

# 5

# Castles and knights

## Unit Overview

### Outcomes

- Talk about visiting a castle.
- Talk about their life using the past tense.
- Write a leaflet about a castle.

### Productive language

#### VOCABULARY

- **The legend:** armour, castle, dragon, ghost, knight, lance, lord, magical wizard, master, page, servants, shield, squire, sword, weapon
- **Parts of a castle:** drawbridge, Great Hall, keep, moat, tower, walls
- **Action words:** built, drove, heard, joust, learn, made, marry, own, ride, rule, said, saw, scream, thought, told, wave

#### PHRASES

- Made a decision
- What was it like?
- Used to ...
- What was your favourite part ...?
- I was born ...

### Receptive language

#### VOCABULARY

- dungeons, Middle Ages, prisoners, rebel, tournament

### Recycled language

#### VOCABULARY

- bath, bathroom, bed, bedroom, brothers, chair, cook, dad, friend, garden, gardener, hall, kitchen, lamp, living room, mum, sofa, table

#### PHRASES

- There was / there were

### Objectives

#### LISTENING

- Understand the main idea and details in a story.
- Understand a description using context clues.

#### SPEAKING

- Talk about the past.
- Describe a castle.

#### READING

- Understand the main idea in a legend.
- Understand the use of the simple past with regular and irregular verbs.

#### WRITING

- Write a promotional leaflet and review of a tourist attraction.
- Make sentences to describe story frames.
- Describe a room in a house.

### Strategies

**L<sub>3</sub>**

Read the questions before you listen.  
PB p.40 A1

**L<sub>4</sub>**

When you listen for the first time, try to understand the main idea. Don't worry, you don't need to understand every word.  
PB p.36 A1

**L<sub>5</sub>**

When you need special information, listen to the audio in short parts. Listen to each part very carefully to find the answer.  
AB p.43 A5

**S<sub>1</sub>**

Use your teacher or the audio as a model. Speak along with the recording.  
PB p.39 A2

**S<sub>3</sub>**

Use notes or sentence starters to help you speak.  
AB p.49 A3

**S<sub>4</sub>**

Use the pictures to help you get ideas. Say as much as you can about what you see.  
PB p.42 A1  
AB p.45 A4

**R<sub>1</sub>**

When you read a text for the first time, try to understand the main idea. Don't worry, you don't need to understand every word.  
PB p.42 A2  
AB p.46 A1

**R<sub>2</sub>**

Look for words that are similar in other languages. Guess the meaning of the words.  
AB p.48 A4

**W<sub>2</sub>**

Use a model to help you write.  
AB p.47 A4

### Materials

- Flashcards and Word cards of unit vocabulary
- Picture Dictionary and Vocabulary cards
- Large pieces of poster paper, small coloured cards (business card sized), coloured pens

**Pupil's Book – Page 35**

5

Castles and knights

**1 Read the questions. Think and discuss.**

- Do you know any castles where you live?
- What do you think it was like to live there as a child?

**2 Look at this castle. Compare the rooms and furniture to how we live today.**

There is ...    There are ...    There aren't any ...

**3 Listen and answer the questions.**

- 1 Who was the lord of the castle?
- 2 Who lived with the family in the castle?
- 3 What was the job of knights?
- 4 Who came to dinner?
- 5 Which rooms does the tour visit?

**4 Can you remember? Play the game.**

Raise interest in the topic and activate language from previous units and levels.

35

## Warm up

- 1 Before the lesson, draw four large circles on the board. Label them Unit 1, 2, 3 and 4.
- 2 At the start of the lesson, ask all the pupils to stand up. Give four of the pupils different coloured whiteboard markers. Explain that you are going to set a timer for four minutes. Within that time, pupils must take turns to write words they can remember for each unit. Model writing on the board quickly and passing the marker to another pupil.
- 3 Start the timer and monitor.
- 4 When the timer sounds, ask pupils to sit in their chairs and check what has been written on the board. Praise their good memories and correct any spelling errors.

## 1 Read the questions. Think and discuss.

- 1 Before the lesson, find some images of castles from the pupils' country(/ies). Display these images on the board and ask the pupils what they think the next unit will be about (answer: *castles*). Tell pupils that the unit will also be about knights. Check understanding and pronunciation of this word, especially the silent *k* (pupils will be familiar with 'knee', so perhaps draw their attention to this similarity).

- 2 Display Pupil's Book page 35. Focus pupils on the questions and encourage them to suggest answers as a whole class and note down any good language they produce. For example, the question *What do you think it was like to live there as a child?* allows the pupils to produce lots of language, such as *rich man, king, queen, princess, prince, bed, bath, chair, rooms in a house, cold, hot, no TV, no computer, no electricity*, etc. Encourage this brainstorm of language.
- 3 Ask pupils to discuss the two questions with a partner.
- 4 Ask two or three confident students to tell the class what they were talking about.

## 2 Look at this castle. Compare the rooms and furniture to how we live today.

- 1 Ask pupils to look at the picture of the castle on page 35. Ask them to tell a partner how this castle is different to how we live today. Point to the sentence starters and ask pupils to use them.



Weaker groups/pupils will benefit from being shown a picture of a modern house, to compare with the picture of the castle.

- 2 Monitor, ensuring pupils are using some of the sentence starters.
- 3 Ask two confident pupils to tell the whole class what they were talking about.

## 3 2.09 Listen and answer the questions.

- 1 Focus the pupils on the questions under the picture of the castle. Tell them that they are going to listen to the audio twice, and that they should write the answers in their notebooks.



Weaker groups/pupils can be given sentence starters on a slip of paper to use in writing their answers.

- 2 Play audio track 2.09 once.
- 3 Ask the pupils to quickly compare their answers with their partner, before listening again. At this point, write *Billygruff* on the board, to help the pupils to spell it.
- 4 Play the audio again. Monitor to make sure pupils are checking what they have already written, or that they are adding more answers.
- 5 Conduct whole-class feedback.

### Answers:

- 1 *Sir Billygruff and his family lived in this castle.*
- 2 *Servants and knights lived in the castle with the family.*
- 3 *The job of knights was to protect the castle from enemies.*
- 4 *Many important people came to dinner.*
- 5 *The tour visits the kitchen, the dining room, the bedrooms, and the garden.*

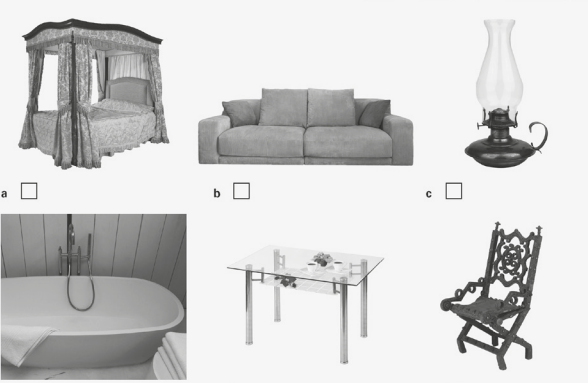
**Audio script**

Welcome to Billygruff Castle. My name is Laura. I am your guide today and I will show you around the castle. Sir Billygruff was the lord of this castle. The family lived here during the Middle Ages, which was from the 5th century to the 15th century. Lots of different people lived in the castle with the family, including servants and knights. Knights protected the castle from enemies. Knights were usually the sons of important families. They were loyal to their master, their lord.

