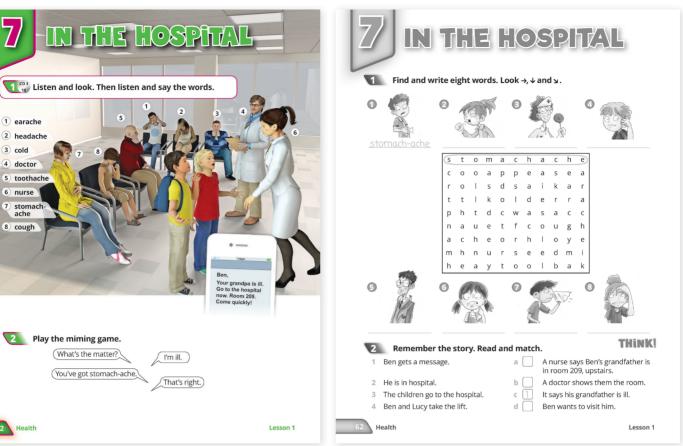
# In the hospital



### Objectives

62 Health

3 cold 4 doctor

6 nurse

8 cough

- to present and practise the core vocabulary (health)
- to give students listening and speaking practice

### Language

**New language:** hospital, doctor, nurse, cold (n), cough, headache, toothache, earache, stomach-ache, ill, get better, quickly, What's the matter?

**Recycled language:** upstairs, downstairs, lift (n), message, places in a town

### Materials

CD, Flashcards (health): 38-45, Teacher's Resourse Book (optional)

• to practise the core vocabulary through a miming game

### **Basic competences**

Language competence: Your students will be able to understand and use vocabulary for health.

Lesson 1

Sosial and civic competences: Pupils work together to play a game.

### Warm-up

- Write *Town* on the board and brainstorm places in a town.
- Supply hospital if pupils do not say it.
- Ask pupils *Do you know where the hospital is in our town?*
- Pupils tell you where it is using prepositions, e.g. *near*, *opposite*.

### Presentation

- Use the picture in the Pupil's Book and the flashcards to present the new vocabulary.
- Say each word for pupils to repeat. Check understanding.
- Elicit who pupils can see in the picture in their Pupil's Book (Ben and Lucy and lots of people) and where they are (in a hospital). Pre-teach *ill*.

## Listen and look. Then listen and say the words.

- Focus pupils on the text message at the bottom of the picture. Check understanding of *quickly*.
- Look at the picture with the class Elicit where Ben and Lucy are.
- Play the recording. Pupils hear an introductory dialogue.
- Then they listen to the numbered words and repeat.

### 3 Play the miming game.

- Demonstrate the game with the class using the prompts.
- The pupils who is pretending to be ill mimes the illness and doesn't speak.
- Pupils play the game in pairs, taking turns to speak or mime.
- Pairs perform their short dialogues/mimes for the class.

**Note:** We say You've got toothache. You've got earache. You've got stomach-ache. without the article a/an, because toothache, earache and stomach-ache are uncountable. However, cold, cough and headache are countable, so we say You've got <u>a</u> cold. You've got <u>a</u> cough. You've got <u>a</u> headache.

### Activity Book, page 62

### The find and write eight words. Look Ψ, → and 𝔅.

- Pupils find the words for illnesses in the wordsearch and use them to label the pictures.
- Key: 2 cough, 3 nurse, 4 earache, 5 doctor, 6 toothache, 7 cold, 8 headache Think!

### **2** Remember the story. Read and match.

• Pupils read and match the sentences. The information is from the introductory dialogue.

### Thinking skill: matching

**Key: 2** d, **3** a, **4** b

### **OPTIONAL ACTIVITIES**

### Reinforcement

Play the miming game from PB Activity 2 again.
 See also Teacher's Resource Book Worksheet 1, p41

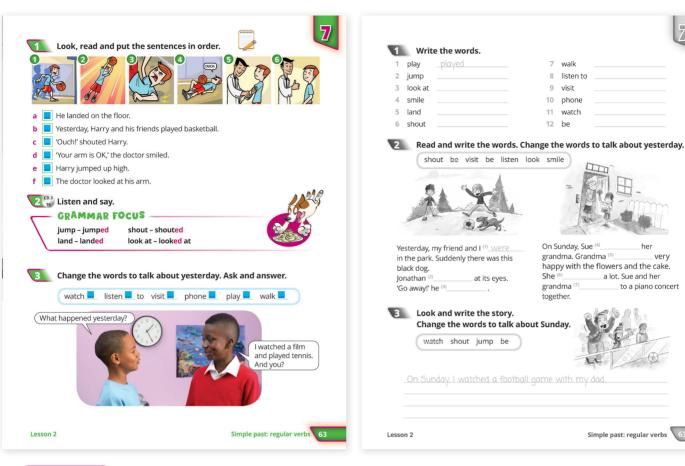
- Pupils draw their own word squares, using the one in AB Activity 1 as a model.
- Each pupil chooses six health words for his/her square. They can also use *hospital* and *ill*.
- Pupils write the words they have hidden under the word square.
- Pupils swap their word squares and find the words in their partner's square.



very

to a piano concert

a lot. Sue and her



### Objectives

- past of regular verbs)
- to present and practise the first core (grammar simple to consolidate the core grammar through a reading and writing activity

### Language

**New language:** land (v), shout (v), smile (v), phone (v), visit (v), happen (v), suddenly, spaghetti

**Recycled language:** food, places in a town, verbs

### Materials

CD, Teacher's Resourse Book (optional)

### **Basic competences**

Language competence: Pupils are able to talk about events and actions in the past.

Sosial and civic competences: Pupils work together to ask and answer about past.

### Warm-up

- Mime one of the health words. Pupils guess.
- Pupils take turns to mime other health words.

### Presentation

- Ask pupils *Do we use was/were to talk about now or the past?* (the past).
- Tell pupils they are going to learn other verbs in the past today.
- Draw a stick figure of a boy on the board and say, e.g. *This is Frank*.
- Say, e.g. Today Frank is at home. He is watching TV. (Draw a TV.) Yesterday afternoon Frank was in the park. He played football with his friends. (Draw a football.)
- Write the two past sentences on the board and underline *was* and *played*.
- Elicit that *played* is about the past and that it comes from the verb *play*.
- Say the sentence with *played* for students to repeat.
- Write another sentence about yesterday on the board, using *phone*. Underline the verb. Pupils repeat.

### Look, read and put the sentences in order.

- Pre-teach land/landed, shout/shouted.
- Ask pupils to write a-f in their notebooks.
- Pupils read (silently), look and number.
- Check answers. Then read the sentences in order for students to repeat.

### Key: a 3, b 1, c 4, d 6, e 2, f 5

### 2<sup>CD 3</sup> Listen and say.

Play the recording. Pupils listen and repeat in chorus.

• Pupils practise the verbs pairs.

### 3

### Change the words to talk about yesterday. Ask and answer.

- Elicit the past of all the verbs and check understanding of *What happened?*
- Demonstrate the activity and give pupils time to think of sentences using all the verbs before they start.
- In pairs, they take turns to ask and answer about yesterday.
- Monitor pairs as they are working to check correct use of the new structure.

Key: watched, listened to, visited, phoned, played, walked

### Activity Book, page 63

### Write the words.

- Pupils write the past simple form of the verbs.
- Key: 2 jumped, 3 looked at, 4 smiled, 5 landed,
  6 shouted, 7 walked, 8 listened to, 9 visited,
  10 phoned, 11 watched, 12 was / were

## Read and write the words. Change the words to talk about yesterday.

- Pupils read the texts and fill in the missing words.
- **Key: 2** looked, **3** shouted, **4** visited, **5** was, **6** smiled, **7** listened

## **3** Look and write the story. Change the words to talk about Sunday.

- Pupils look at the picture and the words and write the story.
- **Key:** Pupils' own answers.

### **OPTIONAL ACTIVITIES**

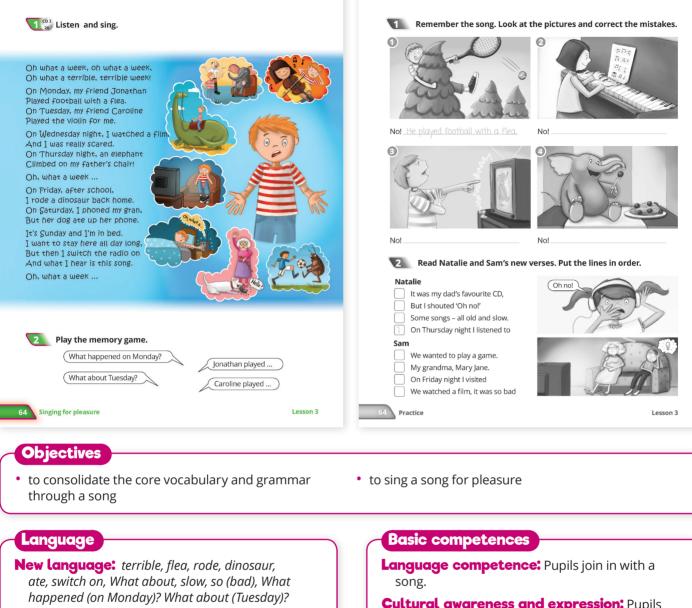
#### Reinforcement

• Ask *What happened yesterday*? Pupils say the things they said for PB Activity 3.

See also Teacher's Resource Book Worksheet 2, p42

- Extension
- Pupils write the sentences from PB Activity 3 in their notebooks.





**Receptive language:** days of the week

Materials

CD

**Cultural awareness and expression:** Pupils sing together as a class.

### Warm-up

- Write the days of the week on the board, with the letters in scrambled order and the days in random order.
- Pupils unscramble the letters and write the words correctly in their notebooks.
- Elicit the spelling and the correct sequence of the days.

### Listen and sing.

- Play the song again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Play the karaoke version of the song (CD3 Track 20) for pupils to sing in groups or in pairs.



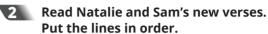
### 2 Play the memory game.

- Check pupils know what to do. Pre-teach What about ... ?
- Demonstrate the activity using the example.
- Pupils work in pairs. They cover the song and take turns to ask questions.
- Monitor pairs as they are working.
- Check using open pairs.

### Activity Book, page 64

#### Remember the song. Look at the pictures and correct the mistakes.

- Pupils write the correct sentences according to the song.
- **Key: 2** She played the violin (for me). **3** He watched a film and he was really scared. **4** An elephant climbed on my father's chair.



### Put the lines in order.

Pupils number the sentences in the correct order.

Key: Natalie: 3, 4, 2, (1); Sam: 4, 2, 1, 3

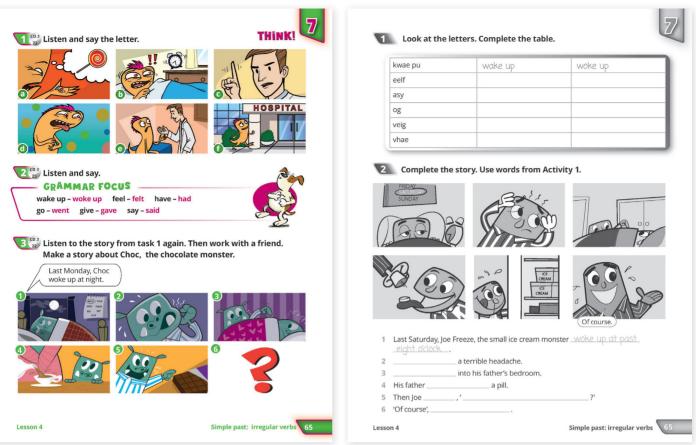
### **OPTIONAL ACTIVITIES**

### Reinforcement

- Play the song again.
- Pupils join in miming the words of the song.

- Play the karaoke version of the song.
- The class performs Natalie and Sam's verses.





- to present the second core grammar (past simple irregular verbs)
- to practise the core grammar through a listening activity
- to consolidate the core grammar by completing sentences about pictures

### Language

New language: simple past of: wake up, feel, have, go, give, say; lolly, pill

**Recycled language:** health, colours, *monster, chocolate* 

### Materials

CD, Teacher's Resourse Book (optional)

### **Basic competences**

**Language competence:** Pupils talk about events and actions in the past.

**Sosial and civic competences:** Pupils work together to make a story using the core grammar point.



### Warm-up

- Dictate the health words. Pupils write them in their notebooks.
- Pupils check their spelling in pairs.
- Elicit answers and write the words on the board for pairs to check.

### Presentation

- Draw a stick figure of a girl on the board and introduce her, e.g. *This is Paula*.
- Say, e.g. Today Paula is at school. She is learning English. (Write an English word.) Yesterday afternoon Paula was at home. She had bad earache. (Draw an ear.)
- Write the two past sentences on the board and underline *was* and *had*.
- Elicit that *had* is about the past and that it comes from the verb *have*.
- Say the sentence for pupils to repeat.
- Add another sentence about yesterday, using *go*, e.g. *She went to the doctor*.
- Write it on the board, underline *went* and elicit which verb it is from. Pupils repeat.

