

Unit Overview

Outcomes

- Say the letters of the alphabet.
- Spell your name in English.
- Talk about information technology.

Productive Language

VOCABULARY

- **In an office:** a bin, a code, a computer, an envelope, a keyboard, a mobile phone, a mouse, an office, a password, a printer, a screen, technology.
- **Actions:** digging, opening, printing, talking, waiting, watching, working.
- letters of the alphabet.

PHRASES

- How do you spell (your name)?
- Can you repeat that, please?
- You're right/wrong.
- Be careful!
- Don't worry!

Receptive Language

VOCABULARY

- an agent, a police officer, a police station, a professor, a trick, a tunnel.
- **Adjectives:** safe, strange.

PHRASES

- Don't move!

Recycled Language

VOCABULARY

- a car, a dog, a park, a road.
- **Clothes:** a coat, gloves, a hat.
- **School materials:** a book, a chair, a desk, a notebook, paper, a pen, a pencil, a rubber.
- a door, a window.
- secret.

PHRASES

- What's your address?
- He's (writing). They're (watching).
- Where's (my mouse)? It's on/in/under (the table).
- Don't (write).
- Hands up!

Objectives

LISTENING

Pupils can:

- understand a detective story.
- understand spelling of simple names.
- pick out specific information from spoken texts (e.g. an address, surname, a phone number).

SPEAKING

Pupils can:

- say the letters of the alphabet.
- spell their first name.
- ask how to spell a word.
- ask about and say their phone number.

READING

Pupils can:

- understand advice about internet safety.
- understand simple factual texts.

WRITING

Pupils can:

- label a picture.
- make notes of names, addresses and phone numbers.

Strategies

- L₃** Read the questions before you listen.
AB p.24 ex1
- L₄** Listen and try to understand the main idea.
PB p.24 ex1
- S₁** Speak along with the recording.
PB p.26 ex2
- S₃** Use the model to help you speak.
PB p.28 ex3
- R₃** Look at the pictures to help you understand.
PB p.28 ex1
AB p.28 ex4
- R₅** Underline the phrase that tells you the answer.
AB p.26 ex1
- W₂** When you copy, look at every letter.
AB p.25 ex4

Materials

- Flashcards of unit vocabulary.
- Copies of the story script from page 167 for acting out.

Introduction

Pupil's Book – Page 23

4 Computers and codes

1 Talk about the picture with your friends.

There are some pencils under the table. There's a clock on the wall.



2 Listen, find and point.

3 Look at the picture. Find the answers.

Whose office is it?
What pet has he got?
What is his favourite sport?

4 Can you remember? Play the game.

Super Tour 1
Find five words that start with p.

Activate interest in the topic, notice details and identify objects in the picture.

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Warm up

- 1 Take a school bag and put everyday classroom supplies in it, such as a pencil, a pen, a rubber, a book, some paper, coloured pencils and a notebook, without pupils seeing.
- 2 Ask pupils to put up their hands if they can guess one thing that might be in the bag. Take the objects out of the bag until all of them have been guessed.
- 3 Ask pupils to tell you the names of any other items in the classroom that they can say in English.

1 Talk about the picture with your friends.

- 1 Ask pupils to look at the picture for a few minutes.
- 2 Ask pupils to work in pairs and to talk about it using the model sentences to help them, revising vocabulary they already know and saying where things are.

2 Listen, find and point.

- 1 Tell pupils to look at the two men in the picture. Ask them to imagine who they are and what they are doing.
- 2 Play the audio track. Ask pupils to listen and to point to the items they hear mentioned.

- 3 Ask pupils: *What are the men's names? What are they looking for?* Play the audio track through once more to give them time to find out.

Answers: *Their names are Sam and Jim. They are looking for the password for the computer.*

Audio script

- Sam:** *We need the secret code. Turn on the computer, Jim.*
Jim: *OK, Sam. What's the password?*
Sam: *I don't know! We need to find the password. Look for it.*
Jim: *OK, Sam. It isn't on the desk.*
Sam: *Look under the desk.*
Jim: *No, it isn't under the desk.*
Sam: *Look in the bag then!*
Jim: *No, it isn't in the bag.*
Sam: *Look in that notebook.*
Jim: *No, it isn't in the notebook.*
Sam: *OK. Try this. Write Memo.*
Jim: *How do you spell that, Sam?*
Sam: *M-E-M-O.*
Jim: *No, that's wrong.*
Sam: *Oh, no! I can hear a car. Someone's coming. Quick! Let's go!*

3 Look at the picture. Find the answers.

- 1 Ask pupils to look at the picture and to find the answers to the questions.
- 2 Tell them to check their answers with a partner.
- 3 Check the answers with the class.