Let's go to the kitchen. Here the cook and servants prepared meals for the family and their many guests. The lord often invited many important people to dinner. The servants served the dinner in the Great Hall, a large dining room. Here you can see the long table and many chairs for all the guests. Now we are in one of the many bedrooms. You can see there's a big bed, table and chair. There's also an oil lamp because there was no electricity in the castle. Now, let's go outside to the garden ...

**4**  **digital** Can you remember? Play the game.

- 1 Tell the pupils that they are going to see some things that you typically find in a house. They should look at the screen and guess the room or item as soon as they think they know what it is. Ask them to shout out as soon as they think they know the answer.
- 2 Lead a drill of these words (*living room, dining room, kitchen, bed, sofa, etc.*). Ensure all pupils can confidently say these words, as they will be needed later in the unit.

**Activity Book – Pages 42 & 43****5 Castles and knights****1**  Listen again and tick (✓) the furniture you hear.


a       b       c

d       e       f

**2** Look and discuss. Is the furniture medieval or modern?

*I think ...*

*I believe ...*

*I'm sure ... is a medieval / modern piece of furniture.*

*I agree.*

*Sorry, I don't agree.*

42

Unit **5****3** Look at the pictures. What can you see?**4**  Listen, read and find. Match each paragraph to two of the pictures above.**1** 18th May 1481

My name is Frederick Galahad, and I'm the son of a rich family. Today I went to live at Sir Billygruff's castle to learn to be a knight. Sir Billygruff is a local lord. I am seven years old, and I'm now his page. At dinner time today, I served dinner to Sir Billygruff and his wife, Lady Billygruff. I must do this every day! I must also learn to read and write, and fight with a wooden sword and shield!

**2** 18th May 1488

Today is my 14th birthday. I'm now Sir Billygruff's squire. This morning I looked after the lord's horses. I also practised fighting with a real sword and I learned to ride a horse and joust.

**3** 18th May 1495

This is a special day for me. I'm now 21, and I'm finally a knight. Sir Billygruff knighted me and gave me my weapons – a sword, a shield and a lance. I also saw my parents for the first time since I was seven. They gave me armour and a horse. I'm now Sir Frederick Galahad!

**5** Answer the questions.

1 How old was Frederick when he was a squire and what were his jobs?

2 At what age did he become a knight?

3 What did he get when he became a knight?

4 Do you like the idea of being a page, squire or knight? Why / why not?

**6**  Listen again and underline words that are difficult to say or difficult to write.**7**  Order the story.**3** Start the timer and monitor.

- 4 When the timer sounds, ask pupils to stop. Conduct whole-class feedback by asking each group to talk about their poster. Correct any spelling mistakes or any incorrect vocabulary.

**1**  **2.09** Listen again and tick (✓) the furniture you hear.

- 1 Ask pupils if they remember the audio from the last lesson. What was it about? (Answer: *Billygruff castle*).

**Warm up**

- 1 Before the lesson, put four large pieces of paper (e.g. poster-sized) on different walls of the classroom.
- 2 At the start of the lesson, put the pupils into four different groups. Hand out two or three coloured markers to each group. Explain that you are going to give them a time limit (5 minutes), and during this time, the group must draw a modern house and label everything in it (this should include furniture and rooms of the house but may also include other things such as personal items, family members, etc.).

- 2 Display Activity Book page 42. Ask the pupils to point to the different items and tell their partner what they are in English. Monitor.
- 3 Tell the pupils to open their Activity Books to page 42. Explain that they need to listen to the audio and tick the furniture they hear.
- 4 Play the audio once. Monitor and play again if needed.
- 5 Conduct whole-class feedback.

**Answers:** Pupils should tick a, c, e, f


## 2 Look and discuss. Is the furniture medieval or modern?

- 1 Ask the class about picture a (the bed). Say: *Is this a modern bed?* Encourage pupils to respond. Point to the speech bubbles in Activity 2 and ask pupils to use these sentence starters.
- 2 Explain that the pupils are going to talk about the furniture in the pictures, using the speech bubbles to help them.
- 3 Monitor as the pupils do this.
- 4 Ask one confident pair of students to do their discussion in front of the whole class.

## 3 Look at the pictures. What can you see?

- 1 Focus the pupils on the pictures. Ask the pupils to put the hands up to tell the class what they can see. Note that the pupils may suggest simple descriptions, such as *The king has a sword. The boy is on a horse, etc.*
- 2 Write useful words on the board. If the pupils do not suggest the following words, then elicit them: *wooden sword, joust, weapons, armour, knight.* You may also wish to ask pupils to look at their Picture Dictionary, or the vocabulary cards, for support.
- 3 Ask pupils which order they think the pictures should go in, and why. This will help them during the following listening activity.

## 4 2.10 Listen, read and find. Match each paragraph to two of the pictures above.

- 1  Ask the pupils if they know learning strategy L5: *When you need special information, listen to the audio in short parts. Listen to each part very carefully to find the answer.* Explain that they are going to listen to the audio in parts, and that they should write 1, 2 or 3 in the boxes below the pictures. Remind them that they need to write each number twice.
- 2 Play audio track 2.10, pausing after each section. Monitor to ensure pupils are reading along with the audio.
- 3 Conduct whole-class feedback.

**Answers:** a3 b2 c2 d3 e1 f1

### Audio script

**Boy:** 18th May 1481: My name is Frederick Galahad, and I'm the son of a rich family. Today I went to live at Sir Billygruff's castle to learn to be a knight. Sir Billygruff is a local lord. I am seven years old, and I'm now his page. At dinner time today, I served dinner to Sir Billygruff and his wife, Lady Billygruff. I must do this every day! I must also learn to read and write, and fight with a wooden sword and shield!

**Boy (older):** 18th May 1488: Today is my 14th birthday. I'm now Sir Billygruff's squire. This morning I looked after the lord's horses. I also practised fighting with a real sword and I learned to ride a horse and joust.

**Male voice:** 18th May 1495: This is a special day for me. I'm now 21, and I'm finally a knight. Sir Billygruff knighted me and gave me my weapons – a sword, a shield, and a lance. I also saw my parents for the first time since I was seven. They gave me armour and a horse. I'm now Sir Frederick Galahad!

## 5 Answer the questions.

- 1 Ask the pupils to read the text again and answer the questions.



Give weaker pupils sentence starters on slips of paper, to help them write full sentences to answer the questions.

- 2 Monitor.
- 3 Conduct whole-class feedback. Encourage discussion for question 4, and the reasons why they like/don't like the idea of being a page.

### Answers:

- 1 He was 14 years old. His jobs were looking after the Lord's horses, practising fighting, and learning to ride a horse and joust.
- 2 He was 21 when he became a knight.
- 3 He got weapons (a sword, a shield and a lance), armour and a horse.
- 4 Pupil's own answer.

## 6 2.10 Listen again and underline words that are difficult to say or difficult to write.

- 1 Explain that you are going to play the audio again, and that pupils should underline any words that they think are difficult to say or spell.
- 2 Play the audio.
- 3 For whole-class feedback, ask the pupils to tell you what they underlined. Write these on the board and deal with any pronunciation or spelling issues. You may also wish to show the vocabulary cards for extra support.

## 7 digital Order the story.

- 1 Tell the students that they are going to see different pictures from this story. Pupils need to tell you where to move the images so they are in the correct order.
- 2 Ensure pupils are putting their hands up to make suggestions.

**5 Story**  
**The story of King Arthur**

**1** **Look, listen and answer.** How did Arthur show people he was the true king?

It was AD 420, and Uther Pendragon was the king of Britain. Many people wanted to be king. They often attacked King Uther in his castle. He talked to Merlin the wizard.

