



Lesson 1

Vocabulary: *play the guitar, play video games, ride a/my bike, walk the dog, play table tennis, listen to music, watch TV, dance to music*

Functions: Talking about your free time activities.

Lesson starters

Let's have fun!

Pick and say: Prepare slips of paper with statements about the main characters in the book, eg: *I like animals and science (Clare). I like tennis and maths (Phil). I don't like bats (Kate). I've got a guitar (Kate)*, etc. Write the names of the characters on the board: *Clare, Phil, Kate and Tim*. Ask pupils to go to page 4 Activity 3 and look at the information for 3 minutes. When time is up, have them close their books. Divide them into two teams. Put the statements in a bag. Call one volunteer to the front. He/She picks one slip of paper from the bag and reads the statement. Then he/she says, *It's Clare*. If it's correct, the team scores a point. Repeat several times.

1 06

- Ask pupils to open their books at page 8. Hold up your book and point to the phrase 'free time'. Explain its meaning.
- Elicit from pupils activities they can do in their free time and write them on the board.
- Have pupils look at the photo posts. Explain

that the show what various teens do in their free time. Read out the activities.

- Play track 06 once and invite pupils to listen and number the activities shown. Stop after the first activity and show them that they have to write a number 1 there. Then go on with the rest of the track.
- Play the track again for pupils to check. Ask them to share their answers with their partners. After some minutes call some volunteers to read the answers aloud.

Audioscript/Answers

What do you do in your free time?

- | | |
|--|--|
| 1 Boy 1: <i>I play video games.</i> | 5 Boy 3: <i>I ride my bike.</i> |
| 2 Boy 2: <i>I watch TV.</i> | 6 Girl 3: <i>I play table tennis.</i> |
| 3 Girl 1: <i>I play the guitar.</i> | 7 Girl 4: <i>I dance to music.</i> |
| 4 Girl 2: <i>I listen to music.</i> | 8 Girl 5: <i>I walk the dog.</i> |

2



- Tell pupils that they will listen and repeat the words in bold. Explain the meaning of 'bold'.
- Play track 07 and ask pupils to repeat. You may have choral repetition first and then you may divide them into groups and have a competition.
- Pay special attention to silent letters as in the case of 'walk', 'ride' and 'listen'. If you wish, write some other words with silent letters on the board for pupils to remember their pronunciation in the future.

Let's have fun!

Repeat only if it's true: Stick a set of pictures showing the free time activities just learnt on the board. Point to one of the pictures and say the word. If you have said the correct word, pupils repeat it. If not, they remain silent.

tip

When learning vocabulary, pupils need to learn the form of the word, ie: the way the word sounds, that is why repetition of the word is important, and how to associate the sounds with the spelling of that word. They also need to understand the meaning and be able to recall the word whenever they need to use it in the correct context. It is vital to provide lots of opportunities to practise and recycle vocabulary in meaningful and creative ways.

3

- Pair up pupils. Ask them to choose a free time activity and keep it secret.
- In turns, one of them starts drawing something connected with the activity and the other pupil

guesses. Then they switch roles. Provide an example first. Set a time limit. Then choose some pairs to show their drawings.

Lesson wrap-up

- Have pupils look at the boy at the top of the page. Read the question aloud and have several pupils answer it.

Let's have fun!

Hot seat! Pair up pupils. One member of the pair sits with his/her back to the board. Write a word or phrase on the board, eg: *play table tennis*. The other member of the pair has to describe or mime what it is to enable his/her partner to guess the word or phrase.

Exit ticket! Ask pupils to write a word or a phrase that they have learnt on a piece of paper and give it to you as a passport to leave the classroom. Repeat this at the end of each lesson.

tip

In order to help pupils develop their self-awareness of the learning process and reflect upon what they have done in class, you may ask them to think about what they have learnt, how well they are doing among other things by means of a short recap at the end of the lesson. One example of this is the 'Exit ticket' activity.

Lesson 2

Vocabulary: Revision: *dance/listen to music, play table tennis, play the guitar, play video games, ride a/my bike, walk the dog, watch TV*

Grammar: *I play the guitar/don't play the guitar at the weekend/in my free time/on (Saturday).*

Functions: Talking about routines.

Lesson starter

Let's have fun!

Mini-Bingo! Tell pupils to draw a four-square Bingo grid in their notebooks or folders. Ask them to choose four phrases that they learnt the previous class and write them in their grids. Prepare slips of paper with the phrases and put them in a bag. Call out the words as you draw them out of the bag. The first pupil to cross out all the phrases is the winner.

1 08

- Have pupils open their books at page 9. Hold up your book and point to the scene. To contextualize it ask, *How many children can you see? (Two.) Who are they? (Tim and Kate.) What are they doing? (Talking about the activities they do in their free time.)*
- Play track 08. Pupils listen and read what Tim and Kate say.
- Invite some pairs to read both paragraphs. Pay attention to pronunciation.

2

- Pair up pupils. Tell them to read the paragraphs about Tim and Kate again.
- Ask them to look at the objects in Activity 2 and write a 'T' for Tim and a 'K' for Kate following the information in Activity 1.
- Provide an example first. Set a time limit. Then call for volunteers to provide the answers.