Answers: *It is Professor Memo's office. He has got a dog. His favourite sport is skiing.*

4 Can you remember? Play the game.

- 1 Use the digital *Memory Game* to practise the following vocabulary from *Double Decker 1*: a book, a chair, a desk, a pen, a pencil, a notebook, a rubber, paper, a window, a door, a hat, a glove, a coat.
- 2 When they have finished, ask pupils to find the words from the game in the main picture on page 23.

Pupil's Book Super Tour 1

Find five words that start with p.

- 1 Ask stronger pupils to look at the picture and find five words that start with *p*, e.g. pen, pencil, paper, password, professor, picture/photo, printer.

4 Story

Professor Memo and the secret code

1 **Look, listen and answer.**
What do Jim and Sam want and do they get it?

It's Monday morning. Professor Memo is working in his office.
Professor Memo is writing a top secret code.
My code is finished, Brainy.
Print it and come to my office this afternoon. Be careful!
What's the matter, Brainy?
Don't worry.

Professor Memo is printing the secret document.
Come here, Brainy. You can help me.
Professor Memo is taking the secret code to Agent X.
But 238 Park Road is the police station.

2 **Order the story.**
3 **Can you remember? Listen again and find out.**
What is Professor Memo's computer password?
What is the address of the police station?

Warm up

Before pupils open their books, ask them: *Do you like detective stories? Do you like stories or films about secret agents? Do you know the names of any famous detectives from films or stories?*

1 **2.02** **Look, listen and answer.**

- Ask pupils to remember what listening strategy L4 is. (Listen and try to understand the main idea.) They can check this on page 63 of their Pupil's Book.
- Read the gist question with the pupils: *What do Jim and Sam want and do they get it?*
- Play the story through once and ask pupils to listen and look at the pictures. Remind them that it doesn't matter if they don't understand every word at this stage. They need to listen for the main idea so that they can answer the question.
- Check the answer to the gist question with the class.

Answer: *Jim and Sam want the secret code for the quantum computer, then they want to find the computer. They don't get what they want.*

2 **Order the story.**

- Pupils do the listen and order digital activity. Pupils listen to the story again and order the pictures.

3 **2.02** **Can you remember. Listen again and find out.**

- Ask pupils to read the questions. Tell them to work in pairs and say any of the answers that they can remember.
- Play the story again and ask pupils to listen and find out the answers then check the answers with the class.
- Explain that the word *brainy* comes from *brain* and means that you are very clever or intelligent.

Answers: *Professor Memo's password is 'Brainy'. The address of the police station is 238 Park Road.*

Optional Activity

Write the following words on the board: *a glove, a hat, a coat, a tree, a mobile phone.*

Tell pupils to work in pairs and to find these things in the pictures as quickly as they can.

Audio script

Story: Professor Memo and the secret code

Frame 1

Narrator: *It's Monday morning. Professor Memo is working in his office.*

Memo: *Oh, look Brainy. My computer is on. That's strange.*

Brainy: *Woof!*

Memo: *What's my new password? Ah, yes, I remember. It's M-E-M-O. No, that's wrong. Mmm, let's try again. B-R-A-I-N-Y. Yes, that's right. Now, where's my mouse?*

Brainy: *Woof, woof!*

Memo: *What's the matter, Brainy? Ah, you've got a glove. It isn't my glove. This is very strange. My computer is on, there's a glove in my office. Something is wrong.*

Frame 2

Narrator: *Professor Memo is writing a top secret code.*

Memo: *It's finished. My code is finished, Brainy.*

Brainy: *Woof!*

Memo: *Yes, you're right. Don't forget to save the document. OK. Press save. Good. Now, where's my mobile phone?*

Frame 3

Narrator: *Professor Memo is talking to Agent X from M18 security agency.*

Memo: *Hello, Agent X. The code for the quantum computer is finished.*

Agent X: *Don't send it. It's not safe. Print it and come to my office this afternoon. Be careful! We think some men are watching you. They want the code.*

Memo: *Don't worry. I've got a good idea.*

Frame 4

Narrator: *Professor Memo is printing the secret document.*

Memo: *Come here, Brainy. You can help me. Let's put your coat on.*

Brainy: *Woof!*

Frame 5

Narrator: *Professor Memo is taking the secret code to Agent X.*

Brainy: *Woof!*

Memo: *What's the matter, Brainy?*

Frame 6

Narrator: *Sam and Jim are watching Professor Memo.*

Jim: *What are they doing?*

Sam: *They're getting into a car.*

Jim: *Look, Sam! What's that? Is it the secret code?*

Sam: *Let's go and see.*

Frame 7

Narrator: *Sam and Jim are opening the envelope.*

Sam: *Ha, ha! We've got the code for the quantum computer. But we need to find the quantum computer. Where is it?*

Jim: *Look! There's an address on the envelope. Two-hundred and thirty-eight Park Road.*

