1 The rock 'n' roll show



Objectives

- to present the core vocabulary (school subjects)
- to practise the core vocabulary through speaking
- to practise writing the core vocabulary
- to practise the vocabulary through a reading activity

Lesson 1

Language

New language: school subjects: *Art, English, Music, P.E., History, Geography, Science, Maths, I.T.*

Recycled language: language from the story, *baseball*

Receptive language: I think ... What do you mean?

Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

Digital Minds

Vocabulary interactive activities

Basic competences

Language competence: Pupils identify and use school subjects.

Social and civic competences: Pupils ask and answer about subjects they like.

- Augmented Reality: vocabulary interactive activities, spelling challenge
- Online interactive activities: spelling challenge

Pupil's Book, page 10

Warm-up

- Elicit what music pupils like and elicit/pre-teach *rock 'n' roll*. Write the phrase on the board and elicit/explain what the 'n' stands for (and).
- Ask if any pupils would like to go to a rock concert and which one(s).

Presentation

- Read the title of the unit and use the picture in the Pupil's Book to further set the context and to present the vocabulary.
- Say each word for pupils to repeat.
- Elicit what pupils think is happening in the picture.
- Elicit where the three friends are before this (in Science class) and how they get to where they are now (through the gate).

Listen and say the words. Check with your partner.

- Pupils look at the numbered items in the picture.
- Play the recording.
- Pupils listen to each word and repeat in chorus.
- Play the recording again. Pupils repeat in groups.
- Pupils practise the new words in pairs.
- They take turns to point to the numbered items in the picture and say what each one is.

$(2)^{(D)}_{15}$ Read, listen and say the correct answers.

- Read the sentences aloud with the class.
- Check understanding. Encourage pupils to try to predict the answers.
- Play the recording.
- Pupils listen to find the answers.
- They check in pairs
- Play the recording again. Check with the class.

CD1 Track 15

Patrick: Wow! What happened? Where are we? Alex: I think we're on the other side of the gate! Patrick: What do you mean?

Alex: That light in the Science class. It was a gate into ...

Phoebe: ... the past!

Alex: That's right. We can travel through time! Patrick: We're time travellers!

Phoebe: So, where are we now?

Alex: We're in a school, I think.

Phoebe: Look at that flag. I think we're in the USA.

Alex: And look here. There's a baseball match. Phoebe: Yeah, they play baseball in the United States.

Phoebe: What's that music? Alex: Wow! Who's that in the school gym? Patrick: It's Elvis Presley! The King of rock 'n' roll! Come on! Let's go and watch the show.

Key: 1 Phoebe says they are in the past. 2 They are in a school. 3 They talk about a baseball match. 4 Elvis Presley is in the school gym.

3 Ask and answer.

- Demonstrate the activity with the class using the prompts.
- Repeat for another subject.
- Pupils practise in pairs, asking about different subjects.
- Check using open pairs.

Activity Book, page 10

Read and write the words.

- Pupils complete a crossword based on written clues.
- **Key:** Across 5 Science, 6 Art, 8 English Down 1 I.T., 2 Music, 3 History, 4 Geography, 7 P.E.

2 Read and complete the timetable.

- Pupils complete the timetable based on written clues.
- **Key:** Monday English, **Tuesday** Music, Science, **Wednesday** (RE.), **Thursday** Geography, **Friday** History

OPTIONAL ACTIVITIES

Reinforcement

- Give some simple definitions, e.g. In this lesson you learn about numbers. Pupils answer, e.g. Maths. In this lesson you learn about the past. (History.) In this lesson you play an instrument. (Music.) In this lesson you use a computer. (I.T.) In this lesson you keep fit. (P.E.) In this lesson you learn about rivers and mountains. (Geography.)
 - See also Teacher's Resource Book Worksheet 1, p11

- Pupils draw their school timetable, and complete the days of the week and subjects in English.
- Alternatively, they work in pairs and create their ideal school timetable.



