

The Bugs Band on tour



Main language children use

- *Who can / likes ... ? Who's got ... ?*
- *He / She can / likes ... , He / She's got*
- *London, Edinburgh, Newcastle, Liverpool, Glasgow, Manchester*

Recycled language

- *He / She is from*
- *He / She wears ... / is*
- *Has he / she got ...? Have you got ...?*
- *long / short / curly / straight / fair / dark hair*
- *small / big eyes*
- *a computer / brother*
- *Can he / she / you play the guitar / keyboards / drums / harmonica / swim / dance / speak English?*
- *When he / she was young*
- *on 1st, 2nd, 3rd, 4th January, May, etc.*
- *in London / Manchester / Edinburgh*
- *How do you spell ... ?*
- *I want*
- The alphabet

Receptive language

- *We're on tour*
- *Just for you*
- *Well done!*
- *Here's a*
- *The big surprise is*
- *I want to see*

Communicative skills and language functions

- Revising language from previous levels
- Describing Bugs Band members
- Asking about dates and places
- Listening to and singing a song
- Saying how to spell cities
- Reading descriptions
- Writing a description for your Bugs project file

Socio-cultural aspects

- Interest in talking about abilities
- Respect for, and interest in other people
- Care in writing an accurate personal description
- Determination to make an effort

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The Bugs Band on tour

Lesson 1

Aims

- To describe the Bugs Band members
- To talk about abilities
- To recall familiar vocabulary

Main language children use

He / She's got Has he / she got ... ? Have you got ... ?

long / short / dark / fair / curly / straight hair

small / big eyes

a brother / computer

Can he / she / you ... ?

play the guitar / keyboards / drums / harmonica

swim / dance / speak English

He / She likes

London, Edinburgh, Glasgow, Newcastle,

Liverpool, Manchester

Main activities

- Remember the Bugs Band
- Listen and sing the Bugs Band song *We're on tour!*
- Listen and play a guessing game
- Read and write the names of the Bugs. Write two sentences
- Complete the questions. Interview your friends
- Write about your friends

Materials

Flashcards (*Sporty, Techy, Bio, Cool* from *Big Bugs 3*), CD 1 / Cassette, Pupil's Book page 2, Activity Book page 3

Starting the lesson

Introduction

- Greet the children and find out their names if you have not taught them before.
- Announce the start of *Big Bugs* Level 4 and the introductory unit: *The Bugs Band on tour*.
- Use English or L1 to briefly outline the lesson focus and key activities e.g. *Today we are going to talk about the Bugs Band and we are going to sing the Bugs Band song*. If appropriate, note the key activities in a corner on the board and tick them off as the lesson proceeds.

Game: Chain game

- Start by saying *I can play the guitar*. Ask children to say things they can do.
- Demonstrate the chain game by saying, *I can play the guitar. Amanda?* The child you name repeats what you say, adds another sentence and names another child, e.g. *I can play the guitar. I can swim. David?* Continue the chain around the class. If a child forgets, everybody helps them to remember the chain. The game stops when everyone has had a turn.

Lesson 1

1 Listen and sing the Bugs Band song *We're on tour!*

We're on tour, we're on tour! Manchester, London, Edinburgh too. We sing and dance Just for you. We're on tour, we're on tour! We sing and dance just for you.	We're on tour, we're on tour! Glasgow, Newcastle, Liverpool too. We sing and dance Just for you. We're on tour, we're on tour! We sing and dance just for you.
--	--

2 Listen and play a guessing game.

Who likes animals?
Who can play the harmonica?
Who's got long hair?

Developing the lesson

Remember the Bugs Band

Have the *Big Bugs* flashcards of the Bugs Band ready. Stick the flashcard of *Cool* on the board. Ask the pupils *Who's this?* and elicit his name.

- Repeat the same procedure for the other Bugs Band members.
- Now say *He can play the harmonica*. Encourage the class to guess which Band member you are talking about (*Cool*). Continue with other descriptions: *She can sing and play the guitar. (Sporty) / He can sing and play the keyboards. (Techy) / She can sing and play the drums. (Bio)*

Listen and sing the Bugs Band song *We're on tour!* (PB page 2, activity 1)

- Explain to the pupils that the Bugs Band are on tour. Ask them if they can guess any of the cities in the UK they might go to. Write their guesses on the board. You may need to prompt them by suggesting that they think of football teams they know in Britain.
- Books closed. Play CD 1 Track 2 / the cassette once straight through and ask the pupils to listen out for the names of the cities. Check their answers as a class.
- Books open. Play the CD / cassette again and ask the class to follow the lyrics in their books.
- Play the CD / cassette once more while the children sing the song.



We're on tour!

We're on tour, we're on tour!
Manchester, London,
Edinburgh too.
We sing and dance
Just for you.
We're on tour, we're on tour!
We sing and dance just for you.

We're on tour, we're on tour!
Glasgow, Newcastle,
Liverpool too.
We sing and dance
Just for you.
We're on tour, we're on tour!
We sing and dance just for you.

Listen and play a guessing game (PB page 2, activity 2)

- Ask the pupils to name the members of the Bugs Band (Cool, Sporty, Techy, Bio and Dave, the manager). Ask them if they can remember anything about each one, e.g. Cool likes clothes, etc.
- Tell the pupils that they are going to hear a quiz about the Bugs Band on the radio and they should look at the pictures and try to guess the answers.
- Play CD 1 Track 4 / the cassette and pause after each question, so that the class can answer before the contestants.



Presenter: Welcome to the show. Liam and Claire are here in the studio. They're answering questions about their favourite group The Bugs Band. OK, so question number 1. Who can play the harmonica?

Liam: Err ... Cool.

Presenter: Well done, Liam. Yes, it's Cool. Question number 2. Who likes computers?

Beth: Techy!

Presenter: Yes, that's right Beth, it's Techy. So that's one point each. Number 3. Who likes animals?

Beth: Cool?

Presenter: No, I'm sorry Beth. It's Bio. Never mind. Are you ready? Here's question number 4. Who's got long hair?

Liam: Sporty!

Presenter: Yes! Sporty's got long hair! So Liam's got two points now and Beth's got one point. Next question, number 5. Who wears glasses?

Beth: Techy!

Presenter: Well done Beth. Yes, that's right. So, that's 2 points each – the game's very close. Here's question number 6. Who can play the guitar?

Liam: Err ... Bio?



Lesson 1

1 Read and write the names of the Bugs. Write two sentences.

- She can play the drums. Bio
- She can play the guitar. _____
- He can play the keyboards. _____
- She's got curly hair. _____
- He's tall and he's got big eyes. _____
- He wears glasses. _____
- _____
- _____



2 Complete the questions. Interview your friends.

	Name
Can you speak English?	
_____ swim?	
_____ dance?	
_____ a brother?	
_____ play the guitar?	
_____ a computer?	



3 Write about your friends.

_____ can speak English.

three 3

Presenter: I'm sorry Liam, it's Sporty! So, that's still 2 points each. OK last question, number 7. Who likes basketball?

Beth: Sporty!

Presenter: Yes! Congratulations Beth. You've got 3 points. And Liam, thank you for coming in today.

Here's a Bugs Band CD for you.

Liam: Thanks!

Presenter: And Beth, here are two tickets for you for the Bugs Band concert at Wembley Stadium!

Beth: Thank you!

Presenter: And now for the latest Bugs Band song ...

Read and write the names of the Bugs.

Write two sentences (AB page 3, activity 1)

- Tell the class that this is a quiz about the Bugs Band and that they should read the sentences and try to guess the name of the Bugs from memory.
- Pupils then write two more sentences about band members.
- Either individual pupils read out their sentences to the class and invite volunteers to guess the name of the Bugs, or they swap books with a partner and identify each other's. Alternatively, make the activity into a class quiz by dividing the class into two teams and get each team to read their sentences to the other team, who then guess who it describes.
- Answers:** 1 Bio / 2 Sporty / 3 Techy / 4 Bio / 5 Cool / 6 Techy

PERSONALISATION Complete the questions.

Interview your friends (AB page 3, activity 2)

- Go through the example. Pupils complete the other questions in the chart.
- Demonstrate the activity by copying part of the chart on the board. e.g. *Can you play the guitar?* / *Have you got a computer?* Ask individual pupils the questions and if a pupil answers *yes*, write their name in the appropriate column.
- Divide the class into groups and encourage them to ask questions to complete the table in the same way as you did on the board. Explain that the aim of the activity is to complete the name column with as many names as possible.
- Monitor to make sure the pupils are using the language correctly.
- Invite pupils to tell the class about some of their friends.

PERSONALISATION Write about your friends

(AB page 3, activity 3)

- The children write sentences about their friends using the information they collected in activity 2.
- Monitor to check that the pupils are using correct language.
- Invite pupils to read some of their answers aloud.

Ending the lesson

Review time

- Use English or L1 to ask the class to identify the main activities in the lesson, e.g. the song, the guessing game, etc. Ask questions to encourage the children to relate the content of the lesson to their own learning, e.g. *What did the radio quiz activity help you to do?* (*remember about the Bugs Band*).

Extra activity

Children write a new question to add to activity 2 on page 3 of their Activity Books. They then go round asking their classmates.

Homework task

Children copy the song on page 2 of the Pupil's Book but leave gaps instead of some of the words. They then exchange songs in the next class, and complete their partner's activity by listening to the song and writing in the missing words.

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The Bugs Band on tour

Lesson 2

Aims

- To ask about dates and places
- To ask how to spell words and say the alphabet

Main language children use

On the 1st, 2nd, 3rd, 4th ...

Months of the year

In ... Birmingham, London, Newcastle, etc

How do you spell ... ?

The alphabet

Main activities

- Listen and sing the Bugs Band song *We're on tour!*
- Listen and find out
- Listen and circle the dates. Write sentences
- Choose, say and spell
- Write the names of the cities
- Invent a summer tour. Tell a friend

Materials

CD 1 / Cassette, Pupil's Book page 3, Activity Book page 4

Starting the lesson

Introduction

- Outline the lesson focus and key activities

Game: Noughts and crosses

- Draw a 3 x 3 grid on the board and number each square.
- Divide the class into two teams: noughts and crosses.
- Children from each team take it in turn to call a number, say the name of a child in the opposing team and say their birthday in English. If the birthday is correct, draw a 0 or an X in the corresponding box. (If your pupils do not know each other, say an important date and the team names the day, e.g. *25th December*, *1st January*, etc. Or say the name of the day and the team have to say the date correctly.)
- The first team to get a row of three noughts or crosses wins.