Sam: *Let's go! I think the quantum computer is there.*

Frame 8

Narrator: *They are digging a tunnel.*

Jim: *This is hard work!*

Sam: *Come on! Dig!*

Frame 9

Narrator: *But 238 Park Road is the police station.*

Jim: *What?!!!*

Sam: *Oh, no!!!*

Police officer: *Don't move! Hands up!*

Frame 10

Narrator: *Professor Memo is waiting at the police station.*

Police officer: *Thank you, Professor Memo. It was a good trick.*

Frame 11

Narrator: *Brainy has got another envelope.*

Agent X: *Hello, Professor Memo. Good work. Where is the real code?*

Memo: *Come here, Brainy. I need the envelope.*

Brainy: *Woof!*

Memo: *Here it is.*

Agent X: *Thank you, Memo. And thank you, Brainy.*

Brainy: *Woof!*

Story follow-up questions

Encourage further discussion and personal responses to the story by asking pupils some of the following questions:

- What is strange in Professor Memo's office?*
- Who does Professor Memo talk to on the phone?*
- What is the name of the security agency?*
- Where does Professor Memo put the real code?*
- What is in the envelope that Sam and Jim open?*

4 Computers and codes

L1 Listen and underline the correct answer.

- What does Brainy find?
a) A glove.
b) A ball.
- Who is the secret code for?
a) It's for Agent X.
b) It's for Jim and Sam.
- What do Jim and Sam find on the pavement?
a) A glove.
b) An envelope.
- Where is the end of the tunnel?
a) In the park.
b) In the police station.
- Who has got the real code?
a) The police officer.
b) Brainy.



2 Read and match.

- He is working in his office. c
- They are talking on the phone.
- He is printing a document.
- They are watching Professor Memo.
- They are digging a tunnel.
- He's waiting.



Warm up

Ask pupils to remember the story about Professor Memo. Say the following sentences about the story. Ask pupils to tell you if they are *true* or *false*.

- Brainy is black and white. (*false*)
- Professor Memo has got a red car. (*true*)
- Jim is wearing a black hat. (*true*)
- Brainy's coat is green. (*false*)
- Agent X is a man. (*false*)

Story follow-up 4

3 Look and say, then check.

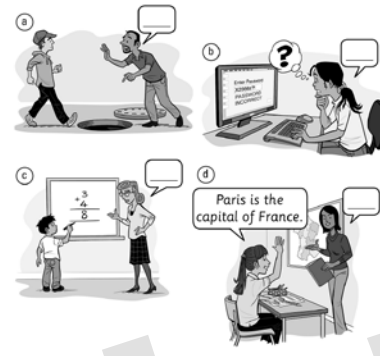
W4 Label the picture. Copy the words in the box.

computer mobile phone screen keyboard mouse bin desk envelope printer



5 Look and match.

- What's my password?
a
- Be careful!
b
- Yes, that's right.
c
- No, that's wrong.
d



1 **L3** Listen and underline the correct answer.

- Ask pupils to remember or to find out what listening strategy L3 means. (Read the questions before you listen.) Ask pupils to read the questions before they listen to the story again and to think about the correct answer. If they think they know the answer, they can underline it lightly in pencil before they listen.
- Play the story through again and ask pupils to underline the correct answers.
- Tell pupils to compare answers with a partner before you check them with the class.

Answers: 1 a 2 a 3 b 4 b 5 b

2 Read and match.

- Ask pupils to read the sentences and to match them to the pictures from the story.
- Tell pupils to check their own answers by looking back at the story in their Pupil's Book.

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

Optional Activity

Ask a volunteer to come out to the front of the class. Tell them to choose one of the actions from Activity 2 and to mime it to the class. The class must guess what they are doing. The first pupil to put up their hand and guess correctly takes a turn to mime another action.

3 **Digital** Look and say, then check.

- Use the digital slide show to focus on the following words: *a computer, a mobile phone, a screen, a keyboard, a mouse, a bin, an envelope, a printer, an office.*
- Pupils watch the digital slide show of computer words, hear the words and repeat them. Then they see the written words. Take the opportunity to focus on the pronunciation of any words or sounds that pupils find difficult.
- Go through the slide show again and after each picture, ask pupils to guess what they will see next.

4 Label the picture. Copy the words in the box.

- Ask pupils to remember or find out what writing strategy W2 is. (When you copy, look at every letter.)
- Ask pupils to look at the picture of Professor Memo's office and label it by carefully copying the words from the box.
- Check the answers with the class.
Weaker pupils can use their Picture Dictionary to help them label the picture.

Optional Activity

Take the word cards for Unit 4, Set 1. Take a word card and cover it with a book, reveal the word to the class letter by letter. Tell pupils to put up their hands as soon as they know what the word is.

5 Look and match.

- Ask pupils to read the phrases in the speech bubbles. Tell them to look at the situations and to decide which phrase to put in each empty speech bubble.
- Tell pupils to write the number of each phrase in the corresponding speech bubble.
- Check the answers with the class.
Those pupils who work through the exercises easily and quickly can draw their own comic strip about Professor Memo and add speech bubbles to tell the story.