- to present the first core grammar
- to practise the core grammar through reading for specific information
- to practise the core grammar through doing a word puzzle
- to practise writing the core grammar

Language

New language: *like / don't like + ing*, school subjects, *plant* (n), *really*

Materials

Downloadable Class Audio, white paper, pens/pencils (optional) Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 1 interactive activities
- Grammar 1 animation

Basic competences

Language competence: Pupils express their likes and dislikes.

Social and civic competences: Pupils work together to talk about likes and dislikes.

Sense of initiative and entrepreneurship: Pupils talk about what they like, love or don't like.

- Augmented Reality: grammar 1 interactive activity, aqua quest game, grammar animation 1
- Online interactive activities: aqua quest game

Pupil's Book, page 11

Warm-up

- Elicit the nine school subjects and write them on the board.
- Tell pupils to think of a school subject that they are good at and one that they are not good at. Elicit an example sentence, I'm good at Maths.
- Pupils walk around the classroom telling each other what they are good and not good at. Tell pupils that this is a memory game and they need to remember their classmates' sentences.
- Pupils sit down. Ask *What is (Pablo) good at?* Other pupils try to remember what Pablo said.

Presentation

- Point to the subjects on the board in turn. Ask pupils *Do you* like (Maths)? Are you good at (Maths)?
- Make sentences about their responses using the ing form, e.g. Carl likes learning Maths.
- First, do it orally for pupils to repeat. Then write the sentences on the board, using a different colour for the *ing* ending.
- Elicit and practise sentences with like, don't like, really don't/ doesn't like and good at/not good at.

Read and say Alf or Julia. Think

Thinking skill: making inferences

- Pupils look at the information in their Pupil's Books.
- Pupils take turns to read the information aloud.
- Read number 1 and elicit the answer as an example. Ask why it matches (singing - Music).
- Pupils read and say the names in pairs.
- Check by asking how the words or phrases match.

Key: 1 Alf, 2 Alf, 3 Julia, 4 Alf, 5 Julia, 6 Julia

2^{CD1} Listen and say.

- Play the recording. Pupils listen and repeat in chorus. Repeat.
- Pupils practise the sentences in pairs.

Blay the *like / don't like* game.

- Demonstrate using two pupils to read the speech bubbles.
- Pupils work in groups of four asking and answering.
- Monitor and check.
- Do class feedback by asking a few pupils what they like/don't like.

Activity Book, page 11



Look and complete the table.

Pupils complete the table.

Key: ✓ likes × doesn't like

2 Find and write the sentences.

- Pupils write sentences using prompts taking care to punctuate the sentences correctly with capital letters and full stops.
- Key: 2 | really don't like Science. 3 She really doesn't like History. 4 He really likes Maths. 5 She loves doing P.E.



- Pupils follow the lines and write sentences.
- **Key: 2** Jim likes playing the piano. **3** Clare doesn't like riding a bike. 4 Clare likes watching TV. 5 Clare likes climbing trees.

OPTIONAL ACTIVITIES

Reinforcement

- Mime a sentence to the pupils, e.g. *He likes singing*.
- Hold up three fingers to show them the sentence has three words. Pupils need to guess the complete sentence so you will need to point to a boy in the class to elicit 'He' and use mime to elicit 'likes' and 'singing'.
- Pupils do the same in pairs.
 - See also Teacher's Resource Book Worksheet 2, p 12

Extension

- Pupils write their own Facebook profile pages using the texts on page 11 of the Pupil's Book. They can draw a picture of themselves or add a photo.
- Display the profiles around the classroom.

Grammar focus [PB p83]

Say the correct answers.

- Pupils work in pairs saying the complete sentence.
- Check answers in open class by eliciting the full sentence.

Key: 1 playing, 2 walking, 3 playing, 4 cooking, 5 he



Language

like/don't like + ing

Downloadable Class Audio

Digital Minds

Karaoke song

Song interactive activities

Materials

 to consolidate the core vocabulary and grammar (school subjects, *like/don't like + ing*) through a song

New language: anybody, famous, school subjects,

- to check comprehension of the song
- to encourage pupil creativity

• to sing a song for pleasure

Basic competences

Language competence: Pupils join in with a song.

