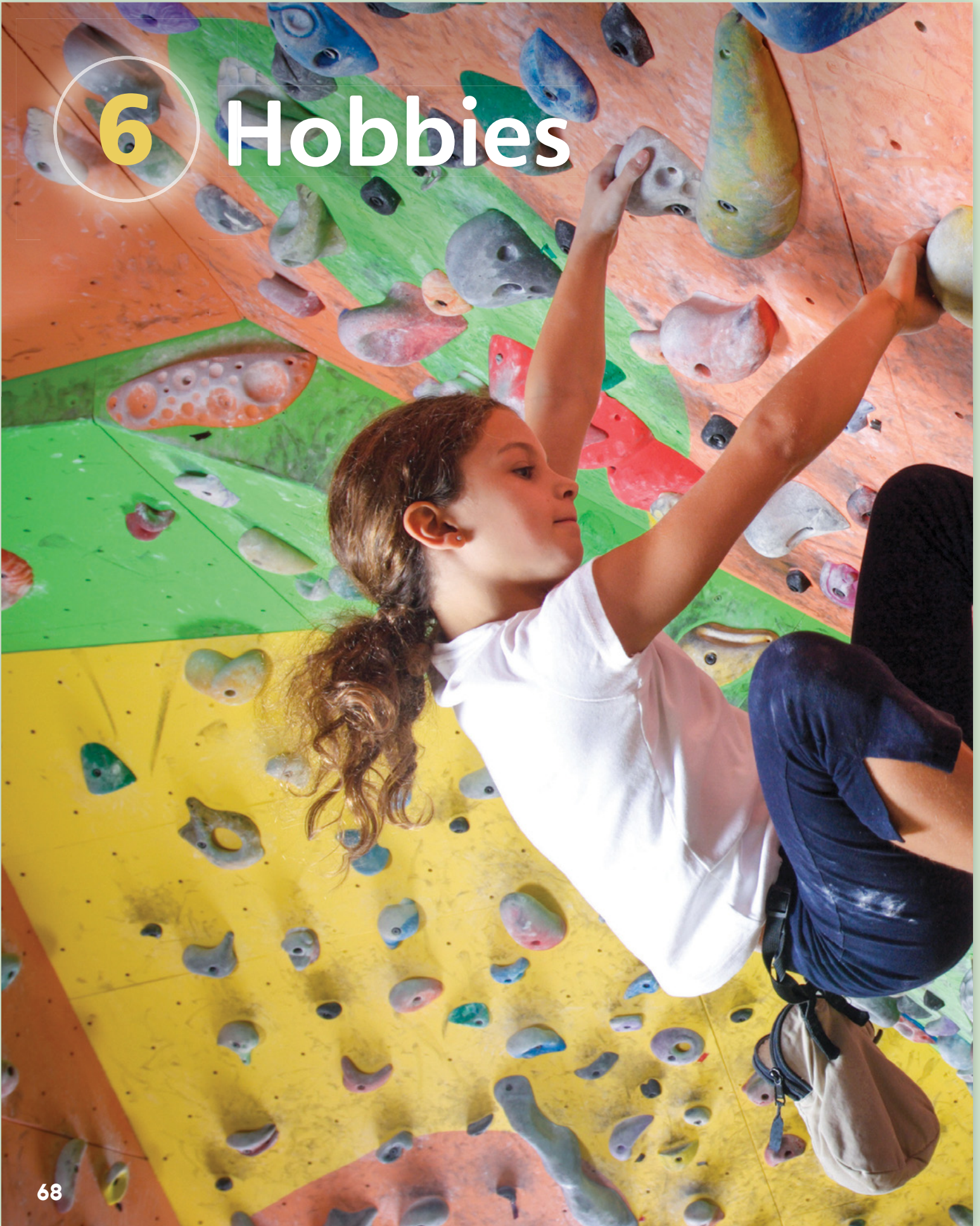


6

Hobbies





Unit aims Pupils learn to talk about activities their friends do every week. This includes:

- activities people do on different days of the week
- being willing to try new things
- musical instruments

Background information The photo shows a girl rock-climbing on a purpose built climbing wall.

Introduction to the unit

- Say *Open your books at pages 68 and 69, please.* Read the title of the unit and ask pupils to look at the photo. Then ask *What is Unit 6 about?* Pupils guess (*Hobbies/ Activities they like doing*). Congratulate pupils who guess correctly.
- Ask *What does this girl like doing?* (*Climbing.*) Teach the expression *rock-climbing*.
- Encourage pupils to think and guess more about the photo. Ask *How old is the girl? What is she climbing?* (*It's a climbing wall.*) Pupils who have been to a climbing wall before can put their hands up. Ask them *Where can you go to a climbing wall? Is it difficult or easy?*
- Ask *What hobbies do you have?* Elicit words for activities and actions pupils already know, and teach additional words as necessary. Pupils can then write down three activities they enjoy, and play a game of *Find a partner* (see page xv), to find another pupil in the class who likes the same things.
- Ask pupils if they would like to try rock-climbing in the place in the photo, and if possible encourage them to say why or why not.

**Guess!
What!**



1 Listen and point.

2 Listen, point and repeat.



3 Listen and say the numbers.

4 Ask questions and guess the numbers.

Is he playing the piano? No, he isn't.
 Is he making a model? Yes, he is.
 Number 4!

- 1 play the piano
- 2 play the guitar
- 3 play the recorder
- 4 make models
- 5 make films
- 6 do karate
- 7 do gymnastics
- 8 play table tennis
- 9 play badminton
- 10 play volleyball

Lesson aims Pupils learn and talk about different hobbies and sports.

New language *play the piano, play the guitar, play the recorder, make models, make films, do karate, do gymnastics, play table tennis, play badminton, play volleyball*

Recycled language *I can (play the piano). | Can you (play the recorder)? (Yes, I can. / No, I can't.) | I like/love (gymnastics). So do I.*

Materials CD2 | Flashcards: 46–55 | Word cards: see page TB108

Warmer

- Play a game of *Guess Who!* (see page xv), including e.g. *He enjoys playing tennis. He doesn't like dancing.*

Presentation

- Hold up each activity flashcard and say the new words. Pupils repeat in chorus and individually.
- Show the flashcards to different pupils and ask them *Can you (play the piano)? (Yes, I can. / No, I can't.)*

Pupil's Book page 70

1 Listen and point.

- Say *Open your books at page 70. Who can you see? What are they doing? What activities can you see?*
- Say *Listen and point.* Play the recording. Pupils listen and point to the activities on the poster. Play again, pausing to ask: *Can Lily play the recorder? Does Lily like gymnastics?*

CD2:14

Lucas: Hey! Look at these weekend clubs and activities!

