

We always go roller-blading.

Topic	Activities
Structures	Past simple I - was/were

Lesson 1 *Pupil's Book pages 6–7* *Activity Book page 4*

Aim	Revision of the story in Book 3 and of talking about the past.
Language focus	<i>was, were</i>
Vocabulary	<i>every day, always, usually, sometimes</i>
Materials	Cassette; Character pencil puppets for Nora, Alice, Denzil, Bertie and Brill (make these by sticking the character stickers on circles of card and taping each card circle to a pencil)

Opener

- As the children enter the room welcome them and say *Good morning!/Hello! Come in and sit down.*
- Ask *Can you remember the story?* Hold up pages 4 and 5 of the Pupil's Book showing all the characters, point to each one and ask *What's his/her name?*

Listen and read.

- Ask the children to open their books at page 6. Tell the children to look at the pictures for a minute by themselves.
- Give a brief outline of the story (see below) and talk about the pictures in your own language.

Story outline

The story begins by reviewing what was happening at the end of Book 3: the gang arrived by ship in Happy Town and met some very unhappy children with a horrible teacher, Arabella. Bertie was caught by Arabella's brother, Otto and taken to their house. The rest of the gang tried to rescue him but ended up all getting caught and imprisoned in the bedroom. They escaped through the window and ran away pursued by Arabella and Otto in Otto's car. The car ran out of petrol and at the moment the gang jumped onto a bus heading for the beach. Arabella and Otto hurried after them on bikes. They reached the beach just in time to see the gang taking off in a hot-air balloon.

The story continues with the gang spotting the school children roller-blading in the park. They go down and join them and have a wonderful time.

- Tell the children that they are going to listen to the story on the cassette. Play the cassette.

Tapescript

Narrator Remember ...
Nora, Brill, Alice, Denzil and Bertie were on the ship. Then they were in Happy Town.
The school children were not happy. Their teacher was horrible.
Bertie was in Otto's shop. Otto was scary.
Bertie was in the bedroom, but Nora, Brill, Denzil and Alice were outside.
Arabella and Otto were on the beach, but the children, Brill and Nora were in the balloon basket.

Nora Do you go up in your balloon every day?

Balloon man I usually do.
I sometimes fly over the park. Look! There it is.

Bertie I can see the children. Can we say hello?
Balloon man Of course! I'm going to land by the river.
Alice Hey! What are you doing?
Boy We're roller-blading.
Girl We always go roller-blading after school.
Boy Your turn!
Denzil Thanks!
Brill This is brilliant!

- Read the story slowly and clearly to the children, stopping after each speech bubble. Check the children understand the words. Demonstrate and clarify the meaning of *Your turn*.
- Play the cassette again. Ask the children to point to the speech bubbles as they listen.
- Read the story slowly and clearly to the children again, stopping after each speech bubble. Tell the children to repeat in chorus after you.
- Divide the class into five. One group joins in with Bertie's words, one with Alice's words, one with Denzil's words, one with Nora's words and one with the balloon man's words.
- Ask four children to come to the front. Give them the pencil puppets for Bertie, Alice, Denzil and Nora. Play the cassette from frame 6 onwards. The groups join in with Bertie, Alice, Denzil, Nora and the balloon man as before, and the children with the puppets act the story.
- Play the cassette a few more times for other children to have a turn at working the four puppets.

2 Choose and write.

- Do this activity with the whole class first. Read out the beginning of each sentence, pause at the missing word and ask the children to say *was* or *were* as appropriate. Read the example aloud to the class.
- Read sentence 2 and ask the children to say the correct word. Repeat the same steps for 3–5.
- Call out the numbers 1–5 and each time ask the children to read out the whole sentence.
- The children complete the sentences in their books. When they have finished, tell the children to check their answers with a friend. Write the answers on the board.

Answers

1 were 2 was 3 were 4 was 5 were

Activity Book

Answers

- 1 were, campsite 3 was, shop
2 was, school 4 were, park
- 2 Check that the children have written the labels in the correct place on the picture.

Lesson 2 Pupil's Book page 8 Activity Book page 5

Aim Talking about activities we do regularly.
Language focus Revision of time adverbs
Vocabulary *always, usually, sometimes, often, never*

Opener

- Write the words *always, usually, sometimes, often, never* in a column on the board. Then underneath them write a column of five ticks, then four ticks, then three ticks, then two ticks, then a cross.
- Ask the children to read out the words a few times, as a class and individually.
- Ask different children to come and write the appropriate number of ticks next to each word. This will be quite easy as the words are written in the order of frequency, so when the children have finished rub the words off the board and write them again but in a different order.
- Repeat the procedure asking different children to come and write ticks or a cross next to the words.

