

1 Pop competition



Main language children use

- *He / She sings / dances / likes / lives / plays ...*
- *guitar, keyboards, harmonica, drums, piano, flute, violin, trumpet*
- *badly, well, very well, brilliantly*
- *practise, laugh*
- *pop star, band, queen, bus, bus stop, dream, mobile*
- *rap, opera, pop music, classical music, folk music*

Recycled language

- *I sing / dance / like / play ...*
- *Have you got ... ? Do you ... ? Yes. / No.*
- *eyes, hair*
- *brown, fair, blue, black, green*
- *She/He's got ... / It's ...*
- *go, run, jump, fly, turn, sit, skateboard*
- *great, fantastic, funny, favourite*
- *Members of the family*

Receptive language

- *musical instrument, TV studio, pop competition, winner*
- *... phones ...*
- *excited, nervous, terrible*
- *... goes slowly, stops*
- *Everybody get off*
- *Be careful!*
- *Don't worry!*
- *Sorry!*

Link to other areas of learning

- *Music:* Different types of music

Communicative skills and language functions

- Asking and answering questions about yourself
- Saying what you and other people do and like
- Expressing how well people do things
- Expressing personal opinions
- Listening and reading the story
- Answering questions about the story
- Listening and singing the songs
- Listening to short dialogues
- Reading about different types of music
- Writing about a famous person for your Bugs project file

Pronunciation

- Comparing /b/ and /v/, as in **big** and **video**

Grammar focus

- *He plays the guitar. She sings.*
- *badly, well, very well, brilliantly*

Socio-cultural aspects

- Respect for, and interest in other people
- Appreciation of different types of music
- Awareness of competitions on TV in different cultures
- Pleasure in writing for your Bugs project file
- Willingness to review learning

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1 Pop competition

Lesson 1

Aims

- To identify musical instruments
- To ask and say musical instruments you play
- To ask about physical features in a game

Main language children use

pop star, guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano

I'm ...

I practise / sing / dance / play ...

great, fantastic

hair, eyes

fair, brown, blue, green

Have you got ... ?

Do you ... ? Yes. / No.

Main activities

- Say the *Musical instrument word rap*
- Listen and sing the Bugs Band song *I'm a pop star*
- Guess the musical instrument
- Play the Bugs guessing game
- Find, circle and match
- Look and write
- Write questions and ask a friend

Materials

Flashcards (*guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano*), word cards (*guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano*), CD1/Cassette Pupil's Book page 5, Activity Book page 6, Unit 1 poster (recycled grammar), a piece of paper to cover words on the grammar poster

Starting the lesson

Introduction

- Announce the start of a new unit: *Pop competition*. 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 musical instruments. 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: *Put your hands in the air!*

- Say, e.g. *Put your hands in the air if you've got brown eyes!* Demonstrate that pupils should respond if what you say is true for them. Check they have responded correctly by asking, e.g. *Have you got brown eyes? (Yes.) Very good!*
- Repeat with other sentences about the colour of children's eyes and hair, e.g. *blue / green eyes; brown / black / fair / red hair*.

1 Pop competition

Lesson 1

- 1 Listen and sing the Bugs Band song *I'm a pop star*.



Chorus
*I'm a pop star.
 I practise every day.
 I sing and dance
 And this is what I play.*

I play the guitar.
 It's great. I love it. Listen to me.

I play the keyboards.
 It's great. I love it. Listen to me.

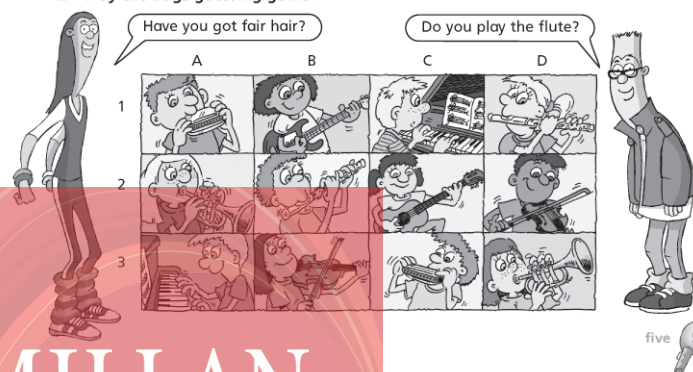
I play the drums.
 It's great. I love it. Listen to me.

I play the harmonica.
 It's great. I love it. Listen to me.

Chorus
*I'm a pop star.
 I practise every day.
 I sing and dance
 And this is what I play.*

Can you name all the instruments in the song?

- 2 Play the Bugs guessing game.



Have you got fair hair?

Do you play the flute?

A B C D

1 2 3

five 5

Developing the lesson

Say the *Musical instrument word rap*

- Have the flashcards and word cards ready. Mime playing the instruments in turn. Pupils guess the instruments in English or L1. Say the words several times and stick the flashcards and word cards on the board.

- Play CD 1 Track 8/the Cassette. Point to the flashcards and 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 and word cards. They then lead the rap instead of you. Play the CD/Cassette again.
- Ask individual pupils to mime playing one of the instruments in turn. They look, guess and name the instruments.



Musical instrument word rap

*guitar ... keyboards ... harmonica ... drums ...
 trumpet ... piano ... violin ... flute ...*

Listen and sing the Bugs Band song *I'm a pop star* (PB page 5, activity 1)

- Books closed. Take the *trumpet, piano, violin* and *flute* off the board. Leave the *drums, guitar, harmonica* and *keyboards*.
- Say *Let's listen to the Bugs Band song: I'm a pop star*. Explain the meaning of 'pop star'.

- Point to the flashcards and say *These instruments are in the song. Listen and tell me the order.* Play CD 1 Track 9/the Cassette and check the answers.
- Answers:** 1 guitar / 2 keyboards / 3 drums / 4 harmonica
- Books open. Say *Find the instruments which are not in the song.* Pupils point to the pictures and name the instruments (*trumpet, piano, violin, flute*).
- Say *Let's sing the song.* Play the CD/Cassette again.



I'm a pop star

Chorus

I'm a pop star.

I practise every day.

I sing and dance

And this is what I play.

Sporty: *I play the guitar.*

It's great. I love it. Listen to me.

Chorus

Techy: *I play the keyboards.*

It's great. I love it. Listen to me.

Chorus

Bio: *I play the drums.*

It's great. I love it. Listen to me.

Chorus

Cool: *I play the harmonica.*

It's great. I love it. Listen to me.

- Now ask the class to name all the instruments in the song.

Guess the musical instrument

- Ask a pupil to the front. Give them a flashcard so that no-one can see the picture. Name the pupil and say ... *plays this instrument.*
- Say *Let's guess the instrument.* The class asks, e.g. *Do you play the violin?* (with you in chorus at first) and the pupil with the flashcard answers *Yes* or *No*.
- Repeat several times with different pupils.

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

- Say *Look at the pop stars in the Bugs guessing game.* Show pupils the way the coordinates work in the game. Say, e.g. *2B!* The class points to the picture and names the instrument (*flute*).