Answers: a 2 b 1 c 4 d 3

4 Story follow-up

1 Read the story again. Who says these phrases?

Professor Memo Jim Sam Agent X the police officer

1 You can help me. 2 Be careful! 3 This is hard work!

4 Let's go! 5 Don't move! Hands up!

2 Act out the story.

3 Listen and sing: The Code Maker

M-E-M-O M-E-M-O M-E-M-O M-E-M-O

He likes numbers and letters,
He likes passwords and keys,
He likes quantum computers,
He likes technology.

M-E-M-O M-E-M-O M-E-M-O M-E-M-O

He likes solving problems,
He likes writing codes,
He likes finding the answers,
The answers no-one else knows.

M-E-M-O M-E-M-O M-E-M-O M-E-M-O

He's a code maker,
He's a code maker,
He's a code breaker,
With his code machine.

(Chorus)
M-E-M-O M-E-M-O

4 Look at the secret code. What does the message say?

Code: a b c d e f g h i j k l m n o p q r s t u v w x y z
26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

14 22 22 7 / 14 22 / 18 13 / 7 19 22 / 11 26 9 16

5 Use the secret code. Write a message.

26 Recognise and use key language from the story.

Warm up

Take the flashcards for Unit 4, Set 1. Play *Five Guesses* (see Flashcard Games Bank on page 23).

1 2.02 Read the story again. Who says these phrases?

- With books closed, ask pupils to try to remember how many characters there are in the story. Ask them to say the names. (Answers: 6 main characters: Professor Memo, Brainy, Agent X, Jim, Sam and the police officer. Several other police officers appear in the images.)
- Tell pupils to read the phrases from the story and to try to remember who says them.
- Now ask them to listen to the story again to find out if they were right.
- Check the answers with the class by reading each phrase and asking pupils to say the name of the character.

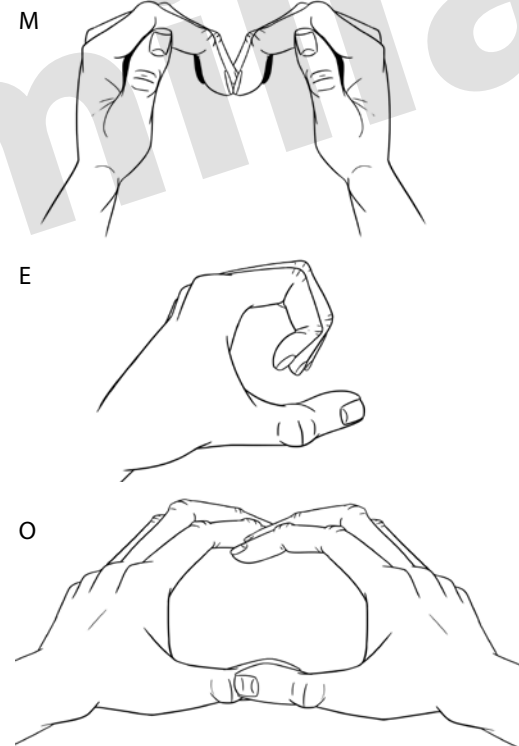
Answers: 1 Professor Memo 2 Agent X 3 Jim 4 Sam 5 the police officer

2 Act out the story.

- Ask pupils to work in groups of five or six. Tell them to choose one character each from the story. (Brainy is a non-speaking character.)
- S1** Ask pupils to remember or find out what the speaking strategy S1 is. (Speak along with the recording.)
- Play the story through again once or twice and ask pupils to speak along with the character they have chosen.
- Now ask pupils to work in groups and to use the pictures on pages 24 and 25 of the *Pupil's Book* to help them remember the scenes and to act out the story. If you have them, provide pupils with two large envelopes to use as props as they act out.
- If any of the groups feel confident, they can act out the story for the rest of the class.

3 2.03 Listen and sing: The Code Maker

- Play the song through once and ask pupils to listen and find out who the song is about.
- Play the song again and ask pupils to join in.
- Once pupils are familiar with the lyrics, split the class into two groups. Tell one group to whisper the letters that spell the words M-E-M-O. This group can form the letters with their hands as they say them. Ask the other group to sing the verses. Tell both groups to sing the chorus.



- Swap groups and sing the song again.
- Ask stronger pupils to sing along with the karaoke version of the song.

Audio script

M-E-M-O M-E-M-O

He likes numbers and letters,
He likes passwords and keys,
He likes quantum computers,
He likes technology.

M-E-M-O M-E-M-O

He's a code maker,
He's a code maker,
He's a code breaker,
With his code machine.

M-E-M-O M-E-M-O

He likes solving problems,
He likes writing codes,
He likes finding the answers,
The answers no-one else knows.

