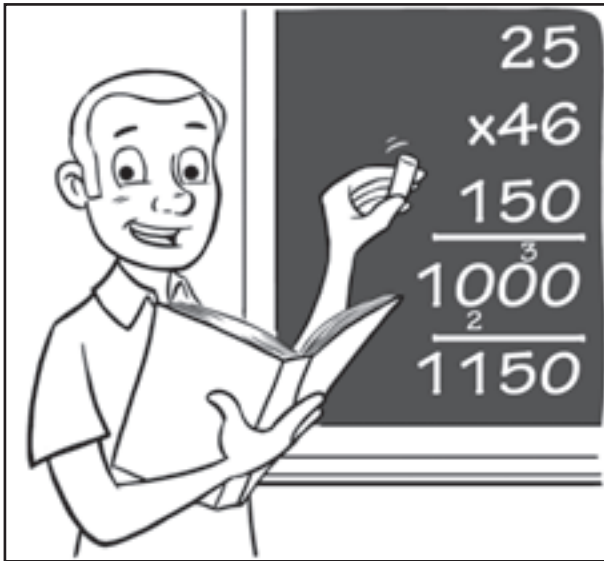
Unit 5: Create a painting



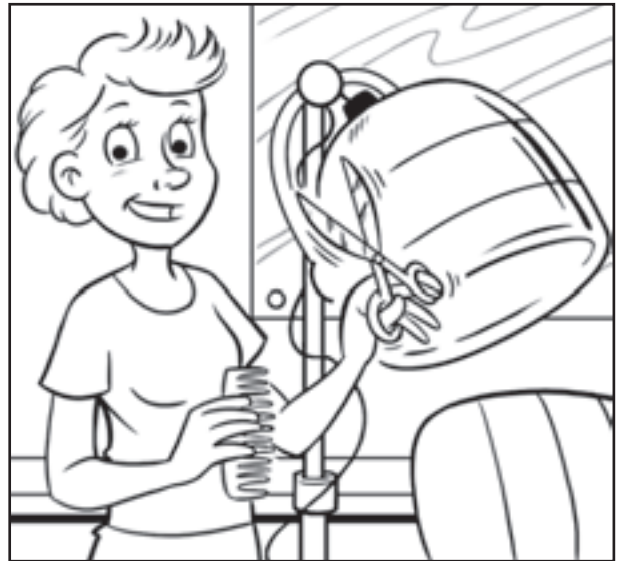




Unit 6: Different jobs



Name: John
Job: teacher
Where: school
What: teach children
Start: nine o'clock (morning)



Name: Mary
Job: hairdresser
Where: salon
What: cut hair
Start: ten o'clock (morning)



Name: Paul
Job: chef
Where: restaurant
What: cook food
Start: five o'clock (evening)



Name: Helen
Job: doctor
Where: hospital
What: help people get well
Start: seven o'clock (morning)



