Unit 1 Time for school

1 gym

2 corridor

3 computer room

4 football pitch

5 school hall

6 playground

7 library

8 bike stand

9 music room

10 basketball court

11 canteen

12 vegetable garden

1 Think of places in your school. Make a list. Brainstorm ???

2 Listen, point and say the vocabulary chant. CD1 11

3 Listen, look and sing *My school is cool*. CD1 12

From Monday to Friday
I go to school.
This is my school.
My school is cool.

Where do you play the drums?
Where do you go online?
I play the drums in the music room.
And I go online
In the computer room.
Chorus

Where do you hang your coat?
Where do you throw a ball?
I hang my coat in the corridor.
And I throw a ball
On the basketball court.
Chorus

4 Talk Partners **Talk about your school.**

There's a gym in our school.

There isn't a music room in our school.

Key learning outcomes: identify and say places in a school; sing a song about a school
Vocabulary: places in a school

1 Listen and read. Listen and repeat. Act out. CD1 14

Ravi: This is the school gym.

Josh: Wow! It's really big. What do you do in here?

Ravi: I do gymnastics in my PE lesson.

Josh: When do you have PE?

Ravi: I have PE on Monday and Friday.

Josh: And where do you play football?

Ravi: I play football on the football pitch. It's behind the school. Come and see.

2 Read again. Which places does Ravi talk about? What does he do there?

3 Listen and follow. Repeat. CD1 15

Wh- questions

Where			use a computer? study Maths?
When	do	you	play with your friends?
What			do in the computer room? do in the music room?

Grammar clue

We use the word do when we ask a question. We don't use the word do in the answer.
When do you study Music? I study Music on Friday.

4 Talk Partners Ask and answer questions about your school.

What do you do in the library?

I read books in the library.

Where do you do PE?

I do PE in the gym.

Key learning outcomes: ask questions in the present tense using *Wh* – question words
Grammar: *Wh*- questions

Before you read

1 **Use the code to read the message from Luke.**

28–60–60–16 48–84–12–44 at your new school!

What lessons do you think the children have in the story?

2 **Listen and read. Act out.** CD1 16

The new school

1 It's nine o'clock. The children are in their classroom.

2 The first lesson is Arts and Crafts. The children are making bracelets.

3 The next lesson is Music.

4 It's break time. The children are in the playground.

Key learning outcomes: read, listen and understand a story about a new school
Language: *When do we have PE? I'm not very good at Music.*

After you read

3 Talk Partners **Read and correct.**

1 School begins at eight o'clock.

No, it doesn't. School begins at nine o'clock.

2 The first lesson is Music.

3 Josh can play the drums.

4 The swimming pool is in the school.

5 Josh can't swim.

4 Values **Read and discuss.** Whole Class

- Do you think Josh and Lily are nervous at the start of the story? Why?
- Who helps Josh and Lily?
- How can you help new pupils at your school?

Values: helping new pupils at school

1 Listen, point and say. CD1 18

1 ICT

2 Geography

3 History

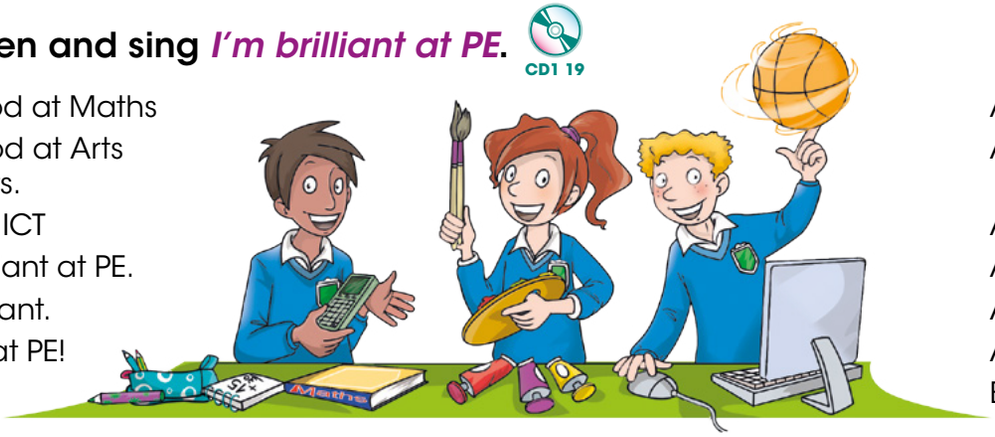
4 Arts and Crafts

5 PE

6 Drama

2 Listen and sing *I'm brilliant at PE.* CD1 19

I'm very good at Maths
And I'm good at Arts and Crafts.
I'm good at ICT
And I'm brilliant at PE.
Yes, I'm brilliant.
I'm brilliant at PE!
Brilliant!



Are you good at Maths?
Are you good at Arts and Crafts?
Are you good at ICT?
Are you brilliant at PE?
Are you brilliant?
Are you brilliant at PE?
Brilliant!

3 Listen and follow. Repeat. CD1 20

good at

			ICT.
	brilliant		PE.
I'm	very good	at	History.
	good		Arts and Crafts.
	not very good		Geography.
			Drama.

Grammar clue

We use the verb to be in both the question and the answer.
Are you good at PE? Yes, I am. / No, I'm not.