### Listen and say the letter. Think!

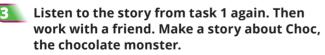
**Thinking skills:** decoding the meaning of a narrative, sequencing actions in images

- Elicit what pupils can see in the pictures in the Pupil's Book.
- Play the recording. Stop after each line for pupils to say the letter.

### Key: b, d, f, e, a, c

### 2<sup>CD 3</sup><sub>23</sub> Listen and say.

- Play the recording. Pupils listen and repeat in chorus. Repeat.
- Pupils take turns to practise the verbs pairs.



- Play the recording and make sure pupils understand they are supposed to use the story in PB Activity 1 as a model.
- Elicit a sentence for each picture.
- Pupils work in pairs and take turns to say a sentence of the story.

### Activity Book, page 65

### Look at the letters. Complete the table.

- Pupils complete the table. They write the verbs and the past simple form of the verbs.
- Key: feel felt, say said, go went, give gave, have – had

### Complete the story. Use words from Activity 1.

- Pupils look at the pictures and complete the story.
- **Key: 2** He had, **3** He went, **4** gave him, **5** said 'Can I have some ice cream?', **6** his father said

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Clap twice and say the infinitive form of one of the irregular verbs, e.g. *give*.
- Clap twice more. Pupils say the past form in chorus.
- Repeat for all the other new irregular verbs.
   See also Teacher's Resource Book Worksheet 3, p43

#### **Extension**

• Students write the Choc stories from PB Activity 3 in their notebooks.

### Grammar focus [PB p110]

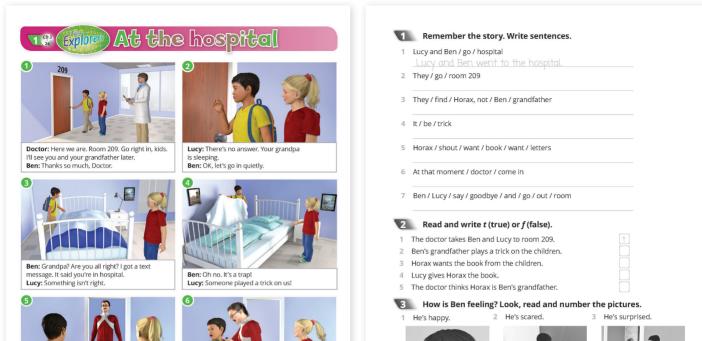


### In you notebook, write the infinitives.

- Pupils write the infinitives in their notebooks.
- Key: climb, feel, say, give, go, smile



Lesson 5



Horax: Ha ha! It's so nice of you to visit me in hospital. Welcome, children! Ben: What do you want from us, Horax? Leave us alone!

Horax: You know what I want. I want the book, and I want the letters. Lucy: No way. The book is ours. We found it in the castlel

66 Reading for pleasure; value: helping the elders

Lesson 5

• to review language from the unit

Story practice

to read a picture story for pleasure
to check comprehension of the story

### Language

Objectives

**New language:** go right in, I'll see you later, Are you all right? play a trick, leave us alone, no way, injection, lie down

**Recycled language:** characters and language from the story

Basic competences

Language competences: Pupils to listen to and read a picture story.

**Cultural awareness and expression:** Pupils act out the story.

**Sosial and civic competences:** Pupils learn the message of helping the elders.

**Materials** CD



### Warm-up

- Write *The Explorers* on the board.
- Elicit the names of the characters.
- Elicit what happened in the last episode.

### **1**<sup>CD 3</sup><sub>24</sub> At the hospital

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in frame 1 (outside the hospital room) and who is in the room (Ben's grandfather).
- Play the recording. Students listen to answer *Is Ben's* grandfather OK? (He's not there) What do they find in the bed? (Some pillows) Who comes into the room first? (Horax) Who comes into the room next? (The doctor) Do Ben and Lucy find the next letter? (No)
- Pupils compare their ideas in pairs. Elicit answers from the class.
- Play the recording again. Pupils listen and repeat.
- Play the recording again. Pause after each frame to check understanding (pupils can use L1 to talk about some of the events).

### Activity Book, page 66

### Remember the story. Write sentences.

- Pupils write the sentences using the word.
- Key: 2 They went to room 209. 3 They found Horax, not Ben's grandfather. 4 It was a trick. 5 Horax shouted 'I want the book, and I want the letters'. 6 At that moment, the doctor came in. 7 Ben and Lucy said goodbye and went out of the room.

### Read and write *t* (true) or *f* (false).

• Pupils read the sentences marking them *t* or *f* and check their answers in the Pupils Book.

Key: 2 f, 3 t, 4 f, 5 t

## Bow is Ben feeling? Look, read and number the pictures.

• Pupils read the sentences and number the pictures.

Key: 2, 3, 1

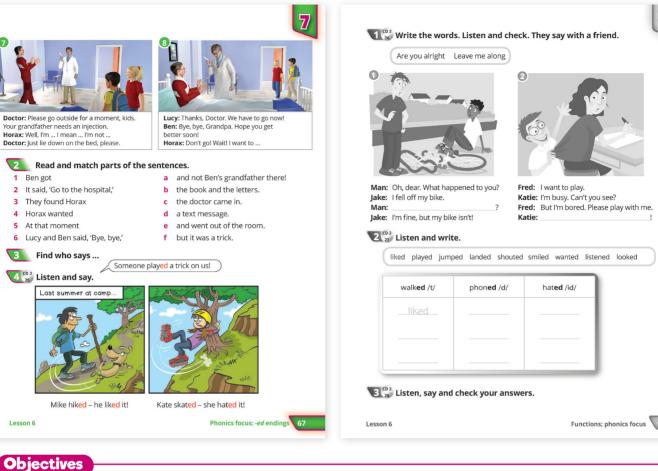
### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Put pupils into groups of four.
- Pupils each take a role of one of the characters.
- Play the recording. Pupils repeat in role.
- Pupils practise the role play in their groups.
- Volunteer groups role play the story for the class.

- Focus on what happens in the story.
- Elicit how Ben and Lucy try to care for someone who is ill (they go and visit Ben's grandfather).
- Elicit examples of when pupils have cared for people who are ill.
- **Note:** Some of this discussion may need to take place in L1.





- objectives
- to talk about the meaning of the story
- to review language from the story and the unit

### Language

New language: found, fell off

Recycled language: language from the story

Materials	)-
CD	

• to practise the pronunciation of the regular past tense endings presented in the unit

### **Basic competences**

**Language competences:** Your students will be able to interpret deeper meaning from a story.

**Sosial and civic competence:** Pupils practise short conversations to put language in context.

### Warm-up

 Ask questions about the story, e.g. Where were Ben and Lucy? (In the hospital) Who went into room 209? (Ben, Lucy, Horax and the doctor) Was his grandfather there? (No) Who was in the room? (Horax) What were the first five letters? (I, F, R, N, D)

### 2 Read and match parts of the sentences.

- Play the recording of the story again. Pupils follow in their Pupil's Books.
- Pupils work in pairs and match the sentence halves.
- Monitor pairs and help as necessary.
- Check with the class.

### Key: 1 d, 2 f, 3 a, 4 b, 5 c, 6 e

### Find who says ...

- Write *played*, *liked* and *hated* on the board, with the letters in bold in red. Ask students how the words are pronounced. Explain that sometimes we pronounce *-ed* endings as **id** and at other times with a **d** or **t** sound.
- Pupils repeat Someone played a trick on us! after you.
- Pupils find the speech bubble in the story (frame 4).

### Key: Lucy

### 4 <sup>CD 3</sup> Listen and say.

- Play the recording. Pupils look at the picture, read and repeat.
- **Note:** Before hearing the Sound sentences, pupils will hear the key sounds, with pauses for them to repeat.
- Repeat the sentences as a class without the recording. Say them loudly, slowly, quickly, whisper them, etc.
- Pupils take turns to repeat in pairs.

### Activity Book, page 67

## Listen and write the missing words. Then say with a friend.

• Pupils complete the dialogues and listen to the recording to check their answers. Then they practise the dialogues in pairs.

**Key: 1** Are you all right? **2** Leave me alone!

### **2**<sup>(D 3</sup><sub>27</sub>) Listen and write the words in the table.

• Pupils listen and write the words in the table.

### **B**<sup>(D 3</sup><sub>28</sub>) Listen, say and check your answers.

- Pupils listen and check their answers in Activity 2.
- Key: t: jumped, looked; d: played, smiled, listened; id: landed, shouted, wanted

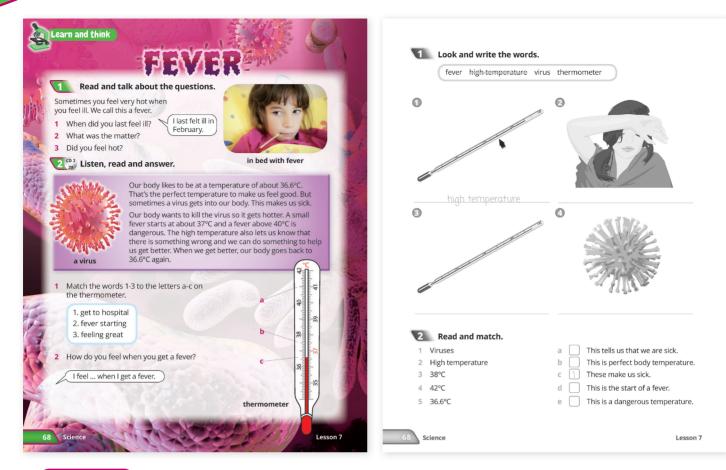
### **OPTIONAL ACTIVITIES**

#### Reinforcement

 Dictate the sentences from PB Activity 4 while pupils write. They compare their sentences with a partner before checking in the Pupil's Book.

- Write the dialogues in AB Activity 1 on the board. Underline key words (names, fell off, bike, play, busy, bored).
- In pairs, pupils make up their own dialogues by replacing the underlined words. They can use the same dialogues, but change the contexts.
- Pupils role play their dialogues for the class.





- to integrate other areas of the curriculum through English: Science
- to extend pupil's understanding of illnesses

### Language

**New language:** fever, last, temperature, perfect, virus/viruses, thermometer

Recycled language: health

### Materials

CD, Teacher's Resourse Book (optional)

### **Basic competences**

Language competences: Pupils use known language to talk about Science in English.

Basic competence in science and

**technology:** Pupils use the information they have learnt about our body to complete the matching task.

### Warm-up

- Introduce the topic of fever and temperatures by drawing a thermometer on the board.
- Say We use this when we are ill. We put it in our mouth or under our arm or on our forehead to see how hot we are. Use mime to help show what you mean.
- Elicit if pupils have a thermometer at home and if they use it.
- Tell pupils they are going to learn about thermometers and fevers today. Write both words on the board.



#### Read and talk about the questions.

- Read the introduction and the questions with the class.
- Talk about the questions together. Check understanding of last.

### 2<sup>CD 3</sup> Listen, read and answer.

- Focus pupils on the pictures.
- Play the recording for the pupils to listen and follow in their Pupil's Books.
- Play the recording again, pausing after each sentence to check general understanding and understanding of new words.
- Pupils work in pairs to answer the questions.
- Elicit and discuss answers as a class.
- Key: 1 41 get to hospital, 37.5 fever starting, 36.6 – feeling great, 2 (possible answer): hot, tired

### **Activity Book, page 68**

### Look and write the words.

• Pupils look at the pictures and write the words.

Key: 2 fever, 3 thermometer, 4 virus

### Read and match.

• Pupils read the sentences and match them to the words.

Key: 2 a, 3 d, 4 e, 5 b

### **OPTIONAL ACTIVITIES**

#### Reinforcement

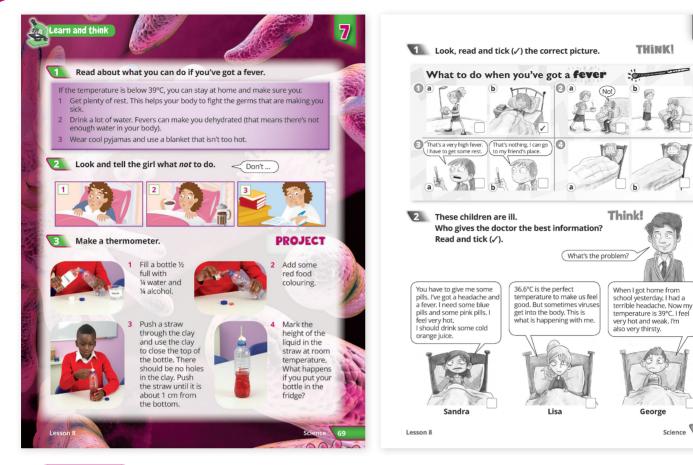
- Write the following prompt on the board: *Today I've learnt about:*
- Elicit from pupils what they learnt today, e.g. normal body temperature and fevers.
- Write it on the board. Pupils copy it into their notebooks.