1 Pop competition

Lesson 1

1 Find, circle and match.

g	u	i	t	a	r	u	f	s	k
m	r	v	b	h	i	x	h	n	e
t	a	d	h	f	t	f	a	w	y
r	i	z	r	l	b	t	r	p	b
u	d	v	i	u	s	e	m	t	o
m	a	i	l	t	m	n	o	b	a
p	j	o	a	e	n	s	n	d	r
e	f	l	y	p	r	a	i	m	d
t	f	i	d	r	i	d	c	r	s
q	m	n	a	s	p	i	a	n	o

2 Look and write.

1 I play the guitar.

2 I play the _____

3 I _____

4 _____

5 _____

6 _____

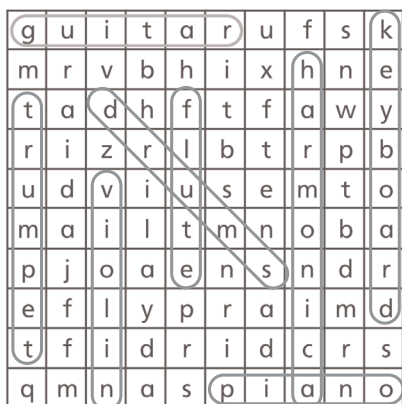
3 Write questions and ask a friend.

- 1 Do you play the guitar? 2 _____?
- 3 _____? 4 _____?

- Play the game with the whole class. Say *I'm going to secretly choose one of the pop stars in the game. Ask me questions to guess who I am.* Draw the pupils' attention to the example questions and elicit other questions they can ask, e.g. *Have you got brown / red / fair hair?* / *Do you play the harmonica / violin / piano?*, etc.
- The children take turns to ask you questions to guess the pop star. When they guess, make sure they use coordinates to ask, e.g. *Are you 2A?*, etc.
- Ask a pupil to the front. Get him or her to secretly choose one of the pop stars. The rest of the class asks questions to guess.
- Divide the class into pairs. Ask each pair to secretly note the reference for one of the pop stars in their notebooks, e.g. *3C*.
- Demonstrate the game with one pupil, e.g. *Have you got black hair?* No, **I haven't.** / *Have you got brown eyes?* Yes, **I have.** / *Do you play the piano?* No, **I don't.** / *Do you play the harmonica?* Yes, **I do.** / *Are you 3C?* / Yes!
- The children play the game with their partners. At the end they check their answers by looking at each other's notebooks.

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

- The children circle the words and match them to the pictures.
- Check the answers by asking them to tell you the words.
- **Answers:**



Look and write (AB page 6, activity 2)

- Pupils read the speech bubbles and write the missing words.
- Check the answers by asking the pupils to read the sentences.
- **Answers:** 1 I play the guitar. 2 I play the flute. 3 I play the violin. 4 I play the trumpet. 5 I play the keyboards. 6 I play the drums.

PERSONALISATION

Write questions and ask a friend (AB page 6, activity 3)

- Stick the flashcards on the board. Ask questions about all the instruments, e.g. *Do you play the guitar?* Pupils answer *Yes* or *No*.
- Say *Now write four questions to ask a friend*. Pupils write questions.
- Divide the class into pairs. They ask and answer each other's questions.
- Briefly ask a few pairs to report back about the instruments they play.


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 that *haven't* and *don't* are contracted forms for *have not* and *do not*.
- Ask the class to suggest other questions and answers using the same pattern, e.g. *Have you got a sister?* (*Yes, I have.*) / *Do you like cheese?* (*No, I don't.*)
- Cover different verbs in the recycled grammar in turn with a piece of paper or card. Ask pupils to say the questions and answers using the correct forms.

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

Ending the lesson

Review time

- Use English or L1 to ask the class to identify the main activities in the lesson, e.g. *a song, a guessing game*, etc. Ask questions to encourage the pupils to relate the content of the lesson to their own learning, e.g. *What did the song help you do?* (*Identify musical instruments*) / *Why did we play the guessing game?* (*To practise asking questions*), etc.
-  Pupils complete their Bilingual dictionary (AB page 93) with translations in their language of key vocabulary.

Extra activity

Find a partner: Write the names of musical instruments on small pieces of paper and give one to each pupil. Say *You're a pop star. This is the instrument you play! Keep it secret!* Explain that they should walk round the class asking *Do you play the ... ?*, until they find a partner with the same instrument and they say *Yes*. If you prefer, the pupils can remain seated and do the activity in groups.

Homework task

Pupils choose one (or more) pop stars from the guessing game (Pupil's Book page 5, activity 2) and write descriptions, e.g. *I've got brown eyes and brown hair. I play the guitar*. Pupils can then exchange and read each other's descriptions to identify the pop stars, e.g. *It's IB!*

1 Pop competition

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 /b/ and /v/

Main language children use

pop star, guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano

I'm ...

I practise / sing / dance / play / like / think ...

great, fantastic, late, funny

listen, run, stop, go, arrive

... has got ...

bus, bus stop, eyes, hair, band, van, everybody, video, mobile

My favourite ...

Main activities

- Sing the Bugs Band song *I'm a pop star*
- Listen and read the story
- Check understanding of the story
- Listen and read the story again
- Read and put the sentences in order
- Write your opinion of the story
- Sound Bug: Listen and say the tongue twisters
- Sound Bug: Listen and write /b/ or /v/

Materials

Flashcards (*Sporty, Techy, Bio, Cool, guitar, keyboards, drums, harmonica*), word cards (*Sporty, Techy, Bio, Cool, guitar, keyboards, drums, harmonica*), Unit 1 poster (story), CD1/Cassette
Pupil's Book pages 6 and 7, Activity Book page 7

names. Stick the flashcards of the Bugs Band and their word cards on the board.

- Say *Listen to the song, I'm a pop star. Which Bug sings each verse?* Play CD 1 Track 9/the Cassette. Pause after each verse. Ask, e.g. *Who sings 'I play the guitar'?* (*Sporty*). Stick the flashcards and word cards for musical instruments next to the Bugs on the board.
- Divide the class into four groups (one for each Bug / musical instrument). Play the karaoke version of the song on CD 1 Track 10/the Cassette. The groups take turns to sing their verses and mime playing the instruments.



I'm a pop star (karaoke version)

Listen and read the story

- Point to the flashcards on the board. Say, e.g. *We're going to listen to a story about the Bugs Band. They're in a pop competition on TV. Do you think the Bugs Band win the competition?* 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 pupils listen. At the end compare the winner with the pupils' predictions.



