

# 1 The rock 'n' roll show

Lesson 1

## 1 The rock 'n' roll show

1 Listen and say the words. Check with your partner.

- Art
- English
- Music
- P.E.
- History
- Geography
- Science
- Maths
- I.T.

2 Read, listen and say the correct answers.

- Does Phoebe say they are in the past or the future?
- Where are they?
- What sport do they talk about?
- Who is in the school gym?

3 Ask and answer.

Do you like History? Yes, I do.

10 School subjects Lesson 1

## 1 The rock 'n' roll show

1 Read and write the words.

Across

- I learn about numbers in this class.
- I do experiments in this class.
- I paint pictures in this class.
- I learn a new language in this class.

Down

- I use a computer in this class.
- I sing in this class.
- I learn about the past in this class.
- I learn about different countries in this class.
- I play sports in this class.

2 Read and complete the timetable.

| Monday     | Tuesday  | Wednesday  | Thursday   | Friday     |
|------------|----------|------------|------------|------------|
| 2nd 3rd 12 | Computer | 2nd 3rd 12 | 2nd 3rd 12 | 2nd 3rd 12 |
|            | Light    | 2nd 3rd 12 | 2nd 3rd 12 | 2nd 3rd 12 |
| Light      |          | P.E.       | Light      | 2nd 3rd 12 |
| LUNCH      |          |            |            |            |
| Light      |          | Computer   |            | 2nd 3rd 12 |
| Light      | Light    | Light      | Light      | Light      |

I've got P.E. on Wednesday morning.  
I've got Science on Tuesday afternoon.  
I've got English on Monday morning.

I've got History on Friday.  
I've got Geography on Thursday.  
I've got Music on Tuesday morning.

10 School subjects Lesson 1

### 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

### 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.

### Home-school link

- 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).



## 1 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 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

## 1 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 (P.E.), 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, p 11*

## Extension

- 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.

1 Read and say Alf or Julia.

Think!

Alf



- I like Science. I'm good at it.
- I love English. It's my favourite subject.
- I really don't like Music. I can't sing.
- I don't like Geography. I'm not good at it.

Julia



- I really don't like Science. I'm not good at it.
- I don't like English, but my English teacher is nice.
- I love Music. I can play the piano.
- I really like History. I'm good at it.

- 1 I really don't like singing.
- 2 I love learning a new language.
- 3 I really don't like doing experiments.

- 4 I like learning about plants and animals.
- 5 I love playing an instrument.
- 6 I really like learning about the past.

2 Listen and say.

Grammar focus

I like singing. He loves learning about Science.

Like / Don't like + ing  
She really **doesn't** like dancing.



3 Play the like / don't like game.

drawing doing sport listening to music singing  
playing football learning about History writing stories

What do you like doing?



I really like drawing. I don't like Maths, but I love learning about History.

Lesson 2

Like / Don't like + ing 11

1 Look and complete the table.

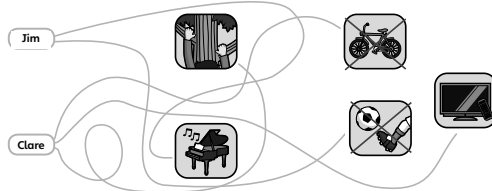
Like / Don't like + ing

|          |            |                    |         |
|----------|------------|--------------------|---------|
| I        | like       | playing            | tennis. |
| He / She |            |                    |         |
| I        | don't like | doing experiments. |         |
| He / She |            |                    |         |

2 Find and write the sentences.

- 1 ~~I really like English~~ I really like English.
- 2 ~~I really don't like science~~
- 3 ~~she really doesn't like history~~
- 4 ~~he really likes maths~~
- 5 ~~she loves doing PE~~

3 Follow the lines and write.



- 1 Jim doesn't like playing football.
- 2
- 3
- 4
- 5

Lesson 2

Like / Don't like + ing 11

Objectives

- 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.

Home-school link

- 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.*

1 Read and say Alf or Julia. 

**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  Listen and say.

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

## 3 Play 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

## 1 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 I really don't like Science. 3 She really doesn't like History. 4 He really likes Maths. 5 She loves doing P.E.

## 3 Follow the lines and write.

- 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]

## 1 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

1 <sup>CD 1</sup> Look at the picture. Guess the school subjects in the song. Then listen and check.

I love playing football in P.E.,  
And having fun with my friends.  
I like using computers in I.T.,  
I'm sad when the lesson ends.

Let me tell you a secret,  
School is great.  
School's for everyone.  
Don't tell anybody that  
School is great.  
And it's lots of fun.

I love learning all my Geography,  
I'm good at names and places.  
I love learning all my History,  
And all those famous faces.

Let me tell you a secret ...



2 <sup>CD 1</sup> Listen and sing.