See also Teacher's Resource Book Worksheet 4, p44

### **Extension**

• Pupils work individually. They draw a thermometer with numbers from 35 to 42 on it in their notebooks and label it with Perfect body temperature, Start of a fever and Dangerous temperature.

## Lesson 8



### Objectives

- to extend the focus on Science through English
- to enable students to complete a project

### Language

**New language:** plenty, rest (n), fight, germs, dehydrated, pyjamas, blanket, alcohol, food colouring, straw, clay, height, liquid, room temperature

**Recycled language:** Science, fevers and temperatures

### Materials

bottles, water, alcohol, red food colouring, clay, straw

### **Basic competences**

Language competences: Pupils talk about Science in English.

**Sence of initiative and enterpreneurship:** Pupils make a thermometer.

**Learning to learn:** Pupils reflect on what they've learnt from the unit and become aware of what they can do now.



#### Warm-up

1

- Elicit what pupils remember about the previous lesson.
- Write key words (*virus, temperature, thermometer, fever*) on the board to help them.
- Review how to say temperatures, e.g. 37°C = Thirty-seven degrees Celsius.

#### Read about what you can do if you have a fever.

- Pre-teach plenty of rest, dehydrated, pyjamas and blanket.
- Read the activity instructions with the class.
- Pupils read the text silently and discuss in pairs.
- Check and discuss answers.

#### Look and tell the girl what *not* to do.

- Read the prompt and remind pupils to use *Don't* to tell someone what not to do.
- Pupils work in pairs, thinking of advice to give the girl in the pictures.
- Elicit answers and write the sentences on the board.
- Key: (sample answers): 1 Don't sleep with a big blanket. 2 Don't drink hot drinks/coffee. 3 Don't do your homework. Get plenty of rest.

### 3 Make a thermometer. Project

- Tell pupils what they are going to do for the project.
- Read through the instructions with the class before giving them the materials.
- Lay out all the materials on a central table.
- Pupils come and collect what they need.
- Go around the class to check pupils are following the instructions and are doing the project safely. Make sure the clay around the straw is absolutely airtight (otherwise the thermometer will not work).
- When all the thermometers are finished, elicit results and talk about them.

### Activity Book, page 69

#### Look, read and tick (🖌) the correct picture.

Thinking skill: analysing and synthesising Think!

- Pupils look and tick the correct picture.
- Key: 2 b (Drink a lot of water.), 3 a (Get plenty of rest.),
  - 4 b (Use a blanket that isn't too hot.)

## These children are ill. Who gives the doctor the best information? Read and tick ().

Thinking skill: applying world knowledge Think!

• Pupils read the texts and tick the correct picture. **Key:** George

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write the following prompt on the board: *Today I've ...*
- Elicit what pupils did in the lesson today, e.g. *learnt* more about fevers and what to do when people are ill, and I've made a thermometer.
- Write it on the board. Pupils copy it into their notebooks.

#### Extension

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, pupils make notes on what they did and the sequence they did it in.
- Pupils then each write a report of the project and of what the outcome was. They write what the height of the liquid in the straw was at the end.
- Monitor and help as necessary.
- **Note:** You could now do the end-of-unit test on Teacher's Book pages 206–207. You could also use the Lesson Culture for unit 7 on page 94 (PB).

### My review (unit 7) [AB p94]

#### Complete the words. Then match.

- Pupils write the missing letters, then match the words to the pictures.
- Key: 1 doctor, 2 stomach-ache, (3) headache, 4 caugh,5 cold, 6 nurse

#### 2 Change the words to talk about yesterday.

• Pupils write past simple forms of the verbs.

Key: visited, played, went, had

**3** Read and colour the face.

• See notes for Activity 4 on page 41.

# he market

•



### Objectives

- to present the core vocabulary (food)
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary with a picture crossword

Lesson 1

• to practise the core vocabulary through a personalised writing activity

### Language

- New language: food: fish, bread, eggs, grapes, lemons, watermelons, mangos, beans, tomatoes, potatoes, delicious
- Recycled language: Do you like ...? I like, I don't like
- Receptive language: market, caves, hungry, underground

### Materials

CD, Flashcards (food): 46-55, an apple (optional), Teacher's Resource Book (optional)

### **Basic competences**

- Language competence: Pupils identify and name food items.
- Social and civic competences: Pupils work together to ask and answer about a picture.
- Sense of initiative and entrepreneurship: Pupils write sentences about their own likes and dislikes regarding food.

### Warm-up

- Draw an apple on the board (or show one if you've brought one with you). Elicit what it is and write it on the board.
- Elicit other foods pupils know, e.g. *banana, carrot, cheese*, etc.
- Draw a circle on the board and write *Market* in the middle. Tell pupils this is where we can buy different food items.
- Start to build a word map with the elicited food words.

### Presentation

- Use the flashcards to present each item of food.
- Say the word for pupils to repeat. Do this a few times.
- Hold up each flashcard for pupils to say the word in chorus.
- Stick the flashcards on the board around the word map and elicit the words at random.

## Listen and look. Then listen and say the words.

- Look at the picture with the pupils. Ask *Where are the Explorers?* (At the market.) *How many people can you see?* (Five.) *What kind of market is it?* (A food market.)
- **Note:** Focus pupils' attention on the message at the bottom of the picture. Ask them where they think the letter might be. Remind pupils that they will find out later in the unit in the story in lessons 5 and 6.
- Play the recording. Pupils point to the foods as they hear them.

### CD3 Track 30

Ben: The next letter is in the Caves.

Lucy: That's right. Hmm, I'm hungry. Let's get some food first.

Ben: OK. What about that big watermelon?

Lucy: Oh, don't be silly, Ben. Let's get some grapes and mangos. Do you like mangos?

**Ben:** Yes, they're OK. Let's take some bread, too. **Lucy:** Fine. Oh! Buster, you're hungry too! **Now say the words.** 

1 fish, 2 bread, 3 eggs, 4 grapes, 5 lemons,
6 watermelons, 7 mangos, 8 beans, 9 tomatoes,
10 potatoes

- Play the recording again. Pupils repeat the food words.
- Ask questions to check understanding, e.g. Do they buy a watermelon? (No.) What do they buy? (Grapes, mangos and bread.) Is Buster hungry? (Yes.) What do you think Buster wants to eat? (A fish.)

### 2 Describe and guess.

- Pre-teach *delicious*. Hold up a flashcard of the tomato and ask, *Does it taste good or bad*? (Good.) *How good*? (Very good). Say *delicious* for pupils to repeat.
- Look at the words in Activity 1 and elicit vocabulary to describe each food. Write the words on the board, e.g. colours, shapes and adjectives like *big, long, short* as well as *fruit* and *vegetables*. Elicit what foods are fruits and which are vegetables.
- Do one more example for the pupils, e.g. *They are small and green*. (Grapes.)
- Pupils say and guess in pairs. Monitor and help with vocabulary.
- Do class feedback by asking for descriptions of the fruit and vegetables.

### Activity Book, page 70

### Do the crossword.

• Pupils look at the pictures to complete the crossword.

Key: Down 3 tomatoes, 4 lemon, 5 mango, 7 eggs, 8 beans;
 Across 2 watermelon, 6 potatoes, 9 grapes,
 10 fish

### 2 Look at Activity 1. Write true sentences.

• Pupils write true sentences about themselves using the words in Activity 1.

Key: Pupils' own answers

### **OPTIONAL ACTIVITIES**

### Reinforcement

- Flash each flashcard quickly in front of the class.
- Pupils say what it is.
- Place each flashcard back on the board around the word map (from the warm-up).
- Pupils choose two food items they wrote about in AB Activity 2. They walk around the classroom saying to their classmates, e.g. *I like (mangos). I don't like (tomatoes).*

See also Teacher's Resource Book Worksheet 1, p46

- Focus pupils on the word map on the board.
- Say, e.g. *In my bag, I've got some mangos.* Pupil A chooses another fruit or vegetable and says, e.g. *In my bag, I've got some mangos and a lemon.*
- Continue the list, choosing pupils at random, until there are about eight items.
- Pupils start another list in small groups.





- to present the first core grammar
- to practise the core grammar through a personalised speaking activity
- to practise word order in polite offers
- to give further practice in the core grammar (articles with singular and plural nouns)

### Language

**New language:** would like (for offers); I'd like a/an / some, food

### Materials

CD, Flashcards (food): 46–55, Teacher's Resource Book (optional), paper, coloured pens/pencils, scissors (optional)

### **Basic competences**

- Language competence: Pupils make polite offers and responses.
- **Social and civic competences:** Pupils work together to ask and answer about a picture.
- **Cultural awareness and expression:** Pupils learn how to be polite.



### Warm-up

- Play a guessing game. Say, e.g. *It's yellow and round,* making a shape with your hand.
- Pupils try to guess. When a pupil guesses correctly, show the flashcard to confirm.
- The pupil comes to the front, secretly chooses a flashcard and continues the game.

### Presentation

- Hold out the *tomatoes* flashcard to a pupil. Ask *Would you like some tomatoes*? Prompt the pupil to say *Yes, please*.
- Repeat with a different flashcard and pupil eliciting *No, thank you.*
- Practise offering flashcards around the class. Focus pupils on the use of *a*/some.
- Hand out the flashcards to pupils. They practise asking and answering in open pairs.

### Look, read and say the letter.

- Look at the pictures and elicit what food pupils can see.
- Pupils read and match the mini-dialogues individually. Then they compare answers in pairs.
- Check answers with the class asking pupils to read a dialogue in pairs. Drill pronunciation if necessary.
- Pupils then read the mini-dialogues again in pairs.

### Key: 1 c, 2 d, 3 a, 4 b

### 2<sup>CD 3</sup><sub>31</sub> Listen and say.

- Play the first question and answer on the recording. Pupils repeat.
- Do the same for the second question and answer.
- Write a tomato, an orange and some bread, some grapes on the board and underline a, an and some. Elicit when we use each word. (a – singular nouns starting with consonant, an – singular nouns that start with a vowel, some – plural countable nouns and uncountable nouns).
- Pupils practise asking and answering in pairs.

#### Choose four things you would like to eat. Then ask and answer.

- Demonstrate the activity by choosing your own four items and having pupils ask you *Would you like ...?* Answer *Yes, please* or *No, thank you.*
- Give pupils a minute to choose their four items.
- Pupils ask and answer in pairs. Monitor and help.
- Check in class using open pairs.

#### Key: Pupil's own answers

### Activity Book, page 71

### Write a, an or some.

• Pupils complete the questions using *a*, *an* or *some*.

Key: 2 a, 3 an, 4 some, 5 an

#### Put the words in order.

• Pupils reorder the questions.

**Key: 2** Would you like a mango? **3** Would you like some bread? **4** Would you like some fish?

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write *a*, *an* and *some* in large letters on three separate pieces of paper. Stick them up around the classroom.
- Say food items aloud. Pupils walk to the correct word, e.g. *grapes* (*some*), *grape* (*a*).

See also Teacher's Resource Book Worksheet 2, p47

### **Extension**

- Make groups of six. Pupils draw and cut out foods to make a market display.
- Two pupils role play the market sellers. The others role play customers.
- Pre-teach Here you are/Thank you/It's (five) pounds.
- Groups set up their markets and do their role plays.

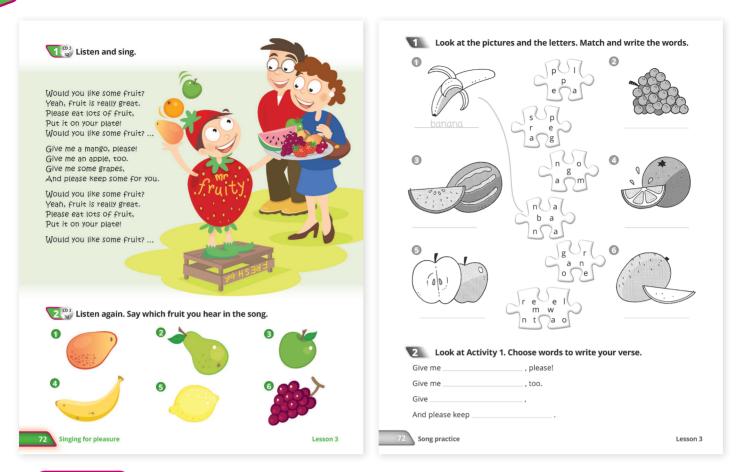
### Grammar focus [PB p110]

#### Put the words in order.

- Pupils reorder the questions and sentences in their notebooks.
- Check answers with the class. Then ask them to practise asking and answering the questions in pairs.

**Key: 1** Would you like a lemon? **2** Would you like some beans?





- to consolidate the core vocabulary and grammar (food, *would like* for offers) through a song
- to check comprehension of the song
- to practise spelling and personalise the topic of fruit

to sing a song for pleasure

### Language

New language: food, would like (for offers)

**Receptive language:** Put it on your plate! Give me (a mango), please! keep some for you.

### Materials

CD, Flashcards (food): 46-55 (optional)

### **Basic competences**

Language competence: Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

**Sense of initiative and entrepreneurship:** Pupils write their own verse of a song.



### Warm-up

- Hold up each flashcard in turn. Don't say the word.
- Pupils write the words in their notebooks.
- They compare answers and spellings in pairs. Check with the class.

### Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit what fruit they can see in the pictures.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Explain keep some for you.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (CD3, track 33) for pupils to sing in two groups.

### 2<sup>(D3)</sup> Listen again. Say which fruit you hear in the song.

- Pupils look at the small pictures first and identify the fruit.
- Play the recording. Pupils point to the fruit in Activity 2 as they hear them.
- In pairs, they take turns to say a fruit in Activity 2 and respond yes or no if it is or isn't included in the song. Check with the class.

**Key: 1** mango, **3** apple, **6** grapes

### Activity Book, page 72



#### Look at the pictures and the letters. Match and write the words. 🔞

 Pupils match the pictures to the jumbled letters and write the words.

Key: 2 grapes, 3 watermelon, 4 orange, 5 apple, 6 mango

### 2 Look at Activity 1. Choose words to write your verse.

• Pupils write their own verse using words from Activity 1. They read/sing their verse in pairs.

**Key:** Pupils' own answers

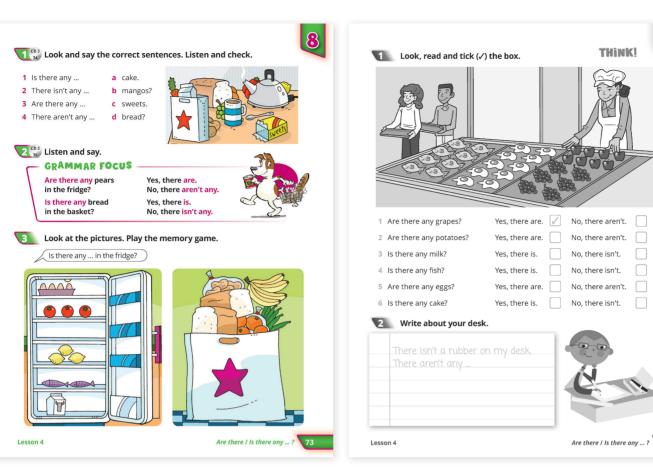
### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Brainstorm all the food from the lesson and any other the pupils know. Write them on the board.
- Draw three circles: Fruit, Vegetables and Other.
- Ask the pupils to copy the circles in their notebooks and classify the words.
- Check answers with the class.

- Put pupils into groups of four.
- They look at the verses that they wrote in AB Activity 2 and choose a verse to sing.
- Play the karaoke version of the song (CD3, track 33) and pupils sing their verse.
- Pupils choose another verse from the group and sing this too if they wish.





- to present the second core grammar
- to practise the core grammar through listening for specific information
- to give further practice in the core grammar through a speaking activity
- to practise the core grammar with a reading activity and a personalised writing task

### Language

**New language:** Are there / Is there any ...? Yes, there is/are; No, there isn't/aren't any, food

Recycled language: classroom objects

**Receptive language:** fridge, basket, sweets

### Materials

CD, basket for fruit (optional), Flashcards (food): 46–55 (optional), Teacher's Resource Book (optional)

### **Basic competences**

- Language competence: Pupils ask and answer about what food and objects there are.
- **Social and civic competences:** Pupils work together to ask and answer about a picture.
- **Sense of initiative and entrepreneurship:** Pupils write about their desks.

### Warm-up

- Write the following food words in jumbled letter order on the board: *cake, mangos, sweets, bread.*
- Pupils work individually to work out what each word is.
- Check answers by asking individual pupils to come and write the words on the board.

### Presentation

- Draw a basket shape on the board (or use a real basket if you have one).
- Stick the *bread* and *grapes* flashcards on the board in the basket.
- Ask Is there any bread in the basket? Elicit Yes, there is. Ask Are there any grapes in the basket? Elicit Yes, there are. Say the questions again this time hiding the flashcards to elicit No, there isn't any and No, there aren't any.
- Repeat with the flashcards for *tomatoes* and *fish* eliciting the answers from the class.

### Look and say the correct sentences. Listen and check.

- Refer pupils back to the words on the board and ask them to point to them in the picture.
- Give pupils time to say the complete questions and sentences in pairs.
- Play the recording for pupils to check their answers.
- Play the recording again for the pupils to repeat.

#### CD3 Track 34

#### 1

Julie: Is there any bread, Mum? Mum: Yes, there is, Julie. It's on the table. 2

Jenny: Oh, no, Dad. There isn't any Cake! Dad: Oh, sorry Jenny! Dan: Mum, are there any mangos on the table? Mum: No, there aren't any, Dan. But there are some grapes. Go and look.

4

3

Mark: Dad, there aren't any sweets in the box. Dad: OK, Mark. Let's go and buy some sweets.

### Key: 1 d, 2 a, 3 b, 4 c

### 2<sup>CD 3</sup><sub>35</sub> Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Repeat. Elicit when we use *any* (in questions and negative answers with countable and uncountable nouns).
- Pupils practise the questions and answers in pairs.

### Look at the pictures. Play the memory game.

• Look at the pictures as a class. Point to the food items in the fridge and bag for the pupils to say the words.

- Tell pupils to look at the pictures for 30 seconds and then close their books.
- Do two examples with the class. Ask *Is there any milk in the fridge? Are there any bananas in the shopping bag?* Pupils answer using short answers.
- Pupils play the game in pairs. Monitor and help.

### Activity Book, page 73

### Look, read and tick (/) the box. Think! Thinking skill: interpreting pictures

- Pupils read the questions and tick the correct answer looking at the picture.
- **Key: 2** No, there aren't. **3** No, there isn't. **4** Yes, there is. **5** Yes, there are. **6** No, there isn't.

### 2 Write about your desk.

• Pupils look at the objects on their desk and write about what there is/isn't on it.

**Key:** Pupils' own answers

### **OPTIONAL ACTIVITIES**

### Reinforcement

- Say sentences about your table or desk. Some of them are true and some are false, e.g. *There aren't any books on my desk*.
- Pupils put up their right hand for false sentences and their left hand for true sentences. Invite individuals to correct the false statements.

See also Teacher's Resource Book Worksheet 3, p48

### Extension

- In pairs, pupils ask and answer about their descriptions from AB Activity 2, e.g. Are there any pencils on your desk?
- Monitor and check pupils are forming the questions correctly.
- Do class feedback by asking pupils about their partner's desk, e.g. Are there any pencils on (Marco's) desk?

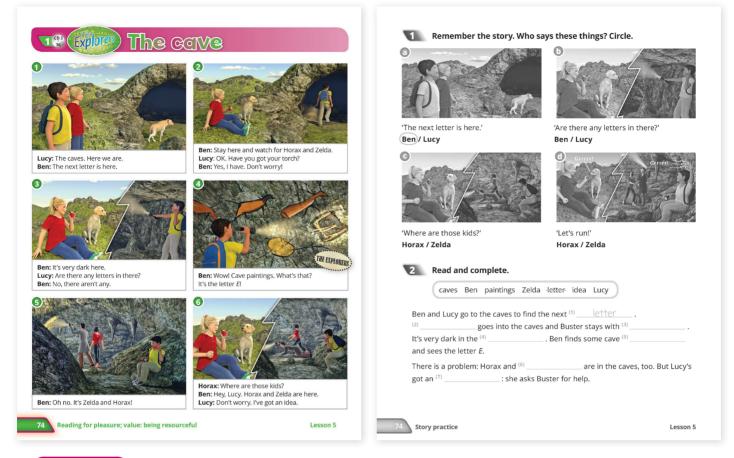
### Grammar focus [PB p110]

#### 2 Say the complete sentences.

- Pupils do the activity in pairs. They take turns saying the complete question and answering with a short answer.
- Invite pairs to ask and answer a question for the whole class.

Key: 1 Are, are. 2 ls, isn't.





- to read a picture story for pleasure
- to review language from the unit

### Language

**Recycled language:** characters and language from the story

**Receptive language:** torch, Don't worry, dark, cave painting

Materials

CD

- to check comprehension of the story
- to review the story

### **Basic competences**

Language competence: Pupils listen to a story.

- Cultural awareness and expression: Pupils act out the story.
- **Social and civic competences:** Pupils learn the message of being resourceful through a story.

### Warm-up

- Elicit the names of the main characters (Ben, Lucy and Buster) and the people trying to get the book (Zelda and Horax).
- Elicit what pupils remember from the last episode.

### 1<sup>CD 3</sup><sub>36</sub> The cave

- Ask the pupils to look at the pictures of the story. Elicit where the friends are in frame 1 (outside a cave). Ask what pupils think Lucy has got in frame 3 (a walkie-talkie) and what Ben has got in frame 4 (a torch).
- Play the recording. Pupils listen and then answer the questions: *Who goes into the cave?* (Ben.) *Who stays outside?* (Lucy.) *Where does Ben see the fifth letter?* (On the wall with the cave paintings.) *What is it?* (E.) *Why are Zelda and Horax scared?* (They hear Buster over the walkie-talkie.)
- Divide the class into four groups: *Ben, Lucy, Horax* and *Zelda*. Play the recording again. Pause after each line for the children to repeat their role in groups.

### Activity Book, page 74

## Remember the story. Who says these things? Circle.

• Pupils look at the pictures and read the sentences from the story. They circle the name of the character who said the sentence.

Key: 2 Lucy, 3 Horax, 4 Zelda

### **2** Read and complete.

• Pupils complete the story summary with words in the box.

Key: 2 Ben, 3 Lucy, 4 caves, 5 paintings, 6 Zelda, 7 idea

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Put pupils into groups of four.
- Pupils each take a role of one of the characters (Ben, Lucy, Horax and Zelda).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

- Focus on what happens in the story.
- Elicit ways Ben and Lucy are resourceful, e.g. *They buy a torch and a walkie-talkie before they go and Lucy uses Buster to scare Horax and Zelda.*
- Elicit examples of when the pupils themselves have been resourceful.
- **Note:** Some of this discussion may need to take place in L1.





- to check comprehension of the story
- to learn how the letter *e* at the end of a word can change the pronunciation making the vowel sound long
- to practise conversation sequences
- to give pupils further practice with words with long vowel sounds

#### Language

New language: Stay here and watch. Hurry up

Recycled language: language from the story

**Receptive language:** gentlemen

### Materials

CD

### **Basic competences**

Language competence: Pupils interpret the message behind a story.

**Social and civic competences:** Pupils practise sentence sequences.

### Warm-up

- With books closed, see how much pupils can remember about the story.
- Ask Who goes into the caves? (Ben.) What do Lucy and Ben have? (Walkie-talkies.) What does Buster do? (He growls to scare Horax and Zelda.)



### 2 Answer the questions.

- Play the recording again.
- Pupils read the guestions and discuss their answers in pairs.
- Pupils write full sentences in their notebooks.
- Do open class feedback by reading the questions and encouraging pupils to use full sentences in their answers.
- Key: 1 No, he doesn't. 2 He finds cave paintings. 3 Horax and Zelda are in the caves. 4 No, they don't. 5 Lucy has got an idea.

Note: Remind pupils that in order to solve the puzzle and find the treasure they need to record the letters they find on page 14 of their Activity Book.

### Find who says ...

- Write *cave* and *paint* on the board using a red pen for the *a* e and *ai*. Explain that the two words have the same vowel sound.
- Pupils repeat the sentence after you.
- They find the sentence in the story (frame 4) and say who says it.

### Kev: Ben

### 4 <sup>CD 3</sup> Listen and say. Phonics

- Play the recording. Pupils look at the picture, read and repeat.
- Note: Before hearing the sentence, pupils will hear the key sounds with pauses for them to repeat.
- Repeat the sentences as a class without the recording.
- Pupils take turns to say the sentence in pairs.

### Activity Book, page 75

### Write the words. Listen and check. Then say with a friend.

· Pupils complete the dialogues and listen to check their answers. Then they practise the dialogues in pairs.

Key: 1 here, watch, 2 an idea



• Pupils write the words with the target sounds in the table.

### ຢີ 😘 Listen, say and check your answers.

• Pupils listen to check their answers in Activity 2. Check with the class. Then they practise saying the groups of words in pairs.

**Key:** say: game, rain, play; see: (Irene), cheese, really; five: nine, light, time; go: phone, code, coat; you: use, computer, music

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Dictate the following words for pupils to write in their notebooks: cap, cut, not, bit, plan.
- Say the words for pupils to repeat.
- Tell pupils to write the letter *e* onto the end of each word and then work in pairs to work out the new pronunciation.
- Do class feedback by saying the original word and eliciting the new pronunciation when an *e* is added.

- Write the dialogues in AB Activity 1 on the board. Underline key words, e.g. gentlemen, run.
- In pairs, pupils make up their own dialogues by replacing the underlined words.
- Pupils role play their dialogues for the class.