Lily: There's a Music club! Great! I love music. I can play the piano and the guitar.

Lucas: Can you play the recorder, Lily?

Lily: No, I can't.

Tom: Look! You can make models at craft club.

Lily: And you can make films! Cool!

Lucas: Look at this sports club. You can do karate.

Tom: Cool!

Lily: And you can do gymnastics. Great! I love gymnastics.

Lucas: You can play table tennis too. Can you play table tennis, Tom?

Tom: No, I can't. But Lily's really good at table tennis.

Lily: And I like badminton too.

Tom: Look, you can play volleyball. I like volleyball.

Lucas: So do I. Come on! Let's go and find the volleyball club.

Lily: Good idea!

2 Listen, point and repeat.

- Say *Now listen, point and repeat.* Pupils listen and repeat while pointing to the pictures. Then play again. Pupils repeat as they read the words.

CD2:15 : see Pupil's Book page 70

3 Listen and say the numbers.

- Ask more questions, e.g. *Look at picture 1. What's she doing?* Play the recording, pausing for pupils to say the picture number.

Key: 10, 7, 4, 8, 1, 5, 3, 2, 9, 6

CD2:16

- He's playing volleyball.
- She's making a film.
- She's doing gymnastics.
- She's playing the recorder.
- He's making models.
- He's playing the guitar.
- He's playing table tennis.
- She's playing badminton.
- She's playing the piano.
- He's doing karate.

4 Ask questions and guess the numbers.

- Pupils play a game of *Guess Who!* with the activity pictures. Say *Which child am I thinking of? Guess.* Pupils ask *yes or no* questions: *Is he/she (playing the piano)?*
- Pupils play the activity in pairs.

Activity Book page 56

1 Look and number the picture.

- Pupils number the activities in the picture.

Key: Top row: 6, 4, 5 Bottom row: 3, 1, 2

2 Look and write the words.

- Pupils label the pictures with a verb and a noun.

Key: 1 play badminton 2 make models 3 do karate 4 play the piano

3 Write the words from activities 1 and 2 on the lists.

- Pupils categorise the activity words from activities 1 and 2 into crafts, music and sports.

Key: Crafts: make films, make models Music: play the guitar, play the recorder, play the piano Sports: play table tennis, do gymnastics, play volleyball, play badminton, do karate

My picture dictionary → Go to page 90: Find and write the new words.

- Pupils write the new hobbies phrases under the pictures.

Key: do gymnastics, do karate, make films, make models, play badminton, play the guitar, play the piano, play the recorder, play table tennis, play volleyball

Ending the lesson

- Use the word cards to play a game of *Pass the flashcards* (see page xvi).

Extra activities: see page TB119 (if time)

Lesson aims Pupils talk about what other people do on different days of the week.

New language *He/She (plays / doesn't play badminton) on (Saturdays). | He/She doesn't like/enjoy (reading books).*

Recycled language activities at home | *I like / don't like (reading books). | Do you like (playing on the computer)? Yes, I do. / No, I don't.*

Materials CD2 | Flashcards: 46–55 | Word cards: see page TB108

Warmer

- Play a game of *Mime and match* (see page xvi), using the flashcards and word cards.

Presentation

- Take one of the flashcards and say *I like (playing table tennis). Who likes playing table tennis?* Pupils who like playing table tennis put their hands up. Ask one of these pupils *Do you play table tennis at school / at home?* When you get an affirmative answer (*Yes, I do*), confirm by saying *He/She plays table tennis at (home).* Pupils repeat in chorus and individually.
- Then ask the pupils who didn't put their hands up *Do you play table tennis?* When one of them replies *No, I don't*, confirm with *He/She doesn't play table tennis.* Pupils repeat in chorus and individually.

Pupil's Book page 71

5 Sing the song.

- Say *Open your books at page 71, please.* Talk about the picture: *Has this girl got any hobbies? (Yes, she has.) What does she like doing?* (e.g. *Karate, badminton and playing the piano.*) If necessary, point out that she is playing an electric piano in the picture – also known as a keyboard.
- Say *Listen. What's her name?* Play the recording. Pupils follow the text and listen out for the girl's name (*Lizzie*). Then ask *What does busy mean?* Elicit or explain that it means *doing a lot of things*.
- Read the song text and ask more questions to check understanding: *What does she do on Saturdays? (She plays badminton.)*
- Then say *Now sing the song.* Play the recording again, until pupils are singing confidently.
- Pupils can sing along to the version of the song with words, or to the karaoke version of the song.

CD2:17 : see Pupil's Book page 71

6 Make sentences about the song. Say true or false.

- Make a sentence about Lizzie in the song, e.g. *She does karate on Sundays.* Pupils repeat the sentence and then say if it's true or false: *True.*

- Pupils then take turns to make sentences. They can also do this activity in pairs. They use the speech bubbles and the Remember! box to help them.

7 Ask and answer with your friend. Then tell another friend.

- Say *What do you do each week? Ask your friend.* In pairs, pupils ask *Do you ...?* questions to find out the activities their partner does and when they do them during the week. They use the example dialogue in the left-hand photo to help them. Pupils can write the questions down first, or just ask and answer, according to the level of your class.
- Pupils then report to another partner or the class on what they have found out, using the third person: (*Sam does karate on Saturdays.*) They use the example in the right-hand photo and the Remember! box to help them.

Activity Book page 57

4 Look and follow. Then write true or false.

- Pupils follow the tangled lines to match each child with the time of day they do their activities. They then read the sentences about the children and write if they are true or false.

Key: 1 false 2 true 3 false 4 false 5 true

5 Look at activity 4. Complete the sentences.

- Pupils complete the sentences with the correct verbs in the affirmative or negative, based on the information in activity 4.

Key: 1 Dan doesn't play the recorder before school. 2 Anna does gymnastics in the afternoon. 3 Claire doesn't play volleyball in the evening. 4 Jamie doesn't make models in the morning. 5 May plays the guitar before school.