Please take my son Arthur to a safe place. Don't tell anybody that he's my son.

Can you please look after this special baby? His name is Arthur.

Arthur will be happy here.

Arthur believed that Ector was his father and Kay was his brother. Kay wanted to be a knight.

When the king died, many men wanted to rule Britain. Only Merlin knew that Arthur was the real king. The wizard used his magic to help Arthur. A stone suddenly appeared.

I am 18, and soon I'll be a knight. Let's practise fighting.

I want to be a knight one day.

Whoever pulls the sword from this stone is the true King of Britain.

36 Listen and understand the story.

**Unit 5**

Many men tried to pull the sword out of the stone, but nobody was successful.

It's impossible.

I can't pull it out.

Let me try!

There was a tournament for knights.

Arthur, I've lost my sword. Go and find me one, and please be quick.

Where can I find a sword?

Wow! This is a great sword!

Arthur, this sword... Where was it?

It was in a stone near here. I pulled it out.

This is Arthur Pendragon, Uther's son. He's the true king of Britain.

37

**5 Story**

Arthur built a castle at a beautiful place called Camelot. Some men were angry that a young boy was king.

I'm your king. I promise to protect the weak and fight for justice and peace.

You're not our king!

We don't want a boy as our king! We are rebels!

Merlin and King Arthur went to see Nimue, the Lady of the Lake.

King Arthur had many brave knights, including his brother Kay. They helped King Arthur to protect Britain.

Take Excalibur. With this magic sword you'll win every fight.

I promise to use Excalibur to make Britain a safe place.

Once you were my page and squire, now you are my king!

We are brothers, and we are equals!

You are the last rebel lord. Finally, Britain is safe.

After some time, King Arthur fell in love with Guinevere. They got married.

I accept you as the king of Britain.

38 Read and choose. Then listen and check.

**Audio script**

**N:** Narrator, **KU:** King Uther, **M:** Merlin, **E:** Ector, **K:** Kay, **A:** Arthur, **M1:** Man 1, **M2:** Man 2, **M3:** Man 3, **Ni:** Nimue

**N:** It was AD 420, and Uther Pendragon was the king of Britain. These were dangerous times. Many people wanted to be king. They often attacked King Uther in his castle. He talked to Merlin the wizard.

**KU:** Please take my son Arthur to a safe place. Don't tell anybody that he's my son.

**N:** Merlin gave Arthur Pendragon to Ector, a good friend of the wizard.

**M:** Your castle is a safe place. Can you please look after this special baby? His name is Arthur.

**E:** Arthur will be happy here.

**N:** Arthur believed that Ector was his father and Kay was his brother. Kay wanted to be a knight.

**K:** I am 18, and soon I'll be a knight. Let's practise fighting.

**A:** I want to be a knight one day.

**N:** When the king died, many men wanted to rule Britain. Only Merlin knew that Arthur was the real king. The wizard used his magic to help Arthur. A stone suddenly appeared. In this stone, there was a shining sword and there were some words.

**N:** Many men tried to pull the sword out of the stone, but nobody was successful.

**M1:** It's impossible.

**M2:** I can't pull it out.

**M3:** Let me try!

**N:** There was a tournament for knights. Kay was now a knight, and he travelled with Ector and Arthur to compete in the tournament.

**K:** Arthur, I've lost my sword. Go and find me one, and please be quick.

**A:** Where can I find a sword?

**N:** Arthur went to look for a sword, and he saw the stone.

**A:** Wow! This is a great sword!

**E:** Arthur, this sword... Where was it?

**A:** It was in a stone near here. I pulled it out.

**E:** Show me.

**N:** Arthur put the sword back in the stone and pulled it out again. Suddenly, Merlin appeared.

**M:** This is Arthur Pendragon, Uther's son. He's the true king of Britain.

**N:** Arthur built a castle at a beautiful place called Camelot. Some men were angry that a young boy was king.

**A:** I'm your king. I promise to protect the weak and fight for justice and peace.

**M1:** You're not our king!

**M2:** We don't want a boy as our king! We are rebels.

**N:** Merlin and King Arthur went to see Nimue, the Lady of the Lake.

**Ni:** Take Excalibur. With this magic sword you'll win every fight.

**A:** I promise to use Excalibur to make Britain a safe place.

**N:** King Arthur had many brave knights, including his brother Kay. They helped King Arthur to protect Britain.

**E:** Once you were my page and squire, now you are my king!

**A:** We are brothers, and we are equals.

**N:** Finally, all of the men accepted Arthur as the king of Britain.

**M1:** I accept you as the king of Britain.


**A:** You are the last rebel. Finally, Britain is safe.

**N:** After some time, King Arthur fell in love with Guinevere. They got married.

## Warm up

- 1 Before the lesson, look online for an appropriate video about castles in the pupils' country.
- 2 Play the video, asking the pupils to shout out any words they know (e.g. the words of places in a castle, or furniture). If pupils want to say something in their home language, translate it into English and write it on the board for clarity.

### 1 2.11 Look, listen and answer.

- 1  Tell the pupils about learning strategy L4: *When you listen for the first time, try to understand the main idea.* Ask them to open their Pupil's Books to page 36 and to read along with the audio. Tell them that they only need to focus on the main idea, and on the question (*How did Arthur show people he was the true king?*)
- 2 Play the audio track 2.11 once.
- 3 Based on how confident the group are in answering the question, you may wish to play the audio again.
- 4 Conduct whole-class feedback. Focus pupils on the writing on the stone, which states who is the true king.

**Answer:** *He was the only person that could pull the sword out of the stone.*

#### Optional activity

Ask pupils to work in pairs. Tell them to look very closely at each picture in the story and to take turns to name two things they can say in English for each picture.

Have pupils take turns to write the words they said in pairs on the board. This allows everyone to have a visual reference to the language in the story.

### 2 Read and choose. Then listen and check.

- 1 Explain to the pupils that they are going to see images from the story, and sentences relating to each image. They need to choose the correct option between two words in each sentence. Encourage pupils to put their hands up to suggest answers.

#### Story follow-up questions

Use some or all of the following questions to encourage further discussion and personal reaction to the story, as appropriate to the level of the class. Encourage learners to use English to answer the questions. Rephrase pupils' answers where necessary.

- 1 Who's your favourite character in the story? Can you describe them?
- 2 Do you like historical stories?
- 3 Do you know any famous legends from your country?

# 5 Story follow-up

Activity Book – Pages 44 & 45

## 5 Story follow-up

1 Listen again and put the sentences in order. Write the number in the box.

- |  |  |
|--|--|
| a <input type="checkbox"/> Arthur pulled the sword out of the stone. | e <input type="checkbox"/> Nimue gave Arthur a magic sword.                  |
| b <input type="checkbox"/> Arthur married Guinevere.                 | f <input type="checkbox"/> Arthur won against the rebels.                    |
| c <input type="checkbox"/> Arthur travelled with Kay and Ector.      | g <input checked="" type="checkbox"/> King Uther gave baby Arthur to Merlin. |
| d <input type="checkbox"/> Merlin gave Arthur to Ector.              | h <input type="checkbox"/> Arthur was the new king of Britain.               |

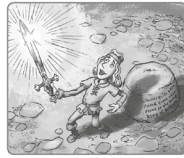
2 Sequence the people in the order they appear in the story.



