



Optional lesson starter

Make groups of four pupils; give them a sheet of paper. Tell them they are going to write about their routine in the morning but no one has to know what the other one has written. They write a sentence and fold the piece. Then they pass it on to the pupils next to them. When they finish, they unfold the paper and see the resulting piece.

- Focus on the title of the unit and ask them who they are going to learn about now. Elicit whose friends these are (they can answer either Tom's or Trip's). Compare this Unit Opener with the Unit Opener in the previous unit. Make pupils notice there are no names here but something else appears. If they have routinely written the date in class, they will have no problem in discovering what those words mean. You can ask them to read them aloud if you have also taught the days of the week. If not, remember these are particularly obscure words in terms of the relationship between the spoken and the written form, so deal with this later on!
- Try to make pupils point out that the main difference between the pages is that while one shows what people do in a specific day, the other depicts different activities within a week.
- Compare these children's week and your pupils'. Ask them if they carry out any of these activities, which they do and which they don't and if the times coincide or not. Beware of social and cultural differences, respect

them. Take the chance, if you have pupils from other cultures, to learn, all together, what the differences consist of. For instance, if they go to school on horseback or they play autochthonous musical instruments or play some local game.

- Focus on Tom and Trip and ask pupils what they are looking at. Ask them who Trip is talking about and what words they paid attention to, to answer your question (key information: the time).

→ Learning strategy

Focusing on known words

Always guide pupils to get the message first from what they know or can infer. Tell them not to focus on what they do not know. In this case, they didn't need to focus on the form (goes) to solve the problem. The key words were 'school' (the boy has a backpack) 'on foot' (picture) and the time.

- Ask pupils what time they come to school and write the information on the board. Now tell them to compare that sentence with the one in the book. Write that second sentence on the board and mark the 's' in a different colour.

Optional activity

Pupils can say what the weather is like according to the clothes the children are wearing and also describe the clothes briefly.

LESSON 1

Optional lesson starters

- Pupils choose a picture and produce a sentence about it, eg: *I get up at eleven o'clock*. The rest of the class has to guess which one it is.
- Say the time and pupils mention the action, eg: T: 3 P: *Play football*.



- Draw a line on the board where pupils are going to include the activities Len carries out during the day. Ask them to spot out the times mentioned and to insert them in the timeline. Lengthen the line as they include more numbers. **Make sure** they realize that some activities do not have a set time, just the period, eg: *in the afternoon*.

TIP

It is sometimes difficult for some pupils to realize when a sentence starts and when it finishes and that may lead them to misunderstand meaning. First, make them pay attention to the full stops. In this text, pupils may confuse at what time Len carries out some of the activities. When checking the activity, in case of mistakes, copy on the board two or three sentences and read them with the whole class. Ask them to identify when a sentence (or activity, in this case) starts and when it finishes ('at 8 o'clock' has two activities) and call their attention to the time related to each activity.

LESSON 1

Read. Is Len's day short or long?

Look at Len. It is late at night, and he is really tired. Len's day is long. In the morning, he gets up at seven. At eight o'clock, he has breakfast and goes to school. He goes to school by bus. At one o'clock, he goes to his house by bus. In the afternoon, he goes to the park with his brother. At six o'clock, he plays the guitar. He goes to bed at ten.

Write True or False. Then correct the false sentences.

- I go to school on foot. _____
- I go to the park with my brother. _____
- I play the guitar in the morning. _____
- I am tired at night. _____

Match. Then look and number.

I go to bed	at one o'clock
I play the guitar	at eight o'clock
I have breakfast	at ten o'clock
I go to my house	at six o'clock

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Page 66

- Invite pupils to say what Len does at those times. Enquire what they think of this activity and tell them to look for what the text says about Len's day.
- You can discuss what a *long* or *short* day is for each as this may vary culturally.
- Direct their attention to the rubric now and ask them to answer the question.

Answer: It is long.

2

- Before reading the rubric, give pupils some time to read the text to **make sure** they have no problems with the vocabulary. 'Tired' is a word they may have forgotten unless you continue to ask them how they feel every class.

TIP

If there is any word any pupil consults about or does not remember, don't answer yourself. Call on someone else to help first.

- Give them 10 minutes to complete the activity.