Ending the lesson

- Say a day of the week or a time of the day. Challenge pupils to make a true sentence about anyone in the class using the day or time of day, e.g. *Saturday – Sofia does gymnastics on Saturday.*

Extra activities: see page TB119

5  **Sing the song.**

This is our friend Lizzie.
 She's very busy!

She plays badminton on Saturdays,
 And she does karate on Sundays.
 She makes models after school on Wednesdays,
 And she makes films on Mondays.

She doesn't play on the computer,
 And she doesn't watch TV after school.
 She plays the guitar in the morning,
 And she plays the piano in the afternoon.

We like our friend Lizzie.
 She's very busy!



6 **Make sentences about the song. Say true or false.**

Lizzie doesn't play badminton on Saturdays.


False!

7  **Ask and answer with your friend. Then tell another friend.**



Remember!

She **does** karate on Sundays.
 She **doesn't watch** TV after school.
 She **plays** the guitar in the morning.

8  **Look and choose. Then listen and repeat.**

1 Jimmy –
 Don't forget tennis club on Tuesday.

Does he play tennis on Tuesdays?
 Yes, he does. / No, he doesn't.

2 Leah – Remember volleyball club after school.

Does she play volleyball in the morning?
 Yes, she does. / No, she doesn't.

9  **Listen and answer the questions.**



10  **Ask and answer about your friends.**

Does George do karate after school? Yes, he does.

11  **Go to page 103. Listen and repeat the chant.**

Remember!
 Does she do gymnastics in the evening?
 Yes, she **does**. No, she **doesn't**.

Lesson aims Pupils ask and answer about what different people do at different times.

New language *Does he/she (listen to music) on Tuesdays / after school? Yes, he/she does. / No, he/she doesn't.*

Recycled language activities and hobbies, days of the week, time expressions

Materials CD2 | Pupils' photos, leaflets and timetables of hobbies and activities (optional)

Warmer

- Write gapfill sentences from the song in the previous lesson on the board, e.g. *She plays ___ on Saturdays.* Pupils guess the missing words. Then sing the song.

Presentation

- Tell pupils you are going to test their memories of the song. Ask *Does Lizzie play badminton on Saturdays?*
- Ask more questions. This can be played as a team game.

Pupil's Book page 72

8 Look and choose. Then listen and repeat.

- Say *Open your books at page 72, please.* Read the two reminder notes.
- Then ask *Does Jimmy play tennis on Tuesdays?* Pupils look and choose the correct answer: *Yes, he does.* Repeat for *Does Leah play volleyball in the morning?* (*No, she doesn't.*)
- Play the recording. Pupils listen and read. Then they listen and repeat.

CD2:18

1 **Woman:** Jimmy – don't forget tennis club on Tuesday.

A: Does he play tennis on Tuesdays?

B: Yes, he does.

2 **Woman:** Leah – remember volleyball club after school.

A: Does she play volleyball in the morning?

B: No, she doesn't.

9 Listen and answer the questions.

- Pupils look at the noticeboards. Ask, e.g. *What clubs does Jimmy do? Does he like karate? Does he play karate on Saturday?*
- Then say *Now listen and answer the questions.* Play the recording, pausing after each question. Nominate pupils to answer the questions.
- Pupils can ask and answer more questions.

Key: 1 Yes, she does. 2 No, he doesn't. 3 No, she doesn't. 4 Yes, he does. 5 Yes, she does. 6 No, he doesn't.

CD2:19

- Does Leah ride her bike on Sundays?
- Does Jimmy make films in the morning?
- Does Leah play the piano after school?
- Does Jimmy do karate in the morning?
- Does Leah play table tennis in the evening?
- Does Jimmy play the recorder before school?

10 Ask and answer about your friends.

- Elicit and write some *Do you ...?* questions on the board, based on pupils' out of school activities, e.g. *Do you (do karate) (after school / on Tuesdays)?*
- Pupils then work in small groups or pairs, asking and answering the questions about each other's hobbies.
- Pupils then work with a new partner. They ask and answer about what they have learned about the other pupils in their first group or pair: *Does (George) (do karate) (after school)?*

11 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat.* Play the recording. Pupils listen and repeat the grammar chant, following the text on page 103. Repeat, with pupils changing roles, until they are chanting confidently.

CD2:20 : see Pupil's Book page 103

Activity Book page 58

6 Look and read. Then answer the questions.

- Pupils read Jack's and Ella's text messages on their mobile phone screens. They then answer the questions, using *Yes, he/she does* or *No, he/she doesn't*.

Key: 1 Yes, he does. 2 No, she doesn't. 3 No, he doesn't. 4 No, she doesn't. 5 Yes, he does. 6 Yes, she does.

7 Write questions about Jack and Ella.

- Pupils read Jack's and Ella's text messages on their mobile phone screens in activity 6 again. They then read and complete each question with the correct verb phrase from the word box.

Key: 1 Does Jack play the guitar on Saturdays? 2 Does Ella play the piano on Thursdays? 3 Does Jack do gymnastics on Thursdays? 4 Does Ella make films in the evening? 5 Does Jack make models in the afternoon? 6 Does Ella play volleyball on Sundays?

Ending the lesson

- Pupils play the *Yes/No game* (see page xvii), with one pupil thinking of a person in the class and the other guessing by asking *Does he/she ...?*

Extra activities: see page TB119 (if time)

Lesson aims Pupils consolidate language of the unit and practise the skills of reading and speaking, with extended writing in the Activity Book.

New language *He wants to be a (footballer). | also*

Recycled language sports and hobbies | *What (sports) do you like? | He goes (to a football club) on (Tuesdays). | His favourite (dinner) is (chicken with potatoes). | He likes (fruit) too.*

Materials CD2 | Flashcards: 46–55 | Slips of paper for the *Reading race* | Paper for making brochures (optional) | Pupils' photos of favourite sportsmen/women (optional)

Warmer

- Do a *Reading race* (see page xvii), using the flashcards and slips of paper with sentences using *He/She (plays volleyball) on Wednesday afternoons.*

Pupil's Book page 73

What sports do you like?

- Say *Open your books at page 73, please.* Ask the opening question: *What sports do you like?* Write pupils' suggestions on the board. Then conduct a quick show of hands survey to find out which sports the class likes best. Ask *Who likes (basketball)?* Pupils put their hands up for you (or another pupil) to count. Record the results next to the different sports to find out which is the most popular.