3 Find the mistake in each sentence.



1 Sir Ector gave Arthur to Merlin.



2 Arthur pulled a sword out of the ground.



3 Nimue gave Arthur a magic stone.



4 King Arthur had many brave wizards.



5 King Arthur fell in love with Nimue.

44



## Unit 5

5.4 Tell parts of the story in groups.

a Form five groups. Then choose one pair of pictures for your group.



b Listen to the story again. Take notes on your story pictures.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c Share notes with your partners and together make sentences to describe your story pictures.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d Work together with the other groups. Tell the whole story.

Uther Pendragon was the king of Britain.

Arthur thought Ector was his father.

Arthur pulled the sword out of the stone.

45



## Warm up

- With books closed, ask pupils to work in pairs and remember five things that are in the story.
- Ask each pair to tell you one thing from their list. Make a list of things on the board.

1 2.11 Listen again and put the sentences in order. Write the number in the box.

- Ask the pupils to open their Activity Books to page 44. Give them some time to read the sentences and guess the correct order with a partner.
- Tell the pupils that you are going to play the audio. Ask them what they need to do (answer: *listen and write numbers in the boxes*).
- Play the audio twice. Pause the audio at strategic points.

Answers: a4 b8 c3 d2 e6 f7 g1 h5

2 Sequence the people in the order they appear in the story.

- Ask the pupils to look at the pictures of the people and try to remember the order they appear in the story. Tell pupils to write their guesses in pencil.

- Ask pupils to open their Pupil's Book to the story and check their answers.
- Conduct whole-class feedback. As you do this, write the names of the characters on the board.

Answers: Left-right: 7 Arthur, 8 Guinevere, 2 Merlin, 4 Kay, 6 Nimue, 3 Ector, 5 Arthur, 1 Uther Pendragon

3 Find the mistake in each sentence.


- Tell the pupils that they are going to correct some mistakes about the story. Ask the class where they can get ideas to help them (answer: *Pupil's Book pages 36–38*).
- Monitor as the pupils are correcting the mistakes.
- Conduct whole-class feedback.

Answers:

- ~~Sir~~ Uther Pendragon (can accept 'King' as well) gave Arthur to Merlin.
- Arthur pulled a sword out of the ~~ground~~ stone.
- Nimue gave Arthur a magic ~~stone~~ sword.
- King Arthur had many brave ~~wizards~~ knights.
- King Arthur fell in love with ~~Nimue~~ Guinevere.

#### 4 Tell parts of the story in groups.

- a Form five groups. Then choose one pair of pictures for your group.
- 1 **S4** Ask the pupils if they know learning strategy S4: *Use the pictures to help you get ideas. Say as much as you can about what you see.*
  - 2 Tell the pupils that you are going to divide the class into five groups, and that they will be told which pair of pictures to use. They should then look at their pairs of pictures carefully and try and remember that part of the story in their groups.
  - 3 Divide the class into five groups and tell them which pair of pictures to look at. Monitor to encourage them to remember what they can about that part of the story. Display the vocabulary cards for the story to help.
- b **2.11** Listen to the story again. Take notes on your story pictures.
- 1 Focus pupils on the writing section in Activity b. Ask them to listen to the story again and write notes about their part of the story.
  - 2 Monitor to ensure all pupils are writing notes.
 

 Let weaker students know that it is fine if they write only words or phrases at this stage.
- c Share notes with your partners and together make sentences to describe your story pictures.
- 1 Ask the pupils to share their notes with the others in their group. To facilitate this, put the following language on the board and ask pupils to use it:
 


*Who wants to go first?*  
*What did you write?*  
*I wrote...*  
*I'm sorry, can you repeat that?*  
*Can you say that more slowly, please?*
  - 2 Monitor to ensure pupils are sharing their notes.
- d Work together with the other groups. Tell the whole story.
- 1 Focus the pupils on the speech bubbles in Activity d. Explain that when you say 'go' they need to sit with pupils from the other four groups. They need to take turns to tell the story, using their notes.
  - 2 Say 'go' and help the pupils to find their new groups. Monitor as they tell the story together.

#### Pupil's Book – Page 39


Story follow-up **5**

**1 What do you know about these people?**

King Uther was the king of Britain and Arthur Pendragon's father.



**S. 2** **2.11** Listen and say the poem.



Arthur was born in Britain,  
 Sixteen centuries ago.  
 He was the son of the king.  
 But Arthur didn't know.

He lived with Sir Ector,  
 Until he was 15 years old,  
 Then Arthur found a sword,  
 and pulled it from the stone.

Arthur was the new king.  
 He promised to protect the weak.  
 And to fight for justice and truth,  
 It was all he wanted to seek.

Recognise and use key language from the story.

39

#### Warm up

- 1 With books closed, display story frame 9 from Pupil's Book page 37. Ask the pupils to try and remember as many details as they can from this image, in one minute.
- 2 Set a timer for one minute.
- 3 When the timer sounds, hide the display of the image and ask the pupils to draw a picture in their notebooks of what they remember from the image.
- 4 When everyone is ready, ask pupils to show a partner their picture and describe what they have drawn.
- 5 Show the class the image again, and ask the group who had the best memory!

#### 1 What do you know about these people?


- 1 With books still closed, display the first picture from Pupil's Book page 39. Ask the pupils to tell you about this person (possible answer: *This is King Uther Pendragon. He is Arthur's father.*).
- 2 Tell the pupils to open their Pupil's Books to page 39, and to tell their partner about each person in the pictures.
- 3 Monitor to help, as necessary.
- 4 Conduct whole-class feedback.



**Possible answers:**

- 1 *This is King Uther Pendragon. He was Arthur's father.*
- 2 *This is Merlin. He was a wizard. He helped Arthur.*
- 3 *This is Arthur when he was a child.*
- 4 *This is Ector. He took Arthur from Merlin and looked after him.*
- 5 *This is Kay. Kay was Ector's son. He wanted to be a knight.*
- 6 *This is Arthur when he was older. He was king. He promised to protect his people.*
- 7 *This is Nimue. She was the lady of the lake. She gave Arthur a magic sword.*
- 8 *This is Guinevere. She fell in love with Arthur and they got married.*

**2**  **2.12 Listen and say the poem.**

- 1 Tell the pupils that they are going to listen to a poem about the story of King Arthur. They should first just listen and read the poem silently. Play audio track 2.12 once.
- 2 Ask the pupils if they liked the poem, and explain that they are going to listen again and repeat each line.
- 3  Ask the pupils if they know learning strategy S1: *Use your teacher or the audio as a model. Speak along with the recording.*
- 4 Play the audio again, pausing after each line. Ask the pupils to repeat what they hear. Encourage them to notice the rhythm of the poem.
- 5 Ask the pupils to sit with a new partner and read the poem aloud, using the same rhythm they heard in the audio.
- 6 As whole-class feedback, ask the class the following questions:  
*Do you like poetry?*  
*Have you written a poem? When? What was it about?*  
*Would you like to write more poems in the future?*

**Audio script**

*Arthur was born in Britain  
Sixteen centuries ago.  
He was the son of the king.  
But Arthur didn't know.*

*He lived with Sir Ector  
Until he was 15 years old  
Then Arthur found a sword  
and pulled it from the stone.*

*Arthur was the new King.  
He promised to protect the weak.  
And to fight for justice and truth,  
It was all he wanted to seek.*

**Optional activity**

Divide the class into three groups. Explain that each group will do a different extension activity:

- a *Draw a book cover for the story of King Arthur. Later, present your cover to a group of classmates, explaining what you chose to draw.*
- b *Choose one of the characters from the story and write a diary entry. This should explain part of the story and how the character felt. Later, present your diary to a group of classmates.*
- c *Draw three pictures to illustrate the three parts of the poem on page 39. Later, present your pictures to a group of classmates, explaining what you chose to draw.*

Monitor as the pupils do the activities. When everyone is ready, put the pupils into groups and monitor as they present their work.

