

1

In the museum

1 CD1
14

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



1 queen

2 knight

3 crown

4 helmet

5 necklace

6 bracelet

7 belt

8 shield

9 bow and arrow

10 sword

2 CD1
15

Listen and correct the sentences.

1 There is a helmet on the map.

2 Ben is talking about the helmet.

3 Lucy would like the queen's crown.

4 They go to the dinosaur room.

3 Ask and answer.

Where's the sword?

The knight's carrying it.

Where's the bracelet?

The queen's wearing it.

10 Knights and queens

Aims:

- to present and practice vocabulary for knights and queens
- to give students listening practice
- to review the present progressive

New language: *queen, knight, crown, helmet, necklace, bracelet, belt, shield, bow and arrow, sword, dinosaur*

Recycled language: language from the Welcome Unit, *Egypt, Egyptian, skeleton*

Materials: CD

Language competences: Your students will be able to talk about knights and queens.

Warm-up

Aim: to review clothes

- Write *Clothes* on the board. Brainstorm clothes words with the students.
- Start with clothes they are wearing and then elicit others they remember.

Presentation

Aim: to present knights and queens vocabulary

- Use the picture in the Student's Book to present the new vocabulary.
- Say each word for students to repeat. Check understanding.
- Make sure students don't try to say the silent letters in *knight* and *sword*. Check for correct pronunciation of *bow and arrow* (*bow n arrow*).
- Elicit what students think is happening in the picture.



SB p10 Listen and say the words. Then check with a friend.

Aim: to practice new vocabulary

- Draw students' attention to the symbol from the map and the unit title. Discuss where Ben and Lucy are in this unit. You could refer back to the students' guess on WB page 7 Activity 3.
- Students look at the numbered words and items in the picture.
- Play the recording.
- Students listen to each word and repeat in chorus.
- Play the recording again. Students repeat in groups.
- Students cover the list of new words and practice them in pairs.



SB p10 Listen and correct the sentences.

Aim: to practice listening

- Read the statements aloud with the class.
- Encourage students to try to predict what the corrections might be.
- Play the recording. Students listen and correct.
- They check in pairs.
- Play the recording again. Check with the class.

CD1 Track 15

For recording script see TB page 118.

Key: 1 There is a shield on the map. 2 Ben is talking about the sword and the bow and arrow. 3 Lucy would like the queen's bracelet. 4 They go to the Egyptian room.



SB p10 Ask and answer.

Aim: to give students practice with the new vocabulary

- Check that students understand the difference between *wear* and *carry*. Elicit some examples using the new words.
- Demonstrate the activity using the examples.
- Students practice asking and answering about the picture in pairs.
- They try to do the activity with the new words covered.
- Check using open pairs.



WB p10 Complete the words. Then draw lines.

Aim: to practice writing the new vocabulary

Key: 2 h helmet, 3 a shield, 4 g bow and arrow, 5 b knight, 6 d necklace, 7 i crown, 8 c belt, 9 j queen, 10 f bracelet



WB p10 Look, read, and number the sentences.

Aim: to give further practice with the new vocabulary

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

Ending the lesson

Aim: to review vocabulary from the lesson

- Mime one of the new words for students to guess.
- The student who guesses correctly mimes another word.
- Repeat with other students for all the words.

Extension activity

Aim: to consolidate vocabulary from the lesson

- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they write a short definition, e.g., *A knight wears a helmet and carries a bow and arrow.*

Aim:

- to present and practice *have to*, *not allowed to* for obligation and prohibition

New language: *sign, leash, coatroom, touch*

Recycled language: knights and queens, verbs, chores and routines

Materials: CD

Language competences: Your students will be able to express obligation and prohibition.

Warm-up

Aim: to review knights and queens vocabulary

- Write the ten new items with the letters in scrambled order on the board.
- Ask a pair of students to come to the board and write one of the items correctly. Repeat.
- Elicit which are the silent letters.

Presentation

Aim: to present *have to* and *not allowed to*

- Give/Elicit one of the school rules, e.g., *Is it OK to use your phone in the classroom?* (No.) *So we say: You aren't allowed to use your phone in the classroom.*
- Say the sentence again for students to repeat and then write it on the board. Write *not allowed to* in a different color.
- Give/Elicit another school rule, e.g., *Can you choose to do homework?* (No.) *So we say: You have to do your homework.*
- Say the sentence again for students to repeat and then write it on the board. Write *have to* in a different color.
- Elicit other rules with *have to* / *not allowed to*.