12 Read and listen. Then match.

- Pupils look at the photos of the two boys who like sport. Ask questions about them, e.g. *a) Does this boy like sport? (Yes, he does.) What's he playing at the moment? (Football.) Do you think he plays football every day? What other sports does he play, do you think?*
- Say *Which boy is Josh? Read and listen.* Play the recording. Pupils listen and follow the text in their books. They then guess which of the two photos shows Josh.
- Pupils then read the text again. Explain any new phrases as necessary (e.g. *He wants to be a footballer.*).

Key: Josh is picture a.

CD2:21 : see Pupil's Book page 73

13 Read again and answer the questions.

- Read the questions aloud with the class and check comprehension. Pupils then answer the questions by reading the text about Josh in activity 12 again.
- Check the activity by asking pairs of pupils to read a question and say the answer.
- At the end of the activity, ask *Has Josh got a healthy lifestyle? (Yes, he has.) How do we know? (He plays sport. He has a healthy diet. He eats fruit and vegetables.)* Encourage them to note that it's important for sports people to have a healthy lifestyle and eat well.

Key: 1 Football club. 2 Yes, he does. 3 Yes, he does. He plays basketball and he goes swimming. 4 Yes, he does.

14 Ask and answer with a friend.

- Say *Now what about you?* Ask different pupils the questions. Pupils can then ask each other in pairs or groups and then report back to the class: *Carla goes to horse riding club after school. I play basketball and tennis. We both have a healthy diet. I like fruit and vegetables. My favourite fruit is a banana.*

Activity Book page 59

8 Read the paragraph and write the words.

- Pupils read and complete the paragraph with the words from the word box.

Key: 1 swimming 2 afternoon 3 competitions 4 hungry 5 drink 6 after school

9 Answer the questions.

- Pupils answer the questions about the sports they enjoy and when they do them.

Key: Answers will vary, for example: 1 My favourite sport is basketball. 2 I play on Saturday afternoons. 3 Sometimes there are competitions. 4 I eat a banana and drink a glass of water.

10 Write about your favourite sport.

- Pupils write their own paragraph about a favourite sport. They base this on the answers they wrote in activity 9, using the paragraph in activity 8 as a model.

11 Ask and answer with a friend.

- Pupils ask and answer about their favourite sport, based on the information in activities 9 and 10. They use the example speech bubbles as a model. If pupils are doing this at home, they can ask a family member or phone a friend (with permission).

Ending the lesson

- Make sentences about the boy in the other photo (b) on the Pupil's Book page, explaining that he wants to be a baseball player. Pupils listen and say *Yes* or *No*, according to whether the sentences show a healthy enough lifestyle for someone who wants to be a sports person, e.g. *He watches TV every evening. (No!) He practises baseball every Saturday. (Yes!)*

Extra activities: see pages TB119 to TB120 (if time)

Skills: Reading and speaking

Let's start!

What sports do you like?

12

CD2
21

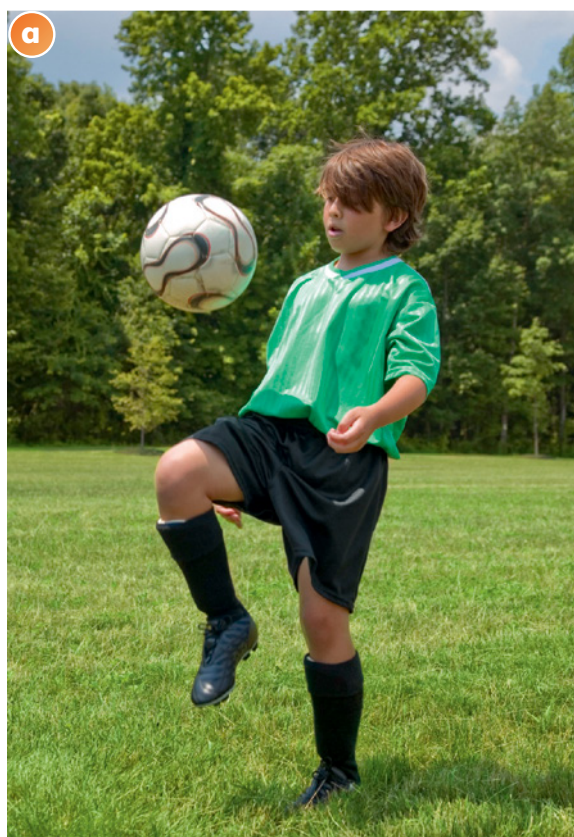
Read and listen. Then match.

Sports we like

Meet Josh. He's ten years old and he wants to be a footballer.

Josh goes to a football club on Tuesdays and Thursdays after school. He plays football on Saturdays and Sundays too. Josh also plays basketball, and he goes swimming.

Josh has a healthy diet. His favourite dinner is chicken with potatoes, or rice and vegetables. He likes fruit too. His favourite drink is banana milkshake!



b



13

Read again and answer the questions.

- 1 What club does Josh go to?
- 2 Does he play football on Saturdays?
- 3 Does he do other sports?
- 4 Does he eat fruit and vegetables?

14

About Me

Ask and answer with a friend.

- Do you go to a club after school?
 What sports do you do?
 Do you have a healthy diet?
 What fruit and vegetables do you like?

Writing



Activity Book page 59: Write about your favourite sport.

15 CD2 22 **Read and listen.**

1 Find a guitar.

2 Where can we get a guitar?
 Let's ask my cousin, Kim. She plays in a band.
 OK, great.

3 Hi Lily. Come and play the guitar with me!
 OK, great!
 Lily ...

4 Here, Lucas. Do you want to play the guitar too?
 No, I'm sorry. I can't play!
 Come on, Lucas! Try it.

5 Oh dear!
 You can do it, Lucas! Like this ...
 Lily ...

6 Well done, Lucas!
 This is fun!
 What is it, Tom?

7 We need a guitar!
 Here – you can have this one. Practise every day, Lucas.
 OK!

74 **Value:** Try new things

→ Activity Book page 60

Lesson aims Pupils consolidate language with a story. They also discuss the value of trying new things.

New language *band* | *Do you want to (play the guitar)?* | *Come on – try it!* | *Practise every day.*

Recycled language *guitar* | *Where can we (get a guitar)?* | *No, I'm sorry.* | *I can't (play the guitar).* | *We need (a guitar).*

Materials CD2 | Flashcards: 46–55

Warmer

- Choose four flashcards and attach them to the board. Choose three activities you can do and one you can't. Then say *I can make films, I can play the guitar and I can make models. Which activity can't I do?* Pupils look at the flashcards and say *You can't play the piano!* Repeat with other groups of cards, or with pupils volunteering to choose the cards.