Answers: 1 False, I go to school by bus. 2 True; 3 False, I play the guitar at six o'clock. 4 True.

3

- Ask pupils what they have to do in order to be able to match correctly. After that, get them to explain what each of the drawings show.
- Give them 5 minutes to match and number and then check on the board.

Answers: 1 at ten o'clock (a); 2 at six o'clock (c); 3 at eight o'clock (b); 4 at one o'clock (d)



Optional activities

- Invite pupils to write beside the time if it is in the morning, in the afternoon or at night.
- [Click here](#) for photocopiable material (p11).

Optional lesson starters

- Put cards with different times in one box and different moments of the day in another box. A pupil picks out a card from each box and frames a sentence true to him/her, eg: P: *10 o'clock/at night, I go to bed.*
- Draw two clouds on the board. In the first one, the following verbs: *have, play, go*, and in the second one, the following words/phrases: *to school, football, breakfast, dinner, the piano, the guitar, football*, etc. Ask pupils to produce sentences using the information provided.



- With books closed, play track 31. Anticipate pupils are going to listen to some actions and they will have to clap their hands each time they hear an action they recognize. With the exception of 'visit', which is transparent, and 'watch', which can be inferred through TV, the other actions have already been seen. Tell them they are not supposed to clap until you play the track a second time.
- Each time they clap their hands stop the track and ask what the action heard is. Then let them open their books and read while they listen. Then have them read the phrases on their own.

Optional activity

Go back to page 65 and say the time; pupils say what action is shown, eg: T: *one o'clock* P: *visit Grandma.*



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- Try to elicit what pupils are going to match. Make them read each action aloud and, without looking at the second part, see if they can guess some matches. Accept possible answers such as 'play football' or 'go to school'.
- Make pupils read the second part to **make sure** they remember the meaning. Invite them to count the actions and the endings and say why there are more in one group.

Answers: play video games, play the trumpet, read books, watch TV, go to school, go to the park, visit Grandma



- Pupils will be exposed to different sounds and they will have to guess what is going on and mention the action.
- If they can't provide the answer on their own tell them to turn to Activity 2 where the actions have been practised and find the correct answer. You can do the first one together as an example: the sound of a trumpet is heard, *play the trumpet.*

Audioscript/Answers: 1 [sound of trumpet] *play the trumpet*; 2 [sound of children playing in park] *go to the park*; 3 [sound of book pages being turned] *read a book*; 4 **[Grandma: Oh, hello! Boy: Hi!]** *visit Grandma*; 5 [sound of video games] *play video games*; 6 [sound of TV on] *watch TV*



- Write the following on the board: *free time = time to play, climb trees, run*. Then ask pupils what that means.
- Direct them to the book and ask them to read the rubric. Ask somebody to read what the girl says and enquire if anyone does the same things in his/her free time. Then try to elicit from them what they do. Tell them it is not necessary to use only the words they have just learnt, especially if that is not true. Remind them they can use any action they remember from previous lessons or from the previous year when they saw them in connection with 'can'.

Optional activity

[Click here](#) for photocopiable material (p12).



- 1 1 c, play football; 2 d, watch TV; 3 b, go to the park; 4 e, play video games; 5 a, read a book

LESSON 3

Optional lesson starter

Encourage pupils to share what they wrote about their free time.