- Social and civic competences: Pupils sing together as a class.
- Sense of initiative and entrepreneurship: Pupils write their own verse of a song.

- Augmented Reality: karaoke song
- Online interactive activities: karaoke song

Pupil's Book, page 12

Warm-up

- Make sentences about two or three different school subjects for pupils to guess, e.g. *You can learn about the past.* (History). *You can learn about plants.* (Science). *You can sing.* (Music).
- Elicit other sentences from pupils for the class to guess the subject.

Look at the picture. Guess the school subjects in the song. Then listen and check.

- Look at the picture as a class. Ask What are the children learning about? (The boys – Geography and P.E., the girls I.T and History). Do they like learning? (Yes, they are smiling).
- In pairs, pupils guess the school subjects in the song.
- Play the recording. Pupils check their guesses.
- Play the recording again if necessary and check answers in open class. Ask for the full sentence when doing feedback.
- Play the song again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.

Key: P.E., I.T., Geography, History

2^{(D1}₁₈) Listen and sing.

- Play the karaoke version of the song for pupils to sing in two groups, one verse each (the whole class sings the chorus – Let me tell you a secret ...).
- What do the children in the song say? Read and say true or false.
- Do number 1 as an example in class and elicit the answer. Ask pupils in which line of the song they can find the answer (line 1).
- Pupils read and discuss answers in pairs.
- Do class feedback asking where pupils found their answers.

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

Activity Book, page 12



Remember the song. Read and write the missing words.

• Pupils complete sentences about the song with words from the box.

Key: 2 School, 3 everyone, 4 tell, 5 School is great, 6 lots of fun

- Read Anna and Tim's new verses. Write the missing words.
- Pupils complete a new verse of the song with words from the box.
- Key: 2 writing, 3 learning, 4 day, 5 working, 6 great,7 teachers, 8 late

B Look at the pictures. Read and match.

• Pupils match phrases to make complete sentences.

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

OPTIONAL ACTIVITIES

Reinforcement

- Put pupils into groups of four and tell them to choose two children from the song.
- Play the karaoke version of the song. Pupils sing the lines for the people they have chosen.
- Ask pupils which group can sing the loudest/ quietest.

- Put pupils into groups of four.
- Each group prepares a new verse for the song, using AB Activity 2 as a model.
- Use the karaoke version of the song for groups to perform their new verses. They all sing the chorus (*Let* me tell you a secret . . .).



- to present the second core grammar
- to practise the core grammar through listening and reading for specific information
- to practise the core grammar through reading for specific information
- to practise the core grammar through a personalised writing activity

Language

New language: *have to* + infinitive, school subjects

Recycled language: time, get up, walk the dog, tidy up, have breakfast

Receptive language: I can see that. Come with me.

Materials

Downloadable Class Audio, white poster paper, pens/ pencils (optional), Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activities
- Grammar animation 2

Basic competences

Language competence: Pupils express obligation using *have to* + infinitive.

- Social and civic competences: Pupils work together to play a game.
- Sense of initiative and entrepreneurship: Pupils write about rules.

- Augmented Reality: grammar 2 interactive activity, word race game, grammar animation 2
- Online interactive activities: word race game, grammar animation 2

Lesson 4

Pupil's Book, page 13

Warm-up

- Write School day in the centre of the board.
- Brainstorm what pupils do on a school day, e.g. get up at seven o'clock.
- Write the phrases on the board to make a mind map.

Presentation

- Choose an action, e.g. go to bed early on a school day. Ask Can you choose to do this? (No.)
- Say You have to go to bed early on a school day. Pupils repeat. Write it on the board.
- Provide more model sentences with have to.
 Example sentences: You have to pay for a cinema ticket. You have to arrive at school at (9) o'clock. You have to do homework.