Developing the lesson

Listen and sing the Bugs Band song *We're on tour!* (PB page 2, activity 1)

- Books closed. Say *Remember the song 'We're on tour!'*? Children name the cities mentioned in the song in the correct order. Write the names of the cities on the board.
- Play CD 1 Track 2 / the cassette. Pause after each verse and check the order of the cities on the board.

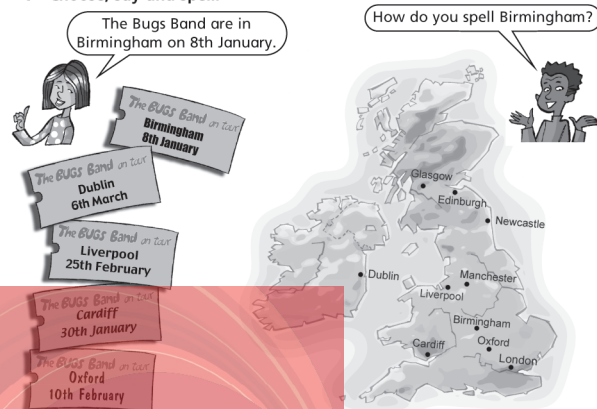
Lesson 2

3 Listen and find out.

What are the Bugs talking about? What is the surprise?



4 Choose, say and spell.



three 3

- Books open. Divide the class into two groups and give each group a verse of the song. Play the CD / cassette once. Children sing their verse.
- The groups change roles. Play the karaoke version of the song on CD 1 Track 3 / the cassette and repeat.



We're on tour! (karaoke version)

Listen and find out (PB page 3, activity 3)

- Ask the class to look at the picture and say what they think it is (a tour poster).
- Explain that they are going to listen to the Bugs Band talking. Ask a child to read the questions *What are the Bugs talking about?* / *What is the surprise?*
- Play CD 1 Track 5 / the cassette. Children answer the questions (*The Bugs are talking about dates and places for their winter tour. / The surprise is that they are also going to go to Spain*).
- Play the CD / cassette again. Stop after each section and children say the dates that are missing from the poster.



Dave: Right. Well, first on our winter tour, we're in Manchester on the 3rd of October.

Cool: Great. Manchester's so cool! OK so 3rd October.

Dave: *And then we've got a concert at Wembley Stadium in London on the 19th of October.*

Cool: *Hey, Dave, when was that?*

Dave: *The 19th of October. Then we've got a concert in Edinburgh on the 4th of November.*

Techy: *The 4th of November? That's my mum's birthday!*

Dave: *Right, the next place is Glasgow on the 20th of November.*

Bio: *When?*

Dave: *20th of November.*

Bio: *OK!*

Dave: *And then we're in Newcastle on the 2nd of December. Did you get that?*

Sporty: *Yeah! The 2nd of December in Newcastle.*

Dave: *Oh, and the big surprise is that we're going to Spain!*

Bugs Band: *Spain!! Wow! I love Spain!*

Dave: *At the moment, we've got dates for Madrid, Pamplona and Barcelona!*

Cool: *Hey, cool!*

Bio: *Yeah, super cool!*

Bugs: *Great! That's cool. Brilliant!*

Listen and circle the dates. Write sentences (AB page 4, activity 4)

- Say *Listen again. Circle the correct dates for the tour.*
- Play CD 1 Track 6 / the cassette once or twice.
- Check the answers by saying *Manchester* and children say the dates, e.g. *the third of October.*
- The children write four sentences about the Bugs Band tour including the place and the date.
- **Answers:** 3rd October / 19th October / 4th November / 20th November / 2nd December

Choose, say and spell (PB page 3, activity 4)

- Tell the class that the Bugs Band are also going to play in other cities.
- The children open their notebooks. Say *The Bugs Band are on tour in Birmingham on 8th January.* Children write this information in their notebooks. Elicit the question *How do you spell Birmingham?* and spell *B-I-R-M-I-N-G-H-A-M.*
- The class can check their spelling by looking at Pupil's Book page 3.
- Divide the class into pairs. One child has their book open and says, e.g. *The Bugs Band is on tour in Dublin on 6th March.* The other pupil has their book closed and asks *How do you spell Dublin?* and then writes the information in their notebook. The children swap roles and ask and answer again until they both have all the place names and dates written in their notebooks.

Lesson 2

4 Listen and circle the dates. Write sentences.



1 The Bugs Band are in Manchester on

3rd October.

2 The Bugs Band _____

3 _____

4 _____

5 _____

5 Write the names of the cities.



6 Invent a summer tour. Tell a friend.

My summer tour	My friend's tour
Newcastle 16th April	



4 four

Write the names of the cities (AB page 4, activity 5)

- Children work out the anagrams and write the names of the cities.
- They then draw lines from the signposts to the corresponding dots on the map.
- Check their answers as a class.
- **Answers:**



PERSONALISATION Invent a summer tour. Tell a friend (AB page 4, activity 6)

- Individual pupils invent a Bugs Band summer tour by writing cities in the UK and the date in the first column of the table.
- Divide the class into pairs. Children take turns telling each other about their tours, e.g. *The Bugs Band are in Newcastle on the 16th April.* They then write the information about their friend's tour in the second column.
- Monitor to ensure they are using correct language.

Ending the lesson

Review time

- Ask the pupils to identify the main activities in the lesson. Ask questions to encourage them to relate the content of the lesson to their own learning.

Extra activity

Children write their own special dates and what they are, e.g. *2nd February – Mum's birthday*

Homework

Children think of their favourite music group and write a tour for them including the names of cities in their country and the dates for each.



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The Bugs Band on tour

Lesson 3

Aims

- To read about the Bugs Band members
- To write about your favourite Bug for your Bugs project file

Main language children use

He / She's got ...

He / She sings / plays the guitar / the keyboards / the drums very well / brilliantly.

He / She loves ...

I want to see the Bugs on tour in ...

When he / she was young ...

Main activities

- Listen and read
- Play a guessing game
- Read and write the names of the Bugs
- Read and write about your favourite Bug for your Bugs project file
- Read and complete
- Write about your favourite Bug
- Check your work. Then prepare it to go in your Bugs project file!

Materials

CD 1 / Cassette, Pupil's Book page 4, Activity Book page 5, card, pens, scissors, glue, Bugs project files

Starting the lesson

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Introduction

- Outline the lesson focus and key activities.
- Explain that at the end of each unit in *Big Bugs 4*, pupils do a short piece of writing to go in their Bugs project file. The project file provides a record of their progress and it is important to do this as well as they can.

Game: Who is it?

- Describe a pupil's physical appearance, e.g. *He's got blue eyes and long brown hair.*
- Children put up their hands and ask, e.g. *Is he Daniel?* If the child guesses correctly then it is his/her turn to describe another pupil.
- Alternatively, divide the class into two teams, and they score a point each time they guess correctly.

Developing the lesson

Listen and read (PB page 4, activity 5)

- Books open. Say *Today we're going to read about different children describing their favourite Bug.*
- Say *Look at the texts. Find who likes Techy? Where does she come from? (China).* Repeat with the other Bugs (*Cool – Brazil / Sporty – Argentina / Bio – Morocco*).

Lesson 3

5 Listen and read.

I'm from Brazil. I like Cool. He's got big eyes and he sings brilliantly. He likes rap and opera and he loves clothes. When he was young, he loved his rabbit. I want to see the Bugs Band on tour in Manchester.

I'm from China. I like Techy. He's short and he plays the keyboards very well. He loves computers. When he was young, he loved his hamster and his favourite toy was his robot. I want to see the Bugs Band on tour in Oxford.

I'm from Morocco. I like Bio. She's got curly hair and she plays the drums brilliantly. She likes classical music and folk music and she loves animals. When she was young, her favourite food was chocolate. I want to see the Bugs Band on tour in Glasgow.

I'm from Argentina. I like Sporty. She's from Scotland. She's tall and she loves football. When she was young, her favourite food was chicken and chips. I want to see the Bugs Band on tour in London.

6 Play a guessing game.

He loves computers. Yes! Techy!

7 Read and write about your favourite Bug for your Bugs project file.

I'm from Spain. I like Sporty. She's from Scotland. She's got long brown hair and she plays the guitar very well. She likes folk music and opera. When she was young, she loved her cat. I want to see the Bugs Band on tour in Barcelona.
By Sandra

- Say *Now listen and read the texts.* Play CD 1 Track 7 / the cassette.
- Ask questions, e.g. *Who's got big eyes? (Cool) / Who sings brilliantly? (Cool) / Who loves football? (Sporty) / Who's tall? (Sporty) / Who's short? (Techy) / Who plays the keyboards very well? (Techy) / Who's got curly hair? (Bio) / Who plays the drums brilliantly? (Bio).*



I'm from Brazil. I like Cool. He's got big eyes and he sings brilliantly. He likes rap and opera and he loves clothes. When he was young, he loved his rabbit. I want to see the Bugs Band on tour in Manchester.

I'm from Morocco. I like Bio. She's got curly hair and she plays the drums brilliantly. She likes classical music and folk music and she loves animals. When she was young her favourite food was chocolate. I want to see the Bugs Band on tour in Glasgow.

I'm from China. I like Techy. He's short and he plays the keyboards very well. He loves computers. When he was young, he loved his hamster and his favourite toy was his robot. I want to see the Bugs Band on tour in Oxford.

I'm from Argentina. I like Sporty. She's from Scotland. She's tall and she loves football. When she was young, her favourite food was chicken and chips. I want to see the Bugs Band on tour in London.

Play a guessing game (PB page 4, activity 6)

- Say a sentence from one of the descriptions, e.g. *He loves computers*. Pupils say the name, e.g. *Techy!*
- Repeat with other sentences.
- Ask individual pupils to say a sentence of their choice and other pupils guess the name of the corresponding Bug.
- Divide the class into pairs. Pupils take turns to say a sentence from the texts and identify the Bug.

Read and write the names of the Bugs (AB page 5, activity 7)

- Children read the sentences and write the names of the Bugs.
- Check the answers by asking children to read the sentences and name the Bugs.
- **Answers:** 1 Cool / 2 Bio / 3 Techy / 4 Techy / 5 Sporty / 6 Cool

Read and write about your favourite Bug for your Bugs project file (PB page 4, activity 7)

- Say *Today we're going to write a description for your Bugs project files*.
- Say *Look at Sandra's description*. Read the text.
- Ask questions, e.g. *Where does she come from? (Spain) / Who is her favourite Bug? (Sporty) / Where does she want to see the Bugs Band on tour? (Barcelona)*.