FRAME 1

Narrator: *The Bugs Band are in the TV studio. They're in a pop music competition.*

Techy: *I'm nervous.*

Sporty: *Me too. The other bands play brilliantly and we play badly.*

Dave: *Come on, Bugs. You play very well. Where's Cool?*

Bio: *I don't know.*

FRAME 2

Narrator: *Dave phones Cool on his mobile.*

Dave: *Hello Cool. Where are you? You're late for the competition.*

Cool: *Sorry, Dave. I'm at the bus stop. The bus is late.*

Two girls: *Hey. You look great!*

Cool: *Thanks.*

FRAME 3

Narrator: *At last the bus arrives. Cool gets on the bus. He's very excited.*

Cool: *Hi, Dave. Don't worry. I'm on the bus. See you soon.*

Girl and boy: *Hey. You look fantastic!*

Cool: *Thanks.*

FRAME 4

Narrator: *The bus goes very slowly. The bus stops.*

Cool: *Oh no!*

Bus driver: *Everybody get off the bus, please!*

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: *I spy*

- Stick the flashcards for Unit 1 on the board.
- Divide the class into two teams.
- Say the rhyme, e.g. *I spy with my little eye something beginning with ... D*. Pupils from each team take turns to identify the correct flashcard, e.g. *drums* and score points for their team. Repeat for all the flashcards. The team with the most points wins.

Developing the lesson

Sing the Bugs Band song *I'm a pop star* (PB page 5, activity 1)

- Books closed. Hold up the flashcards of the Bugs Band in turn. Ask *Who's this?* and the class say the

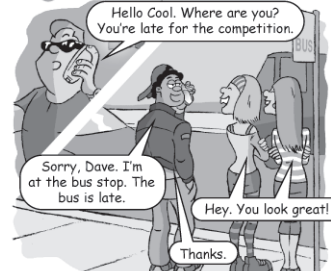
Lesson 2

3 Listen and read the story.

1 The Bugs Band are in the TV studio. They're in a pop music competition.



2 Dave phones Cool on his mobile.



3 At last the bus arrives. Cool gets on the bus. He's very excited.



4 The bus goes very slowly. The bus stops.



5 Cool runs and runs.



6 Cool arrives at the TV studio just in time.



8 And the winner is ... the Bugs Band!



4 Sound Bug Listen and say the tongue twisters.

Bio's got black hair and big brown eyes. Dave's got a video and drives a violet van.



FRAME 5

Narrator: *Cool runs and runs.*

Old woman: *Hey! Be careful!*

Cool: *Sorry!*

FRAME 6

Narrator: *Cool arrives at the TV studio just in time.*

Techy: *Quick, Cool. It's our turn now!*

Bio: *Oh, Cool. You look terrible!*

Dave: *Don't worry. He sings and dances brilliantly.*

Presenter: *And now for the Bugs Band!*

FRAME 7

Judge: *Bugs Band.*

Bio plays the drums very well.

Techy plays the keyboards very well.

Sporty plays the guitar very well.

Cool sings and dances brilliantly.

10 out of 10

FRAME 8

Presenter: *And the winner is ... the Bugs Band!*

Dave: *Well done, Bugs!*

Techy, Sporty, Bio: *Well done, Cool!*

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 pupils' responses, as necessary. Examples of questions are:
 - (frame 1) *Where are the Bugs? (In the TV studio)*
 - Is Cool in the studio? (No)*
 - (frame 2) *Where's Cool? (At the bus stop)*
 - Is the bus late? (Yes)*
 - (frame 3) *Where's Cool now? (On the bus)*
 - (frame 4) *What happens? (The bus stops)*
 - (frame 5) *What does Cool do? (Run)*
 - (frame 6) *Does Cool arrive at the studio in time? (Yes)*
 - (frame 7) *What's the Bugs Band's score? (Ten out of ten)*
 - (frame 8) *Who's the winner of the competition? (The Bugs Band)*

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

- Books open. Say, e.g. *Find the picture of Dave talking on his mobile / Cool at the bus stop / Cool running / the Bugs Band singing, etc.* Pupils look and point to the pictures in their books.
- Divide the class into three groups. Assign a word to each group, e.g. *band, bus, Cool.*
- Teach the groups to respond with a noise every time they hear their word, e.g. *bus / beep-beep, band / da-da-da, Cool / Uh-huh.*

- Say *Let's listen and read the story. Respond every time you hear your word.*
- Play CD 1 Track 11/the Cassette, or tell the story again. Pupils listen, follow the story in their books and respond every time they hear their word.
- Ask the class to look through the story and count how many times they heard their word.
- **Answers:** bus: 8 / band: 5 / Cool: 10
- Ask *Do you like pop competitions on TV?* and listen to the children's response.

Read and put the sentences in order (AB page 7, activity 4)

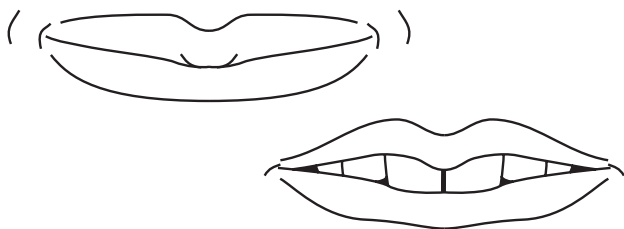
- Pupils read and put the sentences in order. They look at the Pupil's Book or at the Unit 1 story poster on the board to find the answers.
- Check the answers by asking pupils to read the sentences out in order.
- **Answers:** 3 The Bugs Band are in the TV studio. (1) / 1 Dave phones Cool at the bus stop. (2) / 6 The bus goes very slowly and stops. (3) / 2 Cool arrives at the studio just in time. (4) / 5 The Bugs Band play very well. (5) / 4 The Bugs Band are the winners of the competition. (6)

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

- Ask two or three pupils to tell you their opinions orally, e.g. *My favourite character is Dave. / I think the story is funny. / I like the part when the bus stops.*
- Pupils complete the sentences with their opinions.
- Ask two or three pupils to give their opinions to the class. Others respond *Me too!* if they agree.

Sound Bug: Listen and say the tongue twisters (PB page 7, activity 4)

- Use L1 to explain the meaning of *tongue twister*.
- Say the tongue twisters, demonstrating the different position of your mouth and teeth as you say the sounds /b/ and /v/.



- Check pupils understand the meaning of the tongue twisters.
- Say *Listen and say the tongue twisters.* Play CD 1 Track 12/the Cassette.
- Divide the class into pairs. Ask *How many times can you and your partner say the tongue twisters in 30 seconds? Are you ready? Go!* Give the class 30 seconds to say each tongue twister with their partner.
- Ask different pairs to report back how many times they said each one.

Lesson 2

4 Read and put the sentences in order.

- 1 Dave phones Cool at the bus stop.
- 2 Cool arrives at the studio just in time.
- 3 The Bugs Band are in the TV studio.
- 4 The Bugs Band are the winners of the competition.
- 5 The Bugs Band play very well.
- 6 The bus goes very slowly and stops.



5 Write your opinion of the story.

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

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

I like the part when _____
(The bus stops. / Cool runs and runs. / The Bugs Band win the competition. / ...)

6 Sound Bug Listen and write b or v.

- | | |
|----------------------|-------------------|
| 1 E <u>b</u> erybody | 2 mo <u>o</u> ile |
| 3 li <u>o</u> e | 4 <u>o</u> ery |
| 5 <u>o</u> an | 6 <u>o</u> and |
| 7 <u>o</u> ideo | 8 arri <u>o</u> e |
| 9 lo <u>o</u> e | 10 <u>o</u> iolet |



seven 7



Bio's got black hair and big brown eyes. / Dave's got a video and drives a violet van.