3 Match, then ask and answer.

- Open your book but ask the children to keep theirs closed. Ask different children the questions in Activity 3. Encourage them to answer with a time adverb (*always, usually, sometimes, often, never*) or *every day*. If they are using *always* or *usually*, encourage them to add a time frame, for example, *in the evening* or *after school*.
- The children open their books at page 8. Ask individuals to read out the questions.
- Explain that they have to match the questions to the answers. They should write the letter of the answer in the space next to the question.

- Now ask one child to read out each question and a different child to read out the corresponding answer.
- The children write the correct letter in the space.
- Check the answers by asking individual children to read a sentence and say the letter. Write the answers on the board.

Answers

1 c 2 a 3 d 4 b

4 Choose and write.

- Ask a child to read out the list of activities. Explain that they have to choose an activity and complete the sentence for themselves. Then ask other children to read out the sentences, suggesting an activity to fill the gap.
- The children work in pairs, taking it in turn to read a sentence and fill the gap with an activity.
- The children write the complete sentences in their books.
- Make sure the children realize that the sentences are about themselves so their answers may be different from the other children's.

Answers

Children's own answers.

5 Ask and answer about you.

- Ask some children *What do you do after school?* Encourage them to answer using *always, usually, sometimes* or *often*.
- Ask two children to read the speech bubbles aloud.
- Set up a chain whereby a child asks the person near him/her *What do you do after school?* The child who answers then asks another child and so on. The children should try to say a different activity each time.
- When the children can ask and answer the question confidently, ask a few pairs to come to the front and demonstrate their questions and answers. Give encouragement and help where necessary.



Activity Book

Answers

3 1 c 2 a 3 b 4 e 5 d

4 Check that the children have written correct sentences.

Lesson 3 Pupil's Book page 9 Activity Book page 6

Aim	Revision of asking about future plans.
Language focus	<i>going to ...</i>
Vocabulary	<i>through, over, between, up, into, down</i> <i>whizz</i>

Opener

- Tell the children that they are all going to pretend to be roller-blading. Their hands will be the roller-blades.
- Say *You're going to whizz over the wall* and demonstrate whizzing over an imaginary wall, using your hands as roller-blades. The children copy you.
- Now say *You're going to whizz between two trees*. Again mime whizzing, pretending that there is a narrow space between the trees you have to squeeze through.
- Continue with *You're going to whizz into the river/out of the door/up the tree/through the window/down the slide*. The children mime as imaginatively as they can.

- Ask the children to open their books at page 9. Tell the children to look at the picture and guess what the song is about (roller-blading).
- Say *Now listen to the song*. Play the cassette with the children following in their books.
- Say each line of the song slowly and clearly for the children to repeat.
- Play the cassette again. Ask the children to join in with the words.
- Divide the class in half and play the cassette again. One half joins in with the first verse and the other half with the second verse. The group who are not singing can mime as if they are roller-blading.
- Play the cassette one more time. Everyone joins in with the words and actions.

Tapescript

Roller-blading, roller-blading

Roller-blading fun.

Whizzing here, whizzing there

Laughing in the sun.

Every day, after school
 We race through the town.
 Roller-blading, roller-blading
 Until the sun goes down.

7 Read and match.

- Read out the four sentences yourself. Explain that the children have to match the sentences to the correct picture.
- Ask different children to read the four sentences. After each one, stop for the rest of the class to point to the appropriate picture and call out the letter.
- Divide the class into pairs. One child reads a sentence and the other child points to the appropriate picture.
- The children write the letter for the appropriate picture in the space in their books.
- While the children are working, go around the class giving encouragement and help where necessary.
- Write the answers on the board and tell the children to check their answers.

Answers

1 d 2 c 3 a 4 b

8 Ask and answer about you.

- Ask some children *What are you going to do in the evening/tonight?* Encourage them to answer using *I'm going to ...*
- The children work in pairs asking and answering the question.

Suggested activities: *play football, play volleyball, swim, read, play computer games, go roller-blading.*



Activity Book

Answers

- 5
- 1 out of the window
 - 2 over the wall
 - 3 up the slide
 - 4 between the trees
 - 5 into the swimming pool
- 6
- 1 She's going to go to the beach.
 - 2 They're going to play football.
 - 3 He's going to watch television.
 - 4 She's going to read.

Lesson 4 Pupil's Book page 10 Activity Book page 7

Aim	Revision of talking about future plans.
Language focus	<i>going to ...; Present continuous</i>
Vocabulary	<i>usually</i>

Opener

- Ask several children *What do you usually do after school?* Encourage them to answer *I usually ...*
- Say *I usually clean my house after school, but today (look excited) I'm going to go to a party.*
- Ask a few children *What are you doing today?* If any of them are doing something different from what they usually do say *So you usually ... but today you're ...*

9 Listen and find the stickers.

- Ask the children to open their books at page 10. Tell them to find the stickers for this activity.
- Explain that they are going to listen to people talking about their plans. The children must listen and put the stickers in the correct place on the page.
- Play the cassette but stop the cassette after the first dialogue. Ask the children which sticker they have put in number 1 (party). In this way, you can check that the children are doing the task correctly.
- Now play the rest of the cassette. Allow time after each dialogue for the children to put the sticker in place.
- In pairs, the children compare their answers, then check the answers with the whole class.