Read and complete (AB page 5, Activity 8)

- Say *Before you write your description, read and complete the sentences about Cool*.
- Children complete the text.
- Check the answers by asking children to read the sentences.
- **Answers:** 1 Italy / 2 like / 3 tall / 4 clothes / 5 rap / 6 plays / 7 was / 8 want

Write about your favourite Bug (AB page 5, activity 9)

- Children write about their favourite Bug using the descriptions of Cool and Sporty to help them.
- Monitor and encourage the children to self-correct and to check their work when they have finished. If you like, children can also exchange books and correct each other's work.

Check your work. Then prepare it to go in your Bugs project file!

- Once you and the pupils are happy with their drafts, they prepare their work for their project files. They write a title, copy a finalised version of their description onto paper or card, draw a picture of their Bug and decorate their work. Have available card, scissors, coloured pens for this purpose. If there is no time to do this in the lesson, pupils can complete their work at home.

Lesson 3

7 Read and write the names of the Bugs.

- 1 He loves clothes. Cool
- 2 She loves animals and nature. _____
- 3 He loves computers. _____
- 4 He can play the keyboards. _____
- 5 She loves basketball and football. _____
- 6 He can play the harmonica. _____



8 Read and complete.

like plays want clothes was -Italy- tall rap

I'm from (1) Italy. I (2) _____
Cool. He's (3) _____ and he loves
(4) _____. He likes opera and
(5) _____. He sings brilliantly and he
(6) _____ the harmonica. When he was
young his favourite food (7) _____ pizza.
I (8) _____ to see the Bugs Band on tour
in Manchester.



9 Write about your favourite Bug.

Check your work.
Then prepare it
to go in your
Bugs project file!

five 5

Option: Present your work. Explain that each pupil will have a maximum of 5 minutes to present their work to the class. Invite some volunteers to come to the front of the class to talk about and show their work. Then invite pupils to discuss their work with a partner.

Ending the lesson

Review time

- Ask the pupils to identify the main activities in the lesson. Ask questions to encourage the pupils to relate the content of the lesson to their own learning.

Extra activity

Pupils write a description of the physical appearance of a friend in the class.

Homework

Pupils finish preparing their work to go in their Bugs project files.

1 The Bugs Band concert



Main language children use

- *I / He / She wear(s) trousers / earrings / tights / a scarf / tracksuit / belt / skirt / jacket*
- *I / She / He usually / sometimes / never / always ...*
- *do homework, go to the gym, go to school, get up, have breakfast / lunch, play basketball / football, go to bed, go shopping / swimming, meet friends, play on the computer*
- *... is an actor; a tennis player; a racing driver*

Recycled language

- *I'm / He's / She's wearing ...*
- *shoes, jeans, socks, trainers, hat, coat, dress, T-shirt, swimming costume, sunglasses*
- *can't sing / sings brilliantly / very well*
- *There are ...*
- *black, red, brown, green, blue,*
- *I've got ...*
- *on + days of the week / in + months*
- *at ... o'clock / half past ...*
- *in London*

Receptive language

- *How does it feel to be famous?*
- *... they ask me for my autograph.*
- *... a sore throat*
- *It was an amazing concert.*

Link to other areas of learning

- *Language studies:* writing biographical information

Communicative skills and language functions

- Describing what you and others usually wear
- Expressing frequency in daily routines
- Listening to and singing a song and a rap
- Listening to and reading the story
- Answering questions about the story
- Writing about a famous person for your Bugs project file

Pronunciation

- Comparing /ɜ:/ and /aɪ/ as in *skirt* and *tights*

Grammar focus

- *I / She / He / Cool always / sometimes / usually / never wear(s) ...*

Socio-cultural aspects

- Interest in listening to and reading the story
- Interest in searching for information
- Awareness of the value of using English in class for communication
- Importance of completing activities to the best of one's abilities

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1 The Bugs Band concert

Lesson 1

Aims

- To identify clothes words
- To describe what someone is wearing

Main language children use

trousers, scarf, earrings, tracksuit, belt, skirt, jacket, tights

He's / She's wearing ...

blue, white, red ...

Main activities

- Say the *Clothes word rap*
- Listen and sing the Bugs Band song *Bugs Band everywhere*
- Guess the clothes
- Play the Bugs guessing game
- Find, circle and write
- Cross out the mistakes. Write the numbers
- Write three things about what your friends are wearing

Materials

Flashcards (*trousers, scarf, earrings, tracksuit, belt, skirt, jacket, tights*), word cards (*trousers, scarf, earrings, tracksuit, belt, skirt, jacket, tights*), CD 1 / Cassette, Pupil's Book page 5, Activity Book page 6, Unit 1 poster (recycled grammar), piece of paper to cover words on the grammar poster

Starting the lesson

Introduction

- Announce the start of a new unit: *The Bugs Band concert*. Elicit or explain the meaning of the unit title.
- Use English or L1 to briefly outline the lesson focus and key activities, e.g. *Today we're going to talk about what people wear. We're going to sing a song, play a guessing game*, etc. If appropriate, note the key activities on the board and tick them off as the lesson proceeds.

Game: Noughts and crosses

- Draw a noughts and crosses grid on the board. Write the initial letters of clothes words that the children already know in each square. (For example, D-dress, S-shoes, H-hat, S-swimming costume, J-jeans, T-t-shirt, T-trainers, C-coat, S-socks).

D	S	H
S	J	T
T	C	S

- Divide the class into two teams. Assign noughts (O) or crosses (X) to each team.

1 The Bugs Band concert

Lesson 1

- 1 Listen and sing the Bugs Band song *Bugs Band everywhere*.

Chorus

*We haven't got a ticket.
We're standing in a queue.
We're waiting for the concert.
Bugs Band we love you!*

*I'm wearing my scarf,
My tights and skirt too,
A black and white belt
With 'Bugs for you'!*

*I've got Bugs Band on my trousers,
Bugs Band everywhere,
On my jacket and my earrings,
They're what I love to wear.*

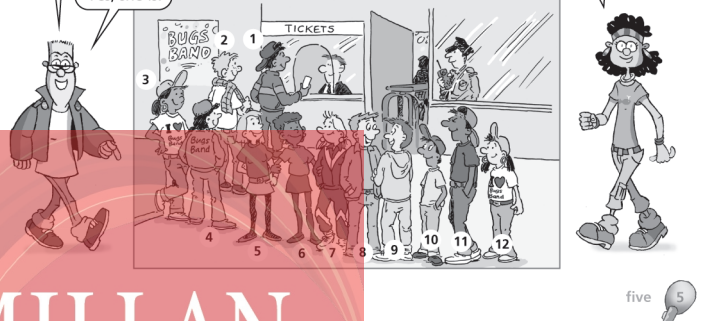
Chorus

- 2 Play the Bugs guessing game.

She's wearing a red tracksuit.

Yes, she is.

Is she number 7?



- Children from each team take turns to choose a letter and say a clothes word beginning with the letter given. If the word is said correctly, put a nought or a cross for their team on the letter on the board. The first team to get a row of three wins.

Developing the lesson

Say the Clothes word rap

- Have the flashcards and word cards ready. Choose a flashcard without showing the class and point to a part of your body where you can wear the item of clothing or accessory. Children guess the word in English or L1. Repeat the word in English several times and stick the flashcard and word card on the board. Repeat this procedure for the remaining flashcards.
- Play CD 1 Track 8 / the cassette. Point to the clothes flashcards/word cards. Pupils repeat the words in the pauses, keeping the rhythm of the rap.
- Ask two children to the front to point to the flashcards. They then lead the rap instead of you. Play the CD / cassette again.
- Say *Close your eyes!* and remove one of the flashcards from the board. Say *Open your eyes!* and children name the missing clothes. Repeat several times.



Clothes word rap

scarf ... tracksuit ... jacket ... skirt ...
trousers ... earrings ... tights ... belt ...

Match the word cards to the flashcards

- Arrange the flashcards on the board with space between them.
- Individual children come to the board, take a word card and stick it next to the correct flashcard.

Listen and sing the Bugs Band song *Bugs Band everywhere!* (PB page 5, activity 1)

- Books closed. Say *Let's listen to a Bugs Band song: Bugs Band everywhere!* Explain the meaning of the title if necessary.
- Ask the class if they are fans of a music group. Ask them if they have ever seen a group playing live, where they saw them and whether they had to buy tickets, etc.
- Tell the pupils that the song is about two Bugs Band fans. Ask them what clothes they think they usually wear. Write their predictions on the board.
- Play CD 1 Track 9 / the cassette and ask pupils to say what clothes they heard (*scarf, tights, skirt, belt, trousers, jacket, earrings*).
- Books open. Children point to the pictures and name the clothes.
- Say *Let's sing the song*. Play the CD / cassette again.
- Say *Look at the questions under the song. How many clothes words can you find? (7) What are they?* Children answer.



Bugs Band everywhere

Chorus

We haven't got a ticket
We're standing in a queue
We're waiting for the concert
Bugs Band we love you!

I'm wearing my scarf
My tights and skirt too
A black and white belt
With Bugs for you

I've got Bugs Band on my trousers
Bugs Band everywhere
On my jacket and my earrings
They're what I love to wear

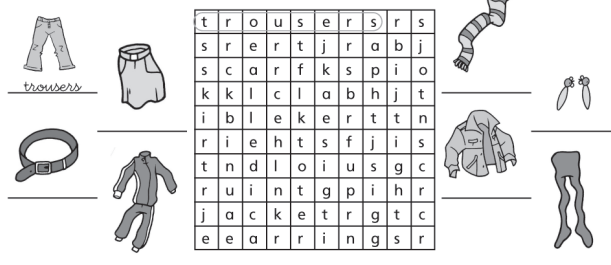
Chorus

- Ask pupils to open their Activity Books at 6 and to look at the *Song Score!* box.
- Explain that they should give the song points out of 10, e.g. 9 if they really like it, or 3 if they don't.
- They then write a word to describe the song. If

1 The Bugs Band concert

Lesson 1

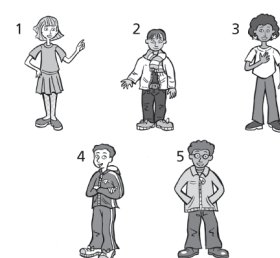
1 Find, circle and write.



t	r	o	u	s	e	r	s	r	s
s	r	e	r	t	j	r	a	b	j
s	c	a	r	f	k	s	p	i	o
k	k	l	c	l	a	b	h	j	t
i	b	l	e	k	e	r	t	t	n
r	i	e	h	t	s	f	j	i	s
t	n	d	l	o	i	u	s	g	c
r	u	i	n	t	g	p	i	h	r
j	a	c	k	e	t	r	g	t	c
e	e	a	r	r	i	n	g	s	r

2 Cross out the mistakes. Write the numbers.

- ☒ 5 He's wearing a trousers and a jacket.
- ☐ She's wearing a T-shirt, trousers and an earrings.
- ☐ He's wearing a tracksuit and a trainers.
- ☐ She's wearing a tights, a skirt and a T-shirt.
- ☐ He's wearing a belt, a scarf, a jeans and a jacket.