Listen and read. Then say what you have to do at Linda's school.

- Look at the picture as a class. Ask Where are the people? (In school.) Who is the man? (A teacher.) Who is wearing a uniform? (The girl.) Why do you think the boy isn't wearing a uniform? and elicit ideas.
- Play the recording while pupils read and check your last question (he isn't wearing a uniform because he is new).
- Play and read the recording again. Pupils discuss in pairs what Linda and Daniel have to do.
- Elicit full sentences in open class. Write the answers on the board.

Key: You have to wear school uniform. You have to arrive at school before nine o'clock. You have to read a book every week.

2 🖸 Listen and say.

2

- Play the recording. Pupils listen and repeat in chorus.
- Pupils practise the sentences in pairs.

Read and play the rules game.

- Read the prompts under the pictures. Pupils repeat the vocabulary and point to the pictures.
- Point to a picture. The class give a sentence with *have to*. Check pupils understand that *you* here is impersonal.
- Pupils play the game in pairs: one points and the other says a sentence.

Activity Book, page 13

Look and complete the table.

• Pupils complete the table.

Key: ✓ wear, have to X don't go



- Pupils complete sentences based on the pictures.
- Key: 2 have to brush your teeth, 3 have to do your homework, 4 have to clean your shoes, 5 have to get dressed

3 Read Sarah's email and answer the questions.

- Pupils read the email and answer the questions.
- **Key: 2** You have to eat breakfast at 7 o'clock. **3** You have to go swimming for an hour. **4** You have to eat roast chicken and peas for lunch. **5** You have to tidy your room in the afternoon.

OPTIONAL ACTIVITIES

Reinforcement

- Start a chain about school. Say, e.g. You have to arrive before half past eight. Student A: You have to arrive before half past eight and You have to start lessons at nine o'clock.
- Student B: You have to arrive before half past eight. You have to start lessons at nine o'clock and you have to
- When the chain reaches six phrases, start another one about rules at home.
 - See also Teacher's Resource Book Worksheet 3, p13

Extension

- In groups of three, pupils make a poster for a summer camp.
- Refer pupils to the email on page 13 of the Activity Book for ideas.
- Pupils decorate the poster and write the rules.
- Display the posters around the class.

Grammar focus [PB p83]

2 Put the words in order.

- Do number 1 as an example. Elicit the sentence and write it on the board.
- Pupils write the sentences in their notebooks and compare answers in pairs.
- Key: 1 I have to wear uniform at school. 2 You have to eat your beans. 3 They have to walk to school today. 4 You have to bring your homework on Monday. 5 Do you have to wash the dog today?



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

Language

New language: stage, confused, dressing room, fans, wig, scream, nobody

Recycled language: characters and language from the story

Receptive language: Never mind. Here's the plan. A bit of piece and quiet.

Materials

Downloadable Class Audio, white poster paper, pens/ pencils (optional)

Digital Minds

Story

• to understand the value of thinking creatively

Basic competences

Language competence: Pupils listen to a story.

Social and civic competences: Students learn the message to think creatively through a story.

Cultural awareness and expression: Pupils act out the story.

- Augmented Reality: story
- Online interactive activities: story

Lesson 5

Pupil's Book, page 14

Warm-up

- Write Phoebe, Alex and Patrick on the board.
- Elicit what pupils remember about them from this and the previous unit.
- Give prompts if necessary, e.g. science lab, experiments, Mr Davis, the gate, a rock concert.

Look at the pictures and answer the questions.

- Read the activity instruction and the two questions with the class.
- Elicit what the title of the story is (*Elvis*).
- Elicit ideas to the questions.
- Don't confirm answers at this stage.

Key: Pupils' own answers

2 21 Read and listen to the story to check your answers.

- Play the recording. Pupils read and listen to check their answers.
- Check with the class eliciting full sentences.
- Play the recording again. Pupils read and listen.
- Elicit what happens at the end of the story (the children step back into the gate) and where the gate is (in the hotel).
- Check understanding of *wig*. Ask *Is it his real hair*? (No, he can take it off).
- Key: a The children talk to Elvis in his dressing room. b The children have a meal with Elvis at the hotel.