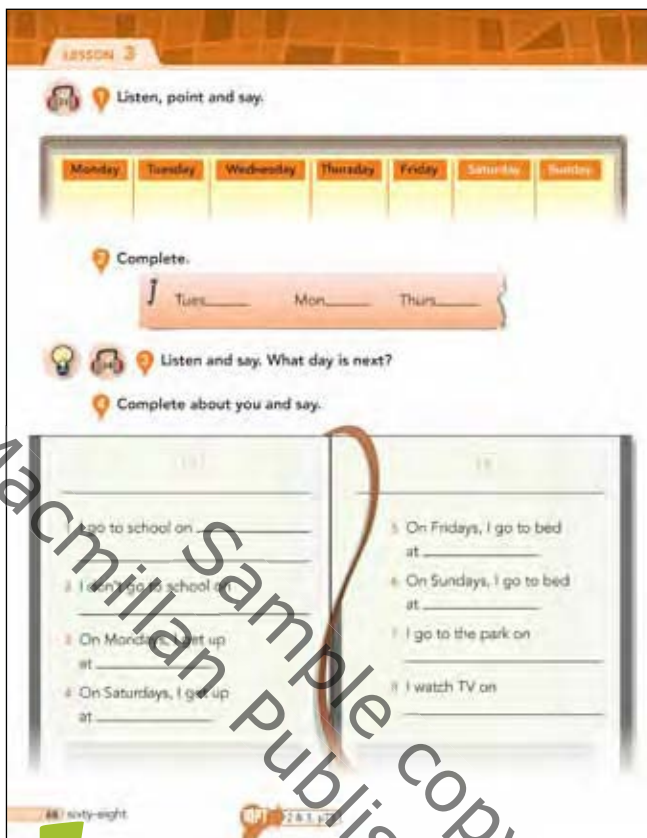


- ▶ Write the days of the week all mixed up on the board. Give pupils a couple of minutes to read them to themselves. Play the track and stop after each word. Pupils read the words and put them in order writing a number from 1 to 7 next to the word. Then ask them to open their books and check if the order was the correct one.
- ▶ With books open, play track 33 and have pupils point to the days of the week. Ask them why Saturday and Sunday are in a different colour and introduce the word 'weekend'.
- ▶ Listen to the track a second time paying special attention to pronunciation. It is correct to pronounce the suffix -'day' either /eɪ/ or /ɪ/. It will depend very often in the position of the word within the sentence; in final position you would pronounce it /eɪ/, whereas when followed by another word you would choose /ɪ/.
- ▶ Another important point is the pronunciation of the vowel sounds, in particular the word 'Tuesday'. This word can be pronounced /tʃuːzdi/ or /tʃuːzɪ/. It is possible that pupils find it easier at the beginning to use the second version even if you favour the other one.



- ▶ This activity is easy enough for pupils to work on their own. Its aim is to make pupils focus their attention on the fact that all the words end in the same way.

Answers: day (x3)



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- ▶ Once done, go over pronunciation through the following game: Say, *weekend* and pupils say a weekend day. Say, *week day* and pupils say a week day. Repetitions are not allowed for week days.



- ▶ Pupils hear a series of days and provide the next one. Make it lively. Play track 34 and have them say the day all together. Then play the track again. Have a list of pupils with difficulty and call their names for them to repeat. Do not allow any comment/gesture that may sound 'critical'.

- ▶ Give a clap/round of applause to pupils for their participation. Those who can recall the name without a model get a *Hip-Hip-Hurray!* Encourage them to study at home. In this way, you are giving them all a chance to receive a clap.

Audioscript/Answers: 1 Tuesday, Wednesday, Thursday... **Friday** (given as example); 2 Saturday, Sunday, Monday... **Tuesday**; 3 Wednesday, Thursday, Friday, Saturday... **Sunday**; 4 Friday, Saturday, Sunday... **Monday**; 5 Monday, Tuesday... **Wednesday**; 6 Saturday, Sunday, Monday, Tuesday, Wednesday... **Thursday**; 7 Thursday, Friday... **Saturday**



- ▶ Once pupils have told you what they are supposed to do, tell them to read aloud the diary entry. Ask them if they don't see anything different in the days of the week. Probably, pupils noticed this by themselves. Ask them why the days of the week are in the plural. **Make sure** they understand that what they have to include there is something habitual for that day of the week and implies something different from other days of the week as in, for instance, the time they get up on Mondays and on Saturdays.
- ▶ Call pupils' attention to the fact that some sentences start in the time phrase and others don't have it. Invite them to say who has to insert the phrase and where they will write it. Make them draw the conclusion that it can go either at the beginning or the end of the sentence. Make them pay attention to the comma. *When does it appear?*
- ▶ Tell them that in some sentences they may have to write more than one day. Check.



- 2 Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Monday
- 3 1 Monday; 2 Tuesday; 3 Wednesday; 4 Thursday; 5 Friday; 6 Saturday; 7 Sunday

LESSON 4

Optional lesson starters

- Pupils are used to watching TV and they probably watch the weather forecast. So they may be used to the symbols used to mark the different types of weather. If they are not, you can use the symbols in the book (Unit 3, Lesson 9, page 44). Have cards depicting the different types of weather. One group holds a card and asks, *What's the weather like?* (Remember stress in 'what' and in 'weather'.) Pupils in the other group answer according to the card shown.
- Say two days of the week and pupils have to say the following one.