Introduction

- Remind pupils of the story so far: *What are the children doing? (A treasure hunt.) How many items have they got? (Five.) What are they? (A toy tiger, a radio, a painting of a dog, a watch and a cake.)* Then ask *What do the children want to find in Unit 6?* If necessary, explain the meaning of *want to*. Give pupils a clue that it's a musical instrument. Accept any answers.

Pupil's Book page 74

15 Read and listen.

- Say *Open your books at page 74, please.* Ask *What are the children looking for today?* Pupils look at the mobile phone message at the start of the story and answer *A guitar.* Congratulate pupils who guessed correctly.
- Encourage pupils to guess what happens from looking at the story frames. Ask *Do they buy a guitar? Where do they find one? Can the children play the guitar?*
- Say *Read and listen.* Play the recording. Pupils follow the story in their books. At the end of the story, ask *Who gives them the guitar? (Lily's cousin.) Does Lucas like playing the guitar? (Yes, he does.)*
- Play the recording again, pausing after each frame to ask: Frame 2: *Who has got a guitar? (Lily's cousin, Kim.) What does Kim do? (She plays in a band.)* Frame 3: *Does Lily want to play the guitar? (Yes, she does.)* Frame 4: *Can Lucas play the guitar? (No, he can't.)* Frame 5: *What is Lucas learning to do? (Play the guitar.)* Frame 6: *Does Lucas like playing the guitar? (Yes, he does.)* Frame 7: *Does Kim give the children a guitar? (Yes, she does.) Who needs to practise the guitar? (Lucas.)*
- Pupils can listen to the story again for pleasure, or you can pause the recording after each line for pupils to repeat. Encourage pupils to use gestures and intonation from the story as appropriate. You could also divide the class into five groups. Each group repeats the lines for one character (Lily, Lucas, Tom, Kim and Anna).

CD2:22 : see Pupil's Book page 74

Value Try new things

- Pupils look at frame 4 again. Ask *Can Lucas play the guitar? (No, he can't.) What does Anna say? (Come on, Lucas! Try it.)* Pupils then look at frames 5 to 7 again. Ask *Does Lucas try playing the guitar? (Yes, he does.) Does he like playing the guitar? (Yes, he does.)* Confirm, saying *It's good to try new things*, and make sure pupils understand this concept.
- Then make a sentence about something you can't do and would like to try, e.g. *I can't play the piano. I want to learn the piano. I want to have piano lessons. What about you?*
- Pupils note down something they can't do but want to learn and then tell the class about it. The class can give encouragement as they listen: *Try it! Good idea! Practise every day!*

Activity Book page 60

12 Read and number in order.

- Pupils number the story frames in the correct order.

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

13 Look at activity 12. Circle the answers.

- Pupils read the questions and circle the correct answers, referring back to the story frames in activity 12.

Key: 1 b 2 a 3 c 4 b 5 a

Ending the lesson

- Play a game of *True or false?* (see page xvii), making sentences about the story, e.g. *Lily plays in a band.*

Extra activities: see page TB120 (if time)

Lesson aims Pupils learn and practise the function of encouraging friends to try new activities. Pupils also practise saying the sound /ʃ/.

New language /ʃ/ – sharks, sharp

Recycled language activities | *Do you want to (play table tennis) with me? No, I'm sorry. I can't (play table tennis).* | *Come on, try it. OK then.* | *fish, teeth*

Materials CD2 | Flashcards: 46–55 | Slips of paper and a bag for the Messages game

Warmer

- Play a game of *Pass the flashcards* (see page xvi). Pupils who have the flashcards when you call *Stop!* say whether they can or can't do the activity on their card, and whether they want to or don't want to try it.

Presentation

- Remind pupils of the story from the previous lesson. Ask *What do the children want to find? (A guitar.) Who helps them? (Kim / Lily's cousin.) Who learns to play the guitar? (Lucas.)*
- Then ask *How does Kim invite Lucas to play the guitar?* Pupils refer back to the story if necessary and say *Do you want to play the guitar?* Practise this question in chorus and individually. Then see if pupils can remember how Lucas answers (*No, I'm sorry. I can't play!*), and how Anna encourages him (*Come on, Lucas! Try it.*)

Pupil's Book page 75

16 Listen and repeat. Then act.

- Say *Open your books at page 75, please.* Ask *Where are these children? (In the school playground.) What does the girl want to play?* Pupils guess (*Table tennis*).
- Play the recording, pausing after the dialogue to ask *Can the boy play table tennis? (No, he can't.) Does he want to try it? (Yes, he does.)*
- Say *Now listen and repeat.* Play the recording again, pausing for pupils to repeat each line with the correct pronunciation and intonation.
- Pupils act out similar dialogues in pairs, choosing different activities from the word box to invite their partner to do each time. Check the activity by asking pairs of pupils to act out their dialogues. If they prefer, pupils can also practise this dialogue using different activities they know in English.

CD2:23 : see Pupil's Book page 75

17 Listen and repeat.



- In this activity, pupils practise saying the /ʃ/ sound.
- Say *Look at activity 17. What's this? (It's a shark.)*
- Then say *Shark – /ʃ/ /ʃ/ /ʃ/ – shark.* Pupils repeat, emphasising the /ʃ/ sound in *shark*.
- Say *Listen and repeat.* Play the recording. Pupils listen and repeat the sound sentence twice. Use the photo or mime to make sure they understand the new word *sharp*.
- Encourage pupils to think of other words which contain the sound /ʃ/, e.g. *she, sheep, shower, wash, dishes*. Help them, using mime or pictures as appropriate. (**Note:** Other words pupils may know if they studied *Guess What!* Levels 1 and 2 include: *short, shirt, T-shirt, shoes, shop, milkshake.*)

CD2:24 : see Pupil's Book page 75

Activity Book page 61

14 Look and tick the pictures that show the value: try new things.

- Pupils tick the pictures that show children being willing to try new things.

Key: Pupils should tick pictures 1 and 4.

15 Circle the words that sound like shark.

- Pupils circle the two words in each line that have /ʃ/ sounds in them.