- 1  **SB p11** Look, read, and number the sentences.

Aim: to practice *have to* and *not allowed to*

- Students look at the picture in their Student's Books. Pre-teach *sign* and *coatroom*.
- Students work individually. They silently read the sentences and match them with the pictures.
- They compare answers in pairs.
- Check with the class. Elicit the sentences and check correct pronunciation of *have to* and *not allowed to*.

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

- 2  **SB p11** Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns practicing the sentences in pairs.

- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 have to, 2 have to, 3 aren't allowed to, 4 have to, 5 aren't allowed to

- 3  **SB p11** Play the *have to remember* game.

Aim: to consolidate grammatical form

- Review chores and daily routines, e.g., *What do you do at home to help your mom and dad?*
- Demonstrate the game using the example. Mime an action, e.g., *doing the dishes*. The students guess the action and you say, e.g., *That's right. I have to remember to do the dishes.*
- Demonstrate with another example, e.g., *sweep the floor*.
- In pairs, students take turns miming and guessing.
- Check using open pairs.

- 1  **WB p11** Write the sentences under the pictures.

Aim: to review *have to* and *not allowed to*

Key: 2 I have to do my homework. 3 I have to drink more water. 4 I'm not allowed to eat too much ice cream. 5 I have to take off my shoes in the house. 6 I'm not allowed to touch my sister's CDs.

- 2  **WB p11** Read and write *have to* or *'m not allowed to* and a word from the box.

Aim: to give further practice with the new language

Key: 2 'm not allowed to shout, 3 have to wear, 4 have to keep, 5 'm not allowed to buy, 6 'm not allowed to use

- 3  **WB p11** What do you have to do at home or in school? What aren't you allowed to do? Write four sentences: two with *have to* and two with *not allowed to*

Aim: to enable students to personalize the language

Ending the lesson

Aim: to practice key language from the lesson

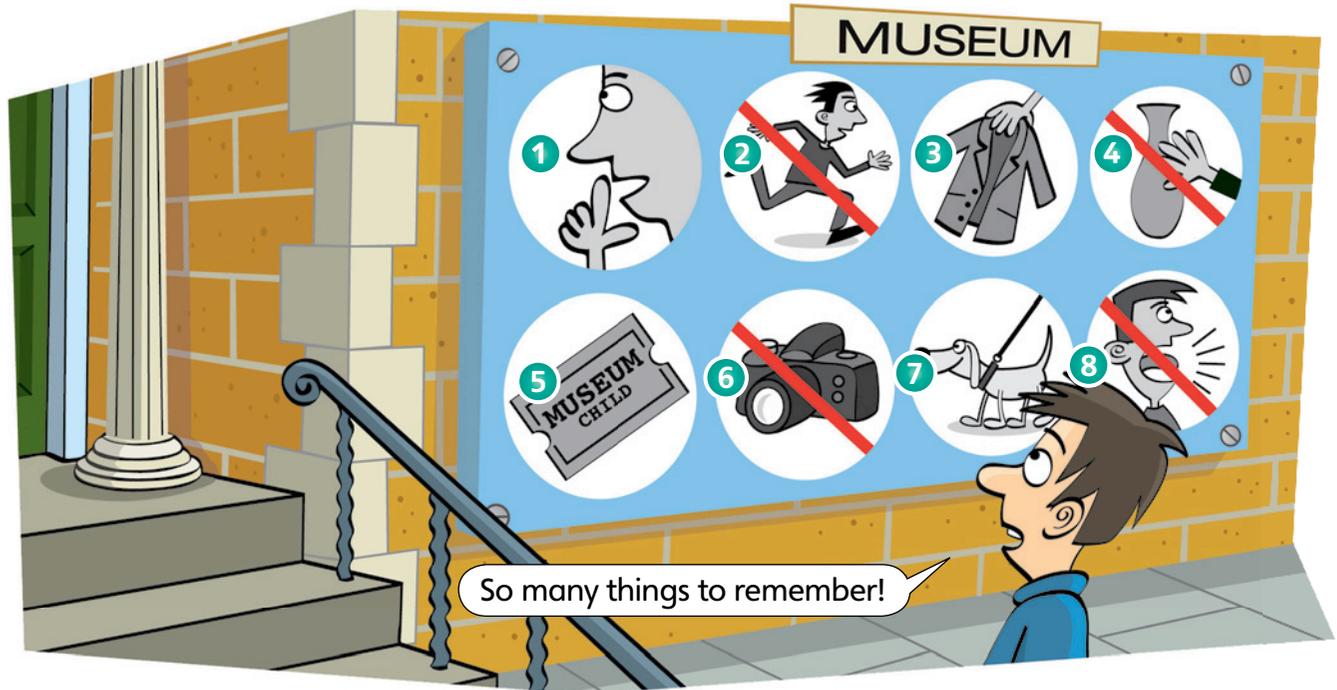
- Elicit the things the boy has to and isn't allowed to do in the museum from SB Activity 1.