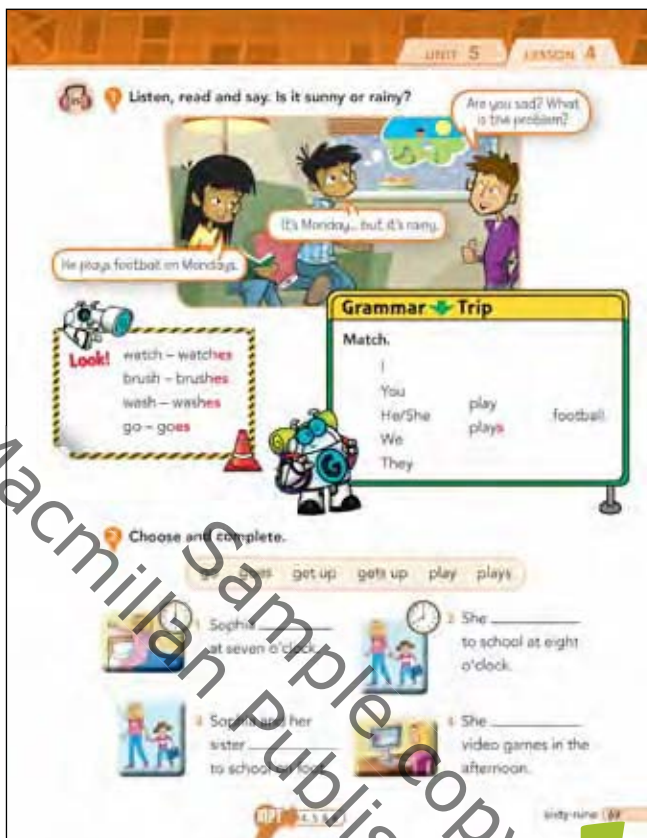


- ▶ With books closed, anticipate that they are going to listen to a short conversation. Invite pupils to be ready to explain what the situation is. Play track 35 and encourage them to talk about the situation.
- ▶ Play the track a second time and add some details they may have already noticed. You can write these four words on the board: *Game / Feeling / Day / Weather*.
- ▶ Ask pupils to look for this specific information. With books open, follow the listening and then read the dialogue.

Answer: It's rainy.

- ▶ Turn to the 'Grammar Trip' section and have pupils match the parts of the sentences orally. Tell them to go back to the dialogue above to decide. They can write the resulting sentences in their notebooks/folders.

Answers: I/You/We/They play football. He/She plays football.



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- ▶ Go to the 'Look!' box and focus on the words Trip shows. Ask pupils if they have seen any before ('go', 'brush' appear in Unit 4) and try to elicit what is peculiar about them.
- ▶ Go back to page 49 and have them frame sentences about the children's daily routine.



Pupils may forget the 's' at first and they will skip it very often. It is not an item learners of English incorporate easily – it is a late acquisition feature for natives, too. Make the correction playful; for instance, have a big 'S' drawn in a

striking colour and when someone does not pronounce it put the letter up. Have those who notice the absence of the 's' clap (you can 'absentmindedly' forget to pronounce it). In this way, pupils will not be put off and it may help them remember the rule. All the /iz/ endings may be a problem.



- ▶ Try to elicit the meaning of 'choose'. If pupils don't remember, you can ask for a school item. When a few pupils put them on your desk, choose, eg: T: *This one...?* P: *No, it's short.* T: *This one...?* P: *No, it's green.* Until you pick one. Go back to the rubric then and have pupils explain what they have to do.
- ▶ Ask where the words they need are and direct them to the box under the rubric if they can't answer. Invite them to explain when they use 'get' and when 'gets'. Do this orally. Then give them 8 minutes to complete the spaces. Correct orally.
- ▶ Focus on sentence 3 where it says, *Sophia and her sister*. Elicit what they can write instead of 'Sophia and her sister' to avoid repetition.

Answers: 1 gets up; 2 goes; 3 go; 4 plays



Optional activity

[Click here](#) for photocopiable material (p12).