1 Who makes breakfast on Sundays?	-	Read and tick (/) what they like. Hi, I'm Sandra and I live in London. In our family, we have				
	<ul> <li>Chicken for dinner on Wednesdays. We love it! M</li> <li>Potatoes, carrots and tomatoes with the chicken.</li> </ul>					d cooks
			potatoes, carrots and tomatoes with the chicken. My mum and my brother John like potatoes, carrots and			
		tomatoes. My dad likes potatoes and carrots. He doesn't like				
	4	tomatoes. I like potatoes and tomatoes but I don't like carrots Yuck!				
2 Who drinks milk for breakfast?				d I like juice. J	"ohn doesn"t like	juice.
	21	He and my mum like water with their dinner.				
			<b>S</b>			
📲 👔 📲	Ĭ	<u>k</u>	Sandra	John	Mum	Dad
3 Who eats eggs and beans for breakfast?			$\checkmark$	1	$\checkmark$	1
		**				
		7				
4 Who doesn't like fruit?		<b>S</b> T				
		-4-5				
		2 Write about your family.				
		Hi, I'm and I live in In our family,				
		we have				
2 Ask and answer.						_
What do you have for breakfast? I have milk and	6					

- to practise listening for specific information
- to personalise the topic of breakfast

- to practise reading for specific information
- to personalise the topic of family by writing a short description

### Language

New language: make breakfast, food Recycled language: drink

## Materials

CD, Teacher's Resource Book (optional)

### Basic competences

- Language competence: Pupils practise their listening and writing skills.
- **Social and civic competences:** Pupils ask and answer about breakfast habits.
- **Sense of initiative and entrepreneurship:** Pupils write about their family.

### Warm-up

- Play Bingo with food items.
- Pupils draw a 2 x 2 grid in their notebooks. They write four food items in the grid.
- Read out food items in the context of a sentence, e.g. *I'd like an orange, please. Would you like a mango?*
- Pupils listen out for their food items.
- The first pupil to cross out all of their food items and call out *Bingo!* is the winner.

### 🚺 🙀 Listen and say the letter. 🐠

- Tell pupils to study the pictures in the Pupil's Book and read the questions before they listen.
- Elicit who the people in the pictures are (Daniel, sister (Emma), Mum and Dad).
- Play the recording straight through to the end.

#### CD3 Track 40

Hi, I'm Daniel. I'm from New York. On Sundays, my sister Emma and I make breakfast. I have milk. My sister, my mum and my dad have orange juice. My dad and I have sausages and eggs. My mum and my sister have eggs and beans. My mum, my sister and I also have apples or mangos. My father doesn't. He doesn't like fruit. He has some cheese.

- Pupils compare their answers in pairs.
- Play the recording again.
- Check with the class.

Key: 1 c, 2 b, 3 b, 4 c

### Ask and answer.

- Do the example as a class. Elicit a complete answer, e.g. I have milk and (*fruit*).
- Pupils stand up and walk around the classroom asking and answering the question. Tell pupils to try and remember what they can.
- Do class feedback eliciting what pupils remember about their classmates. Pupils just need to say the food item (not a full sentence).

### Activity Book, page 76

### Read and tick (✓) what they like.

- Pupils read the text and tick the correct picture for each person.
- **Key:** Sandra potatoes, tomatoes, juice; John potatoes, tomatoes, carrots, water; Mum potatoes, tomatoes, carrots, water; Dad potatoes, carrots, juice

### Write about your family.

• Pupils use the model in Activity 1 to write about their family and what food they like/don't like.

Key: Pupils' own answers

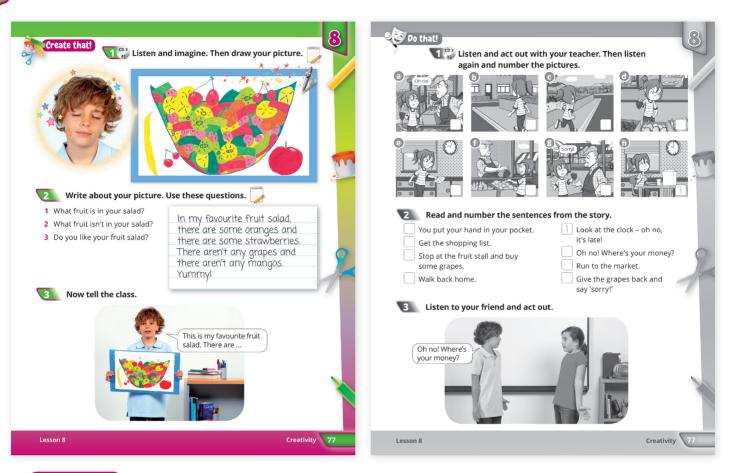
### **OPTIONAL ACTIVITIES**

#### Reinforcement

• Pupils read their paragraphs about their family in groups from AB Activity 2. The children listening write down the food items the 'writer' likes and doesn't like. Then they compare answers and check with the 'writer'.

See also Teacher's Resource Book Worksheet 4, p49

- Pupils work in groups of four.
- They draw a table like the one in AB Activity 1 and write the names of their family members at the top.
- Down the side they write all the foods they mentioned in their texts for Activity 2.
- They put ticks and crosses to show which foods each person likes and does not like.



- · to draw out the pupils' creativity and imagination
- to do a craft project (draw a fruit salad and write about it)
- to act out a story and think about sequencing
- to give and follow instructions

### Language

**New language:** fruit salad, bowl, spoon, pocket, a list, fruit stall

### Recycled language: food

Receptive language: wonderful smell, yummy

### Materials

CD, coloured pens/pencils, paper

### Basic competences

- Language competence: Pupils listen to ideas and respond creatively.
- **Sense of initiative and entrepreneurship:** Pupils draw and colour a picture based on what they hear.
- Cultural awareness and expression: Pupils participate in actions based on what they hear.
- **Social and civic competences:** Pupils work together to give and respond to instructions.
- **Learning to learn:** Pupils reflect on what they've learnt from the unit and become aware of what they can do now.

### Warm-up

- Divide the class into three groups. Give each group a fruit name, e.g. Oranges, Bananas and Mangos.
- Explain that you are going to talk about fruit and each time a group hears their fruit they have to stand up (and then sit down). If they hear the word *fruit salad*, they all have to stand.
- Example text to read: I like fruit. On Monday, I eat mangos, on Tuesday I eat bananas and on Wednesday I eat oranges. On Thursday, I eat bananas and mangos but not oranges. My mum and my sister like bananas and oranges. My sister doesn't like mangos. At the weekend, I eat fruit salad with mangos, oranges and bananas. Do you like fruit salad?

### Listen and imagine. Then draw your picture.

- Tell pupils to put their heads on their desks, close their eves and listen.
- Play the recording. At the end of the recording, speak quietly and tell pupils to listen again and imagine.
- Tell them they are going to draw the picture from their imaginations.

#### CD3 Track 41

Close your eyes and listen. Let's make a big fruit salad for you and your friends. What fruit would you like for your salad? Would you like some bananas and apples? Would you like some red grapes? Or some mangos and a watermelon?

Now, imagine you cut the fruit. Smell the fruit - what a wonderful smell! And now get a bowl and a spoon. Mmm, a delicious fruit salad. Yum! Now draw your piCture.

- Play the recording again.
- Pupils draw their own pictures of what they imagined.
- Go around the class and encourage pupils.
- If you wish, pupils can stick their pictures onto coloured card.

#### 2 Write about your picture. Use these questions.

- Read through the example description in class. Elicit the answers to the questions.
- Pupils write their own descriptions.
- Monitor and help with vocabulary.

#### Now tell the class. 3

- Invite pupils to read their descriptions to the class.
- To check understanding for those pupils listening, ask questions, Are there any oranges? Is there a mango?

### **Activity Book**, page 77

### Listen and act out with your teacher. Then listen again and number the pictures.

 Pupils act out the situations as they listen. They listen again and number the pictures in order.

**Key:** a 6, b 8, c 3, d 5, e 2, f 4, g 7, (h 1)

#### **Read and number the sentences from the** story.

 Pupils read the sentences from the story and number them in order.

**Key:** 5, (1), 2, 6, 4, 3, 8, 7

### Listen to your friend and act out.

 In pairs, pupils take turns giving instructions and acting them out.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write the sentences from AB Activity 2 on the board. Underline pocket, grapes, market.
- Pupils draw their open picture story with sentences under each one. They use the model on the board to help them but change the underlined words.
- Display pupils' stories around the room.

#### Extension

- Display pupils' pictures from PB Activity 1 on the tables or on the walls.
- Tell pupils to walk around and see what they can find in each bowl.
- Ask pupils which pictures are similar.
- Note: You could now do the end-of-unit test on Teacher's Book pages 208–209. You could also use the Lesson Culture for unit 8 on page 95 (PB).

#### My review (unit 8) [AB p95]

#### Look and circle the word.

Pupils look at the pictures and circle the correct word.

Key: 2 bread, 3 lemon, 4 eggs, 5 potatoes, 6 grapes, 7 beans, 8 mango, 9 watermelon, 10 tomatoes

#### **2** Look and complete the questions. Write the answers.

 Pupils complete the questions and refer to a shopping list to write the answers.

**Key: 1** there, Yes, there is. **2** Are there, No, there aren't. **3** Are there, Yes, there are. **4** Is there, No, there isn't.

#### Read and colour the face.

See notes for Activity 3 on page 41.

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# Our daily tasks

 $\mathbb{D}$ 

Listen and look. Then listen and say the words.

UR



Lesson 1

### Objectives

to present the core vocabulary (daily tasks)

Who does the daily tasks in your family? Ask and answer.

- to practise the core vocabulary through a personalised speaking activity
- to practise writing the core vocabulary

#### Language

**New language:** daily tasks: sweep, do the shopping, tidy up, cook, take the dog for a walk, feed the dog, wash up, dry the dishes, every

**Recycled language:** sit down, let's, clean, imagine

Receptive language: relax, clean

### Materials

CD, Flashcards (daily tasks): 56–63, Teacher's Resource Book (optional)

### **Basic competences**

**Competence in linguistic communication:** Pupils identify and name daily tasks.

**Social and civic competences:** Pupils work together to ask and answer about daily tasks.

#### **Sense of initiative and entrepreneurship:** Pupils write about themselves and their families.

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e

1 sweep 2 do the shopping

3 tidy up
4 cook
5 take the dog for a walk
6 feed the dog

7 wash up8 dry the dishes

78 Daily tasks

### Warm-up

• To revise daily routines, ask individual pupils *What time do you get up? Do you watch TV in the evenings? Do you go to the park at the weekends?* 

### Presentation

- Ask pupils what other things they do in their day and then ask *Do you help at home?*
- Show pupils the flashcards and ask them to point to the things that they do. Ask *Do you like it?*
- Hold up the flashcard for *wash up* and ask *Do you wash up? Do you like it?*
- Hold up the other flashcards and ask in the same way.

## Listen and look. Then listen and say the words.

- Elicit who pupils can see in the main picture (Ben, Lucy and Grandpa) and where they are (Grandpa's house).
- Pupils look at the numbered phrases and activities in the smaller pictures.
- Play the recording. Pupils hear an introductory dialogue. They then listen to the numbered phrases and repeat.

### CD3 Track 43

Ben: At last! We can sit down and relax now! Let's look at the list.

Lucy: OK. Do the shopping, yes; COOK, wash up, yes ... Ben: Tidy up and sweep, yes! Ah, here's Grandpa.

Grandpa: Hello! Wow! What a great job – it's all very clean! Thank you, children!

Lucy: Now, Grandpa - sit down and tell us the story about that waiter in the restaurant.

Grandpa: OK. Imagine it's the year 1980 ...

### Now say the words.

1 sweep, 2 do the shopping, 3 tidy up, 4 COOK, 5 take the dog for a walk, 6 feed the dog, 7 wash up, 8 dry the dishes

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the smaller pictures and saying the phrases.

### 2 Who does the daily tasks in your family? Ask and answer.

• Read the example question on the Pupil's Book page. Encourage any pupils for whom this is true to say the response together. Then model the negative response *No, he doesn't* and ask the rest to repeat. Elicit other family members whom pupils could ask about (my mum, sister, brother) to the board. Check the present simple third person question form by writing *cook* on the board and encouraging the class to make a new question, e.g. *Does your sister cook*? Elicit true answers.

- Pupils ask and answer in pairs. Monitor and check that pupils are using the correct third person forms and that they are pronouncing them correctly.
- Do class feedback by asking open pairs to ask and answer.

### Activity Book, page 78

### Find seven more daily tasks.

- Pupils circle the daily tasks in the wordsnake.
- **Key:** take the dog for a walk, sweep, dry the dishes, cook, tidy up, feed the dog, do the shopping

### 2 Look and write the daily tasks from Activity 1.

- Pupils write the words from Activity 1 under the pictures.
- Key: 2 cook, 3 sweep, 4 do the shopping, 5 wash up,6 take the dog for a walk, 7 tidy up, 8 feed the dog
- Write sentences about yourself and your family.
- Read the example and elicit ideas to finish the sentence. Check for the correct third person singular verb form. Pupils write their sentences individually.