3 Write three things about what your friends are wearing.

My friend, _____, is wearing _____.

My friend _____.

My friend _____.



necessary, give some examples, e.g. *brilliant, great, funny, lively.*

- Get various pupils to tell you their opinions.

Guess the clothes!

- Ask a child to the front. Give them a flashcard so that no-one can see the picture.
- Children guess the flashcard by asking, e.g. *Are you wearing a scarf?* The child with flashcard answers *No* or *Yes, I'm wearing a scarf.*
- Repeat several times with different children.

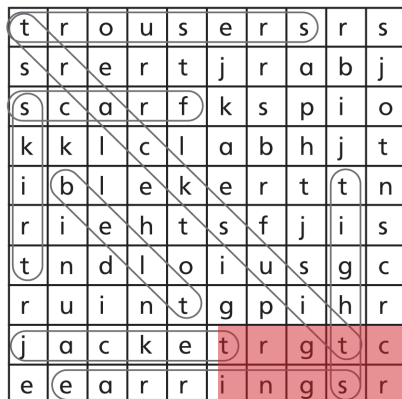
Play the Bugs guessing game (PB page 5, activity 2)

- Say *Look at the fans queuing for the Bugs Band concert.*
- Play the game with the whole class. Choose a person in the picture and write the number on a piece of paper. Say, e.g. *She's wearing earrings* and children guess who it is, e.g. *Is she number 3?* If they guess correctly, they score 4 points. If they are wrong say another clue, e.g. *She's wearing a red belt.* If they guess this time they score 3 points, etc. After each clue, subtract a point. If by 0 points, nobody has guessed the person, tell the class who you are describing.
- Divide the class into pairs. Ask the children in each pair to secretly note the number of one of the fans in their notebook and to play the game as you played in class.

- Children play the game with their partner. Put a time limit on the game. At the end they count up how many points they have won to see who is the winner.

Find, circle and write (AB page 6, activity 1)

- Children circle the words in the word search and write them under the pictures.
- Check the answers by asking children to tell you the words.
- **Answers:** trousers, skirt, scarf, earrings, belt, tracksuit, jacket, tights.



Cross out the mistakes. Write the numbers (AB page 6, activity 2)

- Write *a* on one side of the board, *an* in the middle and *no a/an* on the other. Hold up one of the flashcards and say, e.g. *a jacket*, then stick it under *a* on the board. Hold up trousers and say *trousers* and stick it under the *no a/an* column. Repeat with the other flashcards but children take turns saying where they go.
- Children read the sentences and cross out the mistakes. They can then compare their work with their partner.
- Children match the fans and the descriptions by writing the number of each fan in the appropriate box.
- Check the activity by asking children to read the correct sentence and say what number it is.
- **Answers:** 5 He's wearing ~~a~~ trousers and a jacket. / 3 She's wearing a T-shirt, trousers and ~~an~~ earrings. / 4 He's wearing a tracksuit and ~~a~~ trainers. / 1 She's wearing ~~a~~ tights, a skirt and a T-shirt. / 2 He's wearing a belt, a scarf, ~~a~~ jeans and a jacket.

PERSONALISATION Write three things about what your friends are wearing. (AB page 6, activity 3)

- Children work individually and write three sentences about their friends.
- Check their answers by asking children to read their descriptions to the class.

Recycled grammar

- Stick the Unit 1 grammar poster on the board (showing the recycled grammar only). Draw attention to the form of the questions and answers. Point out the contracted forms in the 'Remember!' box.
- Ask the class to suggest sentences using the same pattern, e.g. *I'm listening to music* and *He isn't playing computer games*.
- Cover different parts of the sentences in the recycled grammar in turn with a piece of paper or card. Ask pupils to say the missing words.

Option: Ask the pupils to copy the recycled grammar into their notebooks.

Ending the lesson

Review time

- Use English or L1 to ask the children to identify the main activities in the lesson, e.g. *a song*, *guessing game*, etc. Ask questions to encourage the children to relate the content of the lesson to their own learning, e.g. *What did the song help you do? (Learn the words for clothes). / Why did we play Guess the clothes? (To practise asking questions).*
- Children complete their Bilingual dictionary (AB page 91) with translations in their language of key vocabulary.

Extra activity

Children choose one of the fans from activity 2 on page 5 of their Pupil's Books and write a short description of what they are wearing.

Homework task

Children copy the song from page 5 of the Pupil's Book but leave gaps instead of some of the words. They then exchange songs in the next class, and complete their partner's activity by listening to the song and writing in the missing words.

1 The Bugs Band concert

Lesson 2

Aims

- To listen to, read and show understanding of the story
- To express a personal opinion of the story
- To recognise the difference between /ai/ and /ɜ:/

Main language children use

I / He / She usually / always / sometimes / never wear(s)

trousers, T-shirt, jacket,

I've got a sore throat. I can't sing. He sings well.

Main activities

- Sing the Bugs Band song *Bugs Band everywhere*
- Listen and read the story
- Check understanding of the story
- Read and match
- Write your opinion of the story
- Sound Bug: Listen and play *tights* or *skirt*
- Sound Bug: Sort the words. Listen, check and repeat

Materials

Flashcards (trousers, scarf, earrings, tracksuit, belt, skirt, jacket, tights), word cards (trousers, scarf, earrings, tracksuit, belt, skirt, jacket, tights), Unit 1 poster (story), CD 1 / Cassette, Pupil's Book pages 6 and 7, Activity Book page 7

- Play CD 1 Track 9 / the cassette. Pause after each verse. The child puts the flashcards into the correct order with the help of the rest of the class.
- Books open. Divide the class into two groups (one for each verse about the clothes). Play the karaoke version of the song on CD 1 Track 10 / the cassette. The groups take turns to sing their verses. The whole class sing the chorus.



Bugs Band everywhere (karaoke version)

Listen and read the story

- Point to the flashcards on the board. Say *We're going to listen to a story about the Bugs Band in concert. Who sings in the concert and what does he wear?* Let the children guess.
- Stick the Unit 1 story poster on the board. Say *Let's listen to the story and find out!* Either play CD 1 Track 11 / the cassette or tell the story yourself. Point to the pictures on the poster in turn as the children listen. At the end check the answers (*Dave Wilson / a tracksuit*).

Option: Cover up the pictures on the poster using card. Reveal the first picture and ask questions. Reveal the second picture, ask questions and encourage the children to predict what is going to happen in the third picture, etc. Gradually reveal all the pictures, one at a time.



FRAME 1

Narrator: *The Bugs Band are at Wembley Stadium in London.*

Techy: *Hey, this is amazing! The stadium is full! Wow! We're famous.*

Bio: *Oh, I'm so nervous!*

FRAME 2

Reporter: *Hey, Techy. How does it feel to be famous?*

Techy: *It's great! I walk along the street and people sometimes ask me for my autograph!*

FRAME 3

Narrator: *Suddenly Cool starts to feel ill.*

Bio: *What's the matter, Cool?*

Cool: *I've got a sore throat*

Bio: *Oh, no! Not today.*

FRAME 4

Narrator: *Half an hour later ...*

Dave: *How do you feel now?*

Cool: *I feel terrible. I'm sorry. I can't sing tonight.*

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: *Guess the flashcards!*

- Divide the class into two teams.
- Choose one of the flashcards without showing it to the class. Say *I'm wearing trousers*.
- Children from each team take turns to guess *True* or *False*. If they are correct they score a point for their team.

Developing the lesson

Sing the Bugs Band song *Bugs Band everywhere* (PB page 5, activity 1)

- Books closed. Hold up the clothes flashcards in turn. Ask *What's this?* and the class say the word. Stick the flashcards and their corresponding word cards on the board.
- Ask one child to the front. Say *Listen to the song. Put the flashcards in the order they appear in the song.*

Lesson 2

3 Listen and read the story.

1 The Bugs Band are at Wembley Stadium in London.



3 Suddenly Cool starts to feel ill.



4 Half an hour later ...



5 But Cool, you always sing brilliantly. What can we do?



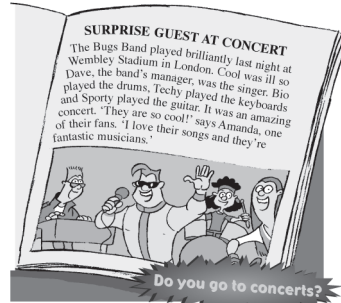
6 Then Dave has an idea.



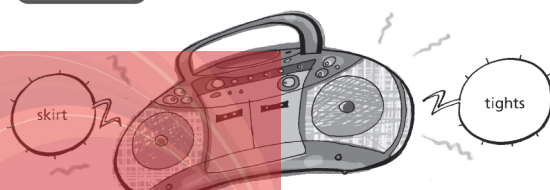
9 So the Bugs Band concert starts.



10



4 Sound Bug Listen and play tights or skirt.



FRAME 5

Bio: *But Cool, you always sing brilliantly. What can we do?*

Sporty: *We can't cancel the concert. It starts in ten minutes. Who can sing with us?*

FRAME 6

Narrator: *Then Dave has an idea.*

Narrator: *Suddenly Cool starts to feel ill.*

Dave: *I know! I can sing tonight. I sometimes sing in the shower.*

Sporty: *Great idea!*

FRAME 7

Dave: *I can't wear these clothes. They're not very cool. What can I wear?*

Sporty: *Well, I usually wear my favourite red tracksuit. Here's a white tracksuit for you, Dave.*

Dave: *But I never wear tracksuits!*

FRAME 8

Dave: *What do you think?*

Bio and Techy: *Brilliant!*

Techy: *You look great, Dave!*

FRAME 9

Reporter 1: *Hey, where's Cool? Who's that?*

Reporter 2: *Cool's ill. That's Dave, the band's manager. He sings very well.*

FRAME 10

Narrator:

SURPRISE GUEST AT CONCERT

The Bugs Band played brilliantly last night at Wembley Stadium in London. Cool was ill so Dave, the band's manager, was the singer. Bio played the drums, Techy played the keyboards and Sporty played the guitar. It was an amazing concert. 'They are so cool!' says Amanda, one of the fans. 'I love their songs and they're fantastic musicians.'