Sound Bug: Listen and write /b/ or /v/ (AB page 7, activity 6)

- Say *Listen and write /b/ or /v/ in the words according to the sounds.*
- Play CD 1 Track 13/the cassette. Pupils listen and write the missing letters in the words.
- Children compare the letters they have written in pairs.
- Pupils tell you the missing letters in each word.
- Play the CD/Cassette again. Pupils listen and repeat the words.




Everybody ... 2 mobile ... 3 live... 4 very ... 5 van ... 6 band ... 7 video ... 8 arrive ... 9 love ... 10 violet

- **Answers:** 1 Eberybody / 2 mobile / 3 live / 4 very / 5 van / 6 band / 7 video / 8 arrive / 9 love / 10 violet

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 93) with translations in their language of new words from the story.

Extra activity

Act out the story: Assign parts in the story to individual pupils as follows: *Cool / Dave / Sporty / Techy / Bio / narrator / two girls at bus stop / boy and girl on bus / old woman in street*. Play CD 1 Track 11/the Cassette. Pupils act out the story in front of the class. Repeat the procedure with different pupils and without the CD/Cassette.

Homework task

Pupils write a summary of the story by copying out the sentences in Activity Book page 7, activity 4 in order.

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1 Pop competition

Lesson 3

Aims

- To practise saying what people do
- To describe how people do things
- To recall the story

Main language children use

guitar, drums, harmonica, keyboards, flute, violin, trumpet, piano

*He / She plays / sings / dances ...
badly, well, very well, brilliantly
mother, father, brother, sister*

Main activities

- Repeat if it's true
- Read and write *True* or *False*
- Make and play with the sentence cards
- Order and write the sentences
- Write about your friends and family
- Grammar Bug: Present simple. Look, think and remember!

Materials

Flashcards (*Bugs Band*), Unit 1 poster (story / unit grammar), CD1/Cassette, Pupil's Book page 8, Activity Book page 8, sentence cards (Activity Book page 81, cut-out), scissors, a sheet of paper to cover words on the grammar poster

Starting the lesson

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Introduction

- Outline the lesson focus and key activities.

Game: Story word *mime*

- Mime the following words from the story in turn. Pupils guess the words: *bus* (pretend to drive a bus); *mobile* (mime dialling and talking on a mobile phone); *run* (mime running); *sing* (mime singing with a microphone); *dance* (mime dancing); *play the keyboards / guitar / harmonica / drums* (mime playing the different instruments). If the pupils can't recall any of the words be ready to help.

Developing the lesson

Repeat if it's true (PB page 8, activity 5)

- Ask *Can you remember the story?* Hold up the story poster, point to the pictures and briefly elicit and reconstruct what happens.
- Hold up the flashcard of Bio and say *Bio plays the drums very well*. Ask *Is it true?* (Yes). Repeat for all the Bugs: *Techy plays the keyboards badly*. (No.) / *Sporty plays the guitar badly*. (No.) / *Cool dances brilliantly*. (Yes.), etc. Check that the children understand the meaning of the adverbs. Stick the flashcards on the board.

Lesson 3

5 Repeat if it's true.

Sporty plays the guitar very well!

Cool sings brilliantly!

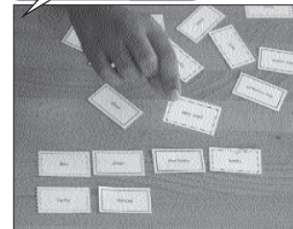


6 Make and play with the sentence cards.

You need: Activity Book page 81, scissors

Bio plays the flute badly.

Techy dances very well.



Grammar Bug Present simple

Look, think and remember!

I	play	the guitar
He	plays	the keyboards
She		the drums
		the harmonica

badly.
well.
very well.
brilliantly.



- Say *Now listen and repeat the sentences if they're true*. Demonstrate this by saying, e.g. *Cool dances brilliantly* (the class repeats the sentence); *Sporty plays the guitar badly* (the class stays quiet).
- Play the game by saying true and false sentences about the Bugs Band in the story, e.g. *Techy plays the keyboards brilliantly*. / *Bio plays the drums badly*, etc. Pupils listen and repeat the sentences if they are true.

Read and write *True* or *False* (AB page 8, activity 7)

- Pupils read the sentences and write *True* or *False*.
- Check the answers by asking them to read out the sentences. The class responds with *True* or *False*, depending on whether or not the sentences are true.
- **Answers:** 1 True / 2 False / 3 True / 4 True / 5 False / 6 True

Make and play with the sentence cards (PB page 8, activity 6 / AB page 81, cut-out)

- Show the pupils the sentence cards you have prepared. Make sure they have scissors.
- Say *Cut out the sentence cards* and demonstrate this. Draw attention to the names of the musical instruments on both sides of the cards.
- The class cuts out the sentence cards.
- Say *Listen and make the sentences on your desk!* Dictate different sentences e.g. *Bio plays the trumpet badly*. Pupils listen and arrange the cards to make the sentences on their desks. They show

Lesson 3

7 Read and write True or False.

- 1 Cool sings brilliantly. True
- 2 Techy plays the keyboards badly. _____
- 3 Sporty plays the guitar very well. _____
- 4 Bio plays the drums brilliantly. _____
- 5 Cool dances badly. _____
- 6 Techy plays the keyboards very well. _____



8 Order and write the sentences.

- 1 plays / Cool / the / badly / flute
Cool plays the flute badly.
- 2 Techy / the / well / plays / very / piano

- 3 plays / the / well / trumpet / Bio

- 4 badly / Sporty / the / plays / violin

- 5 Cool / the / brilliantly / harmonica / plays

- 6 the / well / Techy / keyboards / plays / very



9 Write about your friends and family.

- 1 My sister plays the piano well.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

8 eight

1

Lesson 3 Make and play with the sentence cards.

Sporty	plays	the guitar	badly
Techy	sings	the drums	well
Cool	dances	the keyboards	very well
Bio	plays	the harmonica	brilliantly

2

Lesson 3 Make and play with the country cards.

The USA	China	The UK
India	France	Argentina
Morocco	Brazil	

eighty-one 81

understanding by miming playing the instrument and check their sentence is correct with the pupil next to them after each one.

- Divide the class into pairs. Get the pupils to put a screen, e.g. an open book, between them and their partner. One pupil in each pair makes four sentences of their choice about the Bugs and dictates them to their partner. Pupils compare their sentences and mime playing the instruments for each one. They then change roles.

Order and write the sentences (AB page 8, activity 8)

- The children order and write the sentences.
- Check the answers by asking individual pupils to read the sentences out to the class.
- **Answers:** 1 Cool plays the flute badly. / 2 Techy plays the piano very well. / 3 Bio plays the trumpet well. / 4 Sporty plays the violin badly. / 5 Cool plays the harmonica brilliantly. / 6 Techy plays the keyboards very well.