Key: Pupils' own answers

### **OPTIONAL ACTIVITIES**

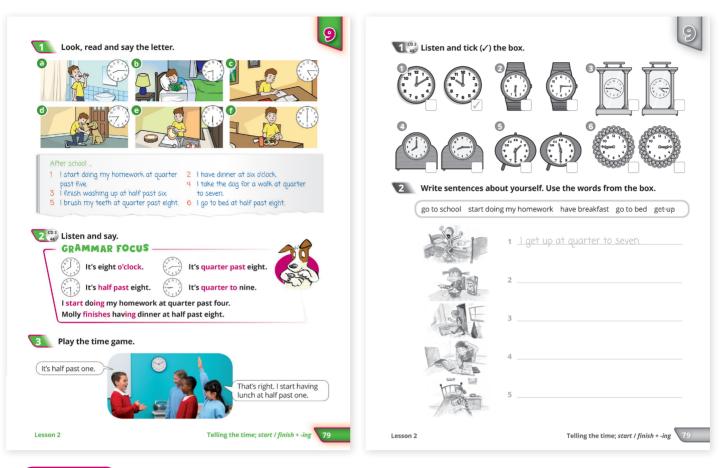
### Reinforcement

- Mime one of the tasks for pupils to guess.
- The pupil who guesses correctly comes out to mime a new action.

🕼 <u>See also Teacher's Resource Book Worksheet 1, p51</u>

- Pupils work in groups and read the sentences that they wrote in AB Activity 3.
- Encourage pupils to talk about what tasks they like and don't like.





- to present the first core grammar
- to practise the core grammar through a reading activity
- to practise the core grammar through a personalised speaking activity
- to practise writing the core grammar

### Language

- **New language:** telling the time: *quarter past/to, half past, start/finish + -ing, do (my) homework,* daily tasks
- **Recycled language:** o'clock, have breakfast/dinner, brush (my) teeth, go to bed, go to school

### Materials

CD, Teacher's Resource Book (optional)

- **Basic competences**
- **Competence in linguistic communication:** Pupils talk about activities and time.
- **Social and civic competences:** Pupils play a game.

#### **Competence in mathematics:**

Pupils consolidate the concept of time and think about their daily routines.

### Warm-up

- Elicit the eight daily tasks to the board. Prompt with the initial letter if necessary.
- Give pupils one minute to decide on their favourite and least favourite activity. (They can imagine doing the activities if they don't normally do them.)
- Have a class vote to find the favourite and least favourite activity.

### Presentation

- Draw three or four clock faces on the board showing different o'clock times. Elicit the times.
- Draw three more clocks on the board, showing quarter to two, quarter past six and half past ten.
- Point to each clock and say the time. Pupils repeat.
- Elicit the time in L1 for each clock.
- Change the times on the clocks and elicit more examples with *quarter to/past* and *half past*.

#### $\sqrt{1}$

### Look, read and say the letter.

- Pupils look at the clocks in the pictures and the sentences underneath.
- Pre-teach / Elicit the meaning of *do my homework*.
- Pupils read the sentences silently and match each one with the correct picture.
- They compare answers in pairs.
- Check answers with the class.
- Focus pupils on sentences 1 and 3 and ask how they are different from the others (they both include two verbs, the second of which is an *-ing* form). Ask *Does he finish doing his homework at quarter past five?* (No, he starts doing it.)

### Key: 1 c, 2 f, 3 e, 4 d, 5 a, 6 b

### $2^{CD 3}_{44}$ Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

### Play the time game.

- Play the first question and answer on the recording. Pupils repeat.
- Do the same for the second question and answer.
- Pupils practise the questions and answers in pairs.

### Ask and answer.

- Demonstrate the game with your own example. Use your arms as the hands of a clock and hold them at e.g. 8.30. Encourage the class to guess what time you are showing. When the pupils guess correctly, confirm and add a sentence with *start* or *finish* + *-ing* form, e.g. *That's right*. *I start having dinner at half past eight*.
- Remind pupils that they have to use *start* or *finish* + *-ing* form, so they need a suitable time for this.

- In pairs, pupils take it in turns to show a time and make up a sentence when the correct time is guessed.
- Monitor and check that they are doing both parts of the game correctly.
- Do class feedback by inviting volunteers to show an example time and to say their sentence.

### Activity Book, page 79

### 

• Pupils listen to the time and tick the correct clock.

### CD3 Track 45

- 1 It's ten o'clock.
- 2 It's half past six.
- 4 It's quarter past eight.
- 5 It's half past eleven.6 It's guarter to nine.
- 3 It's quarter to four.
- Key: 2 first clock, 3 first clock, 4 second clock,
- **5** second clock, **6** first clock

### 2 Write sentences about yourself. Use the words from the box.

• Pupils use the pictures and the words in the box to help them write sentences about their daily routine.

Key: 2 | have breakfast at ..., 3 | go to school at ...,

- **4** I start doing my homework at ...,
- 5 I go to bed at ... + times (pupils' own answers)

### **OPTIONAL ACTIVITIES**

### Reinforcement

- Ask pupils to draw eight clock faces without hands.
- Dictate eight different times for pupils to draw.
- They compare their clocks in pairs. While they are doing this, draw a clock face on the board without hands (or eight of them if you have enough space).
- Check by asking pairs to come and draw the hands for each time on the board.

🖙 <u>See also Teacher's Resource Book Worksheet 2, p52</u>

### Extension

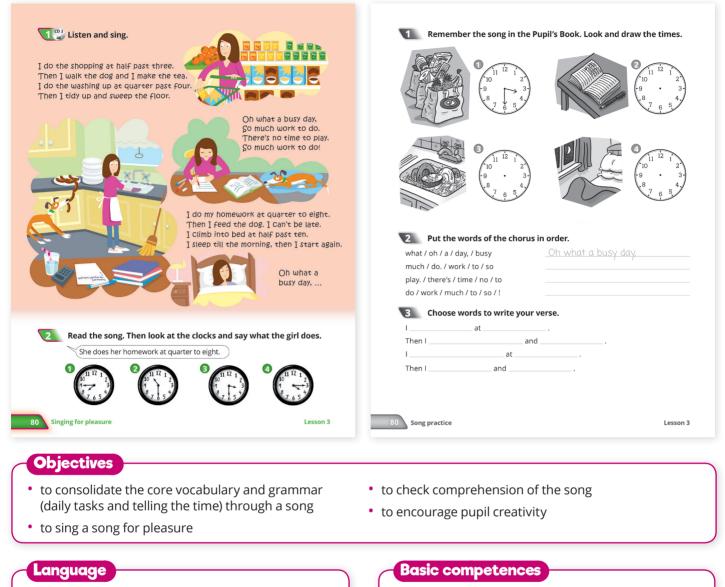
- Put pupils into groups of four to compare the times that they wrote for AB Activity 2.
- Elicit information from different pupils about another pupil in their group, e.g. (*Alberto*), *tell me about (Elena*). *What time does she have breakfast?*
- Pupils can transfer the information about their group onto a bar chart.

### Grammar focus [PB p110]

### Look and say the complete sentences.

**Pupils** look at the clocks and complete the sentences with the correct verb form and the time.

Key: 1 having ... quarter past, 2 watching ... half past



**New language:** daily tasks, telling the time, make the tea, till, again

**Receptive language:** busy

#### - Materials CD

**Competence in linguistic communication:** Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

#### **Sense of initiative and entrepreneurship:** Pupils write their own verse of a song.

#### Warm-up

- Invite a pupil to come to the front of the class.
- Whisper a daily task to him/her for the pupil to mime.
- The class try to guess what it is. Encourage someone to ask *Do you (wash up) at home?*
- The pupil who mimed the task answers (Yes, I do / No, I don't).
- Repeat for the other daily tasks with different pupils.

## Listen and sing.

- Pupils look at the pictures in the Pupil's Book. Elicit what activities they can see.
- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD3 Track 47) for pupils to practise singing the song.
- **Note:** The phrase *walk the dog* means the same as *take the dog for a walk* and *do the washing up* means the same as *wash up*.

### 2

# Read the song. Then look at the clocks and say what the girl does.

- First establish with the class that the song describes an imaginary busy day and that the girl doesn't really do all this much housework every day because she would be at school.
- Demonstrate the activity. Focus on the first clock, elicit the time and ask pupils to find the verse which gives this information. Then read the speech bubble, showing how the wording changes to talk about *she*.
- In pairs, pupils take it in turns to describe what the girl in the song does at each of the times shown on the clocks.
- Do class feedback by eliciting full sentences.

Key: 2 She climbs into bed at half past ten.

- **3** She does the shopping at half past three.
- 4 She does the washing up at quarter past four.

## Activity Book, page 80

#### Remember the song in the Pupil's Book. Look and draw the times.

- Pupils look at the pictures and draw the correct times on the clocks.
- They check their answers with PB Activity 1.
- **Key: 2** quarter to eight, **3** quarter past four, **4** half past ten

#### 2 Put the words of the chorus in order.

• Pupils read the words and write them in the correct order to form the chorus.

**Key:** So much work to do. There's no time to play. So much work to do!

#### 3 Choose words to write your verse.

- Copy the skeleton text onto the board and elicit some ideas first before pupils write their own verses.
- Key: Pupils' own answers

## **OPTIONAL ACTIVITIES**

#### Reinforcement

• Use the karaoke version of the song (CD3 Track 47) for groups to sing their verses from AB Activity 3. The whole class sings the chorus each time.

- Write on the board *What time does she ... ?*
- Pupils work in pairs. One pupil has their book closed. They take it in turns to test each other on what they can remember about the song.

After scho 1 take t	100	))))))))))))) walk at quar						<b>ne habits.</b> Iways sometimes n eat pizza	ever a on Friday.		always eat izza on Friday. Me too!
six     Monday       2 do homework at quarter past four     Monday       3 do homework after plano lesson     Tuesday       4 wash up     Wednesday       5 go to bed at half past eight     Thursday					2 I watch TV on Saturday.						
					3       I       get up before seven o'clock.         4       I       walk to school.						
Friday						5 1	go swim	iming at the week	end.		
Listen a	nd sav.						2 Lo	ok at the table. Rea	d and write <i>t</i> (t	rue) or <i>f</i> (false)	
	MAR FO	cus —				20	What w	e do after lunch (	on Caturday		
			quarter to si	ix		ê de la compañía de l	What w			1.0	
John alw	ays goes s	wimming at	i qualter to si	iA.		<b>1 1 1 1 1 1 1 1 1 1</b>					
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Mary so Laura ne	netimes w ver goes to	ashes up af o bed <mark>befor</mark>	<mark>ter</mark> dinner at	quarter to e ght.		THINK!	Rob			×	
Mary so Laura ne Look at	metimes w ever goes to Matt's jol	ashes up af o bed <mark>befor</mark>	ter dinner at e half past eig e. Play the tr	quarter to e ght.	game.		Rob Gillian		>>           >>           >>>	×	✓ ×
Mary so Laura ne Look at	metimes w ever goes to Matt's jol	vashes up af o bed <mark>befor</mark> bs at home	ter dinner at e half past eig e. Play the tr	quarter to e ght. rue or false	game.		Gillian	• • • •	~~~	~~	
Mary so Laura ne Look at	metimes w ever goes to Matt's jol	vashes up af o bed <mark>befor</mark> bs at home	ter dinner at e half past eig e. Play the tr	quarter to e ght. rue or false	game.		Gillian		~~~	~~	
Mary so Laura ne Look at He ne	Matt's jol	vashes up af o bed before bs at home s the floor aft	ter dinner at e half past eig e. Play the tr ter school.	a quarter to e ght. Tue or false False! He so	game.		Gillian VVV = After lun	always	netimes × = ne	~~	
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Mary so Laura ne Look at He ne	Matt's jol	vashes up af o bed before bs at home s the floor aft	ter dinner at e half past eig e. Play the tr ter school.	a quarter to e ght. Tue or false False! He so	game.		Gillian VVV = After lun 1 Rob sc 2 Gillian 3 Rob alt	always /// = som ch on Saturday metimes goes to the always phones her fri ways does his homew	cinema.	~~	
Mary soi Laura ne Look at He ne	Matt's jol	Tuesday	ter dinner at e half past eig e. Play the tr ter school.	equarter to e ght. True or false False! He so Thursday	game.		Gillian VVV = After lun 1 Rob sc 2 Gillian 3 Rob alt 4 Gillian	always // = som ch on Saturday metimes goes to the always phones her fri ways does his homew sometimes plays tenr	cinema.	~~	
Mary so Laura ne Look at He ne	Matt's jol	vashes up af o bed before bs at home s the floor aft	ter dinner at e half past eig e. Play the tr ter school.	a quarter to e ght. Tue or false False! He so	game.		Gillian VVV = After lun 1 Rob sc 2 Gillian 3 Rob alt 4 Gillian	always /// = som ch on Saturday metimes goes to the always phones her fri ways does his homew	cinema.	~~	
Mary soi Laura ne Look at He ne	Matt's jol	Tuesday	ter dinner at e half past eig e. Play the tr ter school.	equarter to e ght. True or false False! He so Thursday	game.		Gillian VVV = After lun 1 Rob sc 2 Gillian 3 Rob al 4 Gillian 5 Rob no	always // = som ch on Saturday metimes goes to the always phones her fri ways does his homew sometimes plays tenr	cinema.		×

- to present the second core grammar
- to practise the core grammar through listening for specific information
- to practise the core grammar through a communicative game
- to practise the core grammar through a communicative game

#### Language

**New language:** adverbs of frequency (*always, sometimes, never*), *before* and *after*, daily tasks

**Recycled language:** days of the week, free time activities

#### Materials

CD, Teacher's Resource Book (optional)

#### **Basic competences**

#### Competence in linguistic communication:

Pupils talk about weekly routines using adverbs of frequency.