Check understanding of the story

- Point to the pictures on the poster in turn and ask questions to check understanding of the story. Use mime, gesture and the illustrations to clarify meaning. Re-model the children's responses as necessary. Examples of questions are:
 - (frame 1) Where are the Bugs Band? (*at Wembley Stadium, London*)
 - (frame 2) What sometimes happens to Techy when he walks along the street? (*People ask him for his autograph*)
 - (frame 3) What's the matter with Cool? (*He's got a sore throat*)
 - (frame 4) What does Cool say? (*He can't sing at the concert*)
 - (frame 5) Why are they worried? (*Because the concert starts in ten minutes*)
 - (frame 6) What does Dave say? (*He can sing at the concert*)

- (frame 7) What does Sporty usually wear at the concerts? (*A red tracksuit*)
- (frame 8) What does Dave put on? (*A white tracksuit*)
- (frame 9) What does the reporter say about Dave? (*He sings really well*)
- (frame 10) What does the newspaper article say about the concert? (*It was amazing*)

Listen and read the story (PB pages 6 and 7, activity 3)

- Books open. Say *Let's listen to and read the story.* When I pause, finish the sentences. Demonstrate this by reading the first line and children complete it, e.g. *The Bugs Band are at ... (Wembley Stadium in London).*
- Play CD 1 Track 11 / the cassette or tell the story again. The children listen and follow the story in their books. Pause once during the text for each picture and children complete the sentences.
- Ask *Do you go to concerts?* and listen to the children's response.

Read and match (AB page 7, activity 4)

- Pupils match the characters to what they say. They look at the Pupil's Book to find and/or check the answers.
- Check the answers by asking children to say the name of the character and then read the sentences.
- Answers:** 1b / 2c / 3a / 4e / 5d

Write your opinion of the story (AB page 7, activity 5)

- Ask a few children to tell you their opinions orally, e.g. *My favourite character is Dave.* / *I think the story is funny.* / *I like the part when Dave decides he can sing.*
- Children complete the sentences with their opinions.
- Ask a few children to read their opinions to the class. Other children listen and say *Me too!* if they agree.

Sound Bug: Listen and play *tights* or *skirt* (PB page 7, activity 4)

- Say the words *skirt* and *tights*. Demonstrate the differences in the position of your mouth as you say the long and short vowels sounds.
- Draw tights and a skirt on different sides of the board. Say *Listen to the words. Point to tights if the word sounds like 'tights'. Point to the skirt if the word sounds like 'skirt'.*
- Play CD 1 Track 12 / the cassette. Children listen to the word and respond.
- Divide the class into two teams: *skirt* and *tights*. Explain that each team should repeat the words which sound like theirs. Play the CD / cassette again.

Lesson 2

4 Read and match.

- 1 a This is amazing! The stadium is full.
- 2 b I've got a sore throat.
- 3 c I usually wear my favourite red tracksuit.
- 4 d But Cool, you always sing brilliantly. What can we do?
- 5 e I can't wear these clothes. They're not very cool.

5 Write your opinion of the story.

My favourite character in the story is _____.
(Sporty, Techy, Cool, Bio, Dave, the reporter)

I think the story is _____.
(funny / surprising / great / ...)

I like the part when _____.
(the Bugs Band see Wembley Stadium is full. / the reporter asks Techy if he likes being famous. / Dave puts on the tracksuit. / ...)

6 Sound Bug Sort the words. Listen, check and repeat.

bird	tights	knife	third	skirt	birthday
like	write	girl	five	rice	first
white	T-shirt	white			

What do you notice about the spelling?



tights ... skirt ... white ... T-shirt ... knife ... bird ... first ... write ... girl ... like ... five ... birthday ... third ... rice

- Answers:** skirt – bird / first / T-shirt / girl / birthday
- tights – like / write / knife / ice / five

Sound Bug: Sort the words. Listen, check and repeat (AB page 7, activity 6)

- Children write the words in the correct column according to the sounds /aɪ/ or /ɜ:/.
- Say *Now listen and check your answers.* Play CD 1 Track 13 / the cassette. Children listen, check their answers and repeat the words.




tights ... white ... knife ... write ... like ... five ... rice ... skirt ... T-shirt ... bird ... first ... girl ... birthday ... third

- Answers:** tights – write / like / knife / ice / five
- skirt – bird / first / T-shirt / girl / birthday
- Ask pupils *What do you notice about the spelling?* (all the /ɜ:/ sounds are spelt *ir* and all the /aɪ/ sounds are spelt with an *i*.)

Ending the lesson

Review time

- Ask the pupils to identify the main activities in the lesson. Ask questions to encourage them to relate the content of the lesson to their own learning.
-  Children complete their Bilingual dictionary (AB page 91) with translations in their language of new words from the story.

Extra activity

The children look at the story again and copy five words they know in their notebooks. In pairs, they spell their words to each other while their partner writes them down. They then check their spelling against the story text.

Homework task

Children write six *True* or *False* sentences about the story. They can later read their sentences to other children and guess whether they are true or false as part of a quiz.

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EDUCATION

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1 The Bugs Band concert

Lesson 3

Aims

- To talk about what someone wears
- To practise using frequency adverbs
- To recall the story

Main language children use

I / He / She ...wear (s) trousers, tracksuit, skirt, jacket, T-shirt, trainers, jeans

I / He / She always / usually / sometimes / never ...

Main activities

- Do the story quiz
- Listen and say the *Bugs Band Beta Rhythm*
- Make the clothes cards. Talk about your friends
- Grammar Bug: Adverbs of frequency. Look, think and remember!
- Look and write sentences
- Read the questionnaire. Tick your answers

Materials

Unit 1 poster (story / unit grammar) Pupil's Book page 8, Activity Book page 8, CD 1 / Cassette, clothes cards (Activity Book page 81, cut-out), scissors, a sheet of paper to cover words on the grammar poster

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: Read my lips!

- Explain that you're going to move your lips saying words from the story in Lesson 2 and the children should guess them.
- For example, mouth the word *trousers*. The class guess what you are saying.
- Continue with other words / expressions from the story: *sing / I can't sing / What's the matter? / T-shirt / jacket / concert / amazing*. If the children can't recall the words, ask them to look at the story (PB pages 6 and 7).

Developing the lesson

Do the story quiz

- Ask *Can you remember the story?* Briefly elicit what happens.
- Hold up the story poster, point to the pictures and ask questions about the story to elicit the frequency adverbs, e.g. *Why does Cool like being famous? (Because people always ask him for his autograph.) / What does Cool wear at the concerts? (He usually wears trousers. / He sometimes wears a T-shirt.) / Does Dave wear a jacket? (No, he never wears a jacket).*

Lesson 3

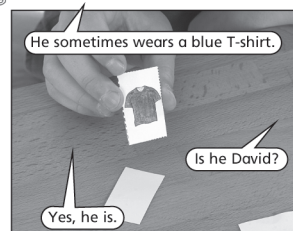
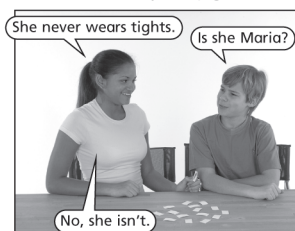
5 Listen and say the *Bugs Band Beta Rhythm*.

*I always wear fashionable clothes.
She always wears fashionable clothes.
I usually wear a tracksuit and trainers.
She usually wears a tracksuit and trainers.
I sometimes wear a hat and a jacket.
She sometimes wears a hat and a jacket.
But I never wear a skirt!
But she never wears a skirt!*



6 Make the clothes cards. Talk about your friends.

You need: Activity Book page 81, scissors



Grammar Bug Adverbs of frequency Look, think and remember!

I	always	wear	a skirt.
He	usually	wears	trousers.
She	sometimes		a tracksuit.
	never		



Listen and say the *Bugs Band Beta Rhythm*. (PB page 8, activity 5)

- Books closed.
- Tell them that they are going to listen to a rap written by Sporty and it is about the clothes she wears. Ask them to try and guess which items of clothing they think will be mentioned. Write their ideas on the board.
- Play CD 1 Track 14 / the cassette and the class listen to check how many of the items they suggested are mentioned.
- Pupil's Books open. Play the CD / cassette again and ask the class to follow the lyrics in their books.
- Divide the class into pairs. Pupil A reads the first sentence in each line of the rap and Pupil B reads the second.
- Change roles and play the rap again. Encourage the pupils to say their lines without looking at the book.
- Now pairs invent their own lines about the clothes they *usually / sometimes / never* wear to school. Invite pairs to say their rap to the rest of the class.



*I always wear fashionable clothes.
She always wears fashionable clothes.
I usually wear a tracksuit and trainers.
She usually wears a tracksuit and trainers.
I sometimes wear a hat and a jacket.
She sometimes wears a hat and a jacket.*

But I never wear a skirt!

But she never wears a skirt!

Make the clothes cards. Talk about your friends (PB page 8, activity 6, AB page 81)

- Show the children the clothes cards you have prepared.
- Say *Cut out your clothes cards* and demonstrate this. Tell them to follow the instructions in their Activity Books.
- Divide the pupils into pairs.
- Each pair shuffles their cards together and puts them face down in a pile in the middle of the table.
- They take it in turns to pick up the top card, look at the picture and make a sentence about someone in the class using a frequency word and the picture as a prompt, e.g. *She never wears tights.* / *He always wears red trainers.* / *She sometimes wears big earrings.* Their partner guesses which pupil is being described, by asking, e.g. *Is she Maria?* If the pupil answers correctly, he/she keeps the card. If not, the card is returned to the bottom of the pile and it is the next pupil's turn.
- The game ends when there are no cards left in the pile. Pupils can count how many cards they have to see who is the winner.

Grammar Bug: Adverbs of frequency. Look, think and remember! (PB page 8)



- Say a few sentences from the Grammar Bug box. Say *This is how we talk about how often we do things in the present tense.*
- Remind pupils of the *s* on the verb for *he / she / it*, but no *s* for *I*.
- Explain that we use adverbs of frequency to describe how often we do something.
- Draw a time line on the board as shown below and add the frequency adverbs. Check that pupils understand the difference between them.

always	usually	sometimes	never

- Stick the Unit 1 grammar poster (showing the unit grammar only) on the board. Read the sentences and ask the pupils to suggest others using the same pattern, e.g. *I always wear a tracksuit.* / *She never wears a tracksuit.* / *He sometimes wears a tracksuit.*
- Cover the adverbs of frequency on the grammar poster with a piece of paper or card. Ask children to say the sentences using different frequency adverbs.
- Now cover the verbs and adverbs on the poster in turn in the same way and ask pupils to make sentences. Show them that they can also make sentences with *we* and *they* when the verb has no *s*.