**Optional activity**

Ask pupils to create a mini-book of the story. Ask pupils to cut A4 paper into small rectangles.

Give pupils time to choose key points in the story, and to draw and write the sentences for these key points on the rectangles.

Hand out coloured card, for the pupils to design a cover for the story.


Staple the pages together for them.

Allow pupils to swap books with their classmates, so they can see each other's work.

You can also suggest that they can change the ending of the story if they wish.

5
Skills practice

## TAYLOR CASTLE



**ABOUT THE CASTLE**

Lord Taylor built the castle in 1550. His family owned and lived in the castle until 2003. Michael Philips knew he wanted the castle so he made a decision to buy it in 2003. Now the 30 bedrooms are bright and clean with good furniture. The garden is large and perfect. The woods and lake are very impressive too.

The castle is now open in the summer and autumn to visitors.

**THE TOURS**

Visitors can join a daily walking tour at 11am and 3pm. The tour meets in the Great Hall. Your guide will give you a tour of the living rooms, dining room, kitchens, bedrooms and bathrooms. They will tell you the history of the castle and its famous visitors, including kings and queens. You can maybe even meet one of our friendly ghosts. People say they meet every afternoon around a table in the Great Hall!

**THE CASTLE**

Our head gardener gives a tour of the gardens and woods every Saturday. He will always give you information and advice on how to grow a variety of plants. Meet at the clock tower in front of the hall. Get there early as it's a popular tour!

**THE GARDENS**

Our head gardener gives a tour of the gardens and woods every Saturday. He will always give you information and advice on how to grow a variety of plants. Meet at the clock tower in front of the hall. Get there early as it's a popular tour!

**REVIEWS**

The castle is beautiful. I saw so many works of art. If you love paintings, it's worth a visit.  
**Jenny, USA** ★★★★★

Fantastic gardens! I didn't know there were so many different plants in England!  
**James, Bristol** ★★★★★

**OPENING TIMES**


May–November: 10.30am to 5pm  
Closed Sunday and Monday

**PRICES**

Adults:	£12.00
Children (16 and under):	£8.50
Under 5:	free

**R 1 Read the leaflet and answer the questions.**

- 1 Who owns the castle now? \_\_\_\_\_
- 3 When can tourists visit the castle? \_\_\_\_\_
- 4 How often is there a tour of the castle? \_\_\_\_\_
- 5 Who can visitors sometimes meet? \_\_\_\_\_
- 6 Who takes visitors around the garden? \_\_\_\_\_
- 7 Why should visitors arrive early for a tour of the garden? \_\_\_\_\_
- 8 How much is a ticket for a seventeen year old? \_\_\_\_\_

46


Unit
5

**2 Research a castle in your country. Make notes.**

About the castle	Tours

Opening times: \_\_\_\_\_ Price: \_\_\_\_\_

**3 Tell your classmate about the castle. Ask and answer.**

Who can visit the castle?


When can people visit it?

What can they see?

Think of a review to this castle. What does it say?

**W 4 Write a leaflet for the castle.**

<p><b>ABOUT THE CASTLE:</b></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>	<p><b>OPENING TIMES:</b></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>
<p><b>TOURS:</b></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>	<p><b>PRICES:</b></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>
<p><b>REVIEWS:</b></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>	<p><b>PRICES:</b></p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>

47


## Warm up

- 1 Before the lesson, find some images of different castles from around the world (e.g. do an internet search for pictures of *Edinburgh Castle*, *Neuschwanstein Castle*, *Pena Palace*, *Conwy Castle*, *Matsumoto Castle*, *Kronborg Castle*, *Habsburg Castle*). Stick these images around the room.
- 2 When the pupils enter the classroom, hand them some sticky notes (about 8 per pupil). Ask them to walk around and write single words or phrases on the sticky notes to describe each castle, and to place them below the image. Monitor to provide translation from their home language, if necessary.
- 3 Collect in the sticky notes and conduct whole-class feedback. Point out good language used, and correct any spelling mistakes. Ask the pupils if they have ever visited one of these castles.

### 1 Read the leaflet and answer the questions.

- 1 R1 Ask the pupils if they know learning strategy R1: *When you read a text for the first time, try to understand the main idea. Don't worry, you don't need to understand every word.*
- 2 Ask the pupils to read the text to understand the main idea. They should read and then tell you what the text is generally about (answer: *This is a leaflet which gives information about visiting a castle.*).

- 3 Focus the pupils on the questions. Give a time limit for the pupils to read and answer the questions.



Prepare strips of paper with sentence starters for each question, and give these to weaker pupils to help them answer the questions.

- 4 Conduct whole-class feedback.

### Answers:

- 1 *Michael Philips owns the castle now.*
- 2 *People can visit the castle in the summer and autumn. / People can visit from May to November.*
- 3 *There is a tour twice a day.*
- 4 *You can sometimes meet a ghost.*
- 5 *The head gardener takes visitors around the garden.*
- 6 *Visitors should arrive early for a tour of the garden because it's very popular.*
- 7 *A ticket for a seventeen year old is £12.00.*

### 2 Research a castle in your country. Make notes.

- 1 Focus pupils on Activity 2. Explain that they are going to research a castle in their country. Ask pupils what kind of information they need to find out (answer: *about the castle, tours, opening times, ticket price*).
- 2 Give the pupils time to research a castle in their country, using the internet (see safety information on page 17).
- 3 Monitor to help, as necessary.

### 3 Tell your classmate about the castle. Ask and answer.

- 1 Tell the pupils that they are going to share their information with a classmate. Ask them to look at the speech bubbles in Activity 3 for an example.
- 2 Put the pupils into pairs and monitor as they do this activity.
- 3 As whole-class feedback, ask one confident pair of pupils to re-do this activity in front of the class.


### 4 Write a leaflet for the castle.

- 1 **W2** Tell the pupils that they are going to create a leaflet for the castle they have researched. Ask them how they can do this, eliciting learning strategy W2: *Use a model to help you write*. Focus pupils on the 'reviews' section of the model, explaining that they will have to invent reviews for their castle.
- 2 As pupils are creating their leaflet, monitor.
- 3 When everyone is ready, ask the pupils to leave their books open on their desks. Play some music and ask pupils to walk around the room, looking at their classmates' leaflets.
- 4 Ask the class which castle is their favourite, and why. Ask them if all the information they need is included in the leaflet.

## 5 Skills practice

**L1** **1 Listen and find out.**

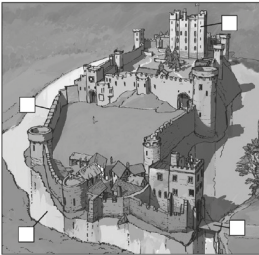
- 1 Where did Katie go?
- 2 Who did she go with?
- 3 How old was the castle?
- 4 Who lived there?
- 5 What happened in the Great Hall?
- 6 Where were the kitchens?
- 7 What did she see at the end of the day?



**2 Listen again and number.**

1 keep
2 moat

3 drawbridge
4 walls



**3 Think of a castle you visited in the past. In pairs, ask and answer.**

Where did you go?

I went ...

What was it like?

It was ... There was/were ...


Who lived there?

... lived ...

What was your favourite part of the day?

I liked ...