Extension activity

Aim: to consolidate information

- In groups of four, students compare the information they wrote for WB Activity 3. They find out how many things are the same / different.

1 Look, read, and number the sentences.



- | | |
|---------------------------------------------------------------------|---------------------------------------------------------------|
| a I have to buy a ticket. <input type="checkbox"/> | d I have to speak quietly. <input type="checkbox"/> |
| b I have to put my dog on a leash. <input type="checkbox"/> | e I'm not allowed to shout. <input type="checkbox"/> |
| c I have to leave my coat in the coatroom. <input type="checkbox"/> | f I'm not allowed to run. <input type="checkbox"/> |
| | g I'm not allowed to touch anything. <input type="checkbox"/> |
| | h I'm not allowed to take pictures. <input type="checkbox"/> |

2 CD 16 Grammar focus Listen and say.

	I have to wear a helmet.		I'm not allowed to swim here.	
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3 Play the *have to remember* game.





1 Listen to the song. Number the pictures.

It's a museum ... I'm not allowed to dance,
 I'm not allowed to fight, I'm not allowed to shout ...
 but at midnight ...

It's midnight. It's midnight.
 Take a look at the clock.
 Come on, let's rock!
 Come on, let's rock!

Bracelets, crowns are flying around,
 Necklaces are on the ground.
 Here comes our dinosaur.
 There are kings and queens and more.
 It's midnight ...

Statues dance and lions roar.
 Crash! The vase is on the floor.
 The swords then shout, "Come on, let's fight!
 Let's fight all night until it's light."
 It's midnight ...

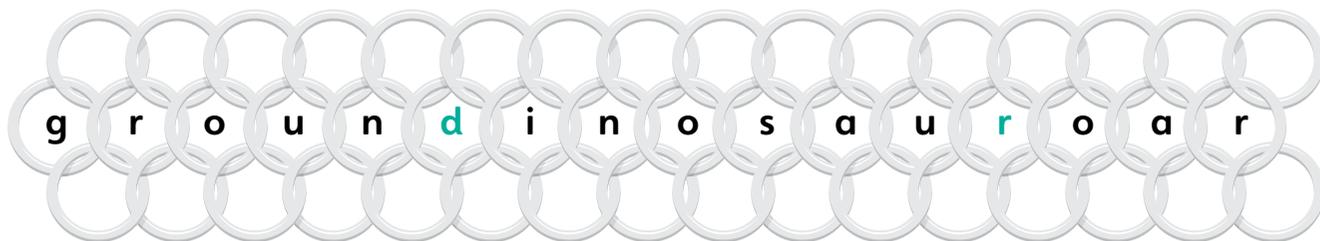
Yeah!



2 Listen and sing.



3 Make word chains.



12 Singing for fun

Aims:

- to consolidate *have to* and *not allowed to*
- to sing a song with the class
- to review the present progressive

New language: *midnight, vase, ground, roar, until*

Recycled language: knights and queens, verbs

Materials: CD

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review *have to* and *not allowed to*

- Say *Have to* or *not allowed to*?
- Say six actions one by one, e.g., *1 shout in the classroom.*
- Students write a sentence in their notebooks using *have to* or *not allowed to*, e.g., *I'm not allowed to shout in the classroom.*
- Students compare answers. Elicit and check.



1 **SB p12** Listen to the song. Number the pictures.

Aim: to give students practice in listening and matching

- Elicit what and who students can see in the picture in their Student's Books. Pre-teach *midnight, vase,* and *roar.*
- Students cover the lyrics of the song and try to sequence the pictures in the order of the song just by listening.
- Students uncover the song.
- Play the recording again. Students listen and check.

Key: midnight 1, bracelet 2, crown 3, necklace 4, dinosaur 5, king 6, queen 7, statue 8, lion 9, vase 10, swords 11



2 **SB p12** Listen and sing.

Aim: to sing a song with the class

- Play the song again, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version. Practice it with the whole class.
- Students sing in groups with the karaoke version.