M-E-M-O M-E-M-O

He's a code maker,
He's a code maker,
He's a code breaker,
With his code machine.

M-E-M-O M-E-M-O

4 Look at the secret code. What does the message say?

- Tell pupils to look at the secret code and to use it to work out what the message says.

Answer: Meet me in the park.

5 Use the secret code. Write a message.

- Ask pupils to write a short message in English then to convert it into code, using the secret code in Activity 4.
- Ask pupils to pass their message to a friend. Pupils work out what one another's messages say.

Optional Activities

Choose from the following activities:

Optional Activity A

Ask pupils to work in pairs and to create their own code. When they have created their code, tell each pupil to write a secret message in this code (in English) and tell them to swap messages and to work out what they say.

Optional Activity B

Draw a table with four rows and four columns, as below. Write each letter of the name MEMO as the heading of a column. Ask pupils to find two more words beginning with each letter. As there are two Ms in Memo, they will have to find four words that begin with M. They can use their Picture Dictionary to help them.

| M | E | M | O |
|---------|---------|------|------|
| machine | evening | meet | open |
| | | | |
| | | | |

4 Skills practice

R1 Read the text. Then look at the phrases. Underline *Right* or *Wrong*.

Be safe on the internet

You can use the internet to help you with your homework, to play games or to watch videos.

BUT it is important to be safe.

REMEMBER

- Use letters and numbers in your password.
- Keep your password secret.
- Don't write to people you don't know.
- Don't spend all day on the computer.
- Don't put your name and phone number on the internet.
- Talk to your mum and dad when you have a problem.

1. Use the internet for homework. Right / Wrong
2. Give your password to your friends. Right / Wrong
3. Answer messages from people you don't know. Right / Wrong
4. It is good to spend all day on the computer. Right / Wrong
5. Don't put your phone number on the internet. Right / Wrong
6. Don't tell your parents when you have a problem. Right / Wrong

2 Read the questions. Write *Yes, I do.* or *No, I don't.*

1. Do you play games on the computer? _____
2. Do you do your homework on a computer? _____
3. Do you spend a lot of time on your computer? _____
4. Do you watch videos on your computer? _____

3 Work in pairs. Ask and answer the questions in Activity 2.

Super Tour 1
Think of more computer words.

4 Skills practice

2.05 Listen and complete the police officer's notes.

| Name | Address | Phone number |
|------|--------------|--------------|
| Jim | Grafton Road | |
| Sam | High Street | |

5 Work in groups. Use the notes and act out the scene.

6 Ask a friend.

Warm up

Ask pupils to help you create a mind map on the board. Write the word *technology* in the middle of the board and draw a few lines radiating from it. Ask pupils to tell you any words they associate with the word *technology* (e.g. *computer, phone, mouse, keyboard, printer, password*). They may come up with other words such as: *internet, website, chat, share, send, save*, etc. Write any words that they know in English on the board.

1 Read the text. Then look at the phrases. Underline Right or Wrong.

- 1 Tell pupils that they are going to read an article about using the internet. Ask them to look at the heading. Check that they understand the word *safe* from the story.
- 2 **R5** Ask pupils to remember what reading strategy R5 is. (Underline the phrase that tells you the answer.) This is the first time that they have met this strategy. Demonstrate the word *underline* by writing a word on the board and underlining it.
- 3 Ask pupils to read the text about computer safety to read more advice. Tell them to read the statements and decide if they are right or wrong, underlining the phrases in the text that tell them the answers.

- 4 Check the answers with the class.
- 5 Ask pupils to remember what Professor Memo's password is (Answer: *Brainy*). Ask pupils: *Is this a good password? Why not?* Discuss with pupils how to make a safe password, for example: *don't use your name or the name of a pet or someone in your family; use letters and numbers; use capital letters and small letters; use symbols.*

Ask stronger pupils to think of other pieces of advice for being safe when using the internet.

Answers: 1 *Right* 2 *Wrong* 3 *Wrong* 4 *Wrong*
5 *Right* 6 *Wrong*

2 Read the questions. Write Yes, I do. or No, I don't.

- 1 Tell pupils to read the questions and write their own answers to the questions about using computers.
- Give stronger learners the following two questions to answer in addition to those above: *What kind of games do you play on the computer? What kind of videos do you watch on the computer?*

3 Work in pairs. Ask and answer the questions in Activity 2.

- 1 Ask pupils to work in pairs and take turns to ask and answer the questions from Activity 2. When they do this remind them to respond to what their partner says by saying: *Me too* if they have the same answer.
- 2 Ask pupils what kind of games they play on the computer and what kind of videos they watch.

Activity Book Super Tour 1

Think of more computer words.

- 1 Ask stronger pupils to think of more computer words that they know in English.

4 2.05 Listen and complete the police officer's notes.