Unit 7: Make a castle

Name: _____

Place: _____

How old?: _____

How many floors?: _____

How many rooms?: _____

What can you see?: _____

Unit 8: Make an invention

My invention for ... homework

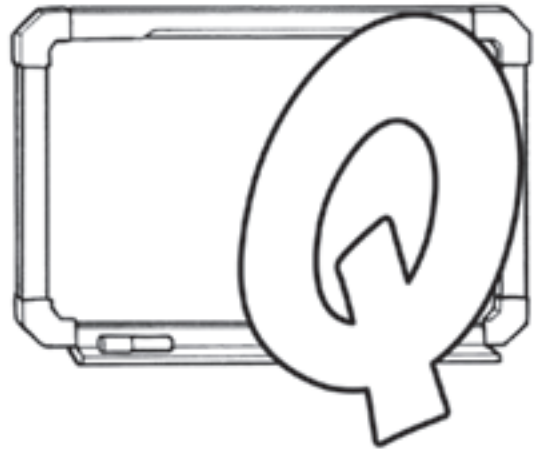
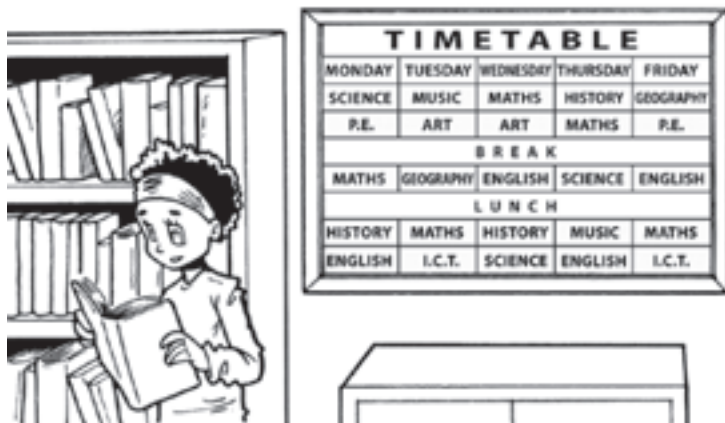
My invention for ... school

My invention for ... music

My invention for ... my pet



Quest 1: Web Quest



In Lesson 1: Find five subjects in the picture.

In Lesson 2: What is the Geography question?

In Lesson 5: What time do they study English?

In Lesson 5: When has Sophia got P.E.?

In Lesson 6: Name the four types of school holiday.



Quest 2: New York, New York!



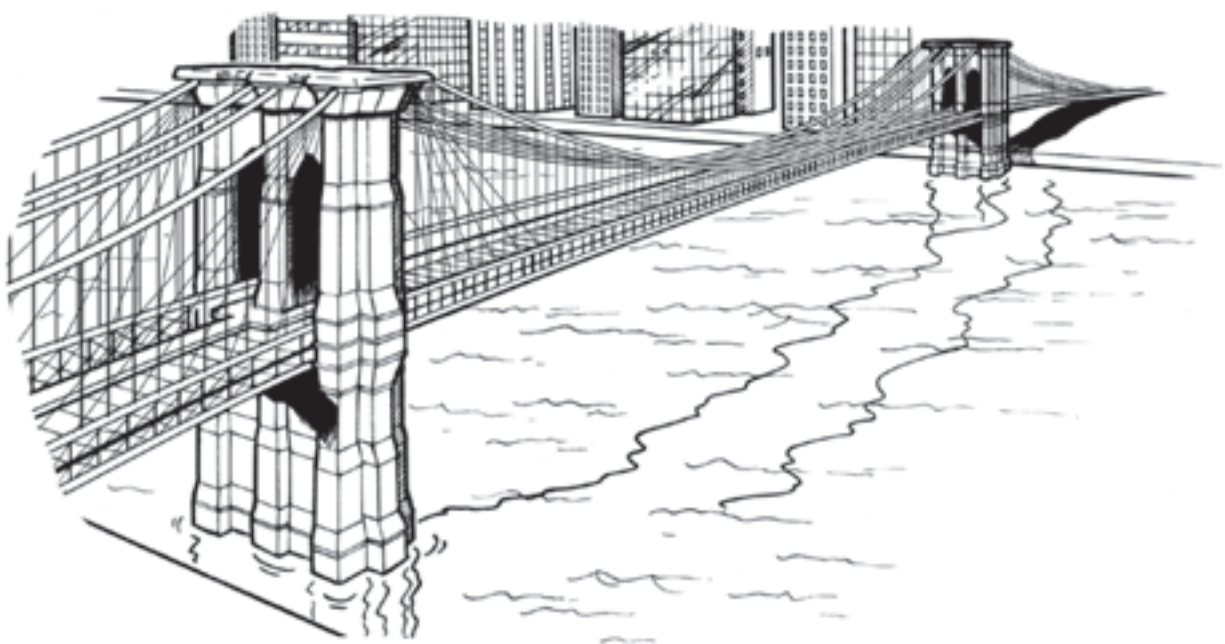
In Lesson 1: How many different shops can you see?