**4** **Click to listen. Match.**

40


## Warm up

- 1 Play *Hotseat*. Select several of the flashcards from previous units before the lesson.
- 2 Divide the class into two teams and explain the game: one person from each team sits with their back to the board. The teacher will put one flashcard on the board, so the teams can see it, but the pupil in the hotseat cannot. The teams describe the word depicted on the flashcard to the pupil in the 'hotseat', using English only. The first person in the hotseat to guess the word correctly wins a point. Then the teams change the person in the hotseat.
- 3 At the end of the game, count up the points and congratulate the winning team.

## 1 **2.13** Listen and find out.

- 1 **L3** Tell the pupils that they are going to listen to a girl talking to her grandma about a school trip. Before they do this, explain that they need to use learning strategy L3: *Read the questions before you listen*.
- 2 Ask pupils to open their Pupil's Book to page 40 and to look at the pictures. Where do they think Katie went on her school trip? (answer: a castle).
- 3 Ask the pupils to read the questions. Ask them to write the answers to the questions in their notebooks.
- 4 Play audio track 2.13 once.
- 5 Ask the pupils to compare their answers with a partner, before they listen again.

- 6 Play the audio again.
- 7 Conduct whole-class feedback.

**Answers:**

- 1 *Katie went to Tunstead castle.*
- 2 *She went with her history class.*
- 3 *The castle was from the 14th century.*
- 4 *Lord Tunstead and his family.*
- 5 *The lord gave a big dinner and invited important guests to the Great Hall.*
- 6 *The kitchens weren't near the Great Hall.*
- 7 *At the end of the day, she saw knights fighting on horses.*

**Audio script**

**Grandma:** *Did you have a good day on your school trip? Where did you go?*

**Girl:** *Yes, I had a great day, Grandma. I went to Tunstead Castle with my history class.*

**Grandma:** *Tell me about it. What was it like?*

**Girl:** *It was a beautiful stone castle. It was from the 14th century. It was on top of a big hill. Around the castle were high walls. Outside the walls was water. This is called a moat – did you know that? The walls and moat protected the people who lived in the castle walls. A drawbridge allowed people to travel over the moat to get in and out of the castle.*

**Grandma:** *Who lived there?*

**Girl:** *Well, Lord Tunstead and his family lived there. His servants, like his cook and gardener, also lived there.*

**Grandma:** *What was inside?*

**Girl:** *There was a big tower called a keep. Inside there was the Great Hall. Sometimes, the lord gave a big dinner and invited important guests. They were at a big, long table. It was the most important table. There was a lot of food.*

**Grandma:** *So were the kitchens next to the Great Hall?*

**Girl:** *No, they weren't. They often had fires in the kitchen. They didn't want the Great Hall to catch fire. The servants had to walk a lot!*

**Grandma:** *What was your favourite part of the day?*

**Girl:** *At the end of the day, we watched knights fighting on horses. A knight had fights for his lord. Knights practised in tournaments. A knight tried to knock the other knight off his horse to win. It was very, very good.*

**Grandma:** *It sounds exciting!*

**2**  **2.13 Listen again and number.**

- 1 Focus the pupils on the picture in Activity 2. Explain that they will listen to the audio again, and they need to match the numbered words to the picture.
- 2 Play the audio.
- 3 Conduct whole-class feedback. Lead a drill of these words, if necessary. Use the vocabulary cards for visual support.

**Answers:**

*Top right: 1 keep*  
*Bottom right: 3 drawbridge*  
*Top left: 4 walls*  
*Bottom left: 2 moat*

**3 Think of a castle you visited in the past. In pairs, ask and answer.**

- 1 Focus the pupils on the speech bubbles in Activity 3. Tell the pupils to think of a castle they have visited in the past (note: if the pupils have never visited a castle before, they can imagine they visited the castle they wrote about on Activity Book page 47).
- 2 Put pupils into pairs and monitor as they do this activity.
- 3 Conduct whole-class feedback.

**4**  **digital Click to listen. Match.**


- 1 Tell the pupils that they will hear some castle words. They need to make suggestions to match the words and images.
- 2 If needed, focus on the pronunciation of these items (*moat, drawbridge, keep, walls, Great Hall, servant, knight, lord, tournament*).

# 5 Language stop

Pupils Book – Page 41

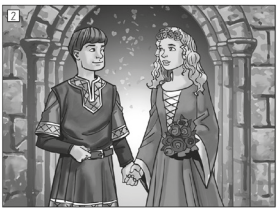
**Language stop** 5

**1** Listen and choose.



**1**

a Sir Roderick of Wellwick killed the dragon.  
b Agnes of Longfield killed the dragon.




**2**

a Sir Neville and Agnes married in 1482.  
b Sir Neville and Agnes married in 1442.

**2** Read. What is the difference between the blue and the red words?

<p style="color: blue;">I was born in 1431.</p> <p style="color: red;">We lived in Wellwick Castle.</p> <p style="color: blue;">When I was seven, I learnt to read, write and ride a horse.</p> <p style="color: red;">When I was fourteen, I had my first horse and I also practised fighting.</p>	<p style="color: blue;">I married Agnes of Longfield.</p> <p style="color: red;">Agnes moved to live in Wellwick Castle.</p> <p style="color: blue;">We were happy there.</p> <p style="color: red;">Yesterday, I went to the Great Hall. I saw some visitors.</p>
---	--

**3** Think about your life and tell your partner. Brainstorm vocabulary and verbs before you start speaking.



**Super Tour 1**

Look back at the story on pages 36–38 and think about what happened after King Arthur and Guinevere got married. Write sentences. Then, share them with your class.

Learn to use the irregular past simple. 41

## Warm up

- 1 Bring a soft ball into class.
- 2 Ask pupils to stand in a circle. Explain that you will throw the ball, after saying a word that they have used/learned in their English lessons so far. The pupil who catches the ball must say a word they know (these can be words from Units 1–5) and then they must throw the ball to another pupil, and so on.

## 1 2.14 Listen and choose.

- 1 Ask pupils to open their Pupil's Book at page 41 and to look at the pictures. Tell the pupils that they are going to listen to Sir Neville of Wellwick talking about his life.
- 2 Tell the pupils that they need to listen carefully and choose the correct option for the two pictures.
- 3 Play the audio.
- 4 Conduct whole-class feedback.

**Answers:** 1a 2b

## Audio script

*Hello, friends! My name is Sir Neville of Wellwick. I was born in 1431. My father was a brave knight, Sir Roderick of Wellwick. He killed Firejaws the dragon in 1425. We lived in Wellwick Castle. In 1438, when I was seven, I learnt to read, write and ride a horse. In 1442, I married Agnes of Longfield. I was 11, and Agnes was 14 – it was normal to marry young in those days. We had a good life. We lived in Wellwick Castle, and we were happy there. I died in 1482, and Agnes died in 1487 ... but we decided to stay at the castle. That was five centuries ago. Wellwick Castle is very different now. There's a car park on the jousting field. Visitors come and look around. But we still live there. Yesterday, I went to the Great Hall. I saw some visitors in the hall. I waved and said, 'Hello.' They screamed and ran away. Friends, you live in the 21st century. Do you understand their strange behaviour?*

## 2 Read. What is the difference between the blue and red words?

- 1 Ask the pupils to read the sentences and compare the blue and red words. Encourage them to translate the sentences into their home language with a partner to help them do this.
- 2 Encourage pupils to notice the difference between the words [*red are regular past simple verbs (all finish in –ed), and blue are irregular (change the verb form)*], but do not simply tell them the rule. Support them in finding out the difference between the words for themselves. Note that they may not be able to use the language 'regular/irregular past simple', which is fine. The focus is for them to notice the difference in spelling.