- 1 visit; 2 go; 3 have; 4 play; 5 play; 6 visit; 7 go; 8 go
- goes, plays, washes, visits, gets, watches, brushes
- 1 goes to school; 2 has breakfast; 3 gets up; 4 have lunch at one o'clock; 5 go to their house at five o'clock

Optional lesson starters

- Have pupils open their books at page 49. Divide the class into two groups. One group frames a sentence and the other completes it by saying when, eg: G1: *Angela brushes her teeth...* G2: *at 7 in the morning.*
- Take two boxes and put cards with the days of the week inside one and weather conditions in the other. A pupil comes to the front and picks out a card from each box. Then he/she frames a sentence about what he/she does or does not do on that day in such weather, eg: *Thursday/cold. I don't go to the park./I play video games.*



- ▶ Practise the interrogative form with the 1st person. Ask two or three questions and pupils provide the short answer either affirmative or negative. Then pupils practise both, question and answer, eg: T: *Do you visit grandma on Mondays?* P: *Yes, I do./No, I don't.* Insist on their giving true answers.
- ▶ Have pupils open their books at page 70 and focus on the picture. Enquire who is talking, who asks the questions and how they know they are questions, and who they are talking about. Focus on 'he' and the picture as the name is never mentioned.
- ▶ Ask pupils why Niki is able to answer the questions and where she gets the information from. Again tell them not to read to make them see the notice board; the word 'Activities' should be enough.
- ▶ Play track 36 once for general meaning. Then play it several times for them to get the information needed.
- ▶ Make pupils read the notice board first and then allot roles for them to read Bubba's and Niki's parts.



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- ▶ Focus on the question and answers. Compare them with the questions and answers in Unit 4, Lesson 6, page 54. Try to get them to infer what the difference is. Put both questions together and both answers. Make pupils notice the presence of 'he' in the second case and how the verb changes in this case. You can tell them the 's' moves.
- ▶ Direct pupils' attention to the 'Grammar Trip' section now and lay out the sections of the sentences on the board for them to have a clearer view to put the parts in order. If they find it difficult to frame the question, make them look at the sentences in Activity 1.

Answers: Does he play football on Mondays? Yes, he does.



- ▶ Ask pupils to read the rubric and tell you what they have to do.
- ▶ Have them read the actions in the box and frame a sentence true to them with each. Then make them compare the number of lines in the song and the number of actions. Elicit how this can be solved.
- ▶ Ask, *What is the song about? What is all the information we have? (she) Do we know who she is?* They may get 'action girl'. *Why is this girl called 'action girl'?* Leave this reflection for later.
- ▶ Make pupils read the song once and have them guess what action goes where. Compare who guessed more words after listening.
- ▶ Play track 37 once with books closed for pupils to get used to the song. Then play it again, this time with books open, and give them time to complete the spaces.

Answers: play football, play the trumpet, play the piano, go to sleep (x 2)

- ▶ Play the track again and invite pupils to try and sing along.



- ▶ Choose different activities in the unit to play the game.



Optional activity

[Click here](#) for photocopiable material (p13).



- 2 No, he doesn't. 3 Yes, he does. 4 Yes, he does. 5 No, he doesn't. 6 Yes, he does.
- 1 plays the drums; 2 plays the piano; 3 Wednesdays, he plays video games. 4 On Thursdays, he rides his bike. 5 On Fridays, he plays the violin. 6 On Saturdays, he reads books. 7 On Sundays, he plays football.

LESSON 6

Optional lesson starters

- Sing the song in the previous unit.
- Play Hangman with the days of the week. Follow the same procedure as in Unit 1, Lesson 2, Optional lesson starter 'a'.



- There are no new words in this activity, so pupils can listen to track 38 with books closed.
- Draw the following chart and have pupils tick or cross.

Transport	I	He	She
train			
bus			
boat			
motorbike			

You can do any of these alternatives:

- Do not copy the means of transport. Just provide the space and see how many pupils can hear.
- Infer what information they may get and elicit what they have to do in the table. Play the track once and after listening, enquire what transport they heard mentioned or how many they understood.
- Play the track a few times to allow them time to understand and tick or cross. Then have pupils write their answers in the table on the board for correction.