PERSONALISATION Write about your friends and family (AB page 8, activity 9)

- Ask the pupils to name members of the family, e.g. *mother, father, brother, sister, grandfather, grandmother.*
- Say a few sentences about your family, e.g. *My sister plays the piano well. / My brother sings badly.*

- Ask pupils to tell you about their families. They can also use other familiar language, e.g. *My sister plays football very well. / My mother swims brilliantly, etc.*

- The class write sentences about members of their family.
- Ask a few pupils to read out one or two sentences to the class.

Grammar Bug: Present simple. Look, think and remember! (PB page 8)

- Say a few sentences from the Grammar Bug box. Say *This is how we say things in the present simple tense when we're talking about ourselves or another person.*
- Draw pupils' attention to the s on the verb for *He* and *She*. Explain that we also add an s to the verb when we talk about animals or things, i.e. when we use *It*.
- Explain that we add words to sentences show *how* people *do something*. For example, *He plays the guitar badly / well / very well / brilliantly*. Check that pupils understand the difference of degree between the adverbs.
- 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 play the piano well. / She dances brilliantly. / He plays the flute badly.*
- Cover the verbs on the grammar poster in turn with a piece of paper or card. Ask pupils to say the sentences using the correct form of the verbs.

- Cover the pronouns 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*, and with *It* when it has an *s*.

Option: Ask the pupils to copy the Grammar Bug table for the unit into their notebooks.

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

Sentence cards: Pupils make four sentences of their choice about the Bugs with their sentence cards (Activity Book page 81, cut-out). They then stick them into their notebooks.

Homework task

The children write six sentences about famous people they know, e.g. ... *plays football brilliantly*.



1 Pop competition

Lesson 4

Aims

- To listen and sing the Bugs Band song *The skateboard queen*
- To write a verse for the song
- To revise describing people and actions
- To listen to the Bugs Band talking about a friend

Main language children use

He's / She's got ...

He / She jumps / sings / dances / turns around / sits / goes / listens / lives / likes / flies / laughs / talks ...
music, park, skateboard, king, queen, dream, hair, eyes
every day
violet, brown, long

Main activities

- Listen and sing the Bugs Band song *The skateboard queen*
- Write the missing words in the song. Listen and check
- Invent and write a verse. Sing your song!
- Listen and find out
- Listen and circle

Materials

CD1/Cassette, Pupil's Book page 9, Activity Book page 9

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: Guess the title of the song!

- Books closed. Draw dashes on the board to spell the title of the song *The skateboard queen*. Explain that this is the title of the Bugs Band song which won the pop competition on TV.
- Ask pupils to say letters in turn to guess the word. If the letters pupils say are in the song title, write them in the spaces. If not, write them on the side of the board. Draw a musical note every time the pupils say a letter that is not in the word. Tell the children they will win if they guess the title before you can draw ten musical notes.
- Read the completed song title and check or explain the meaning.

Developing the lesson

Listen and sing the Bugs Band song *The skateboard queen* (PB page 9, activity 7)

- Books closed. Say *Listen to the Bugs Band song and find out: What does the skateboard queen look like?*

Lesson 4

- 7  Listen and sing the Bugs Band song *The skateboard queen*.

Chorus
She's the skateboard queen.
She's my dream.

She runs very fast, she flies through the air.
She's got green eyes and long brown hair.

Chorus

She sings, she dances, she turns round and round.
She talks and laughs, she jumps up and down.

Chorus

She listens to music, she likes to play.
She goes to the park every day.

Chorus



- 8  Listen and find out.

Who are the Bugs talking about?



nine

- Play CD 1 Track 14/the cassette and check the answer (*She's got green eyes and long brown hair*).
- Books open. Say *Let's sing the song*. Play the CD/Cassette again.
- Ask *What does the skateboard queen do?* and pupils respond, e.g. *She runs / She flies (through the air) / She sings / She dances / She turns (round and round) / She talks / She laughs / She jumps (up and down) / She listens to music / She likes to play / She goes to the park*).



The skateboard queen

Chorus
She's the skateboard queen.
She's my dream.

She runs very fast, she flies through the air.
She's got green eyes and long brown hair.

Chorus

She sings, she dances, she turns round and round.
She talks and laughs, she jumps up and down.

Chorus

She listens to music, she likes to play.
She goes to the park every day.

Chorus

Write the missing words in the song. Listen and check (AB page 9, activity 10)

- Play CD 1 Track 14/the Cassette again and pause it. The pupils write the missing words.
- Children compare their answers in pairs. Then they look in the Pupil's Book to check they have written all the words correctly.
- **Answers:** 1 runs / 2 sings / 3 turns / 4 talks / 5 jumps / 6 listens / 7 likes / 8 goes
- Ask the pupils if they can remember the score the song got in the TV pop competition in the story (10 out of 10).
- Pupils give the Bugs Band song their own score out of ten and write their opinion of it, e.g. *good* / *great* / *fantastic* / *brilliant*, etc.
- Briefly ask a few children to tell the class their scores and opinions of the song. Compare the results.

Invent and write a verse. Sing your song! (AB page 9, activity 11)

- Divide the class into groups. Say *Invent and write a verse for the song about the skateboard king*. Check the pupils understand the meaning of *king* and that they should use *he* instead of *she*.
- Give an example, e.g. *He dances, he laughs, he flies through the air. / He's got green eyes and curly black hair. / He listens to pop music, he turns round and round / He runs very fast, he jumps up and down.*
- Pupils invent and write a verse for the song about the skateboard king in their groups.
- Give the groups a minute to quietly practise singing their verses.
- Choose three groups to come to the front with their books. Play the *karaoke version of The Skateboard queen* on CD 1 Track 15/the Cassette. Everyone sings the chorus, substituting *king* for *queen* and *he* for *she*. The three groups at the front take turns to sing their verses.
- Repeat with more groups.



The skateboard queen (karaoke version)

Listen and find out (PB page 9, activity 8)

- Say *The Bugs Band are talking about a friend. Who is it?* Children make a prediction (*It's the skateboard queen*).
- Say *Listen and check if you're right*. Play CD 1 Track 16/the Cassette.
- Ask *Who is it?* (*The skateboard queen*). / *How do you know?* (*She's got green eyes and long brown hair. She goes to the park every day.*)

Lesson 4

10 Write the missing words in the song. Listen and check.

Chorus
She's the skateboard queen.
She's my dream.

She (1) runs very fast, she flies through the air.
She's got green eyes and long brown hair.

Chorus

She (2) sings, she dances, she (3) turns round and round.
She (4) laughs and laughs, she (5) jumps up and down.

Chorus

She (6) listens to music, she (7) likes to play.
She (8) goes to the park every day.

Chorus

11 Invent and write a verse. Sing your song!

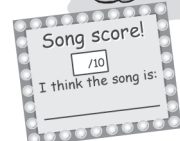
Chorus
He's the skateboard king.
He's my dream

He runs, he turns, he flies through the air.
He's got green and curly hair.