Remember!
I am = I'm

4 Talk Partners Make true sentences.

I'm very good at Geography. What about you?

I'm very good at Geography, too.

Key learning outcomes: identify and say school subjects; use adjectives to talk about school subjects **Vocabulary:** school subjects **Grammar:** *I'm (very good) at (History).*

1 Listen, read and say. CD1 21

Speak and spell

Sometimes 'g' says 'j'.

Now practise spelling on page 10 in your Activity Book.

2 Read the timetable. Listen and identify four differences. CD1 22

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	**Music** (music room)	**Maths** (classroom)	**English** (classroom)	**ICT** (computer room)	**History** (classroom)
	break	break	break	break	break
11.00	**English** (classroom)	**Science** (classroom)	**Drama** (school hall)	**PE** (classroom)	**History** (classroom)
	lunch	lunch	lunch	lunch	lunch
3.00	**ICT** (computer room)	**Arts and Crafts** (classroom)	**PE** (gym)	**Geography** (classroom)	**Arts and Crafts** (classroom)

3 Talk Partners Ask and answer to complete the timetable.

Teacher's Resource Bank: Unit 1

Key learning outcomes: listen for specific information; play a communication game using *Wh*-questions **Phonics:** alternative spelling for the 'j' sound

Before you read

1 Look at the photo on the poster. What can you do at this club? Whole Class

2 Think of a question to ask about the club. Whole Class

3 Read and listen. Does the poster answer your question? CD1 23

ARE YOU BORED AFTER SCHOOL? DO YOU WANT TO LEARN A FAST AND EXCITING SPORT?

JOIN THE

ROLLER HOCKEY HEROES

We meet on Tuesday and Thursday in the school playground. The classes begin at five o'clock and finish at six. We have hockey sticks and balls for everyone. We also have gloves for your hands, pads for your legs and a helmet for your head. The classes cost £2 and you need to wear comfortable clothes and bring your rollerblades.

For more information, email emma@fun.uk
Come and have fun with the ROLLER HOCKEY HEROES!

After you read

Go to page 11 in your Activity Book.

Key learning outcomes: read and understand a poster

Text type: **a poster**

Investigate a text

1 **Read and listen. Which questions does the poster answer?** CD1 24

- Where's the club?
- Who can give me more information?
- When can I go there?
- What computers do they use?
- What do you do there?
- How much do the classes cost?

Discuss a text

2 **Think and discuss.** Whole Class

1 Who's the poster for?

- teachers
- children
- computer programmers

2 Find these things in the poster:

- a question
- exciting words
- an instruction

Writing tip!

We use a capital letter at the start of a sentence.

The classes begin at four o'clock.

We use a capital letter for days and names, too.

Wednesday *Mr Smith*

Plan and write a poster on page 12 in your Activity Book.

Whole Class

1 **Read Luke's questions. What do you think?**

Hello. I'm in **Ireland** now. Children in Ireland do fun activities after school. Can you answer these questions?

1 How do you play Gaelic football?
2 What do children wear for Irish dancing class?
3 What's hurling?
4 What traditional instrument do children in Ireland play?

2 **Read and listen. Answer Luke's questions.** CD1 25

after-school activities in Ireland

SPRINGHILL SCHOOL

Welcome to Springhill School. On this web page, you can learn about the amazing activities we do after school.

Hi. My name's Sheona and my favourite activity is Gaelic football. It's a traditional sport in Ireland. Do you know that you can carry the ball in your hands? You can hit and kick the ball, too. I play Gaelic football with my friends every Friday afternoon.

My name's Teresa and my favourite activity is Irish dancing. I go to a dance class every Monday and Wednesday after school. It's good fun because we skip and jump a lot. We wear traditional dresses, too. They're beautiful.

Hi, I'm Liam. Hurling is a traditional sport in Ireland and I play it in my free time. I practise on Tuesday evenings and I play in competitions. I'm very good at running and passing the ball. I always wear a helmet.

Hello, I'm Pat. I love music and I play a tin whistle in my free time. This traditional instrument is small, but it makes a lot of noise. I practise with my friends every Thursday afternoon and we have a concert in the summer. It's good fun!

Think about your culture **What activities do children do after school in your country?**

Do the Ireland web quest and the Unit Review on pages 13 and 14 in your Activity Book. ICT

Key learning outcomes: read about after-school activities in Ireland; think about and research Ireland

21 CHANNEL

Welcome to Channel 21! Our first programme is about after-school activities. What activities do you do after school?

1 **Watch the video. Which after-school activities use these objects?**

2 **Watch the video again. Read and say *true* or *false*. Correct the false sentences.**

1 The robots can move and talk.

2 Pottery is a very clean activity.

3 Roller hockey is a boring game.

4 Ballet dancing is slow and beautiful.

5 The boy is not very good at the drums.

3 **Look at the lists. Which class do you want to try in each list? Why?**

Trying new things

Don't be afraid to try new activities!

1 **Music classes**
piano, guitar, drums

2 **Dance classes**
ballet, Irish dancing, street dance

3 **Sports classes**
rugby, roller hockey, hurling

4 **Art classes**
pottery, painting, crafts

Key learning outcomes: watch and understand a video about after school activities
21st Ways of thinking: open mindedness and trying new things