TIP

Remember the process is important. **Make sure** pupils do not just copy the right answer. Help them learn to listen for key elements.



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- Have pupils open the books and read what they have just heard.
- Turn to the 'Grammar Trip' section and invite pupils to explain what they have to do. Elicit where the information is and **make sure** they notice that even though there are two lines they will have to use the three words in the box.
- Tell them to copy the sentences in the negative in the 1st and 3rd person to pay attention to form again.

Answers: doesn't go, goes

2

- Call pupils' attention to the pictures on the left. See that they understand the pictures on the left are crossed out and elicit what that means.
- Number the pictures 1 to 4 and revise vocabulary. Call out a number and pupils say what two means of transport it shows. Alternatively, give them a few seconds to look at the pictures, call out *boat – train* and pupils have to say which picture they are in.
- Read the example all together, clarify doubts and give them some minutes to complete the sentences. Check.

Answers: 2 She doesn't go, She goes; 3 He doesn't go, He goes; 4 She doesn't go, She goes



- 2 He doesn't go to the park on Saturday morning. He plays video games. 3 She doesn't play basketball on Friday morning. She plays football. 4 He doesn't go to school by bus. He goes by bike.

LESSON 7

Optional lesson starter

Play Bingo with the days of the week, the weather and parts of the day. Have pupils prepare the cards with different combinations and put cards in a box. A pupil or you take out a card from the box and the rest fill in their cards. The first to complete either a line (if you have little time) or the whole card wins.



- ▶ Tell pupils they are going to read an article called *Children in Argentina* and ask them to guess what information they may receive about the children. List pupils' guesses on the board to check after reading.
- ▶ Have pupils open their books at page 72 and focus on the pictures. Describe the clothes; speak about the weather, where the boys are. Ask them to look at the text and see how many children the text mentions and ask them to find their names. Say, *How many names are repeated in the texts? Two or three? How many pictures are there? Make them anticipate what the reason may be.*

Answers: 1 c; 2 b

→ Learning strategy

Scanning

One possibility is to give pupils just a few minutes to scan the text in search for the information they guessed (two/three) would be included in the text. Another possibility is to separate the class into groups, isolate different items and have each group search for that information. One group can look for family relationships, another weekend activities, another personal information, etc.



LESSON 7
Read, look and number.

Children in Argentina

1 This is Nahuel. He is 11. He lives in a small town in Tierra del Fuego with his father and his brother. Nahuel gets up at seven o'clock. He washes his face and lunch, brushes his hair and goes to school. He goes to school by bus. At twelve o'clock, he has lunch at school. On Sundays, they have pasta. Nahuel loves pasta.

2 On Saturdays, Nahuel visits his grandma. She lives in the mountains. He loves Saturdays. He walks and climbs in the mountains.

3 This is Manuel. He is 13. He lives in the city of Buenos Aires. Manuel lives with his mum and his dog, Luca. He gets up at seven o'clock, brushes his teeth and has breakfast. He goes to school from eight in the morning to four in the afternoon. He goes to school on foot. He has lunch at school. He doesn't like the food at school. At five o'clock, Manuel goes home and plays video games. He loves video games and computers.

4 On Saturdays and Sundays, Manuel visits his dad. They go to the park and play football.

Write Nahuel, Manuel or Nahuel and Manuel.

I am 12. On Saturdays, I go to the mountains. On Tuesdays, I have pasta at school.

I have lunch at school. I go to school in the morning. I play football on Saturdays.

Read, then write about a friend in your notebook or folder.

This is my friend. She lives in the city. She goes to school in the morning. She goes to school by bus. In the afternoon, she plays the piano and reads books. On Tuesdays and Fridays, she goes to the park. On Sundays, she visits her grandma.

72 | seventy-two

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- ▶ When they finish, put together all the resulting information. Give them 10 minutes to read the whole passage on their own and number the pictures. Check.



- ▶ Focus on the speech bubbles and ask pupils to read them aloud and try to elicit where they were taken from. Try to make them aware of the fact that the boys themselves are speaking. Try to elicit that information from pupils.
- ▶ Give pupils a few minutes to find in the text who said what. Then they write the names under the speech bubbles.