Lesson 3

7 Look and write sentences.

✓✓✓ always		✓✓ usually		✓ sometimes		X never	
	trousers	tracksuit	earrings	scarf	belt	skirt	
	✓	X	✓✓✓	✓✓	✓✓	✓	
	✓✓	✓	X	✓	✓✓✓	X	

She *sometimes wears trousers.* She _____

He _____

8 Read the questionnaire. Tick your answers.

- | | |
|---|---|
| 1 <input type="checkbox"/> I always wear a tracksuit to school.
<input type="checkbox"/> I usually wear a tracksuit to school.
<input type="checkbox"/> I sometimes wear a tracksuit to school.
<input type="checkbox"/> I never wear a tracksuit to school. | 2 <input type="checkbox"/> I always wear trainers at the weekend.
<input type="checkbox"/> I usually wear trainers at the weekend.
<input type="checkbox"/> I sometimes wear trainers at the weekend.
<input type="checkbox"/> I never wear trainers at the weekend. |
| 3 <input type="checkbox"/> I always wear a belt at the weekend.
<input type="checkbox"/> I usually wear a belt at the weekend.
<input type="checkbox"/> I sometimes wear a belt at the weekend.
<input type="checkbox"/> I never wear a belt at the weekend. | 4 <input type="checkbox"/> I always wear a T-shirt to school.
<input type="checkbox"/> I usually wear a T-shirt to school.
<input type="checkbox"/> I sometimes wear a T-shirt to school.
<input type="checkbox"/> I never wear a T-shirt to school. |
| 5 <input type="checkbox"/> I always wear trousers to school.
<input type="checkbox"/> I usually wear trousers to school.
<input type="checkbox"/> I sometimes wear trousers to school.
<input type="checkbox"/> I never wear trousers to school. | 6 <input type="checkbox"/> I always wear jeans to school.
<input type="checkbox"/> I usually wear jeans to school.
<input type="checkbox"/> I sometimes wear jeans to school.
<input type="checkbox"/> I never wear jeans to school. |



8 eight

Option: Complete the gaps. Divide the class into pairs. Ask them to take their notebooks. Ask each pair to write three sentences from the grammar box with a gapped word in each. Now ask the pairs to swap their sentences. Take down or cover up the grammar box while the pupils complete the gaps in the sentences. Pupils then check their sentences by referring to the grammar box again.

Look and write sentences (AB page 8, activity 7)

- The class look at the table and write sentences. They can use the Grammar Bug box in their Pupil's Book as a reference.
- **Answers:** She sometimes wears trousers. / She never wears a tracksuit. / She always wears earrings. / She usually wears a scarf. / She usually wears a belt. / She sometimes wears a skirt. / He usually wears trousers. / He sometimes wears a tracksuit. / He never wears earrings. / He sometimes wears a scarf. / He always wears a belt. / He never wears a skirt.

PERSONALISATION Read the questionnaire.

Tick your answers (AB page 8, activity 8)

- Ask the class whether they like clothes and whether they choose their own clothes.
- Pupils read the questionnaire individually and tick their answers. They then compare their answers with a friend.

Ending the lesson

Review time

- Ask the pupils to identify the main activities in the lesson. Ask questions to encourage the children to relate the content of the lesson to their own learning.

Extra activity

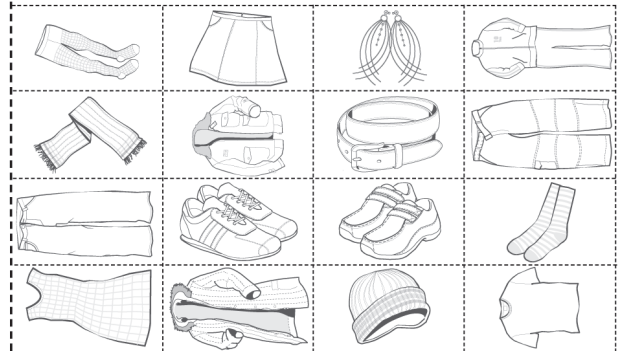
Pupils write the name of a famous person in their notebooks. They then write sentences about what he/she always / usually / sometimes / never wears and check their sentences using the Grammar Bug box on page 8 of their Pupil's Book.

Homework task

Pupils write five sentences about themselves using the Grammar Bug box in their Pupil's Book.

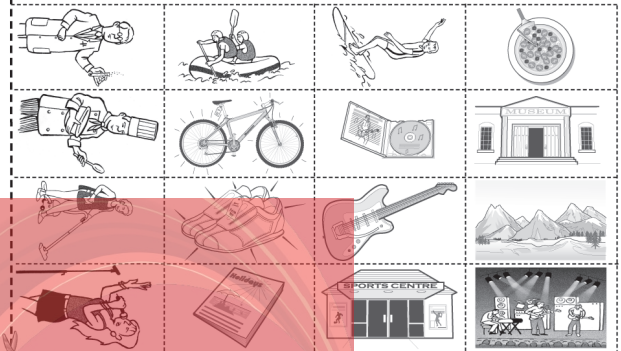
1

Lesson 3 Make the clothes cards. Talk about your friends.



3

Lesson 3 Make and play with the 'Do you want cards ...?'.



eighty-one

81

MACMILLAN
EDUCATION

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1 The Bugs Band concert

Lesson 4

Aims

- To listen to and read about the Bugs Band's routines
- To talk and write about weekend activities

Main language children use

I / She / He ... get up / have breakfast / play football / go shopping / do homework / go swimming / play on the computer / read a book always, usually, sometimes, never at ... o'clock / at half past ... Do you ... ?

Main activities

- Listen and find out
- Listen and circle the answers
- Complete the questions. Ask and write about your friend
- Read and identify the Bugs
- Write about you

Materials

CD 1 / Cassette, Pupil's Book page 9, Activity Book page 9

Starting the lesson

Introduction

- Outline the lesson focus and key activities

Game: Clothes chain!

- Ask a pupil *What clothes do you wear to school?* and they answer, e.g. *I usually wear a tracksuit.*
- The pupil sitting next to this child continues the chain by saying what they wear and then repeating the previous information, e.g. *I sometimes wear a belt and I usually wear a tracksuit.*
- Continue in this way around the class. If one child forgets, the others help him/her to remember the chain.

Developing the lesson

Listen and find out (PB page 9, activity 7)

- Books open. Say *What can you see in the picture?* (Dave being interviewed on the radio.)
- Explain that they are going to listen to an excerpt from the interview with Dave. Ask *What is Dave talking about?*
- Play CD 1 Track 15 / the cassette straight through and the class answer the question (about the Band members and their daily routines when they're on tour).



Lesson 4

- 7 Listen and find out.
What is Dave talking about?



8 Read and identify the Bugs.

The Bugs Band

When the Bugs aren't on tour, this is what they do ...

1 He usually gets up at ten o'clock. He has breakfast and then he sometimes listens to music. He loves rap. He always plays on his computer in the afternoon. He never goes to the gym because he doesn't like exercise!

2 She always gets up at about half past nine. She has breakfast and then she usually goes for a walk. She never plays computer games. In the afternoon, she listens to folk or classical music and she always plays the drums. It's very noisy!

3 He always gets up early. He has breakfast, and then he goes to the gym. Then he usually reads a comic or listens to music. He likes opera and rap. In the afternoon, he goes shopping. He loves clothes!

4 She usually gets up early. She has breakfast and then she goes to the gym. Then she has lunch and listens to music. Her favourite music is folk and opera. In the afternoon, she usually goes swimming. She never plays on the computer. She doesn't have time!

nine 9

Interviewer: Hello Dave, how are you?

Dave: Fine, thanks.

Interviewer: Dave, the Bugs Band are on tour at the moment. The fans want to know what they do everyday when they're on tour.

Dave: Well, Cool and Sporty always get up at about half past eight and Bio and Techy usually get up at ten o'clock.

Interviewer: Ten o'clock! That's late!

Dave: Yes, but the concerts finish very late at night! Then Cool and Sporty usually go to the gym in the morning.

Interviewer: The gym?

Dave: Yes, there's usually a gym in the hotel. Then we sometimes practise a few songs.

Interviewer: Do you practise all the songs for the concert?

Dave: No, we never practise all the songs. We haven't got time. Usually just three or four of them.

Interviewer: Then what happens?

Dave: Well, at about half past four, we have free time. Techy always plays on his computer. He loves it. Sporty usually goes running. Bio sometimes writes a few e-mails and sometimes she goes shopping for new clothes with Cool! Cool always goes shopping.

Interviewer: And what do you do?

Dave: I usually read a book and relax. Then at about 7 o'clock we get ready for the concert.

Listen and circle the answers (AB page 9, activity 9)

- Play the CD / cassette again. Pause and children circle the correct word.
- Check the activity by asking individual pupils to read out the correct sentences.
- **Answers:** 1 always / 2 usually / 3 sometimes / 4 always / 5 sometimes / 6 always

PERSONALISATION Complete the questions.

Ask and write about your friend (AB page 9, activity 10)

- Ask *Do you get up late on Saturdays?* and encourage pupils to answer using *always, usually, sometimes* or *never*.
- First pupils complete the questions in the table. Then they complete the table for themselves, writing the words *always, usually, sometimes* or *never* in the boxes.
- Divide the class into pairs. Pupils ask their partner questions about the different activities and write their answers in the corresponding column.
- They then write sentences about their friend.

Read and identify the Bugs (PB page 9, activity 8)

- Ask the pupils to look at the texts. *Where do they think these come from? (A music magazine). What are the texts about? (What the Bugs Band do when they're not on tour).*
- Pupils read the texts and guess who they are about.
- They compare their answers in pairs.
- Check the answers as a group.
- Ask the class which Bugs Band member is their favourite and why.
- **Answers:** 1 Techy / 2 Bio / 3 Cool / 4 Sporty

PERSONALISATION Write about you (AB page 9, activity 11)

- Pupils write a text about themselves, explaining the activities they always, usually, sometimes or never do at the weekend. They can use information from activities 9 and 10 in their Activity Books, or write about other hobbies and sports that they know.

Lesson 4

9 Listen and circle the answers.

- 1 Cool always / usually gets up at about half past eight.
- 2 Sporty usually / never goes to the gym in the morning.
- 3 The Bugs Band sometimes / never practise a few songs.
- 4 Techy usually / always plays on his computer.
- 5 Bio never / sometimes writes a few e-mails.
- 6 Cool sometimes / always goes shopping.



10 Complete the questions. Ask and write about your friend.

Do you get up late on Saturday? always! sometimes! usually! never!

	Me	My friend
Do you get up late?		
have eggs for breakfast?		
play football?		
go shopping?		
do your homework?		
go swimming?		
watch TV?		



get up late on Saturday.