3 What do the children in the song say? Read and say true or false.

- 1 I love playing football.                      3 I'm not good at Geography.
- 2 I don't like using computers.              4 I love learning about History.

12 Singing for pleasure

Lesson 3

1 Remember the song. Read and write the missing words.

everyone   lots of fun   secret   School   School is great   tell

Let me tell you a <sup>(1)</sup> *secret* ...                      Don't <sup>(4)</sup> \_\_\_\_\_ anybody that  
<sup>(2)</sup> \_\_\_\_\_ is great.    <sup>(5)</sup> \_\_\_\_\_  
School's for <sup>(3)</sup> \_\_\_\_\_.    And it's <sup>(6)</sup> \_\_\_\_\_.

2 Read Anna and Tim's new verses. Write the missing words.

learning   reading   great   working   writing   late   day   teachers

I love <sup>(1)</sup> *reading* \_\_\_\_\_ books in English.  
I'm good at <sup>(2)</sup> \_\_\_\_\_ stories, hey!  
I love <sup>(3)</sup> \_\_\_\_\_ about lots of things.  
We learn at school all <sup>(4)</sup> \_\_\_\_\_.



I love <sup>(5)</sup> \_\_\_\_\_ on computers.  
I think I.T.'s just <sup>(6)</sup> \_\_\_\_\_ !  
I really like my <sup>(7)</sup> \_\_\_\_\_ .  
That's why I'm never <sup>(8)</sup> \_\_\_\_\_ !

3 Look at the pictures. Read and match.

- |                  |  |
|------------------|--|
| 1  I like        | a <input type="checkbox"/> learning about countries.           |
| 2  I love        | b <input type="checkbox"/> learning about Science.             |
| 3  I think       | c <input type="checkbox"/> doing Art.                          |
| 4  I'm good at   | d <input checked="" type="checkbox"/> learning a new language. |
| 5  I really like | e <input type="checkbox"/> doing P.E.                          |
| 6  I don't like  | f <input type="checkbox"/> I.T. is great.                      |

12 Song practice

Lesson 3

### Objectives

- to consolidate the core vocabulary and grammar (school subjects, *like/don't like + ing*) through a song
- to check comprehension of the song
- to sing a song for pleasure
- to encourage pupil creativity

### Language

**New language:** *anybody, famous, school subjects, like/don't like + ing*

### Materials

Downloadable Class Audio

### Digital Minds

- Song interactive activities
- Karaoke song

### 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.

### Home-school link

- 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.

1 CD1  
17**1 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 PE., 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:** PE., I.T., Geography, History2 CD1  
18**2 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 ...*).

3

**3 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

1

**1 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**2 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**3 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.

## Extension

- 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 ...*).

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

Linda: Hi, are you new here?  
 Daniel: Yes, I am.  
 Linda: What's your name?  
 Daniel: I'm Daniel. And you?  
 Linda: I'm Linda. In our school you have to wear school uniform.  
 Daniel: Yes, I can see that.  
 Teacher: Hello. Are you the new student?  
 Daniel: Yes, I'm Daniel.  
 Teacher: Welcome, Daniel. Come with me. Daniel, just two things. You have to arrive at school before nine o'clock. And you have to read a book every week.  
 Daniel: Yes, sir.



2 Listen and say.

**Grammar focus** Have to + infinitive  
 You **have to wear** school uniform.  
 You **have to do** your homework.  
 You **don't have to read** two books every week.



3 Read and play the rules game.

on school days every day at the weekend in the holidays



You have to get up early on school days.

You don't have to get up early at the weekend.



1 Look and complete the table.

| Have to + infinitive |               |  |                       |
|----------------------|---------------|--|-----------------------|
| ✓                    | have to       |  | school uniform.       |
|                      |               |  | do your homework.     |
| ✗                    | don't have to |  | do a test every day.  |
|                      | have to       |  | to school on Sundays. |

2 Look, read and complete the sentences.

do your homework get dressed clean your shoes wash-your-hands brush your teeth



- You have to wash your hands.
- You \_\_\_\_\_.
- You \_\_\_\_\_.
- You \_\_\_\_\_.
- You \_\_\_\_\_.

3 Read Sarah's email and answer the questions.



- What time do you have to get up at the camp?  
You have to get up at 6 o'clock.
- What time do you have to eat breakfast?
- What do you have to do for an hour?
- What do you have to eat for lunch?
- What do you have to do in the afternoon?

Objectives

- 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.

Home-school link

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

## 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.*

1 CD1  
19

## 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 CD1  
20

## Listen and say.

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

3

## 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

## 1 Look and complete the table.

- Pupils complete the table.

**Key:** ✓ wear, have to ✗ don't go

## 2 Look, read and complete the sentences.

- 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, p 13*

## 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?