He listens, he turns round and round.
He jumps, he jumps up and down.

12 Listen and circle.

- 1 The skateboard queen's name is: Emily / Lauren / Jessica
- 2 The skateboard queen lives in: London / New York / Paris
- 3 The skateboard queen likes: pop music / jazz / classical music



nine 9



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Bio: Wow! Where is she?

Cool: In New York. That's the park. Lauren lives in New York.

Techy: She looks great. Look at her green eyes and long brown hair.

Sporty: Yes. And look. She's got her skateboard.

Cool: Yes. Lauren loves her skateboard. She goes to the park and practises every day. Lauren likes classical music. She listens to classical music in the park. She runs and jumps and dances with her skateboard.

Bio: Fantastic!

Techy: I think you like Lauren, Cool.

Sporty: Me too.

Cool: Yeah. You're right. Lauren's great ...

Listen and circle (AB page 9, activity 12)

- Read the sentences and options.
- Play CD 1 Track 17/the Cassette. Pupils listen and circle the correct options.
- Check the answers by asking them to read the sentences about the skateboard queen.



(See CD 1 Track 16/Cassette for text)

- **Answers:** 1 Lauren / 2 New York / 3 Classical music

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

Act out the Bug's conversation: Divide the class into four groups: *Bio*, *Sporty*, *Techy* and *Cool*. Play the conversation on CD 1 Track 16/the Cassette again. Pause after each sentence (or after each character speaks) and get the groups to repeat what they say. If you like, pupils can act out the conversation in groups of four, using the picture of the skateboard queen in the Pupil's Book as a prompt.

Homework task

The children write their own version of the Bugs Band song. They give it a new title, e.g. *The football king* / *The basketball queen*, and write out a chorus and two new verses, following the model in Activity Book page 9, activity 11.

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1 Pop competition

Lesson 5

Aims

- To read, listen and identify different types of music
- To listen to the Bugs talking about different types of music
- To write about music that other people like

Main language children use

He's / She's got ...

He / She jumps / sings / dances / turns around / sits / goes / listens / lives / likes / flies / laughs / talks music, park, skateboard, king, queen, dream, hair, eyes every day violet, brown, long rap, opera, jazz, pop music, classical music, folk music

Main activities

- Sing the Bugs Band song *The skateboard queen*
- Read and find out
- Listen and number
- Read and write the names of the music
- Listen and tick
- Write sentences

Materials

Flashcards (guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano), word cards (guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano), CD1/Cassette, Pupil's Book page 10, Activity Book page 10

Starting the lesson

Introduction

- Outline the lesson focus and key activities.

Game: Order the words

- Stick the flashcards and word cards in jumbled order on the board, and ask pupils to match each flashcard with its word card. Ask the children to say the words.
- Divide the class into pairs. Say *Write the words in alphabetical order as fast as you can! Put up your hand when you finish!*
- Pupils write the words in alphabetical order with their partners. They put up their hands as soon as they are ready.
- Ask them to tell you the order of the words.
- **Answers:** drum / flute / guitar / harmonica / keyboards / piano / trumpet / violin
- Ask two pupils to come to the front. Give them the word cards and ask them to put the word cards with

Lessons 5 and 6

9 Read and find out.

Different types of music



a folk music

1 Orchestras and soloists play this music. Beethoven and Mozart are two famous composers. It is difficult to play this music very well.



b classical music



c pop music

2 This music is very popular. Musicians play electric guitars and use computers to make this music. It is fun to dance to this music.

3 An orchestra plays this music. Singers sing and act a story. They wear costumes.



d rap

4 This music is very modern. The singer talks and follows the rhythm. The singer tells a story or says his or her opinions.



e opera

5 This music comes from different countries. It is very lively. People wear regional costumes and dance to this music.

Match the descriptions and photos.

10 Read and write about a pop star or musician for your Bugs project file.



Chris Whitney lives in London. He plays the guitar very well. He sings and dances brilliantly. Chris likes pop music, rap and classical music.



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

the flashcards in alphabetical order on the board. The children use the word cards to check their spelling.

Developing the lesson

Sing the Bugs Band song *The skateboard queen* (PB page 9, activity 7)

- Ask the pupils what they can remember about the skateboard queen, e.g. *She's got green eyes and long brown hair. / She goes to the park every day*, etc.
- Divide the class into two groups. Assign the chorus to group 1 and the verses of the song to group 2. Play CD 1 Track 14/the Cassette. Pupils sing the song in their groups. They can also invent a dance to go with their part of the song.
- The groups change roles. Play the CD/Cassette again.



The skateboard queen (See Lesson 4)

Read and find out (PB page 10, activity 9)

- Tell the class that they are going to read about some different types of music. Say *The skateboard queen listens to music. Can you remember the type of music she likes? (Classical music).*
- Write the heading from the Pupil's Book on the board: *Different types of music*. Ask pupils to suggest some different kinds of music and write a list on the board below the heading, e.g. *classical music, pop music, opera*, etc.

- Books open. Say: *Look at the photographs and tell me what the five different types of music are.* Elicit the different types and either tick them on the board, or add them to the list below the heading if they are missing.
- Ask the pupils read the texts and match them with the correct photos. Say *Read and match the descriptions of music with the photos. Write numbers 1-5 in your notebook. Write the letters of the photos beside the numbers as you read.*
- Pupils read the texts and match them with the photos.
- Check the answers by reading the texts aloud and asking the class to tell you the letter and type of music. Check comprehension by asking, for example, *How do you know that 4 is rap?* The children speed read the text and give you the evidence from it, e.g. *The singer talks*, to justify their answers.
- Answers:** 1 b / 2 c / 3 e / 4 d / 5 a

Listen and number (AB page 10, activity 13)

- Read the names for the different types of music. Say *Listen to the different types of music. Number them in order.*
- Play CD 1 Track 18/the Cassette. Pupils listen and number the different types of music in order.
- Check the answers. Ask e.g. *What's number 1? (It's opera).* Ask the pupils *Do you like opera?*



(5 short musical extracts)

- Answers:** 1 opera / 2 rap / 3 folk music / 4 classical music / 5 pop music

Read and write the names of the music (AB page 10, activity 14)

- Pupils read the sentences and write the names of the music.
- Check the answers by asking individual pupils to read the sentences and say, e.g. *It's ...*
- Answers:** 1 rap / 2 opera / 3 folk music / 4 pop music / 5 classical music

Listen and tick (AB page 10, activity 15)

- Say *Listen to the Bugs talking. They all like pop music. What other music do they like? Listen and tick.*
- Play CD 1 Track 19/the Cassette once or twice. Pupils listen and tick the music the Bugs like.
- Check the answers by asking pupils to tell you what they are, e.g. *Techy likes rap and classical music.*
- Answers:** Techy: classical music, rap / Bio: classical music, folk music / Sporty: folk music, opera / Cool: opera, rap

Lesson 5

13 Listen and number.



14 Read and write the names of the music.

- The singer talks and follows the rhythm. Rap
- Singers sing and act a story. _____
- People wear regional costumes and dance. _____
- This music is very popular. _____
- Orchestras and soloists play this music. _____

15 Listen and tick.

	pop	folk	rap	classical	opera
Techy			✓	✓	
Bio					
Sporty					
Cool					

16 Write sentences.

- Bio likes folk music and classical music.
- Sporty _____.
- Cool _____.
- Techy _____.