In Lesson 2: Name the places the children visit.

In Lesson 5: Where is the library?

In Lesson 5: Who walks down the path?

In Lesson 6: What can you see in London?



Quest 3: Activity Camp



In Lesson 1: Name five different activities.

In Lesson 2: Which activities do the children do?

In Lesson 2: Name Colin and Celia's sports.

In Lesson 5: What's the weather like for camping?

In Lesson 6: Which sport uses a pulley?



Quest 4: Town Fair



In Lesson 1: How many different food items can you see?

In Lesson 2: How much are the sweets?

In Lesson 2: What does the boy eat?

In Lesson 5: What do Scotty and Yorkie buy?

In Lesson 6: Where is Harrods?



Quest 5: Art Gallery



In Lesson 1: Who has got long hair?

In Lesson 2: Describe the Mona Matilda.

In Lesson 3: What has Shirley got?

In Lesson 5: What has Yorkie got for Scotty?

In Lesson 6: Describe the Princess.



Quest 6: What do you do?



In Lesson 1: Does Mr Fraser talk on the phone?

In Lesson 2: What time does the firefighter leave home?

In Lesson 2: What clothes do the children put on?

In Lesson 5: Is there a fire?

In Lesson 6: Name three things a sports journalist does.



Quest 7: The Castle



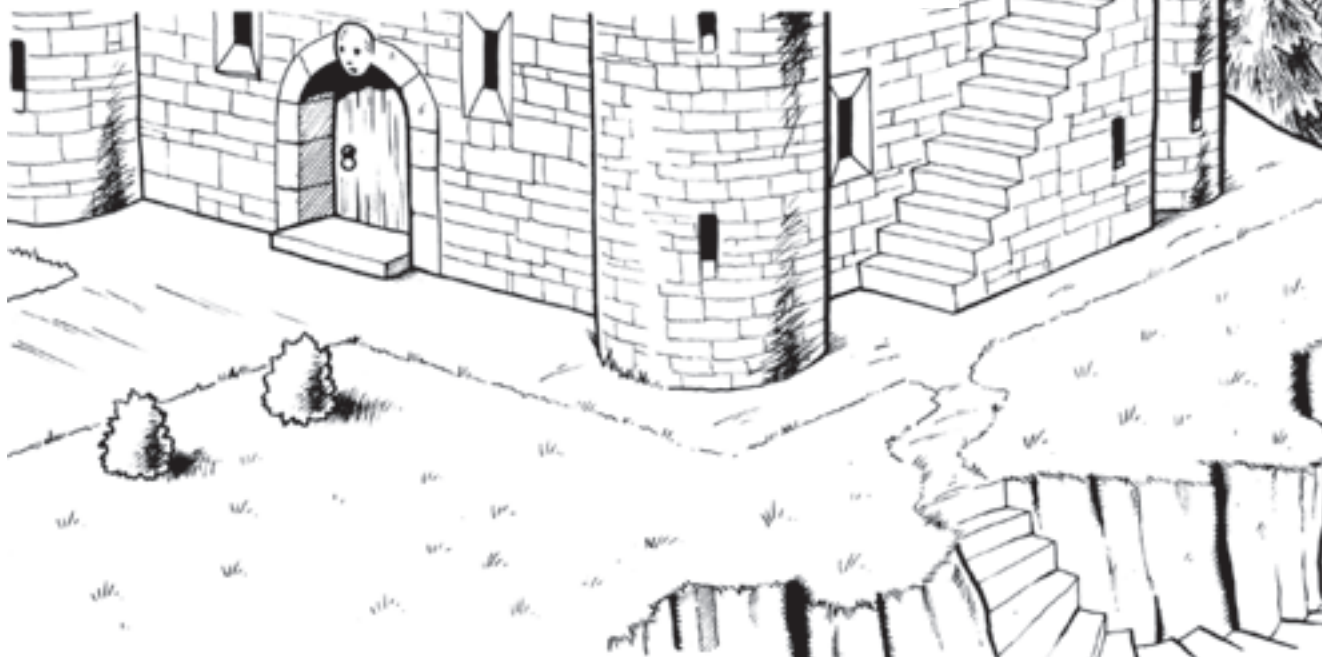
In Lesson 1: What's in the kitchen?