## 3 Think about your life and tell your partner. Brainstorm vocabulary and verbs before you start speaking.

- 1 Tell the pupils that they are going to talk about their lives. Ask them to work in a group of four and write down useful vocabulary and verbs for this.
- 2 Monitor as the groups are brainstorming. Ensure they are not writing sentences, but encourage them to write the past simple forms of some useful verbs.
- 3 Put the pupils into pairs to talk about their lives. Monitor to help, as necessary.
- 4 Conduct whole-class feedback, noting any errors (especially relating to past simple verbs) or examples of good language use.



## Pupil's Book Super Tour 1

- 1 Ask stronger pupils to look at the story on pages 36–38 again and think about what happened after King Arthur and Guinevere got married. Give pupils time to write sentences.
- 2 Ask pupils to share their sentences in groups.

## Activity Book – Page 48

## 5 Language stop

## 1 Complete the newspaper article using the words in brackets.

## Terror at Wellwick Castle

by Brenda Barton

Yesterday four friends (1) *decided* (decide) to visit Wellwick Castle. They (2) \_\_\_\_\_ (want) to look at the famous medieval castle. But their plan (3) \_\_\_\_\_ (change) when they (4) \_\_\_\_\_ (have) a scary experience in the Great Hall. I (5) \_\_\_\_\_ (ask) one of the friends, Mr Fred Turnbull, what (6) \_\_\_\_\_ (happen). 'We (7) \_\_\_\_\_ (arrive) at the castle at 11 o'clock in the morning and (8) \_\_\_\_\_ (go) inside. We (9) \_\_\_\_\_ (be) in the Great Hall. We (10) \_\_\_\_\_ (turn) around and (11) \_\_\_\_\_ (see) a ghost. We (12) \_\_\_\_\_ (run) out of the castle.'



## 2 Complete the sentences. Use the words from the box in the past.

learn hear go wave marry be

- We \_\_\_\_\_ to the castle in my dad's car.
- My uncle \_\_\_\_\_ my aunt last year.
- I \_\_\_\_\_ a historian talking about the legend of King Arthur on the radio.
- David \_\_\_\_\_ about the kings and queens of England in History today.
- Sally \_\_\_\_\_ happy to go to the museum.
- My cousin \_\_\_\_\_ goodbye.

## 3 Listen to how to say the years and write.

- |   |              |
|---|--------------|
| 1 1481 _____ <i>fourteen eighty-one</i> | 4 1754 _____ |
| 2 1593 _____                            | 5 1840 _____ |
| 3 1066 _____                            | 6 1968 _____ |

## 4 Read and say. What do you notice about the letters ight?

knight fight night light right

48



## 1 Complete the newspaper article using the words in brackets.

- Tell the pupils that they are going to read a newspaper article about a castle. Ask them to look at the image on this page and describe what they can see. Elicit *ghost*.
- Tell them to open their Activity Books to page 48.
- Ask the pupils to read the article and to complete the words in the gaps. Monitor.
- Conduct whole-class feedback.
- Ask pupils to look at the words they have written, and to decide if they should be coloured blue or red (as per the box on Pupil's Book page 41).

**Answers:** 1 *decided* 2 *wanted* 3 *changed* 4 *had*  
5 *asked* 6 *happened* 7 *arrived* 8 *went* 9 *were*  
10 *turned* 11 *saw* 12 *ran*

## 2 Complete the sentences. Use the words from the box in the past.

- Ask the pupils to complete the sentences using the past simple forms of the words in the box.



Weaker pupils will benefit from identifying the past simple forms of the words in the box before trying to complete the sentences.

- Monitor to help, as necessary.
- Conduct whole-class feedback.

**Answers:** 1 *went* 2 *married* 3 *heard*  
4 *learnt/learned* 5 *was* 6 *waved*

## 3 Listen to how to say the years and write.

- Direct the pupils to Activity 3. Ask them to listen and explain that they will write the answers after listening.
- Play audio track 2.15.
- Give the pupils some time to write the answers.
- On the board, write the answers as individual words (e.g. *fourteen* | *eighty-one* | *fifteen* | *ninety-three* | etc.). Ask pupils to amend their answers or check their spelling, using these words.
- Listen again, to allow pupils to check their answers.
- Conduct whole-class feedback. Be sure to write the correct answers on the board so pupils can check their spelling, and ensure you model the correct pronunciation throughout this stage.

## Answers:

- fourteen eighty-one*
- fifteen ninety-three*
- ten sixty-six*
- seventeen fifty-four*
- eighteen forty*
- nineteen sixty-eight*

## Audio script

1481 (*fourteen eighty-one*)1593 (*fifteen ninety-three*)1066 (*ten sixty-six*)1754 (*seventeen fifty-four*)1840 (*eighteen forty*)1968 (*nineteen sixty-eight*)

## 4 Read and say. What do you notice about the letters ight?

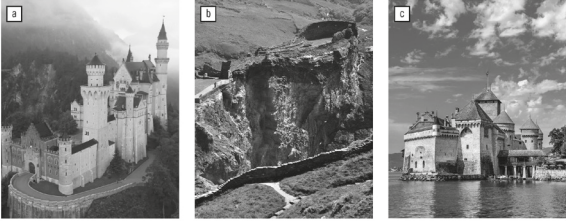
- Remind the pupils of learning strategy R2: *Look for words that are similar in other languages. Guess the meaning of the words.* Ask if any of these words are similar in their home language.
- Lead a drill of these words, focussing pupils on the sound *ight* makes (e.g. *knight* /*nait*/, *fight* /*fait*/, etc.)

# 5 Do you know that ...?

Pupils Book – Page 42

**5 Do you know that ...?**


**S.1** Look at the photos and discuss in pairs. What can you see?



**R.2** Read and match the text to the photos.

- Tintagel is a very old castle in Cornwall in south-west England. Legend says this is the castle where Arthur Pendragon was born. It was a very big castle. Today, you can only see its walls. It is a ruin. Below the castle is a cave. Legend says that Merlin lived in this cave. Some people think that Tintagel Castle was also Camelot.
- King Ludwig II of Bavaria loved stories of knights. In 1869 he built Neuschwanstein Castle. It's a castle with tall walls in the mountains of southern Germany. It looks like a castle from a fairy tale. Disney used the castle to make Sleeping Beauty's castle in Disneyland, in the USA.
- Chillon Castle is on a rock on the banks of Lake Geneva in Switzerland. It has got 100 different buildings. Chillon Castle has got many towers, a dungeon, which is a prison in a castle, and a moat. Nobody knows how old the castle is. People think it's from the 9th, 11th or 12th century.

**3** Watch, listen and answer. Where are the medieval castles?



**4** Watch again and answer.

- Who lived in the medieval castles?
- From who did the castles protect people?
- What type of walls have the castles got?
- What is around the castle and has got water?
- What do people use to cross the moat?
- Why are the towers high?
- Where did they keep prisoners?

42 Learn about castles

## Warm up

- Ask the pupils to open their Picture Dictionary and look at Units 1–4. Explain that they need to choose 5 words or phrases that they are going to mime in groups. Their groupmates will have to guess what they are miming.
- Put the pupils into groups of three and ask them to take turns to mime. Their groupmates can look in their Picture Dictionary to help them guess. Monitor.

### 1 Look at the photos and discuss in pairs.

- S4** Ask the pupils to open their Pupil's Books to page 42 and look at the pictures. Tell them about learning strategy S4: *Use the pictures to help you get ideas. Say as much as you can about what you see.*
- Put the pupils in pairs and ask them to discuss what they can see.
- As whole-class feedback, ask each pair to suggest something about the pictures. Write any interesting language on the board.