11 Write about you.

nine

9

Ending the lesson

Review time

Ask the pupils to identify the main activities in the lesson. Ask questions to encourage the children to relate the content of the lesson to their own learning.

Extra activity

Ask the pupils to look at the texts in their Pupil's Book. Ask them to write the names of the Bugs Band members in their notebooks and the type of music each person likes.

Homework task

Pupils choose a member of their family and write sentences about what he/she does at the weekend.

1 The Bugs Band concert

Lesson 5

Aims

- To read profiles and answer questions about different people
- To listen to and understand a personal profile
- To write about a famous person

Main language children use

He's / She's a footballer / an actor / a tennis player.

He's / She's from ...

He / She plays ... / likes ... / wears ...

always, usually, sometimes, never

Main activities

- Read and find the answers
- Read and write
- Listen and circle the answers
- Write

Materials

Word cards (*tracksuit, trousers, hat, jacket, skirt, T-shirt, tights, belt, scarf*), piece of card, CD 1 / Cassette, Pupil's Book page 10, Activity Book page 10

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: *Guess the words!*

- Hold up one of the word cards but cover it with a piece of card.
- Slowly start revealing the word a letter at a time, e.g. *t-r-o*. The class guess what the word is, e.g. *trousers*. Repeat with another word.
- The pupil who guesses the word correctly comes to the front and chooses a word card to reveal.
- Once they are used to this, they can also start revealing words backwards i.e. moving the card so that they reveal the last letter, then the second last letter, etc.

Developing the lesson

Read and find the answer (PB page 10, activity 9)

- Tell the class they are going to read some personal profiles about David Radcliffe, Verity Williams and Francisco Alonso. Ask them to guess what their occupations are and write their suggestions on the board.
- Books open. Pupils read the texts quickly to check their answers (*actor, tennis player and racing driver*).

Lessons 5 and 6

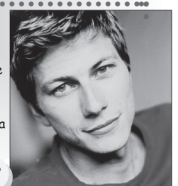
9 Read and find the answers.

Personal profiles

• Verity Williams is a tennis player.
• She's from California in the USA.
• She always plays tennis every morning for about two hours. Then she usually goes to the gym. In her free time she sometimes plays computer games and watches TV.
• She usually wears dresses but she likes T-shirts and jeans too!



• David Radcliffe is an actor. He's from Newcastle in the UK. In his free time he listens to CDs and watches DVDs. He doesn't play sports. At the weekend he sometimes goes shopping or goes out with friends. He usually wears T-shirts and trousers but he likes tracksuits too. He's a fan of Manchester United Football Club!



What do they all do in their free time?

• Francisco Alonso is a racing driver. He's from Spain but he lives in Oxford in the UK. In his free time he usually goes cycling or swimming. He sometimes plays tennis. At the weekend he goes to the cinema. He loves horror films! He usually wears T-shirts and jeans. His favourite music is rap.



10 Read and write about a famous person for your Bugs project file.



Alicia Wood is an actress. She's from Iowa in the USA. In her free time she usually goes swimming and she sometimes plays football. She likes photography, reading and singing too. She loves fashionable clothes. She usually wears skirts and jackets. Her favourite food is pizza.



Lesson 7 Time for revision! Go to pages 12 and 13 in the Activity Book.

- Read the question *What do they all do in their free time?* Pupils read the texts again more carefully and find the answers.
- Check their answers (*David Radcliffe listens to CDs and watches DVDs. At the weekends, he goes shopping or he goes out with friends. / Verity Williams sometimes plays computer games and watches TV. / Francisco Alonso usually goes cycling or swimming and he sometimes plays tennis. At the weekends he goes to the cinema*).
- Ask questions in a random order about the texts, e.g. *Who usually wears a T-shirt and trousers?* (*David Radcliffe*) / *Who plays tennis every morning?* (*Verity Williams*) / *Who goes out with his friends at the weekends?* (*David Radcliffe*) / *Who goes swimming in his free time?* (*Francisco Alonso*) / *Who was born in the USA?* (*Verity Williams*) / *Who usually wears T-shirts and jeans?* (*Francisco Alonso*) / *Who watches TV?* (*Verity Williams*) / *Who watches DVDs?* (*David Radcliffe*).

Read and write (AB page 10, activity 12)

- Pupils read the sentences, decide who they describe and then write the appropriate initial on the line.
- Check the answers by asking individual pupils to read the sentences and say the person's name.
- Ask the class who they are most interested in and why.

- **Answers:** 1 Francisco Alonso / 2 Verity Williams / 3 Francisco Alonso / 4 David Radcliffe / 5 David Radcliffe / 6 Verity Williams / 7 Verity Williams / 8 Francisco Alonso

Option: Do a quiz with books closed. Divide the class into teams. Ask a question and Team A answers. If they get the answer right, award them one point. If the answer is wrong, the other teams get a chance to guess. If none of the teams get the right answer, say the answer aloud. Continue with other questions in the same way. Suggested questions: *Where is Verity Williams from?* / *What does she do every morning?* / *What does she usually wear?*, etc.

Listen and circle the answers (AB page 10, activity 13)

- Tell the class that they are going to listen to Sporty talking about her favourite singer.
- Play CD 1 Track 17 / the cassette. The children listen and circle the correct answers.
- Play the CD / cassette again. The class check their answers.
- Check the answers by asking, e.g. *Number 1 What's her favourite singer? (Dee Dee).*
- **Answers:** 1 Dee Dee / 2 London / 3 piano, violin / 4 classical, jazz / 5 dresses, skirts



Sporty: *Well, my favourite singer is Dee Dee. She's from London in the UK. She plays the piano and the violin! She usually practises every day. She loves classical music and jazz music. She usually wears dresses or skirts. I like the way she sings and I love her music. Her new album is really good. I think she's great!*

Write (AB page 10, activity 14)

- The pupils write about Dee Dee using the information from activity 13 on Activity Book page 10.

Ending the lesson

Review time

- Ask the pupils to identify the main activities in the lesson. Ask questions to encourage them to relate the content of the lesson to their own learning.
- Pupils complete their Bilingual dictionary (AB, page 91) with translations in their language of new words from Lessons 4 and 5.

Lesson 5

12 Read and write.

D = David Radcliffe V = Verity Williams F = Francisco Alonso

- 1 This person loves horror films. F
- 2 This person usually wears dresses.
- 3 This person is from Spain.
- 4 This person is an actor.
- 5 This person listens to CDs.
- 6 This person plays tennis every morning.
- 7 This person sometimes watches TV.
- 8 This person usually wears T-shirts and jeans.



13 Listen and circle the answers.

- 1 Favourite singer: Dee Dee / Bridget Spire
- 2 From: Glasgow / London
- 3 Plays: drums / piano / guitar / violin
- 4 Loves: folk / classical / opera / jazz
- 5 Usually wears: tracksuits / dresses / skirts / jackets



14 Write.

Sporty's favourite singer is Dee Dee.

She's from

Extra activity

Children write three more sentences to add to AB activity 12. They then swap notebooks with a partner and write the famous person's initial next to each sentence.

Homework task

The children choose a famous person they are interested in finding out about. They research this at home, using magazines and/or the Internet, and bring their work to the next lesson.

1 The Bugs Band concert

Lesson 6

Aims

- To read a personal profile and make notes from it
- To find out about a famous person of your choice
- To write about that person for your Bugs project file

Main language children use

He / She's from ...

He / She is ...

He / She wears / goes / loves / plays ...

usually, sometimes, always, never

His / Her favourite food is ...

Main activities

- Read and write about a famous person for your Bugs project file
- Complete the table. Find out about a famous person
- Read and complete
- Write about a famous person
- Check your work. Then prepare for your Bugs project file!

Materials

Pupil's Book page 10, Activity Book page 11, coloured paper or card, pens, scissors, computers with access to the Internet (optional), Bugs project files

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: *Whisper the sentence!*

- Divide the class into two or three teams. Each team stands in a line facing the board.
- Stand at the back of the class. Whisper a short sentence from the unit to the children standing at the back of each team, e.g. *She's a tennis player.* These children whisper it to the person in front of them and so on down the line. The child at the front then writes the sentence on the board.
- The first child to write the sentence correctly scores a point for their team.
- Repeat the game several times with different sentences.

Developing the lesson

Read and write about a famous person for your Bugs project file (PB page 10, activity 10)

- Books open. Say *Today we are going to find out and write about a famous person for our Bugs project files.*

Lessons 5 and 6

9 Read and find the answers.

Personal profiles

Verity Williams is a tennis player. She's from California in the USA. She always plays tennis every morning for about two hours. Then she usually goes to the gym. In her free time she sometimes plays computer games and watches TV. She usually wears dresses but she likes T-shirts and jeans too!



David Radcliffe is an actor. He's from Newcastle in the UK. In his free time he listens to CDs and watches DVDs. He doesn't play sports. At the weekend he sometimes goes shopping or goes out with friends. He usually wears T-shirts and trousers but he likes tracksuits too. He's a fan of Manchester United Football Club!



Francisco Alonso is a racing driver. He's from Spain but he lives in Oxford in the UK. In his free time he usually goes cycling or swimming. He sometimes plays tennis. At the weekend he goes to the cinema. He loves horror films! He usually wears T-shirts and jeans. His favourite music is rap.



What do they all do in their free time?

10 Read and write about a famous person for your Bugs project file.



Alicia Wood is an actress. She's from Iowa in the USA. In her free time she usually goes swimming and she sometimes plays football. She likes photography, reading and singing too. She loves fashionable clothes. She usually wears skirts and jackets. Her favourite food is pizza.



Lesson 7 Time for revision! Go to pages 12 and 13 in the Activity Book.

- Say *Look at the example. It's about an actress, Alicia Wood. Read the text to the class.*
- Ask questions, e.g. *Who is Alicia Wood? (an actress) / What does she do in her free time? (swimming, football) / What does she like? (photography, reading and singing) / What does she usually wear? (skirts and jackets).*

Complete the table. Find out about a famous person (AB page 11, activity 15)

- Children complete the left-hand table with information about Alicia Wood. They do not need to write complete sentences; they should just note relevant information. They can refer to their Pupil's Book if necessary.
- Check their answers as a class.
- Tell pupils they are going to complete the right-hand table with information about their famous person, using their homework from Lesson 5 as the basis for their work. Again, they do not need to write complete sentences, just notes.
- They can do further research in class using books, magazines, or the Internet, before completing the table. If the pupils are using the Internet, follow the suggested guidelines on page 17.
- Once they have completed their tables, ask questions, e.g. *What's the name of your famous person? / Where is he/she from? / What does he/she like doing?, etc.* Pupils respond by telling you information from their tables.