In Lesson 2: Find five pieces of furniture in the story.

In Lesson 2: Does Carla sit in an armchair?

In Lesson 5: How many floors has Scotty's house got?

In Lesson 6: Name three parts of the castle.



Quest 8: Science Museum



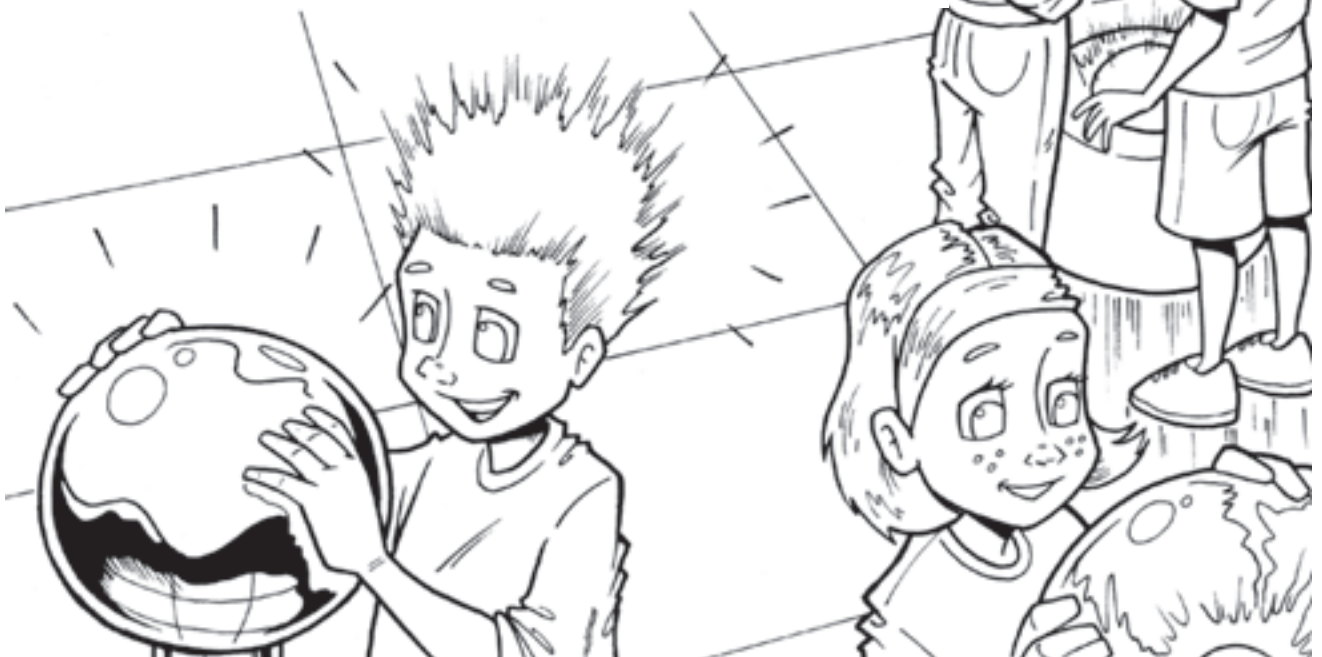
In Lesson 1: Is there a laptop?

In Lesson 2: What does Victor Virus want to do?

In Lesson 2: What does Tim eat?

In Lesson 3: What are Clare and James using?

In Lesson 6: Where does the Power Bag draw energy?



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