- 1 Tell pupils to look at the picture. Ask: *Who can you see? Where are they? Are they happy?* (Answers: *Jim and Sam and the police officer. They are at the police station. Jim and Sam are not happy. The police officer is happy.*)
- 2 Ask pupils to look at the police officer's notes. Tell them to listen to the conversation and to find the missing information. The first time they listen, they should write their answers very lightly in pencil. Then play the recording again so that pupils can check their answers and write them in full.
- 3 Check the answers with the class.

Answers:

Name: *Jim Black*, Address: *123 Grafton Road*,
Phone number: *0762345129*

Name: *Sam White*, Address: *210 High Street*,
Phone number: *0784963145*

Audio script

Police officer: *What's your name?*
Jim: *Jim Black.*
Police officer: *What's your address, Mr Black?*
Jim: *One hundred and twenty-three Grafton Road.*
Police officer: *One hundred and twenty-three?*
Jim: *Yes, that's right.*
Police officer: *What's your phone number, Mr Black?*
Jim: *0762345129.*
Police officer: *0762345129. OK, now it's your turn. What's your name?*
Sam: *Sam White.*
Police officer: *Sam White?*
Sam: *Yes, that's right.*
Police officer: *And what's your address, Mr White?*
Sam: *Two hundred and ten High Street.*
Police officer: *Have you got a telephone number?*
Sam: *Yes, it's 0784963145.*
Police officer: *0784963145?*
Sam: *Yes, that's right.*

5 Work in groups. Use the notes and act out the scene.

- 1 Organise pupils into groups of three. Tell them to share out the roles of Jim, Sam and the police officer.
- 2 Tell them to use the police officer's notes and to role play the situation.
 - Provide the following questions for pupils who need more support: *What's your surname? What's your address? What's your phone number?*
 - Encourage pupils to use their imagination and go beyond the basic dialogue and to add more questions and answers to their dialogue. Those pupils who feel confident can act out the role play for their classmates.

6 Ask a friend.

- 1 In the same groups of three, ask pupils to take turns to ask one another: *What's your address? What's your phone number?*

Teacher's Note

In English, we usually say telephone numbers number by number: For example, the phone number 5327983 would be said: *five three two seven nine eight three.*

Language Stop


1 Listen and sing: *The Alphabet Beat*

There are twenty-six letters in the alphabet,
Try to remember, don't forget,
It starts with A and it ends with Z.
And it goes ...
a b c d e f g
Come on everybody sing with me,
h i j k
l m n o p

Come on everybody it's easy,
q r s
t u v
w x y z
It's the alphabet,
It's the alphabet.
Are you ready?
It goes ...
a b c d e f g ...

2 Look and say, then check.

3 Listen and find out the children's names.



4 Ask and answer.

How do you spell your first name?
Can you repeat that, please?

Super Tour 2
Spell your surname in English.

Learn to say the alphabet. 27

Warm up

- Take the flashcards for Unit 4, Set 1. If possible, sit pupils in a circle but if not, you can do the activity with pupils sitting in their normal places. Pass the first card to a pupil next to you and ask: *Have you got a (computer)?* Tell the pupil to answer *Yes, I have* or *No, I haven't*.
- Tell the pupil to turn to their neighbour and to ask the same question. This pupil then asks the nearest person to him/herself and so on. While the first card is being passed along, pass the second card to the first pupil and ask the same question. Continue in the same way until all of the cards have been passed round the whole class.

1 **2.06 Listen and sing: The Alphabet Beat**

- Play the song through once and ask pupils to listen and look at the letters.
 - Play the song again several times and ask pupils to sing along.
- Ask stronger pupils to sing along with the karaoke version of the song.

Audio script

There are twenty-six letters in the alphabet,
Try to remember, don't forget,
It starts with A and it ends with Z.
And it goes ...
a b c d e f g
Come on everybody sing with me,
h i j k l m n o p
Come on everybody it's easy,
q r s t u v w x y z
It's the alphabet, It's the alphabet.
Are you ready?
It goes ... a b c d e f g ...

2 **Look and say, then check.**

- Use the digital slide show to familiarise pupils with the sounds of the letters in English.
- Ask them to listen and find if any of the letters sound similar to the letters in their own language.

3 **2.08 Listen and find out the children's names.**

- Ask pupils to look at the pictures. Play the recording through several times and ask pupils to listen to the letters and to find out the children's names.
- Check the answers with the class.

Answers: 1 Tom 2 Owen 3 Zoe 4 Jane

Audio script

Boy 1: How do you spell your name?
Boy 2: T-O-M.
Girl 1: How do you spell your name?
Boy 1: O-W-E-N.
Boy 2: How do you spell your name?
Girl 1: Z-O-E.
Girl 1: How do you spell your name?
Girl 2: J-A-N-E.

4 **Ask and answer.**

- Tell pupils to work in small groups. They take turns to use the model question to ask and say how to spell their first names. They can ask for repetition if they need it.
- Go round the class and help pupils with the pronunciation of the letters in their name if they need support.