3 **SB p12** Make word chains.

Aim: to enable students to review spelling

- Demonstrate the game. Each student writes a word chain as in the example (the next word starting with the last letter of the word before it).



- Set a time limit, e.g., two minutes. Students write as many words as they can in the time.
- The first time students play the game, they use words from the song.
- The second time, students can use words from the unit or the book, or any words.

1 **WB p12** What does the knight say? What isn't he allowed to do in the museum? Look and write sentences.

Aim: to activate memory skills

Key: 1 I'm not allowed to dance. 2 I'm not allowed to fight. 3 I'm not allowed to shout.

2 **WB p12** Remember the song. Correct the sentences.

Aim: to give practice with memory skills

Key: 2 The necklaces are on the ground. 3 The crowns are flying around. 4 The swords are shouting. 5 The vase is on the floor. 6 The lions are roaring.

3 **WB p12** Describe the scene at the museum.

Aim: to give students further practice with the present progressive

Key: The king is drinking. The queen is riding a bike. The lion is playing soccer. The dinosaur is taking pictures.

Ending the lesson

Aim: to review language from the lesson

- Play the karaoke version of the song.
- Students take turns singing the song in groups.

Extension activity

Aim: to give students further practice with spelling

- Students play the game from SB Activity 3 in two teams. Teams line up at the back of the class.
- The first student in each team comes to the board and writes a word.
- He/She goes back to the rest of the team.
- Then the next student from the team comes to the board and writes a word beginning with the last letter of the word before.
- When all students on a team have written a word, stop the game. Count which team has the most correctly spelled words. That team is the winner.

Aims:

- to present and practice verbs with direct and indirect objects
- to review imperatives

Recycled language: verbs, nouns, object pronouns

Materials: CD

Language competences: Your students will be able to use verbs with direct and indirect objects.

Warm-up

Aim: to review imperatives

- Play a game. Give a command, e.g., *Stand up.* Students stand up. Follow this with other affirmative or negative commands.
- Students do or don't do the action, e.g., *Don't sit down.* Students don't sit down.

Presentation

Aim: to present direct and indirect objects

- Say, e.g., *(Name), give me your pencil, please.* Support meaning with gestures.
- Write the command on the board, without the student's name. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: *Give your pencil to me.*
- Give another example, e.g., *(Name), show (name) your book. Show her your book.* Support meaning with gestures.
- Write the command on the board, without either of the students' names. Say the command for students to repeat.
- Elicit another way we can say this. Write the sentence underneath: *Show your book to her.*
- Elicit what students notice about the two versions of each command (the order of the direct and indirect objects).



SB p13 Complete the sentences. Listen and check.

Aim: to practice direct and indirect objects

- Students look at the pictures in their Student's Books.
- Check that they know what to do. Remind them to use the words in the box.
- Students work individually. They read the sentences and try to fill in the blanks.
- They compare answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again. Check with the class.

Key: 1 coats, 2 shield, 3 crown, 4 necklace, 5 swords



SB p13 Listen and say.

Aim: to focus students on grammatical form

- Play the recording. Students listen and repeat in chorus. Repeat.
- Students take turns practicing the sentences in pairs.
- Students turn to the Grammar focus section on page 119 of the Student's Book.
- Work through the other examples with the class.
- Students complete the exercise individually and then check in pairs.

Key: 1 Give Rex his ball. 2 Show me your picture. 3 Dad made me this skateboard. 4 Let's take Grandma some flowers. 5 Grandpa tells them great stories.



SB p13 Play the *Show me* game.

Aim: to give students further practice with direct and indirect objects

- Students look at the pictures and memorize the positions.
- Then they take turns closing their eyes.
- Student A says, e.g., *Show me the sword.* Student B tries to remember where it is and puts his/her finger on it.



WB p13 Read and circle.

Aim: to give further practice with the new language

Key: 2 her, 3 us, 4 them, 5 her, 6 him



WB p13 Change the sentences.

Aim: to give further writing practice with the new language

Key: 2 Don't show the letter to them. 3 Don't give any money to him. 4 Don't take them! 5 Please don't shout at us. 6 Don't give any bananas to her.

Ending the lesson

Aim: to review the new language

- Play the *Show me* game in open pairs. Use objects in the classroom. Students don't close their eyes.
- A student says a sentence, e.g., *Show me the board, (name).* Student B then touches the board.
- Student B then gives a command for another student to carry out. Continue like this.