Tapescript

1

Girl What do you usually do after school?

Boy I usually play football after school, but today I'm going to go to a party.

2

Girl What do you usually do in the evening?

Boy I usually read in the evening but tonight I'm going to watch television.

3

Girl What do you usually do after school?

Boy I usually play computer games after school, but today I'm going to go roller-blading.

4

Girl What do you usually do in the morning?

Boy I usually ride my bike, but today I'm going to paint a picture.

10 Listen again. Then write.

- Tell the children to look at the stickers in Activity 9. Explain that sentence 1 is about the first dialogue and sticker; sentence 2 is about the second dialogue and sticker and so on. Look at the example with the class.
- Ask different children to read out the sentences, pausing at the dotted lines.
- Play the cassette and tell the children to listen to hear what goes on the dotted lines.
- Ask individual children to read out the sentences filling in the gaps.
- Play the cassette again and ask the children to write the complete sentences in their books.
- To check the answers, ask different children to read the sentences aloud. Write the answers on the board.

Answers

- 1 play football/I'm going to go
- 2 read/I'm going to watch
- 3 play computer games/I'm going to go
- 4 ride my bike/I'm going to paint

11 Play the game.

- Tell the children they are going to play a game. Look at the picture and read the example aloud. Explain to the children that you will tell a child an action to mime. Their partner asks *What's he/she doing today?* The class have to guess what the child is doing and answer *He's/She's ...*
- Ask two children to come to the front. Whisper to one of them to mime playing football. Encourage the other one to indicate the first child and ask and answer *What's he/she doing today?* The class have to answer *He/She's playing football.*
- Repeat the procedure with different children and different activities.

Suggested activities: *playing football, riding a bike, reading a book, roller-blading, walking, running, jumping, dancing, playing volleyball, playing basketball.*

Activity Book

Answers

- 7
 - 1 go/bus/I'm going/bike.
 - 2 go/car/we're going/bus.
 - 3 go/bike/we're going/hot-air balloon.
 - 4 plays/he's playing football.
 - 5 watch/they're reading (books).
- 8
 - 1 Maria often plays basketball. She never plays football.
 - 2 Thomas usually reads. He sometimes watches television.
 - 3 Carlos never plays basketball. He sometimes plays football.
 - 4 Fiona often reads. She never watches television.

Lesson 5 *Pupil's Book page 11* *Activity Book page 8*

Aim	Revision of language in this unit. Talking about routines and ability.
Vocabulary	<i>Japan, Kabuki, ballerina, a long way, famous (passive)</i>
Materials	Pictures of famous people

Opener

- Hold up pictures of various famous people. Ask questions such as *Who's this? What does he/she do? What does he/she do every day? Can he/she sing/dance/play football/tennis/basketball?*
- Put down the pictures and ask the children *What are you going to be?* Help them with their answers, encouraging them to be ambitious, for example, *I'm going to be a dancer/footballer/actor/doctor/teacher/zookeeper.*
- Teach the word *famous* so that they can say *I'm going to be a famous ...*

12 Read.

- Ask the children to open their books at page 11 and look at the pictures. Read each of the descriptions slowly and carefully. The children point to the appropriate pictures as you do so.
- Read the descriptions again, sentence by sentence, for the children to repeat in chorus after you. Try to read as naturally as possible as the children will follow your example. Check that the children understand what each child does.

- Ask questions *What's Taka going to be?* (He's going to be a Kabuki actor.)
- In pairs one child reads a description and the other child identifies the picture. They swap roles and repeat the procedure.

13 Write True/False.

- Tell the children the sentences are about the texts in Activity 12.
- Remind the children that *true* means something is right or correct, and *false* means it is wrong or incorrect.
- Read isolated sentences from the descriptions, for example, *Ludmilla is going to be a ballerina; Roberto is going to be a Kabuki actor.* The children call out *True* or *False* after each sentence. Read the example aloud.
- Ask individuals to read each of the sentences. The children decide quietly in pairs whether to say *True* or *False*. When you ask *True or false?* they all call out together.
- The children write *True* or *False* in the spaces next to the sentences.
- Write the answers on the board for the children to check their answers.

Answers

1 False 2 True 3 False 4 True 5 False
6 True



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Activity Book

Answers

9 1 Ludmilla 3 Roberto 5 Taka
2 Taka 4 Ludmilla 6 Roberto
10 Children's own answers.