**Social and civic competences:** Pupils work together to play a game.

#### Sense of initiative and entrepreneurship:

Pupils complete sentences about their habits.

#### Warm-up

• Ask a pupil e.g. *What time do you (have dinner)?* The pupil answers. Continue in open pairs in this way.

#### Presentation

- Focus on one of the responses from the Warm-up and ask e.g. (*Nazar*), do you get up at seven o'clock every day (on Monday, Tuesday, Wednesday ... )?
- Depending on the response, write on the board *Nazar always/sometimes/never gets up at seven o'clock*.
- Continue until you have three sentences, using all three adverbs of frequency, arranging them in order with *always* at the top and *never* at the bottom.
- Say each sentence for pupils to repeat.

#### Listen. Then say the days for each job.

- Point out that each daily task has a number. Then ask pupils to copy the list of days Monday–Friday.
- Explain that if Amy talks about washing up on a particular day, the pupils write 4 next to that day. Point out that she does some of these activities on more than one day.
- Play the recording all the way through the first time. Pupils write the numbers 1–5 next to the correct days.
- In pairs, pupils compare their answers.
- Play the recording again, pausing for pupils to check.
- Check as a class by playing and pausing the recording.

#### CD3 Track 48

Interviewer: Hello, Amy. Can I ask you some questions about how you help at home after school?

Amy: Yes, sure.

- Interviewer: What things do you do to help your mum or dad?
- Amy: I sometimes take the dog for a walk at quarter to six. I do that on Monday, Tuesday and Friday. I love my dog!
- Interviewer: What about your homework? When do you do it?
- Amy: I always do my homework at quarter past four on Monday, Tuesday, Thursday and Friday. But on Wednesday I have a piano lesson, so I don't do it at quarter past four. I do it after my piano lesson.
- Interviewer: Do you help with the washing up?
- Amy: Sometimes. I wash up on Tuesday and Thursday. I really don't like it!
- Interviewer: And one last question: do you go to bed at nine o'Clock?
- **Amy:** No, I go to bed before that, at half past eight every day. I never go to bed at nine.
- **Key:** Monday 1, 2, 5, **Tuesday** 1, 2, 4, 5, **Wednesday** 3, 5, **Thursday** 2, 4, 5, **Friday** 1, 2, 5

#### 2<sup>CD 3</sup> Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

# Look at Matt's jobs at home. Play the true or false game. **Think!**

#### Thinking skill: interpreting a table

- Read the example and check that pupils can find the information for the answer.
- In pairs, pupils play the game taking it in turns.
- In open class, make statements and elicit replies.

# Activity Book, page 81

# Read and write about yourself. Then find people with the same habits.

- Pupils complete the sentences about themselves.
- They then walk around the room saying their sentences to other pupils to find someone with the same habits.

**Key:** Pupils' own answers

# 2 Look at the table. Read and write *t* (true) or *f* (false).

• Pupils look at the table and write *t* or *f* in the boxes.

Key: 2 f, 3 f, 4 t, 5 t

# Write three more true sentences about Rob and Gillian.

- Pupils write three more true sentences.
- **Key:** (possible answers) After lunch on Saturday ... ... Rob always plays tennis. ... Rob sometimes does his
  - homework. ... Gillian always goes to the cinema.
  - ... Gillian sometimes phones her friends.
  - ... Gillian never does her homework.

# **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write *True* and *False* in big letters on pieces of paper and stick them at opposite ends of the class.
- Make statements, e.g. *I always wash up*. Pupils go and stand next to *True* or *False* depending on whether it is true or false for them.

See also Teacher's Resource Book Worksheet 3, p53

#### Extension

• Agree as a class on four daily tasks. In groups of four, pupils make a table as in AB Activity 2 using their names. They tick the table and write sentences.

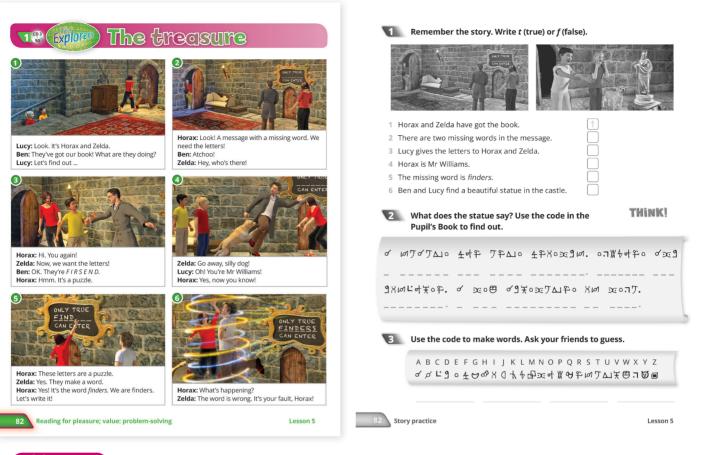
#### Grammar focus [PB p110]

#### 2 Say the correct sentences.

• Pupils say sentences with adverbs of frequency.

Key: 1 always, 2 never





- to read a picture story for pleasure
- to review language from the unit

- to check comprehension of the story
- to give practice with problem solving

#### Language

**Recycled language:** characters and language from the story

#### Materials

CD

#### **Basic competences**

**Language competence:** Pupils listen to a story.

- **Competence in linguistic communication:** Pupils listen to a story.
- **Cultural awareness and expression:** Pupils learn the message of problem-solving through a story.



#### Warm-up

- Write The Explorers on the board.
- Elicit what pupils remember from the last episode.
- Write all the missing letters on the board (F, I, R, S, E, N, D). Ask pupils if they can make a word.

### The treasure

- Elicit where the friends are in frame 1 (in the castle) and what Zelda and Horax are doing (going through a door).
- Play the recording. Pupils listen to answer Who's got the book? (Zelda and Horax.) Who is Horax? (Mr Williams.) What do Zelda and Horax think the missing word is? (Finders.) Is it right? (No.) What is the missing word? (Friends.) What is the treasure? (A statue.) What do Lucy and Ben want to do with it? (Take it to the museum.)
- Play the recording again. Pupils listen and check their answers.
- Play the recording again pausing for the pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

# Activity Book, page 82

#### Remember the story. Write *t* (true) or *f* (false).

• Pupils complete the sentences about the story.

**Key: 2** f, **3** f, **4** t, **5** f, **6** t

# What does the statue say? Use the code in the Pupil's Book to find out. **Think!**

Thinking skill: decoding a message

- Pupils use the code to work out the sentences.
- **Key:** A statue for true friends. Explore and discover. A new adventure is next.

# 3 Use the code to make words. Ask your friends to guess.

• Pupils write codes in their notebooks and then swap with a partner to work them out.

**Key:** Pupils' own answers

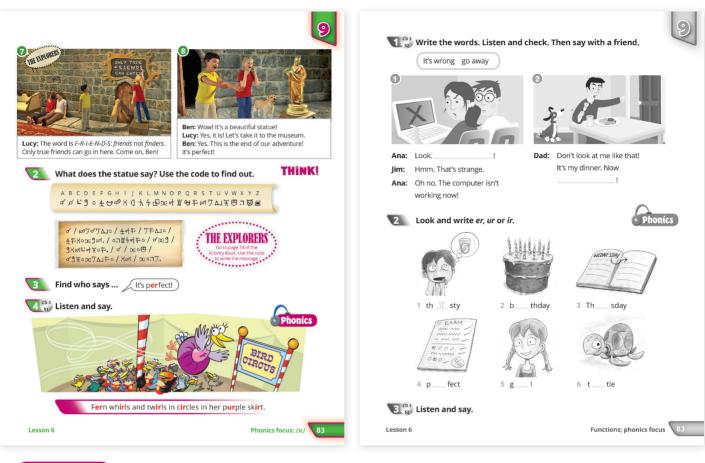
# **OPTIONAL ACTIVITIES**

#### Reinforcement

- Put pupils into groups of four to take a role of one of the characters.
- Play the recording. Pupils repeat in role.
- They practise the story in their groups.
- Invite groups to act out the story for the class.

- Focus on what happens in the story.
- Elicit how Ben and Lucy work together as a team to solve problems in this episode and in the whole story. Ask pupils to find examples.
- Elicit examples of when pupils have worked as a team with friends, in class and at home.
- **Note:** Some of this discussion may need to take place in L1.





- to check comprehension of the story
- to present and practise different spellings of the sound
   to give further practice in the spellings of the /3:/ (er, ir, ur)
- to practise conversation sequences
  - sound /3:/

#### Language

**New language:** Don't look at me like that!

**Recycled language:** characters and language from the story

Receptive language: whirl, twirl

#### **Basic competences**

Language competence: Pupils interpret the message behind a story.

Social and civic competences: Pupils practise short conversations to put language in context.

Materials

#### Warm-up

• Ask questions about the story, e.g. Where are Ben and Lucy? (In a castle.) Who do they see? (Horax and Zelda.) Who is Horax? (Mr Williams, the librarian.) Who got the missing word right? (Ben and Lucy.) What is the treasure? (A statue.)



#### What does the statue say? Use the code to find out. Think!

#### Thinking skill: decoding a message

Key: A statue for true friends. Explore and discover. A new adventure is next.



#### 🔁 🔰 Find who says ...

- Write *perfect*, *word* and *first* on the board using a red pen for the letters in bold. Pupils listen while you say the words and tell you the sound they all have, /3:/.
- This English phoneme doesn't exist in many languages so you may need to help pupils learn the sound.
- Pupils repeat *It's perfect!* after you.
- Then they find the sentence in the story (frame 8).

#### Key: Ben



- Play the recording. Pupils read and repeat. Explain fern, whirls and twirls.
- Note: Before hearing the sentence, pupils will hear the key sounds with pauses for them to repeat.
- They practise saying the sentence in pairs.

## **Activity Book, page 83**

#### Write the words. Listen and check. Then say with a friend.

 Pupils complete the dialogues and listen to the recording to check their answers. Then they practise the dialogues in pairs.

**Key: 1** It's wrong, **2** go away



Pupils complete the words with the correct letters.

Key: 2 ir, 3 ur, 4 er, 5 ir, 6 ur

#### **3**<sup>CD 3</sup><sub>53</sub> Listen and say.

Pupils listen to the words in Activity 2 and repeat.

# **OPTIONAL ACTIVITIES**

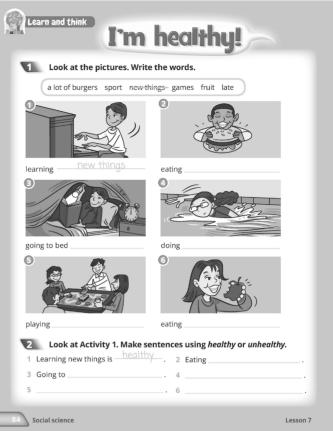
#### Reinforcement

- Dictate the following words: *person*, *birthday*, Thursday, bird, circle, learn, early.
- Pupils compare their spelling with a partner before checking as a class.

- Review with the pupils what happened in the whole story.
- Pupils work in pairs and try to summarise what happened in each episode in two sentences.
- Elicit their ideas and discuss as a class. Elicit which part of the story pupils liked best and which character was their favourite.







- to integrate other areas of the curriculum through English: Social science
- to raise pupils' awareness of which activities are healthy and unhealthy
- to practise classifying and categorising
- to consolidate collocations and knowledge from the lesson

#### Language

**New language:** for a healthy life, healthy, unhealthy, have fun, eat healthy food, keep fit, do sport, learn new things, sleep, daily routines

**Recycled language:** food, free time activities

**Receptive language:** How do you ...? What ... do you ...? gerunds as subjects (*Eating fruit is healthy*.)

#### Materials

CD, Flashcards (daily routines): 56–63 (optional), Teacher's Resource Book (optional)

#### **Basic competences**

**Competence in linguistic communication:** Pupils listen for detail.

- **Cultural awareness and expression:** Pupils talk about what they routinely do at home.
- **Sense of initiative and entrepreneurship:** Pupils write about how they help at home.