Answers: 1 Manuel; 2 Nahuel; 3 Nahuel; 4 Nahuel and Manuel; 5 Nahuel and Manuel; 6 Manuel

TIP

Ask pupils to underline in the passage the words that gave them the necessary information. Don't accept any answer when they underline more than necessary. This means that they understood only partially.



- ▶ Have pupils read the rubric and explain what they have to do.
- ▶ Give them 5 minutes to read the text. Ask them a few questions with books open. Then ask them to close their books and ask again. Invite them to read the text over and list what they need to ask their friends in order to be able to write the passage.
- ▶ They ask, in English, about what they want to learn.
- ▶ Before they start, remind pupils they have to follow a certain order and tell them to look for ideas in the text in the book. Give them 15 or more minutes to write about a friend. Walk around and check.

TIP

Take notes of collective errors, doubts or difficulties and after they finish bring them to the open and talk about them. If anything needs further explanation or further practice, you can do it the following class.



- 10 1 She doesn't visit her friend on Wednesdays. 2 Does she play the piano on Tuesdays? 3 My sister has lunch at one o'clock. 4 Lulu doesn't watch TV at night. 5 My grandpa goes to the park on Saturdays.
- 11 Pupils' own answers



Set a good example.

Optional lesson starters

- Have pupils share their text with the rest of the class. If you want to make it more interesting, ask them to leave out the name of the friend and the other pupils have to guess it.
- Play again the Optional activity in Activity 2 from the previous lesson.



- With books open, ask pupils to go over the pictures and explain what the situation is. Focus on the characters and elicit how each of them is feeling in each one. Direct their attention to the expressions, and try to elicit what they express.
- Have them focus on the questions and underline what each is asking about. Enquire what they can say about the objects and elicit the cause of discomfort between the man and the child.
- Discuss about the boy's attitude and also the fact that the child admits his guilt, impossible to deny.
- Talk about correct and incorrect behaviour and whether both behave incorrectly or only the child does.
- Invite pupils to talk about the father's example, whether he sets a good example to his child when he takes away his child's video game to play himself. Insist on good behaviour but, above all, focus on the example adults set with their own behaviour.

UNIT 5 LESSON 8

Listen and read. Does Zac like chocolate?

1 Where is the chocolate cake? Um...

2 Look at my hair gel! Uh... Sorry, Dad.

3 Where are my video games? Um... I am playing.

4 I love your video games!

Circle.

In Pictures 1 and 2, Zac is happy / not happy.

In Picture 3, Zac's father is angry / sad.

Write True or False. Then correct the false sentences.

1 Zac doesn't like chocolate cake. _____

2 Zac likes video games. _____

3 Zac's father doesn't like video games. _____

Set a good example

seventy three 73

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- With books open, play track 39. Read and listen at the same time. Try to elicit the meaning by focusing on why they ask that question and the fact they can't find what they are looking for.
- Play the track again to attend to sounds. Ask pupils to read taking up the different roles.

Answer: Yes, he does.



- Go back to the pictures and ask about the expression of the faces again.
- If you know your pupils have no problems, allow them to work on their own to complete the activity.
- If in doubt, focus on all four pictures and discuss faces. Talk about the difference, when one is angry the other is sad, and so on.
- Do the activity orally and then ask pupils to circle the right answer. Check.

Answers: 1 not happy; 2 angry



- Tell pupils to read the rubric and explain what they have to do. If they have any doubts, invite them to go back and find another activity that has the same rubric. Ask them what they did on that occasion and compare with what they have to do now.
- After that, give them 10 minutes to look for the necessary information in the reading text and complete the activity.
- Ask them to account for their answers underlining the information in the text. When they finish, do group correction.

Answers: 1 False, Zac likes chocolate cake. 2 True; 3 False, He loves video games.

Optional lesson starter

Act out the comic of Zac and his father on page 73.



- ▶ Have pupils read and explain what they have to do. Make them read the question and answer and ask where they will get more information to frame more exchanges.
- ▶ At this point you can either direct their attention to Trip on the left hand side of the page and ask why the robot mentions that number, or invite pupils to go back to any previous similar activity in Lesson 9 and pay attention to what they did.
- ▶ Have pupils turn to page 65 and work in pairs.
- ▶ Before they start asking, have them take a piece of paper and a pencil and tell them to make notes of what their friend answers. This is done in preparation for the following activity.