Extension activity

Aim: to consolidate understanding

- Students write some of the commands from Ending the lesson in their notebooks. For each one they write an alternative, e.g., *Show the board to me.*

1 CD1 19 Complete the sentences. Listen and check.

necklace coats crown swords shield



1 Give us the _____, please.



2 Give him the _____, please.



3 Give me the _____, please.



4 Give her the _____, please.



5 Give them the _____, please.

2 CD1 20

Grammar focus

Listen and say.



Give me the book, please.
 Give him the camera, please.
 Give them the sandwiches, please.

Give her the apple, please.
 Give us the pencils, please.

3 Play the Show me game.

Show me the necklace.

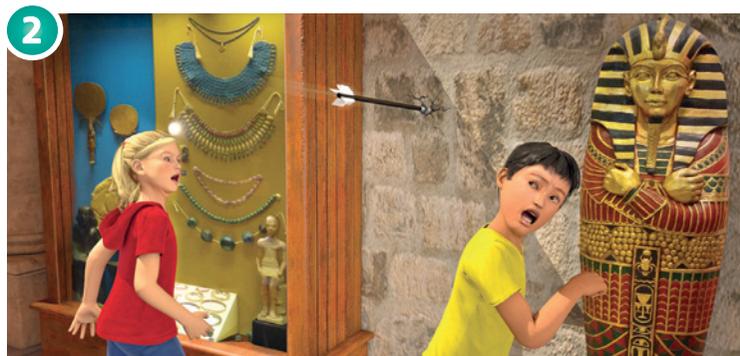


The knight



Lucy: Now, let's look for the first line of the rhyme.

Ben: I really hope we can find it here.



Ben: Help! That was close!

Lucy: Where did it come from?

Ben: I don't know, but someone is trying to hurt us.



Ben: I can't see anyone.

Lucy: Look, there's a knight with a sword. He's coming after us. Let's run.



Ben: Look, this is a good place to hide.

Lucy: I hope the knight doesn't find us.

Ben: Shh. Don't make a noise.



Lucy: I have an idea. Hold the leash. Buster, come here!

Ben: That's it, Buster! Good dog!



Ben: That was a great idea.

Lucy: I'm glad it worked. I was very scared.

Aims:

- to present a picture story
- to review language from the unit

New language: *hide, I'm glad it worked*

Recycled language: characters and language from the story, knights and queens

Materials: CD

Language competences: Your students will be able to listen to and read a picture story.

Your students will be able to role-play a story.

Warm-up

Aim: to review the characters and the context of the story

- Write *Ben, Lucy, and Buster* on the board.
- Elicit what students remember about them from the Welcome Unit, and Level 3 if appropriate.
- Give prompts if necessary, e.g., *Mr. Davidson found a symbol on the statue. It was the same symbol as on the map. It was a diamond shape. They wanted to find the old English king's treasure. They went to the museum first.*



SB pp14–15 The knight

Aim: to present a picture story

- Use the pictures in the story to support meaning whenever possible.
- Elicit where the friends are in Frame 1 (in the Egyptian room of the museum).
- Pre-teach *hide*.
- Play the recording. Students listen for who comes after them (a knight) and what they find on the knight's shield (the first line of the rhyme).
- Students compare their ideas in pairs. Elicit from the class.
- Play the recording again. Students listen and repeat.
- Elicit who the knight really was (Horax).

Practice

Aim: to check understanding of the story

- Play the recording again. Pause after each frame to check understanding. (Students can use L1 to talk about some of the events.)
- Check understanding of *I'm glad it worked*.



- 1** **WB p14** Remember the story. Read and write *t* (true) or *f* (false).

Aim: to check comprehension

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

- 2** **WB p14** Read and write the words.

Aim: to check understanding of the story

Key: 2 knight, 3 children, 4 going, 5 chase, 6 queen

- 3** **Think!** **WB p14** Draw lines and complete the sentences.

Aim: to activate students' knowledge of the world

Thinking skill: classifying

Key: 2 The owl is from the Nature Museum. 3 The motorcycle is from the Science Museum. 4 The shield is from the History Museum. 5 The plane is from the Science Museum. 6 The knight is from the History Museum.

Ending the lesson

Aim: to practice the story

- Put students into groups of four.
- Students each take the role of one of the characters.
- Play the recording. Students repeat in role.
- Students practice the role play in their groups.
- Volunteer groups role-play the story for the class.

Extension activity

Aim: to review ideas and concepts from the story

- Students draw a picture of a knight in their notebooks and label it.
- Supply any other words they need, e.g., *armor*.