#### Warm-up

- Mime free time activities for the pupils to guess (*play football*, *fly a kite, play an instrument, go swimming, play tennis, play computer games*).
- Pre-teach *healthy* and *unhealthy*. Ask *Are apples healthy* (good for you)? Write the opposite *unhealthy* on the board. Underline *un* to show it means the opposite.

#### Listen and read. Ask and answer.

- Look at the picture as a class. Elicit what pupils can see (a football, milk, vegetables, a bike etc.).
- Play the recording. Pupils listen and read.
- Do the example as a class and elicit other ways to have fun and write them on the board.
- Pupils work in pairs to talk about the questions.
- Monitor and help with vocabulary.
- Do class feedback by asking pupils to say what they think for each category.

Key: (possible answers) 1 listen to music, fly my kite, play an instrument, 2 tennis, football, computer, 3 go swimming, play football, play tennis, 4 vegetables, fruit, 5 at school, TV, from friends and family, 6 Pupils' own answers.

2

# Look at the pictures. Are the activities healthy or unhealthy?

- Pupils look at the pictures. Check pupils know badminton.
- Ask pupils what they can see in the pictures (fruit, ice cream, sweets, a TV).
- Check and elicit the activities. Elicit why they are healthy or unhealthy.
- Pupils talk about the pictures in pairs or groups of four.

# **Key: 2** unhealthy, **3** unhealthy, **4** healthy, **5** healthy, **6** unhealthy

## Activity Book, page 84

#### Look at the pictures. Write the words.

• Pupils label the pictures using words from the box.

**Key: 2** a lot of burgers, **3** late, **4** sport, **5** games, **6** fruit



#### 2 Look at Activity 1. Make sentences using healthy or unhealthy.

- Pupils complete and write their own sentences using healthy and unhealthy.
- Key: (Possible answers) 2 a lot of burgers is unhealthy.
  3 bed late is unhealthy. 4 Doing sport is healthy.
  5 Playing games is healthy. 6 Eating fruit is healthy.

## **OPTIONAL ACTIVITIES**

#### Reinforcement

- Use the flashcards (daily routines). Hold them up one by one and elicit healthy and/or unhealthy.
- See also Teacher's Resource Book Worksheet 4, p24

- Write *healthy* in a circle on the board.
- In pairs, pupils think about what they do during the day that is healthy.
- Elicit their ideas and create a word map. Focus in particular on the importance of being healthy.
- **Note:** This discussion will probably need to take place in L1.

# Lesson 8

3 Do a class survey.	PROJECT	Read and write the correct numbers.
How many hours a hours 1. do sport? 2. watch TV? 3. play in the park? 4. listen to music?	o sport for four hours a week.	
5. play computer games?		My Week
<b>b</b> Make a bar chart and show it to your friends.		On Mondays I watch TV for two hours. I play football for one hour and I read for one hour.
Seven people in our		On Tuesdays I don't watch TV. I don't do sport and I read for two hours. On Wednesdays I watch TV for one hour. I play tennis for one hour and I read for one hour.
class watch TV for one or two hours a week.		On Thursdays I don't watch TV. I swim for one hour and I read for two hours.
WATCH TV		On Fridays I watch TV for two hours. I play football for one hour, but I don't read.
		On Saturdays and Sundays I relax!
9 2 1 T T		1 I do sport for four hours a week.
S 3-4 5-6 7+		2 I watch TV for hours a week.
		3 I read for hours a week.

#### Objectives

- to personalise the topic by doing a class survey
- to complete a project (daily routines of the class)

#### Language

**New language:** How many hours a week do you ...? I (do sport) for (four) hours a week, (Seven) people in our class (watch TV) for (one or two) hours a week, relax

**Recycled language:** free time activities, days of the week

#### Materials

paper, coloured pens/pencils

• to practise reading for specific information (scanning)

#### **Basic competences**

- **Language competence:** Pupils talk about how much time they spend a week doing things in English.
- **Social and civic competences:** Pupils do a survey.
- **Sense of initiative and entrepreneurship:** Pupils draw and colour a bar chart.
- Mathematical competence: Pupils make a bar chart.
- **Learning to learn:** Pupils reflect on what they've learnt from the unit and become aware of what they can do now.

#### Warm-up

- Say some of the activities from the previous lesson.
- Pupils write *u* or *h* in their notebooks to show if they are unhealthy or healthy.

#### 3 Do a class survey. Project

- Ask two pupils to read the question and answer.
- Refer pupils to the table and elicit how many hours they do sport. Ask them what days and at what time to reinforce the idea of hours.
- Pupils copy the table into their notebooks. They then ask six friends and record their answers in the table.
- Show pupils how to make a bar chart. Draw an example on the board.
- Pupils make bar charts of their results individually.
- Monitor and help.
- Talk about your bar chart on the board, adapting the example in the Pupil's Book as appropriate.
- Pupils take turns to hold up their charts and share one piece of information with the class.

# Activity Book, page 85

#### Read and write the correct numbers. Think!

- **Thinking skill:** logical-mathematical thinking; reflecting on one's habits
- Pupils read a short text and calculate the time the girl spends doing each activity. They complete sentences.

Key: 2 five, 3 six

# **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write the following prompt on the board: *My favourite lesson is ...*
- Give pupils 5 minutes to choose their favourite page from unit 3 in the Pupil's Book.
- Elicit from pupils their favourite lessons, e.g. *My favourite lesson is playing I spy. My favourite lesson is singing the song about Mr Blue.*
- Write some examples on the board. Pupils write a sentence about their favourite lesson into their notebooks.

#### Extension

- Pupils use the activities from the class survey and the text from AB Activity 3 as a model to write a text about their own week.
- Pupils write individually.
- Go around the class to check their work before they write a final draft.
- Display their texts on the wall of the classroom.
- **Note:** You could now use the end-of-unit test on Teacher's Book pages 210–211. You could also use the lesson Culture for Unit 9 on page 96 (PB).

## My review (unit 9) [AB p 96]

#### Complete, look and match.

• Pupils write the missing letters then match them to the pictures.

#### **Key: 1** b, **2** g, **3** c, **4** e, **5** f, **6** d, (**7** a), **8** h

# Complete the sentences about you. Use always, sometimes, never.

Pupils complete the sentences about them.

**Key:** Pupils own answers.

#### **B** Read and colour the face.

• See notes for Activity 4 on page 41.

# Review: units 7, 8 and 9

Review



#### Objectives

- to review core language from the previous three units
- to consolidate useful language doing a quiz and playing a board game

#### Language

**Recycled language:** vocabulary and language from the previous three units

#### Materials

small pieces of paper for the game, eight counters for each pupil, Flashcards (health): 38–45, (food): 46–55, (daily tasks): 56–63, Poster 3

#### **Basic competences**

- **Language competence:** Pupils use known language to complete a quiz and play a board game.
- **Social and civic competences:** Pupils work together in groups to play a game.
- **Learning to learn:** Pupils reflect on what they've learnt so far and are capable of doing.

#### Warm-up

- Use the flashcards (Unit 7, Unit 8 and Unit 9) to review the vocabulary sets.
- Show each flashcard quickly to the class. Pupils say the word and if they like it.
- Brainstorm other words from the units that pupils remember.

#### Ask and answer.

- Pupils do the quiz in pairs. The first time they do it without looking back through the unit. Pupils write the answers in their notebooks.
- In groups of four, pupils compare their answers with another pair.
- Pupils then refer to their Pupil's Books to check questions they did not know.
- Check answers as a class.

Key: 1 b, 2 a, 3 b, 4 c, 5 c, 6 c, 7 a, 8 a

# Pupil's Book, page 87

#### The food game

- Elicit some of the things pupils can see on the gameboard on the Pupil's Book page.
- Tell pupils to cut out eight small pieces of paper, each the size of a square in the gameboard.
- Pupils play the game in pairs. They each cover eight food items with a small square of paper. They do not look at each other's books.
- Hand out the counters, eight for each pupil.
- They take turns to ask and answer using *Is/Are there any ...?* about the food on the gameboard. If their partner's food is not covered, he/she answers *Yes, there is/are* and hands a counter to the pupil. If the food is covered, the answer is *No, there isn't/aren't*. The first pupil to get all their partner's counters is the winner.
- Repeat the game in new pairs with pupils covering different items.

## **OPTIONAL ACTIVITIES**

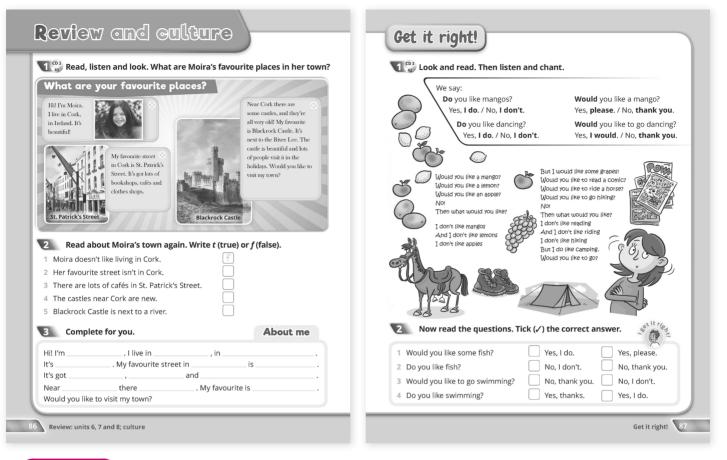
#### Reinforcement

- Ask pupils what their favourite song, chant or game is from units 7, 8 or 9.
- Do the song, chant or game again with the class.

- Using the quiz on page 86 as a guide, tell pupils in pairs to write one quiz question on a piece of paper in a multiple choice (a, b, c) style.
- Pupils can use the Pupils' Books to help them write a question about vocabulary or grammar from the whole book.
- Pupils can draw a picture if necessary.
- Give each pair a number to write on their piece of paper and then put the questions up around the room.
- Pupils walk around the room. They write the quiz number and the answer to the question in their notebooks.
- Do open class feedback by asking the pair who wrote the question if it's correct.
- **Note:** You could use Poster 3 now. This features all the target vocabulary from units 7–9. The target grammar for these units also appears in the speech bubbles. Pupils can say the dialogues in pairs.

# Review: units 7, 8 and 9





#### Objectives

- to review core language from the previous three units
   to sing a chant for pleasure
- to practise reading and writing skills

- to personalise the language from the previous three units

#### **Basic competences**

Learning to learn: Pupils do a reading comprehension with words learnt from the previous units.

- Sense of initiative and entrepreneurship: Pupils write about themselves and where they live.
- Cultural awareness and expression: Pupils chant together as a class.

#### Language

Recycled language: vocabulary and grammar from the previous three units

#### Materials

CD, pictures of places around your city/town and famous places in the area that people can visit (optional)

# Activity Book, page 86

#### Warm-up

- Write the word Town in the middle of the board.
- Create a word map with your pupils by eliciting the words connected to the topic Town.

# Read, listen and look. What are Moira's favourite places in her town?

• Pupils listen and read the text in their books. They answer the question in pairs and as a class.

Key: Patrick's Street in Cork, Blackrock Castle near Cork

# Read about Moira's town again. Write *t* (true) or *f* (false).

• Pupils read the text in Activity 1 again and write *t* or *f* for each sentence. Check as a class eliciting corrections for the false statements.

#### Key: 2 f, 3 t, 4 f, 5 t

#### Complete for you.

- Pupils complete a model text about themselves. They read it to their partner in pairs.
- **Example answer:** Hi! I'm Elisa. I live in Salamanca, in Spain. It's beautiful and old. My favourite street in Salamanca is Plaza Mayor. It's got lots of restaurants, ice cream shops and clothes shops. Near Plaza Mayor there are some gardens. My favourite is Campo de San Francisco.

# Activity Book, page 87

#### Look and read. Then listen and chant.

- Pupils look at the language in the box and the chant.
- Play the recording. Pupils listen and read.
- Play the recording again pausing after each verse for the pupils to repeat.
- Practise the chant as a class.

# 2 Now read the questions. Tick (✓) the correct answer.

• Pupils read the questions and tick the correct answer. They check answers as a class and practise the questions and answers in pairs.

# **Key: 1** Yes, please. **2** No, I don't. **3** No, thank you. **4** Yes, I do.

# **OPTIONAL ACTIVITIES**

#### Reinforcement

- Collect the texts that pupils wrote for AB Activity 3 on page 86.
- Read several of the texts aloud. Pupils guess who wrote it.

- Collect various pictures of places around your city/ town and famous places in the area that people can visit. Print these from the Internet or find pictures from your local tourist office. Put the pictures up around the classroom.
- Pupils walk around the classroom looking at the photos. They write any words they know to describe the picture or how they feel about it e.g. *big, beautiful, my favourite place.*
- Pupils then work together in groups to compare their notes.
- Do class feedback by eliciting their ideas and writing words on the board.