Activity Book, page 14

- Remember the story. Read and complete the text.
- Pupils complete the text based on the story.
- Key: 2 dressing room, 3 confused, 4 waiting, 5 coat, 6 wig

2 Read and draw the times on the clocks.

Thinking skill: working out times

• Pupils look at the pictures and complete the clock times.

Key: 2 11.15, **3** 12:00, **4** 8.00, **5** 9.30, **6** 10.00, **7** 11.00

OPTIONAL ACTIVITIES

Reinforcement

- Put pupils into groups of four (the three friends and Elvis).
- Pupils decide which of the characters they want to be.
- In character, they read through the story silently and find their dialogue.
- Pupils do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

- Pupils work in groups and make posters for an Elvis concert (or another band of their choice).
- They decide what time the concert starts and finishes, where it is, how much the tickets are.
- Display the posters around the room. Ask pupils questions about the posters to revise *have to* + infinitive. E.g. *What time do you have to arrive? Where do you have to go? How much do you have to pay?*



• to check comprehension of the story

• to present the long and short 'o' sounds in English and practise saying them

Language

New language: show, prefer, pop

Recycled language: language from the story

Materials

Downloadable Class Audio

DigitalMinds

• Phonics game

Basiccompetences

Language competence: Pupils interpret a deeper meaning from the story.

Home-schoollink

• Augmented Reality: phonics game

Lesson 6

Pupil's Book, page 15

Warm-up

Ask questions about the story, e.g. Where are the three friends? (At a rock concert.) Who do they meet? (Elvis.) How do they help him? (They dress up as him so he can avoid the fans.) Do they like being with him? (Yes, they do.)

Read and say the correct sentences. 3

- Play the recording of the story again. Pupils listen and/or follow it in their Pupil's Books.
- Read number 1 and elicit the answer.
- Pupils write the answers in their notebooks and compare in pairs.
- Check with class by eliciting full sentences.

Key: 1 Patrick asks Elvis a question first. 2 Patrick's grandma is a fan of Elvis. 3 Elvis takes the kids to his dressing room to talk. 4 Alex uses a wig, a coat and some glasses for his plan. 5 Patrick wears the wig and the glasses. 6 The kids eat hot dogs, hamburgers and ice cream with Elvis.

Activity Book, page 15



Remember the story. Read and circle the best answer. Think!

Thinking skill: making inferences

• Pupils read the story again and choose the correct answers.

Key: 1 B, 2 B, 3 A, 4 B

Pupil's Book, page 15

4 ^{CD1} Listen and say. Phonics

- Remind pupils that words can sometimes have the same spelling for different sounds. Write Rock 'n' roll on the board as the example.
- Play the recording. Pupils listen, read and repeat.
- Divide the class so that one half is Rose and the other Tom. The class says the dialogue twice, exchanging roles.
- Pupils practise the dialogue in pairs.

Activity Book, page 15

4 ^{CD1} Listen and say the words. Phonics

- Pupils listen and repeat.
- Read the phonics tip to the class.

5 Write the words in the sock or the coat.

• Pupils say the words and write them in the correct column.

6 ^{CD1} Listen, check and say the words.

• Play the recording for pupils to check their answers.

Key: Sock: hot dog, long, lost, bottle, sorry, Coat: bowl, old, glow, cold, explosion

OPTIONAL ACTIVITIES

Reinforcement

- Write the following words in random order on the board: short o sound: top, crop, dog, clock, stop, bottle, strong; long o sound: grow, goal, home, sofa, open, over
- Pupils write the words in columns under sock and *coat* in their notebooks.

- Ask the pupils which their favourite part of the story is and why.
- Extend the discussion to ask pupils which band or pop star they would like to meet and why.
- Try to involve all the class in this discussion.