Sporty: *What music do you like, Techy?*

Techy: *I like rap. It's fantastic. And I like classical music. What about you, Bio?*

Bio: *Yes, I like classical music too. I also like folk music.*

Sporty: *I like folk music too. And I like opera. It's fantastic.*

Cool: *I like opera too. And I like rap. Rap is my favourite. It's cool ...*

Write sentences (AB page 10, activity 16)

- Pupils write sentences about the Bugs using the information in the table in their Activity Books.
- Check the answers by asking them to read out their sentences.
- Answers:** 1 Bio likes folk music and classical music. / 2 Sporty likes folk music and opera. / 3 Cool likes opera and rap. / 4 Techy likes rap and classical music.

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 93) with translations in their language of new words from Lessons 4 and 5.

Extra activity

Favourite music survey: Divide the class into groups of 4-6. Pupils take turns to ask each other *What's your favourite music? (It's ...)*. Ask each group to report back to the rest of the class. Keep a record of responses on the board in order to find out the favourite music in the class.

Homework task

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



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1 Pop competition

Lesson 6

Aims

- To find out about a pop star or musician of your choice
- To write about the pop star or musician for your Bugs project file

Main language children use

He / She is / lives in / sings / dances / plays / loves / likes ...

rap, jazz, opera, pop music, classical music, folk music

guitar, keyboards, drums, harmonica, flute, violin, trumpet, piano

badly, well, very well, brilliantly

Main activities

- Read and write about a pop star or musician for your Bugs project file
- Find out about a pop star or musician
- Read and complete
- Write about a pop star or musician
- Check your work. Then prepare it to in 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: Noughts and crosses

- Play *Noughts and crosses* in teams (see page 24). Write the initial letters of words pupils know from the unit in each square, e.g.

R E A
O K S
V M P

and give clues, e.g. R – *The singer talks in this music. (Rap)* / K – *Techy plays this instrument in the Bugs Band. (Keyboards)*, etc.

Developing the lesson

Read and write about a pop star or musician for your Bugs project file (PB page 10, activity 10)

- Books open. Say *Today we're going to find out and write about a famous pop star or musician for our Bugs project files.*
- Say *Look at the example. It's about a pop star, Chris Whitney. Read the description to the class.*

Lessons 5 and 6

9 Read and find out.

Different types of music



a folk music

- Orchestras and soloists play this music. Beethoven and Mozart are two famous composers. It is difficult to play this music very well.



b classical music



c pop music

- This music is very popular. Musicians play electric guitars and use computers to make this music. It is fun to dance to this music.



d rap

- An orchestra plays this music. Singers sing and act a story. They wear costumes.



e opera

Match the descriptions and photos.

10 Read and write about a pop star or musician for your Bugs project file.



Chris Whitney lives in London. He plays the guitar very well. He sings and dances brilliantly. Chris likes pop music, rap and classical music.



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

- Ask questions e.g. *Where does Chris Whitney live? (In London) / What musical instrument does he play? (The guitar) / Does he play well? (Yes, very well) / Does he sing? (Yes, brilliantly) / What music does he like? (pop music, rap and classical music).*

Find out about a pop star or musician (AB page 11, activity 17)

- Draw attention to the completed fact-finding sheet for Chris Whitney. Explain that pupils do not need to write complete sentences in the fact-finding sheet on the right. They should just note relevant information.
- Ask the children to use their homework from Lesson 5 as the basis for their work. They should further research their pop star or musician in class, using books, magazines or the Internet, before completing their fact-finding sheets. If the pupils are using the Internet, follow the suggested guidelines on page 16.
- Once the pupils have completed their fact-finding sheets, ask questions, e.g. *What's the name of your pop star? / Where does he/she live? / What instrument does he/she play? / What music does he/she like?* Pupils respond by giving you the relevant information from their fact-finding sheets.

Read and complete (AB page 11, activity 18)

- Say *Before you write about the pop star or musician you've chosen, I want you to read and complete this text about Jemma Lewis.*
- The class reads and completes the text.
- Check the answers by asking pupils to read the text.
- **Answers:** 1 lives / 2 plays / 3 dances / 4 likes
- Draw attention to the s on the verb when talking or writing about another person. Encourage pupils to be careful to include this in their work.

Write about a pop star or musician (AB page 11, activity 19)

- Say *Now write about your pop star or musician! Look at the descriptions of Jemma Lewis (on Activity Book page 11) and Chris Whitney (on Pupil's Book page 10) to help you.*
- Pupils write about the pop star or musician 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 card, scissors, coloured pens, etc. available for this purpose. If there is no time to do this in the lesson, pupils can complete their work at home.

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 them to relate the content of the lesson to their own learning.

Lesson 6

17 Find out about a pop star or musician.

Name: Chris Whitney Lives in: London Instruments: plays the guitar very well Other: sings and dances brilliantly Likes: pop music, rap, classical music	Name: _____ Lives in: _____ Instruments: _____ Other: _____ Likes: _____
---	--

18 Read and complete.

likes lives dances plays
Jemma Lewis (1) lives in New York. She
(2) _____ the guitar well and
she (3) _____ brilliantly. She
(4) _____ pop music and rap.



19 Write about a pop star or musician.

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

eleven 11

Extra activity

True or False?: Pupils write four sentences (two true and two false) based on the text they have written e.g. *(name of pop star/musician/friend/family member) dances brilliantly*. Children then exchange their sentences and texts. They read them and say which sentences are true and which are false.

Homework task

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

1 Pop competition

Lesson 7

Aims

- To revise Unit 1

Main language children use

He / She is / lives in / sings / dances / plays / loves / likes ...

rap, jazz, opera, pop music, classical music, folk music

guitar, keyboards, drums, harmonica, flute, violin, trumpet, piano

badly, well, very well, brilliantly

run, arrive, late, bus, bus stop, mobile, winners

Main activities

- Do the Bugs revision quiz
- Listen and circle the answers
- Write the names of the instruments
- Read and complete the summary of the story
- Write the missing words
- Look and write
- Write about your friends

Materials

Flashcards (*guitar, keyboards, drums, harmonica, violin, trumpet, flute, piano*), CD1/Cassette, Activity Book pages 12 and 13, 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: Read my lips!

- Say the names of instruments or types of music from the unit silently. Pupils read your lips and say the word. Alternatively, pupils take turns to say words silently instead of you.

Developing the lesson

Do the Bugs revision quiz

- Divide the class into teams. Pupils choose a name for their team, e.g. *the drums / the flutes*. Write the names on the board.
- Do the Bugs revision quiz. Ask quiz questions to pupils in each team in turn. Choose questions or quiz items appropriately, to vary the level of challenge for different individuals in the class. Pupils 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. Pupils lose points for their team if they call out.
- Keep the scores 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 musical instruments.