Key: 1 sheep 2 shower 5 fish 6 shop 8 shoes 9 shirts
11 T-shirt 12 milkshake

Ending the lesson

- Play a game of *Messages* (see page xvi). Pupils write invitations as their messages: *Do you want to (play volleyball) with me?* Pupils draw the messages and invite another pupil to do the activity, noting their response: *I'd love to, or No, I'm sorry. I can't (play volleyball).*

Extra activities: see page TB120 (if time)

16

CD2
23Talk
Time

Listen and repeat. Then act.

play the guitar make models do gymnastics
 do karate play table tennis



Say it!

17

CD2
24

Listen and repeat.

Sharks are fish
with sharp teeth!



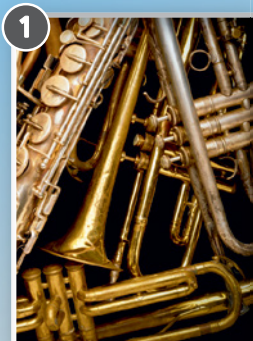
→ Activity Book page 61

Function: Encouraging others to try things Pronunciation: *sh* 75

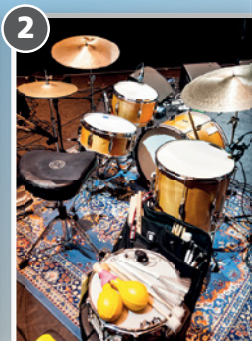
What type of musical instrument is it?



1 CD2
25 Listen and repeat.



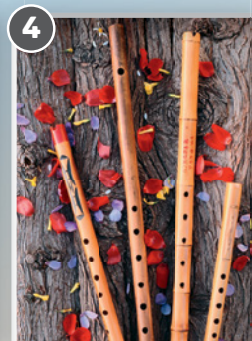
brass



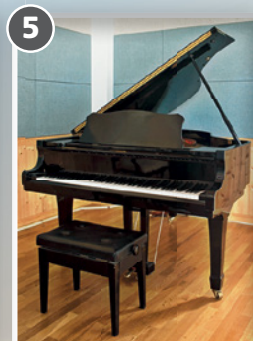
percussion



string



woodwind



piano

2 Watch the video.

3 What type of musical instruments can you see?

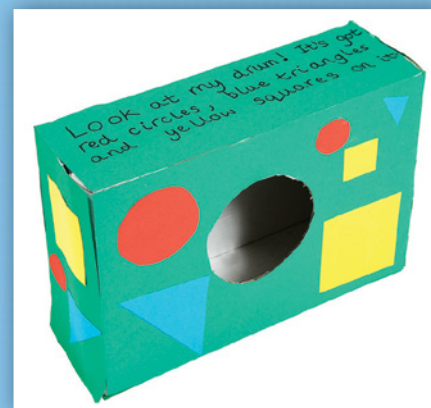


4 What type of instrument would you like to play?

Guess! What!
 A piano is a string instrument and a percussion instrument.

Project

5 Make a drum from recycled card.



Lesson aims Pupils think and talk about different groups of musical instrument.

New language *musical instrument, brass, percussion, string, woodwind, drum* | *What type of musical instrument is it?*

Recycled language *piano, guitar, recorder*

Materials CD2 | DVD (optional) | Percussion instruments, e.g. maracas, drums, a xylophone (optional) | Flashcards: 46, 47 and 48 | A world map | Excerpts of different types of music (optional)

Warmer

- Ask *What musical instruments do you know?* Elicit any English words, teaching additional ones as necessary. Then ask *Who can play a musical instrument?* Pupils put their hands up. Ask *What instrument can you play?*
- If you have some percussion instruments, say *Let's try some musical instruments!* Show pupils what each instrument sounds like, and then teach its name in English. Pass the instruments round the class, for different pupils to have a turn at playing them.
- If you don't have percussion instruments, use the flashcards to revise *guitar, piano* and *recorder*, and introduce *drum*. Then play a game of *Simon says* (see page xvii): *Simon says (play the guitar)*.

Pupil's Book page 76

What type of musical instrument is it?

- Say *Open your books at page 76, please.* Point to the bagpipes in the photo and ask *What type of musical instrument is it?* Teach *bagpipes*, and explain this is a traditional instrument from Scotland. Show pupils Scotland on a map.

Pupil's Book page 77

1 Listen and repeat.

- If you have percussion instruments, show these to the class again and ask *What type of musical instruments are these?* Repeat the word *percussion*, making sure pupils realise that this applies to the group of instruments. Demonstrate how percussion instruments are played (by hitting, striking, shaking or scraping).
- If you don't have percussion instruments, use the guitar flashcard and mime playing a violin. Ask *What type of musical instruments are a guitar and a violin?* (*They're string instruments.*) Draw a set of strings on the board, and mime playing or plucking a guitar and a violin.
- Say *Now look at page 77, please.* Ask *What other types of musical instruments are there?* Use the photos to elicit *brass, percussion, string* and *woodwind* and revise *piano*.
- Say *Listen and repeat.* Play the recording. Pupils listen and repeat the words.

CD2:25 : see Pupil's Book page 77

2 Watch the video.

- Play the video.
- If you don't have the video, use mime to demonstrate how each of the types of instrument are played – brass (blowing), percussion (hitting, striking, shaking or scraping), string (strumming, plucking or with a bow), woodwind (blowing), and playing notes on the piano. Call out instructions for pupils to mime: *Let's play (brass) instruments!* Pupils mime playing a trumpet, trombone or similar. Repeat with the other musical instrument types.

Video 06 : see page TB127

3 What type of musical instruments can you see?

- Pupils look at the photos and identify any instruments they know: *piano, guitar, recorder, drums*.
- Then ask *What type of musical instruments are they?* Demonstrate by pointing to the guitar and saying *It's a string instrument*. Pupils then point and categorise.

Key: Percussion (drums, maracas, piano), Brass (trumpet, horn), Woodwind (recorder, didgeridoo), String (guitar, harp, piano)

4 What type of instrument would you like to play?

- Pupils think and name an instrument, or a type of instrument, they would like to play.
- Pupils can then read the *Guess What!* for the page. Explain that there are strings and hammers in a piano.

Activity Book page 62

1 Find the words and write under the pictures.

- Pupils solve the anagrams for types of musical instrument. They then label each photo with the correct word.

Key: 1 woodwind 2 string 3 brass 4 percussion

2 Complete the sentences.

- Pupils write sentences describing each type of instrument.