Pupil's Book Super Tour 2

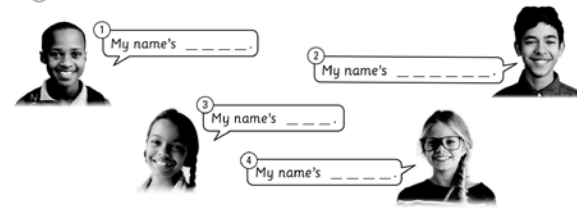
Spell your surname in English.

- Stronger pupils can take turns to spell their surnames.


Language Stop

1 Play the Memory Game.

2 Listen and write the names.




3 Listen and say the words. Then complete the ph words.



a dolphin the alphabet a phone a photo an elephant

R 4 Read, guess and write the words.

- It starts with d and it ends with g. dog
- It starts with d and it ends with k. _____
- It starts with b and it ends with n. _____
- It starts with c and it ends with k. _____
- It starts with l and it ends with p. _____
- It starts with g and it ends with e. _____



Super Tour 2
Can you say a word in English for each letter of the alphabet?
a - apple, b - bag, ...

28

Warm up

Play *Alphabet Bingo*. Ask pupils to draw a 3x3 grid and to choose 9 letters to write in the squares on their grid. Take the flashcards for Unit 4, Set 3 (letters of the alphabet). Shuffle them and place them face down in a pile. Turn over each card and say the letter without showing it to the class. Ask them to look at their grid to see if they have the letter and tell them to cross it out if they do. Show them the card to check that they have understood the correct letter then turn over the next card. Continue until somebody has crossed out all their letters and says *Bingo!*

1 **Play the Memory Game.**

- Use the digital *Memory Game* to identify letters in English.

2 **2.09 Listen and write the names.**

- Ask pupils to listen to the children and to write their names.

Answers: 1 Luke 2 Rashid 3 Meg 4 Jade

Audio script

1 **Boy 1:** How do you spell your name?
Boy 2: L-U-K-E.
Boy 1: Can you repeat that, please?
Boy 2: L-U-K-E.
2 **Girl 1:** How do you spell your name?
Boy 1: R-A-S-H-I-D.
Girl 1: Can you repeat that, please?
Boy 1: R-A-S-H-I-D.
3 **Boy 2:** How do you spell your name?
Girl 1: M-E-G.
Boy 2: Can you repeat that, please?
Girl 1: M-E-G.
4 **Girl 1:** How do you spell your name?
Girl 2: J-A-D-E.
Girl 1: Can you repeat that, please?
Girl 2: J-A-D-E.

3 **2.10 Listen and say the words. Then complete the ph words.**

- Play the recording. Tell pupils to listen and speak along with the recording.
- Explain that all of these words have a *ph* in them. Encourage pupils to notice that *ph* makes the same sound as *f* in these words.
- Ask pupils to write the missing letters in each word then play the recording again.

Audio script

a dolphin the alphabet a phone a photo an elephant

4 **Read, guess and write the words.**

- Ask pupils to remember what reading strategy R3 is. (Look at the pictures to help you understand.) They can check this on page 2 of their Activity Book.
- Tell pupils to read the clues and guess the words using the pictures to help them.
- Check the answers with the class.

Answers: 1 dog 2 desk 3 bin 4 clock 5 lamp 6 glove



Activity Book Super Tour 2

Can you say a word in English for each letter of the alphabet?

- Stronger pupils think of a word for each letter of the alphabet. There will be letters that they can't think of a word for at this stage, however. Give examples of words that they might know for difficult letters. For example, *Q* for queen, *X* for x-ray, *Z* for zoo.

4 Do you know that ...?

R1 Read and match.

Different languages have different ways of writing words and numbers.

- The Greek alphabet has twenty-four letters. You write from the left of the paper to the right of the paper. →
- There are twenty-eight letters in the Arabic alphabet. You write from the right of the paper to the left. ←
- In Chinese, there are no letters. There are thousands of pictures. It is very difficult to write in Chinese. In traditional Chinese you write from the top of the paper to the bottom. ↓
- Different languages have different ways of writing numbers, too. Look at the numbers one to nine in Tamil. They are very beautiful.

2 Watch, listen and find out.

- What is the girl's name?
- Does she live in England or in China?
- How many languages can she speak?
- Can she write in Chinese?
- What does this mean?

S3 Work in pairs. Talk about languages you can/can't speak and write.

I can speak ... I can write in ... I can't speak ... I can't write in ...

28 Learn about writing in other languages.

Warm up

- Ask pupils to listen carefully. Say the alphabet fairly quickly and stop suddenly somewhere in the middle. For example, say: *a b c d e f g ...*
- Tell pupils to put up their hands if they know how to say the next letter in English.
- Repeat the game several times.