2 Vocabulary clues *Sporty plays this instrument in the Bugs Band. (Guitar) / Cool plays this instrument in the Bugs Band. (Harmonica) / Techy plays this instrument in the Bugs Band. (Keyboards) / Bio plays this instrument in the Bugs Band. (Drums) / You play this instrument like this (mime the action). (Piano, flute, violin, trumpet).*

3 Story check Hold up the story poster and pupils reconstruct the story, e.g. *The Bugs Band are in a (pop) competition on (TV). / Dave phones Cool on his (mobile). / Cool is late. / He's at the (bus stop). / At last the bus arrives. / The (bus) goes slowly and (stops). / Cool runs and (runs). / He arrives just in time. / Cool sings and dances (brilliantly). / The Bugs Band are the (winners).*

4 Grammar check Say *Tell me about something that someone you know does very well or brilliantly. (Isabel plays the violin very well. / Madonna dances brilliantly.) / Tell me about the music a friend or famous person likes. (David likes pop music. / Jennifer likes rap), etc.*

5 Question and answer check *What music do you like?*

Listen and circle the answers (AB page 12, activity 20)

- Say *Sporty and Bio are talking about their friend, Dave*. Read the sentences and options. Pupils predict the answers.
- Play CD 1 Track 20/the Cassette once or twice. Pupils listen and circle the answers.
- Check the answers by asking them to tell you the correct information in each sentence.



Bio: *Do you know, Sporty ... Dave plays the drums.*

Sporty: *Yes. Dave plays the drums very well. He also plays the guitar. But he plays the guitar badly.*

Bio: *Yes, I know. But he's got a great voice. He sings brilliantly.*

Sporty: *Yes. He likes opera.*

Bio: *I know. I think Dave's favourite music is opera.*

Sporty: *Yes. He also likes pop music.*

Bio: *Oh, yes, of course. He likes the Bugs Band ...*

- **Answers:** 1 very well / 2 badly / 3 brilliantly / 4 opera / 5 pop music

Write the names of the instruments (AB page 12, activity 21)

- Pupils write the names of the instruments.
- Check the answers by asking pupils to name the instruments and spell the words.

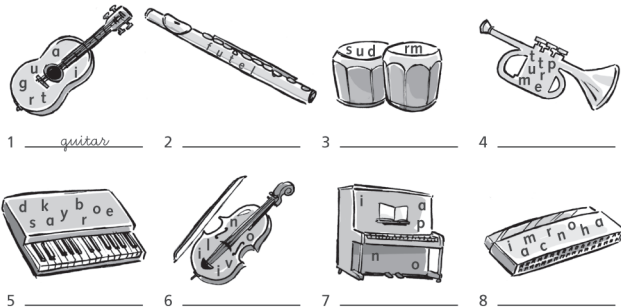
Lesson 7 Time for revision!

20 Listen and circle the answers.

- Sporty and Bio are talking about Dave.
- Dave plays the drums very well / brilliantly.
 - Dave plays the guitar badly / well.
 - Dave sings badly / brilliantly.
 - Dave's favourite music is classical music / opera.
 - Dave also likes pop music / rap.



21 Write the names of the instruments.



22 Read and complete the summary of the story.

winners bus stop pop bus mobile TV

The Bugs Band are in a (1) pop competition on TV. Dave phones Cool on his (2) mobile. Cool is at the (3) bus stop. At last the bus arrives. The (4) bus goes very slowly and stops. Cool runs and runs. He arrives at the (5) studio just in time. Cool sings and dances brilliantly. The Bugs Band are the (6) winners.

Check your grammar!

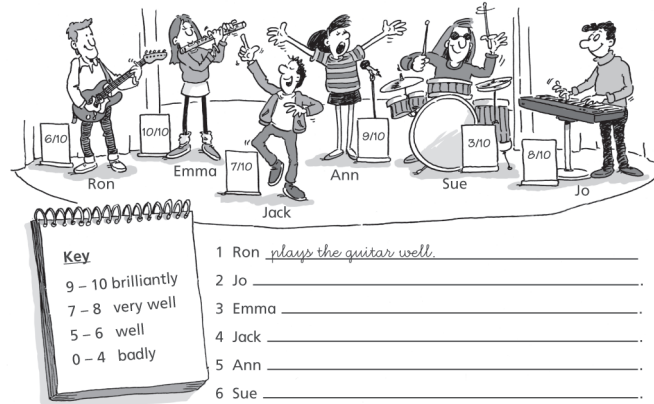
23 Write the missing words.

Grammar Bug Present simple

I	play	the guitar	badly.
He		the keyboards	(3) _____
She	(1) _____	(2) _____	very well.
		the harmonica	(4) _____



24 Look and write.



25 Write about your friends.

- Isabel dances brilliantly.
- _____
- _____
- _____
- _____
- _____

Now do the Unit 1 Test

thirteen 13

- Answers:** 1 guitar / 2 flute / 3 drums / 4 trumpet / 5 keyboards / 6 violin / 7 piano / 8 harmonica

Read and complete the summary of the story (AB page 12, activity 22)

- 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 the sentences.
- Answers:** 1 pop / 2 mobile / 3 bus stop / 4 bus / 5 TV / 6 winners

Write the missing words (AB page 13, activity 23)

- Stick the grammar poster (unit grammar only) on the board. Use this to elicit or remind pupils when to add s to the verb in the present simple, and to check understanding of the adverbs.
- Pupils write the missing words.
- Check the answers by asking them to make sentences.
- Answers:** 1 plays / 2 the drums / 3 well / 4 brilliantly

Look and write (AB page 13, activity 24)

- Say *This is another band in the pop star competition on TV. It's the Happy Band.* Draw the pupils' attention to the scores out of ten next to each pop star, and the Key.

- Pupils write sentences about the Happy Band.
- Check answers by asking individual pupils to read the sentences out to the class.
- Answers:** 1 Ron plays the guitar well. / 2 Jo plays the keyboards very well. / 3 Emma plays the flute brilliantly. / 4 Jack dances very well. / 5 Ann sings brilliantly. / 6 Sue plays the drums badly.

PERSONALISATION Write about your friends (AB page 13, activity 25)

- Ask the pupils to say (positive) sentences about their friends, e.g. *Isabel dances brilliantly.* / *David plays the piano well.*
- Say *Now write about your friends.* They write sentences.
- Ask a few pupils to read out their sentences.

Ending the lesson

Review time

- Ask 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 93) and add translations of any outstanding words.

Extra activity

Music fun: Bring to class, or ask the pupils to bring, a selection of CDs with different types of music on them, e.g. *classical, rap, pop, folk, opera*. Play short extracts. Pupils identify the music, e.g. *It's pop music!* and give it a score out of ten. They then compare their scores and opinions.

Homework task

Pupils revise for the Unit 1 Test.

Pupils do the Unit 1 Test.



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