Key: 1 The drum is a percussion instrument. 2 The guitar is a string instrument. 3 The piano is a percussion instrument and a string instrument. 4 The recorder is a woodwind instrument.

3 Ask and answer with a friend.

- Pupils ask and answer about instruments they like.

Ending the lesson

- Write a word snake on the board, using different instruments and types of instruments: *guitarpercussion stringpianorecorderwoodwindbrassdrum*. Pupils find the words, and then separate them into instruments or types.
- **For the next lesson:** Ask pupils to bring in an old shoe box (or similar type of small box) to make a drum.

Extra activities: see page TB120 (if time)

Lesson aims Pupils make a drum from recycled card. They can also complete the evaluation in the Activity Book.

Recycled language *drum, recycled, card* | Pupils revise all unit vocabulary and grammar in the evaluation.

Materials Materials for pupils’ drums, e.g. shoe boxes or similar (you will need one per group of pupils), paint, coloured paper or material and ribbon, coloured pens, scissors and glue or sticky tape | If you have time, make an example drum before the lesson | A recording of a song that pupils are familiar with (optional) | Slips of paper for the Actions treasure hunt (optional)

Warmer

- Revise musical instruments pupils know by saying *Let’s play the (guitar)!* Pupils mime playing the guitar. Include *Let’s play the drums!* Pupils play their desk or table like a drum, tapping it with their fingertips or a pencil. Call out different words for pupils to tap out on their desks, e.g. *percussion*. Pupils emphasise the second syllable as they beat out the word.

Pupil’s Book page 77

5 Make a drum from recycled card.

- Say *Now let’s make a drum!* If you have made a drum, show this to the class and demonstrate beating it with a pencil. Alternatively, pupils look at the example on page 77 of the Pupil’s Book.
- Use your drum (or the photo) to demonstrate how to make the drum. Pupils cut a hole in the bottom of the box. They then decorate it using paint, coloured pens, coloured paper or ribbon. Write simple instructions on the board to help them: *1 Cut a hole in the box. 2 Paint and decorate the drum. 3 Play the drum!*
- Divide pupils into small groups and give them each materials to make one drum. Help all groups cut out the circle in the box.
- When pupils have finished and decorated their drums, ask different groups to play their drums. Other pupils listen to the sounds. Do all the drums sound the same? Which sound different? Which drums sound higher or deeper?
- Divide pupils into new groups, according to the type of sound their drum makes – the deeper drums together, etc. Then play a recording of a song pupils are familiar with. Pupils beat out the rhythm as they listen. Then beat out the rhythm without the recording, conducting the groups with different drums as if conducting an orchestra. Alternatively, ask pupils to beat out different sounds, e.g. light drumming for rain, heavy drumming for running.

Activity Book page 63 – Evaluation

1 Look and complete the Venn diagram. Then answer the questions.

- Pupils look at Amy and Oscar’s activities for the week and note them in the Venn diagram. Remind pupils if necessary how a Venn diagram works – with the overlapping section for the activities that both children do.

Key: Pupils should fill in the diagram with the following activities: Amy only – play badminton, play the guitar, Oscar only – play table tennis, do gymnastics, Amy/Oscar overlap – play the piano, do karate
 1 Yes, she does. 2 No, he doesn’t. 3 Yes, she does.
 4 Yes, he does.

2 Look at activity 1. Complete the sentences about Oscar.

- Pupils use the information in activity 1 to complete sentences about Oscar, following the example.

Key: 1 He doesn’t play table tennis after school. 2 He doesn’t do karate in the morning. 3 He doesn’t do gymnastics on Wednesdays. 4 He plays the piano on Fridays.

3 Complete the sentences about this unit.

- Pupils complete the sentences about what they have learned to do in Unit 6.

Key: Answers will vary, for example: 1 I can talk about activities people do on different days. 2 I can write about my favourite sport. 3 My favourite part is the information about musical instruments.

4 Guess what it is.

- Pupils look at the close-up photo and guess the instrument. They then circle the correct answer on Activity Book page 93.

Key: guitar

Ending the lesson

- Pupils repeat their favourite activity from the unit.

Extra activities: see page TB120 (if time)

Review

Units 5 and 6


1 Find the words in the puzzles and match to the photos.

od scitsanmyg

yalp llabyellov

tae a hciwdnas

netsil ot cisum

2  Listen and say the names.

3 Read and say the names.

- 1 She likes listening to music.
- 2 He goes to gymnastics club on Tuesdays.
- 3 She plays volleyball after school.
- 4 He likes eating sandwiches.

4 Make your own word puzzles for your friend.

Choose indoor or outdoor activities:

hsaw eht rac

ekam a ekac



Kiki



Evan



James



Clara

Lesson aims Pupils consolidate the language of Units 5 and 6 by exploring the theme of hobbies and activities that members of a family do.

Recycled language activities at home, hobbies and activities, days of the week, *brother, sister, cousin, every, after school* | *Who's this? It's (my brother).* | *This is (my cousin).* | *What's he/she doing? He's/She's (eating a sandwich).* | *He/She (goes to a gymnastics club) every (Tuesday).* | *Does he/she like (playing volleyball)? Yes, he/she does.* | *Jade likes/loves (listening to music), but she doesn't like (playing table tennis).*

Materials CD2

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out!* Allow pupils time to look through the units. Ask *What is easy or difficult? What is your favourite activity?* Pupils answer.

Pupil's Book page 78

- Introduce the theme of different hobbies and activities people do and like doing. Say *Open your books at page 78. Look at the photos. What are these children's names? What are they doing? Are they at home or at school? Do they like doing these activities?*

1 Find the words in the puzzles and match to the photos.

- Pupils solve the anagrams to make activity phrases. They match the activity phrases to the photos.

Key: do gymnastics – James, play volleyball – Clara, eat a sandwich – Evan, listen to music – Kiki

2 Listen and say the names.

- Pupils look at the photos again. Say *Let's find out more about the children! Listen and say the names.* Play the recording. Pupils listen to the children talking about their different family members (the children in the photos), and say the name of the child being described each time.
- Depending on time available, play the recording again, pausing to ask more questions: *What's her brother's name? (Evan.) Where does he have lunch on Saturdays? (At home.) What's his cousin's name? (James.) When does he do gymnastics? (Every Tuesday.)*
- If you have time, pupils can talk about their own family members. Ask *Have you got brothers or sisters? Have you got cousins? What do they like doing?*

Key: 1 Evan 2 James 3 Clara 4 Kiki

CD2:26

- 1 **A:** Who's this?
B: It's my brother. He's eating a sandwich and he's drinking milk.
A: What day is it?
B: It's a Saturday. We have lunch at home on Saturdays.