Answers: Pupils' own answers



- ▶ Invite pupils to tell you what information they got from their friends. Let them choose if they want to say 'My friend' or the name of the friend. Try to have them say what they can write/say instead of the name to avoid repetition. Remind them they can use these words in the following sentences, but do not put pressure – as long as they have a subject, it should be OK at this stage.
- ▶ After listening to different sentences orally, ask them to open their books and write the sentences in Activity 1. Get them to try writing more than one sentence. If they



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can't write three or four sentences don't be strict, be encouraging and helpful. Work with those pupils you know have difficulty in writing anticipating problems.



- ▶ First read the rubric and **make sure** pupils understand they have to write about two days in their lives. Ask them to take out their notebooks/folders and transcribe the timetable adding up to 10 pm if you want them to describe a whole day or use the timetable for further practice.

NAP

EJE EN RELACIÓN CON LA ESCRITURA

"La reflexión, guiada por el/la docente, sobre los propósitos y características de los textos trabajados."

- ▶ Focus on what is written on the chart and try to get the pupils to notice there are no complete sentences, just the relevant information. Indicate that this is the language used when you make notes in a diary or on a timetable. When they read, they expand the information mentally. Use the examples to make them frame complete sentences, eg: *I get up at seven. / I play football with my friends.*
- ▶ Allot the necessary time to think about the information they want to transcribe and write it. It could take 15 minutes. When they finish ask one pupil to read a sentence, ask those who do the same to put up their hands. The pupil that coincides reads the next sentence and so on.



My Project

- ▶ If you have just two periods per week, you may prefer to draw the table at home on a cardboard and ask pupils to bring cards with the days of the week from home. You will probably have to include activities other than the ones chosen in the book as it depends on what your pupils do during the week. Include as many activities that come to your mind; activities you saw the previous year and this year as well. To make it more practical you can draw two or three charts and hang them round the class for further practice.
- ▶ Start a chain by asking, *Do you do taekwondo on Tuesday, Fede?* If the answer is affirmative, write the name on the chart and the pupil asks the next question. If the answer is 'No', don't write any name but allow the pupil to ask the next question. This will result in data that will allow you to make sentences about this pupil and others.

Unit 5 • Lesson 1

Look and complete the chant. Use:

train rainy down



It's _____ today.
Let's play a game.
Sit _____ with me.
Let's make a _____!

Now answer.

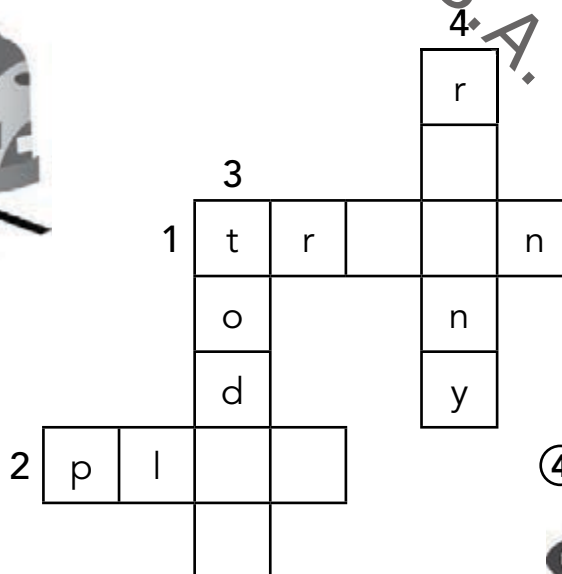
Which words rhyme?

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Unit 5 • Lesson 1

Look and complete.



Unit 5 • Lesson 2

Answer about you.

1 Do you read books?

2 Do you go to the park on Saturdays?

3 Do you watch TV in the morning?

4 Do you play video games?

5 Do you go to school by bus?

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Unit 5 • Lesson 4

Look, read and correct the sentences.



1 She plays tennis on Mondays.

2 She plays the guitar on Saturdays.



3 She plays the piano on Fridays.

4 She goes to school on Sundays.



Look and complete. Then number.

- 1 Nick _____ the piano on _____.
- 2 He _____ books on _____.
- 3 He _____ football on _____.
- 4 He _____ to the park by bike on _____.
- 5 He _____ video games on _____.