### 2 Read and match the text to the photos.

- R1** Remind the pupils of learning strategy R1: *When you read a text for the first time, try to understand the main idea. Don't worry, you don't need to understand every word.*
- Ask the pupils to read the texts and match the texts with the correct image.
- Monitor to help, as necessary.
- Conduct whole-class feedback.

Answers: 1b 2a 3c

### 3 video Watch, listen and answer.

- Tell pupils that they are going to watch a short video about castles. The first time they watch, they should answer the question: *Where are the medieval castles?*
- Play the video.
- Conduct whole-class feedback. Write 'dungeon' on the board, and clarify the meaning.

Answer: Scotland

#### Video script

*There are many medieval castles in Scotland. They are beautiful and very interesting.*

*In medieval times, castles were homes for lords and ladies, and many other people.*

*They were also fortresses, made to protect people against enemies.*

*For this reason, castles had...*

- thick walls
- a moat of water
- a drawbridge to cross the moat
- a big gate
- high towers to see enemies

*Medieval castles also had dungeons to keep prisoners in.*

*Do you know any medieval castles? Can you imagine daily life in a medieval castle?*

#### 4 Watch again and answer.

- 1 Ask the pupils to watch again and to write the answers to the questions in their notebooks.



Ensure stronger pupils are writing full sentences as answers.

- 2 Play the video.
- 3 Ask the pupils to compare their answers with a partner.
- 4 Conduct whole-class feedback.

#### Answers:


- 1 *Lords and ladies lived in the medieval castles.*
- 2 *Castle protected people from enemies.*
- 3 *The castles have got thick walls.*
- 4 *A moat is around the castle.*
- 5 *People use a drawbridge to cross the moat.*
- 6 *The towers are high to see enemies.*
- 7 *They kept prisoners in dungeons.*



**Do you know that ...?** 5

**1 Read and write the missing words.**

- 1 Legend says Tintagel is where \_\_\_\_\_ was born.
- 2 Today, Tintagel is a \_\_\_\_\_.
- 3 Chillon Castle has got many towers, a dungeon and a \_\_\_\_\_.
- 4 Chillon Castle has got \_\_\_\_\_ buildings.
- 5 Neuschwanstein Castle looks like it's from a \_\_\_\_\_.



**2 Answer the questions. Make notes.**

In your country ...

How many castles are there? Who lived there? Who lives there now? Which is the most interesting castle? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 Discuss the questions in pairs.**

I believe ... because ...


What do you think?

I think you are right.

I think you are wrong.

I'm sure ...


I'm right ...

 49

**2 Answer the questions. Make notes.**

- 1 Focus the pupils on the questions in Activity 2. Ask them to make notes about the questions.
- 2 Monitor to help, as necessary.

**3 Discuss the questions in pairs.**

- 1  Remind pupils of learning strategy S3: *Use notes or sentence starters to help you speak*. Explain that pupils should use their notes, and the sentence starters, to discuss the questions with a partner.
- 2 Monitor.
- 3 Conduct whole-class feedback.

**Optional activity**

Ask pupils to work in groups of four to create a poster *Castles in Our Country*. Pupils should use their notes and create a decorative poster answering the questions.

Display the posters in the classroom for all pupils to see.

**1 Read and write the missing words.**

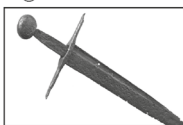
- 1 Ask the pupils to open their Activity Books to page 49. Explain that they need to remember the information about the three castles from Pupil's Book page 42 and complete the sentences.
- 2 Monitor as the pupils do this.
- 3 Conduct whole-class feedback. Use the vocabulary cards when possible (e.g. *ruin*), to provide visual support.

**Answers:**


- 1 *Arthur Pendragon (King Arthur)*
- 2 *ruin*
- 3 *moat*
- 4 *100*
- 5 *fairytale*

5
REVIEW


**1** **Listen and tick (✓) the words you hear about.**




a




b




c



d



e



f

**2 Imagine you live in your dream castle. Answer the questions.**

What's your favourite room? Why? \_\_\_\_\_

\_\_\_\_\_

What's in the room? \_\_\_\_\_

\_\_\_\_\_

**3 Read and complete.**

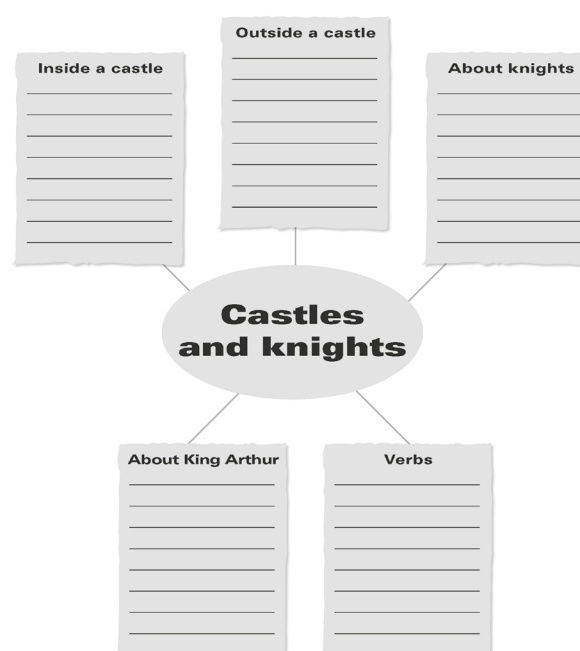
*I can do this...*

I can listen and understand the story.	_____	✓ very well
I can tell the story in my own words.	_____	✓ well
I can talk about castles and homes.	_____	~ a bit
I can read and understand a leaflet about a castle.	_____	~ a bit
I can write a leaflet about a castle in my country.	_____	✗ not at all
I know about castles in different countries.	_____	✗ not at all

50

5
FINAL STOP

**1 Complete the mind map.**



51

- 1** **2.16 Listen and tick (✓) the words you hear about.**
- Ask the pupils to open their Activity Books to page 50. Tell them to listen and tick the things they hear about.
  - Play audio track 2.16 twice, so pupils can check their answers.
  - Conduct whole-class feedback.
- Answers:** Pupils should tick a, b, c, f

**Audio script**

**1:** These men helped to protect a castle in the Middle Ages.

**2:** King Arthur pulled this out of a stone.

**3:** A lord and his family lived here in the Middle Ages.

**4:** You walk on this to enter a castle.

- 2 Imagine you live in your dream castle. Answer the questions.**
- First, model the activity with information about your dream castle, for example, say:  
*In my dream castle, my favourite room is the kitchen because it is always very busy with all the servants! In the kitchen, there is a large table with lots of plates of food.*
  - Monitor as pupils answer the questions.
  - Ask pupils to talk about their answers with a partner.

- 3 Read and complete.**
- Ask pupils to look back through the pages of Unit 5. Tell them to think about what they have learnt.
  - Ask pupils to draw the symbols to show how they feel about their progress.
  - Move around the class and talk to pupils about what they found particularly difficult or easy in the unit.

**Optional activity**  
See Activity 5.1 on page 146.

**Final stop mind map.**

- Ask the pupils to look through their Activity Books and Pupil's Books to complete the mind map.
- Monitor to ensure pupils are copying the correct spellings. Direct pupils to their Picture Dictionary to help them with spellings.
- Ask the pupils to swap books with a classmate and look at their mind maps.

**Optional activity**  
See Activity 5.2 on page 146.