- 2 **A:** This is my cousin.
B: What's he doing?
A: He's doing gymnastics. He loves gymnastics. He goes to a gymnastics club every Tuesday.
- 3 **B:** This is my sister.
A: Does she like playing volleyball?
B: Yes, she does. She plays volleyball every Monday after school.
- 4 **B:** What's your cousin doing?
A: She's doing Maths and listening to music – she's doing her homework!
B: Does she enjoy doing homework?
A: No, she doesn't. But she likes listening to music.

3 Read and say the names.

- Pupils read the sentences and say the name of each child they describe. If you have time, pupils can then make more sentences about the children for their partner to guess who it is.

Key: 1 Kiki 2 James 3 Clara 4 Evan

4 Make your own word puzzles for your friend.

- Pupils make anagram puzzles for a friend to solve.

Activity Book page 64

1 Look and answer the questions.

- Pupils use the chart to answer the questions.

Key: 1 Yes, he does. 2 No, she doesn't. 3 No, he doesn't. 4 Yes, she does. 5 No, he doesn't. 6 Yes, she does.

2 Look at activity 1. Complete the sentences.

- Pupils use the chart to complete the sentences.

Key: Answers will vary, for example: 1 Jade loves listening to music, but she doesn't like playing table tennis. 2 Ben enjoys playing table tennis, but he doesn't like playing the guitar / reading. 3 Jade likes reading, but she loves playing the guitar / listening to music. 4 Ben loves listening to music, but he doesn't like playing the guitar / reading.

3 Answer the questions.

- Pupils answer the questions with *Yes, I do* or *No, I don't*.

Ending the lesson

- Play a game of *Simon says* (see page xvii), using verb phrases for activities at home or hobbies, e.g. *Simon says play the recorder*. Pupils act out your instructions.

Extra activities: see page TB120 (if time)

Lesson aims Pupils play a board game and continue consolidating the language of Units 5 and 6.

Recycled language activities at home, hobbies and activities, days of the week, *after/before school, morning, afternoon, evening* | *Does he/she like/enjoy (playing badminton)? Yes, he/she does. / No, he/she doesn't. | Does he/she (play on the computer) (on (Saturdays) / before/after school / in the evening)? Yes, he/she does. No, he/she doesn't. | I (play on the computer) in the (morning). | I like (making cakes), but I (don't like) (doing the dishes).*

Materials Flashcards: 46–55 | Word cards: see pages TB107–TB108 | Coins and buttons or counters for playing the game

Warmer

- Play a game of *Match the pictures and words* (see page xvi). Pupils can then take turns to choose a card and use it to ask a question about a pupil in the class, e.g. *play badminton – Does Uri play badminton after school?*

Pupil's Book page 79

5 Play the game.

- The aim of this game is to be the first one to reach the Finish. Pupils play in pairs with a coin and buttons or counters.
- Pupils place their button or counter on the square marked *Start*. They then take turns to flip the coin and move their counter along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a red square, they ask and answer a question with *Does he/she like/enjoy ...?* using the activity pictured on the square and the child's expression, e.g. square 1: *Does she enjoy playing badminton? Yes, she does.* When they land on a blue square, they ask and answer a question with *Does he/she ... on/in/before/after ...?* using the activity pictured and whether there is a tick or a cross on the square, e.g. square 2: *Does he do Maths on Saturdays? No, he doesn't.* If the answer to the question is *yes*, pupils can move forward one square. If the answer is *no*, pupils move back one square. They also move back one square if they make a mistake.
- Play continues until one pupil wins by reaching the square marked *Finish*.
- If there is time, pupils can play the game again, but asking the questions about their own weekly routines and activities they like or enjoy.

Key: 1 Does she enjoy playing badminton? Yes, she does. 2 Does he do Maths on Saturdays? No, he doesn't. 3 Does he like doing the dishes? No, he doesn't. 4 Does she play on the computer after school? Yes, she does. 5 Does she enjoy making models? No, she doesn't. 6 Does he do karate on Tuesdays? Yes, he does. 7 Does he like listening to music? Yes, he does. 8 Does she watch TV before school? No, she doesn't.

9 Does she enjoy taking photos? No, she doesn't.

10 Does he play the guitar after school? Yes, he does.

11 Does he like making cakes? Yes, he does. 12 Does she wash the car in the evening? No, she doesn't. 13 Does she enjoy playing table tennis? Yes, she does. 14 Does he do gymnastics on Sundays? Yes, he does. 15 Does he like reading books? No, he doesn't. 16 Does she play the recorder on Thursdays? No, she doesn't.

Activity Book page 65

4 Look and write the verbs on the lists.

- Pupils look and find three verb phrases in the picture that use *do*, three that use *make* and three that use *play*. They write these under the correct heading.
- If you have time, you could then challenge pupils to add more verb phrases to each list.

Key: 1 do homework 2 do the dishes 3 do karate

4 make cakes 5 make a film 6 make models 7 play the recorder 8 play badminton 9 play computer games

5 Look at activity 4. Write sentences.

- Pupils use the verbs from activity 4 to complete the sentences with true information about themselves. (**Note:** If they are unable to make true sentences from the verb phrases in activity 4, they can use other verb phrases.)

Key: Answers will vary, for example: 1 I play on the computer in the afternoon. 2 I do karate on Saturdays. 3 I like making cakes, but I don't like doing the dishes. 4 I enjoy making models, but I love making films.

Ending the lesson

- Pupils can play a game of *Bluff* (see page xiv).

Extra activities: see page TB120 (if time)

5 Play the game.

START

1 Does she enjoy ... ?

2 Does he ... on Saturdays?

3 Does he like ... ?

4 Does she ... after school?

5 Does she enjoy ... ?

6 Does he ... on Tuesdays?

7 Does he like ... ?

8 Does she ... before school?

9 Does she enjoy ... ?

10 Does he ... after school?

11 Does he like ... ?

12 Does she ... in the evening?

13 Does she enjoy ... ?

14 Does he ... on Sundays?

15 Does he like ... ?

16 Does she ... on Thursdays?

FINISH