1 Read and match.

- R3** Ask pupils to remember what reading strategy R3 is. (Look at the pictures to help you understand.) They can check this on page 63 of their Pupil's Book.
- Tell them to look at the pictures carefully before they read the texts.
- Ask pupils to read the texts about different writing systems and to match them to the photographs.
- Tell pupils to compare their answers with one another and then check the answers with the class.

Answers: 1 d 2 b 3 a 4 c

2 video Watch, listen and find out.

- Ask pupils to read the questions before they watch the video.

- Show the video and ask pupils to find the answers to the questions.
 - Tell them to compare their answers with a friend then show the video again so that they can check their answers.
- Pupils who find listening challenging can work in pairs and share out the questions to focus on fewer at a time.

Answers: 1 Mei Gui 2 England 3 two 4 Yes, she is learning to write in Chinese. 5 happy

Video script

Hello, I'm Mei Gui. You spell it M-E-I-G-U-I. Mei Gui. I live in England but my mum and dad are Chinese. I speak English at school but I speak Mandarin Chinese at home with my family. I can write in English. This is how you write my name in English. I am learning to write in Chinese, too. This is how you write my name in Chinese. I can write some other Chinese words, too. This means 'happy'. This is number ten in Chinese.

3 Work in pairs. Talk about languages you can/can't speak and write.

- S3** Ask pupils to remember what speaking strategy S3 is. (Use the model to help you speak.)
- Pupils use the sentence starters in the speech bubbles to talk to one another about the languages they can speak and write in.
- Ask pupils if their parents or grandparents can write letters in a different alphabet. If so, ask them if they can ask them to write a word for them and to bring it in, for example, their name.

Optional Activities

Choose from the following activities:

Optional Activity A

Pupils can use a translation programme to find out how you say words like *hello* or *goodbye* in different languages.

Optional Activity B

Play noughts and crosses. Draw a 3x3 grid on the board as below and label the axes with letters. Divide pupils into two teams and assign noughts to one team and crosses to the other team. Teams take turns to choose a square by saying two letters, for example: *x h*. Draw their symbol in the corresponding square. The first team to get three in a line wins a point. Pupils can then create their own grid and play the game in pairs. For example, as below:

| | | | |
|---|---|---|---|
| | g | h | i |
| w | | | |
| x | | | |
| y | | | |

REVIEW

- 1** Play the Listen, look and find Game.
- 2** Listen and write.

- 3** Circle the computer words. Underline the actions.

keyboard screen digging mouse
password waiting printer
opening website talking

- 4** Read and colour.

I can do this ...

- I can listen and understand the story.
- I can say the alphabet in English.
- I can ask and say telephone numbers and addresses.
- I can read and understand a text about computers and the internet.
- I can spell my name in English.
- I know about alphabets around the world.

well
a bit
not yet

29

1 digital Play the Listen, look and find Game.

- Use the digital Listen, look and find Game to revise the following language from the unit and from *Double Decker 1*: a printer, a screen, a keyboard, a mobile phone, a mouse, a password, a bin, the letter 'p', the letter 'm' (plus the following revised words in a second round: a desk, a chair, a pencil, a pen, a rubber, a notebook, a hat, a clock).

2 2.11 Listen and write.

- Ask pupils to look at the cars. Point to each car and ask: *Whose car is this?*
- Play the recording through and ask pupils to listen and write the registration numbers on the cars.
- Play the recording a second time for pupils to check their answers then ask them to compare answers with a friend.

Answers: 1 MEMO 321 2 JB579SWX 3 PO684GHK

Audio script

- Professor Memo:** Do you like my new red car? It's got a special number plate: M-E-M-O three two one.
- Police officer:** Excuse me, what's the number plate of your car?
- Jim:** J-B five seven nine S-W-X.
- Police radio:** This is police car P-O six eight four G-H-K.

3 Circle the computer words. Underline the actions.

- Tell pupils to read the words from the unit and categorise them into computer words or actions by circling or underlining.
- Ask pupils: *How do you know it is an action word? What letters does it end with? (Answer: ing). Do action words have a special ending in your language?*

Answers:

The following words should be circled: keyboard, screen, printer, website, mouse, password.

The following words should be underlined: digging, opening, talking, working, waiting.

4 Read and colour.

- If there is time, ask pupils to look back through the pages of this unit before they complete the self-assessment activity.
- Ask pupils to complete the self-assessment. Take the opportunity to go round to talk to pupils about how they feel they are progressing.

Optional Activity

If there is sufficient time and pupils need practice, ask them to do the Reinforcement Page on page 78 of the Activity Book. Answers for the Reinforcement Pages can be found on page 165.

Teacher's Note

Remember that you can download the multi-level worksheets for further practice of key language in this unit. You can use these to revise language at the end of this lesson or later on in the term. (See page 16 for more information.)