Read and complete (AB page 11, activity 16)

- Explain that this is another description of a famous person and that they should read the text and fill in the gaps using the words in the box.
- Check the answers by asking individuals to read out completed sentences.
- **Answers:** 1 from / 2 is / 3 plays / 4 gym / 5 watches / 6 sometimes / 7 wears / 8 trousers

Write about a famous person (AB page 11, activity 17)

- Say *Now write about your famous person. Look at the descriptions of Alicia Wood and Ricardo Carlos to help you.*
- Pupils write about the famous person they have chosen.

Check your work. Then prepare it to go in your Bugs project file!

- Once you and the pupils are happy with their drafts, they prepare their work for their project files. They write a title, copy a finalised version of their paragraph onto paper or card, find a photo (or download one from the Internet), and decorate their work. Have available card, scissors, coloured pens, etc for this purpose. If there is no time to do this in the lesson, children can complete their work at home.

Option: Children can present their famous person to the rest of the class. This can be done either by inviting volunteers to the front to show and read their descriptions (giving them a maximum of 5 minutes), or the finished projects can be displayed around the classroom and children walk round looking at each other's.

Ending the lesson

Review time

- Ask the pupils to identify the main activities in the lesson. Ask questions to encourage them to relate the content of the lesson to their own learning.

Lesson 6

15 Complete the table. Find out about a famous person.

Name: <u>Alicia Wood</u>	Name: _____
From: _____	From: _____
Likes: _____	Likes: _____
Usually wears: _____	Usually wears: _____
Other: _____	Other: _____

16 Read and complete.

watches wears trousers from sometimes plays is gym

Ricardo Carlos is (1) from Porto Alegre in Brazil.
He (2) _____ a footballer. He usually (3) _____
football every morning and then he goes to the (4) _____.
In his free time, he (5) _____ TV and he (6) _____
goes to the cinema. He usually (7) _____ T-shirts and
(8) _____.



17 Write about a famous person.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check your work.
Then prepare it
to go in your
Bugs project file!

eleven 11

Extra activity

Children write four sentences (two true and two false) based on the text they have written. Children swap sentences and texts with a partner. They read and identify which sentences are true and false.

Homework task

Pupils finish preparing their work to go in their Bugs project files.

1 The Bugs Band Concert

Lesson 7

Aims

- To revise Unit 1

Main language children use

I / He / She wear(s) trousers, scarf, earrings, tracksuit, belt, skirt, jacket, tights

I / He / She usually, sometimes, never, always go to school, get up, have breakfast / lunch, play basketball / football, go to bed, go shopping / swimming, meet friends, play on the computer

Main activities

- Do the Bugs revision quiz
- Listen and circle **True** or **False**
- Use the letters to write words. Find the secret word
- Read and complete the summary of the story
- Write the missing words
- Order and write the sentences
- Look at the table. Write about Techy's Sunday

Materials

CD 1 / Cassette, Activity Book pages 12 and 13, flashcards (*trousers, scarf, tracksuit, belt, skirt, jacket, tights, earrings*), Unit 1 poster (story / unit grammar), Pupil's Book (Unit 1 – optional)

Starting the lesson

Introduction

- Say *Today we are going to revise what we have studied in this unit.*

Game: Categories

- Draw two columns on the board and write the name of a category at the top of each one, e.g. *clothes* and *sports*.
- Children copy the table into their notebooks.
- Divide the class into groups of 3 or 4. Give the groups 1 minute to write as many clothes words as they can think of in the first column, then one minute to write sports words.
- Give groups time to write a definitive list for their group. They then give their list to another group for correction. Groups award one point for each correctly spelt word.

Developing the lesson

Do the Bugs revision quiz

- Divide the class into teams. Children choose a name for their team, e.g. *Techy's team, Bio's band*.
- Do the Bugs revision quiz. Ask quiz questions to children in each team in turn. Choose questions or quiz items appropriately to vary the level of challenge for different individuals in the class.

Children score two points for each correct answer (one for content, one for accuracy). If they can't answer, the question passes to the other team.

Children lose points for their team if they call out.

- Keep the score for each team on the board. At the end of the quiz add up the scores to find out which team is the winner.

- Examples of items for Unit 1 are:

1 Vocabulary check Hold up the flashcards. Pupils identify the clothes.

2 Vocabulary clues *You wear it to play sport. (Tracksuit) / You wear them on your ears. (Earrings) / You wear it round your neck when it's cold. (Scarf) / You wear it over your T-shirt or jumper. (Jacket) / You wear it round your jeans or trousers. (Belt).*

3 Story check Hold up the story poster and pupils reconstruct the story, e.g. *The Bugs Band are in (London / Wembley Stadium). / Cool's got a (sore throat). / They are worried and Dave decides (to sing). / He puts on (a white tracksuit). / He sings (well). / The newspaper report talks about the (concert).*

4 Grammar check Say *Tell me what your friends wear. (Anna never wears trousers.)*

5 Question and answer check *What do you usually wear to school?*

Listen and circle **True** or **False** (AB page 12, activity 18)

- Say *Sporty is telling Bio about what she usually does on Saturdays*. Read through the sentences.
- Play CD 1 Track 18 / the cassette once or twice. Pupils listen and circle **True** or **False**. Use the pause button if necessary to give the children time to choose their answer.
- Check the answers by asking pupils to read the sentences and say whether they are **True** or **False**.
- **Answers:** 1 False / 2 True / 3 False / 4 True / 5 True / 6 False / 7 False / 8 True



Bio: *What time do you get up, Sporty?*

Sporty: *I always get up at about half past six on Saturday.*

Bio: *That's early!*

Sporty: *Yeah, I know but then I have breakfast and I usually go running. I never go to the gym on Saturday morning. I sometimes play tennis with a friend too.*

Bio: *Running and tennis!*

Sporty: *Yeah. It's great! Then I usually have lunch at about half past one. On Saturday afternoon, I usually meet friends and we listen to music. We never watch TV. My friends don't like it. Then, at half past five, I always play basketball.*

Bio: *Do you play with your team?*

Sporty: *Yeah, we play every Saturday.*

Lesson 7 Time for revision!

18 Listen and circle True or False.

- | | | |
|--|------|-------|
| 1 Sporty gets up at half past eight on Saturday. | True | False |
| 2 She usually goes running in the morning. | True | False |
| 3 She usually goes to the gym on Saturday morning. | True | False |
| 4 She sometimes plays tennis on Saturday. | True | False |
| 5 On Saturday afternoon she listens to music. | True | False |
| 6 On Saturday afternoon she watches TV. | True | False |
| 7 On Saturday she always plays football at half past five. | True | False |
| 8 She always goes to bed at 9 o'clock on Saturday. | True | False |



19 Use the letters to write words. Find the secret word.

s t j f j s t l a e a c c g c a k h e a r t s s t b r e
o s a k i r i k f s t t s u r f e u s r i e i n t t g n



The secret word is _____.

20 Read and complete the summary of the story.

fans are tracksuit has sings brilliantly London sing can't idea

The Bugs Band (1) are at Wembley Stadium in (2) London. Cool (3) he got a sore throat. He (4) sings so Dave, the band's manager, has an (5) idea. He decides to (6) wear. He puts on a white (7) tracksuit and he looks great. Dave (8) sings really well. There are a lot of (9) fans at the concert and the Bugs Band play (10) brilliantly.

12

twelve

Check your grammar!

21 Write the missing words.

Grammar Bug Adverbs of frequency

I	(1) _____ usually	(3) _____ a skirt.
He	(2) _____ never	trousers.
She		(4) _____ a tracksuit.



22 Order and write the sentences.

- sometimes / wears / She / trousers
She sometimes wears trousers.
- wears / He / usually / trousers

- never / do / I / homework / on / my / Sunday

- He / reads / book / a / Saturday / always / on

- wear / I / school / belt / to / sometimes / a

- the / TV / She / weekend / watches / at / usually



23 Look at the table. Write about Techy's Sunday.

	✓✓✓ always	✓✓ usually	✓ sometimes	✗ never
Sunday				
watch TV	✓✓			
listen to music	✓✓✓			
meet friends	✓			
play tennis	✗			

Now do the Unit 1 Test

thirteen

13

Bio: Aren't you tired in the evening?

Sporty: Yeah. I always go to bed at about 9 o'clock!

Use the letters to write words. Find the secret word (AB page 12, activity 19)

- The pupils write the words under the pictures and put a line through each letter they use. They use the extra letters to find a secret word.
- Check the answers by asking individual pupils to write the words on the board. Ask a pupil what the secret word is (*jeans*).
- Answers:** trousers / tights / skirt / tracksuit / earrings / jacket / belt / scarf
Secret word: jeans

Read and complete the summary of the story (AB page 12, activity 20)

- Read the summary of the story. Pause and let the class say the missing words.
- Pupils read and complete the summary of the story.
- Check the answers by asking pupils to read a sentence each.
- Answers:** 1 are / 2 London / 3 has / 4 can't / 5 idea / 6 sing / 7 tracksuit / 8 sings / 9 fans / 10 brilliantly

Write the missing words (AB page 13, activity 21)

- Stick the grammar poster (unit grammar only) on the board. Use this to elicit or remind pupils how to use frequency adverbs.

• Say Write the missing words.

• Pupils write the missing words.

• Check the answers by asking them to make sentences.

• **Answers:** 1 always / 2 sometimes / 3 wear / 4 wears

Order and write the sentences (AB page 13, activity 22)


- The pupils write the sentences in the correct order.
- Check the answers by asking them to write the ordered sentences on the board.
- Answers:** 1 She sometimes wears trousers. / 2 He usually wears trousers. / 3 I never do my homework on Sunday. / 4 He always reads a book on Saturday. / 5 I sometimes wear a belt to school. / 6 She usually watches TV at the weekend.

Look at the table. Write about Techy's Sunday (AB page 13, activity 23)

- The children look at the table. Read the example sentence and explain what the ticks/crosses mean.
- The class write further sentences about Techy's Sunday.
- Check answers by asking children to read their sentences aloud.
- Answers:** Techy usually watches TV on Sunday. / He always listens to music. / He sometimes meets friends. / He never plays tennis.

Ending the lesson

Review time

- Ask the pupils if they have enjoyed Unit 1, and what they think they can do better now than at the start of the unit. Congratulate them on their work and comment positively on their progress.
-  Pupils check that their Bilingual dictionary for Unit 1 is complete (AB page 91) and add translations of any outstanding words.

Extra activity

Pupils write five words from the unit in their notebooks. In pairs, they try to explain their words one at a time, without actually saying them. Their partner has to guess the word. They then change roles and play again.

Homework task

Pupils revise for the Unit 1 test.

Pupils do the Unit 1 test.



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