Answers: T: football and table tennis rackets; K: headphones, TV and guitar

Extra activity As an extension, have pupils choose an item in Activity 2, pretend they are Tim or Kate and say, *I play table tennis in my free time.*



Take some examples from the paragraphs in Activity 1. Say, *Do you remember what Tim and Kate say?* Write some sentences on the board, eg: Kate: 'In my free time, I listen to music. I don't play video games.' Tim: 'I play football and table tennis in my free time. I don't ride my bike.' Infer the idea of routine through leading questions. Make them notice how to form the affirmative and the negative sentences. Draw pupils' attention to the box and ask them to complete the table (*play, don't play*). Ask volunteers to come to the front and write the sentences for class discussion. Then write some other exponents on the board for pupils to write into their notebooks or folders.

tip

It is important to bear in mind that this kind of noticing activity helps pupils discover the rules or notice the rules of grammar but do not ensure that they will automatically apply those rules. For this reason, we need to provide our pupils with lots of meaningful practice.

Tell pupils they are going to complete the sentences with information about them. Provide an example with information about you first. Set a time limit. Then ask pupils to pair up and share their sentences with their partners. Call volunteers to read their sentences aloud.



1 AB, p62

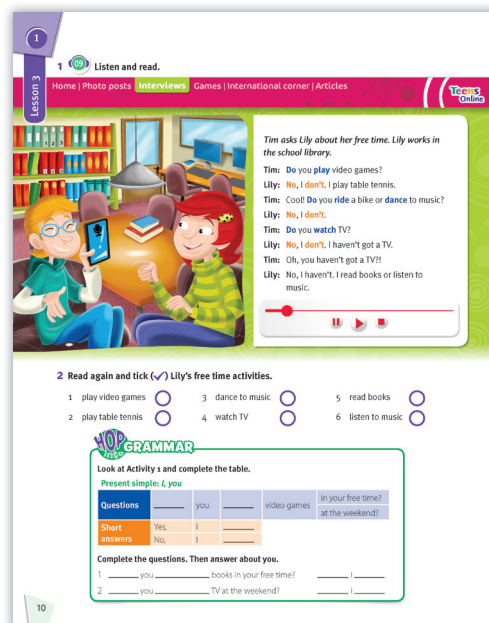
- Pair up pupils. Ask them to look at the pictures of Phil's weekend activities and complete the paragraph with the corresponding words.
- Provide an example. Set a time limit. Then have volunteers provide the answers.

Answers: 1 don't play; 2 listen; 3 walk; 4 don't play

Lesson wrap-up

Let's have fun!

Freeze ball game: Pupils stand in a circle. Place face down in the middle of the circle some cards with free time activities written on them. Pupils pass a soft ball. When you say, *Freeze!*, the pupil holding the ball picks up a card from the pile and says whether he/she does that activity in his/her free time or not. Provide an example first. Repeat several times.



Lesson 3

Vocabulary: Revision: *dance/listen to music, play table tennis, play the guitar, play video games, ride a/my bike, walk the dog, watch TV*

Grammar: *Do you play the guitar at the weekend/ in your free time/on (Saturday)? Yes, I do./ No, I don't.*

Functions: Asking and answering about routines in your free time.

Lesson starter

Let's have fun!

Salty bottles! Prepare 4 or 5 small plastic bottles with some salt (or sand) inside and hide phrases to form two sentences, eg: *I play table tennis / in my free time. or I don't / walk the dog in my free time.* Divide the class into 4 or 5 groups. Give each group one bottle. Explain that they should find the phrases without opening the bottle, just by moving it. Once they have found the phrases, they write the sentences. The first group to finish calls out, *Ready!* and reads their sentences aloud.

1 09

- Have pupils open their books at page 10. Hold up your book and point to the scene.
- Explain the meaning of 'interview'. To contextualize the scene ask, *How many children can you see? (Two.) Who are they? (Tim and a girl.) Where are they? (At the school library.) What are they talking about? (The girl's free time activities.)*
- Allow L1 to answer some of the questions when pupils find it difficult to use the target language.

- Play track 09 to check their predictions.
- Play the track again. Have pupils listen and read.
- Divide the class into two groups. One group will be Tim and the other group will be Lily. Play the track again for them to listen and repeat the dialogue.
- Pair up pupils and invite them to act out the dialogue. Allow some minutes for rehearsal. After the allotted time, ask some pairs to dramatize the dialogue in front of the class.

tip

While pupils are performing, make sure the rest of the class respect their turn to perform and are silent. You may divide the class into groups and assign each group something to pay attention to, eg: the way they read, the way they act out the situation, etc. Remember that dramatization is a very important activity to include in your lessons since it caters for different learning styles.

2

- Pair up pupils and focus their attention on the activity. Explain they have to read the dialogue in Activity 1 again and tick the activities that Lily does in her free time. Provide an example first.
- Set a time limit and then choose volunteers to provide the answers.

Answers: ✓ 2, 3, 5, 6



GRAMMAR Write some of Tim's questions on the board, eg: *Do you play computer games?* *Do you watch TV?* Read them aloud. Ask, *What is Tim doing when he asks these questions?* Allow L1 (*He is asking about Lily's routine.*) Make pupils notice how we form the question: 'Do you...?' and answers: 'Yes, I do.'/'No, I don't.' Then ask them to look at the box and complete the table (*Do, play; do, don't*). Then ask pupils to complete the questions and answer them with information about them. Set a time limit and then choose some pupils to read their answers. Finally, write some other exponents on the board for class discussion.

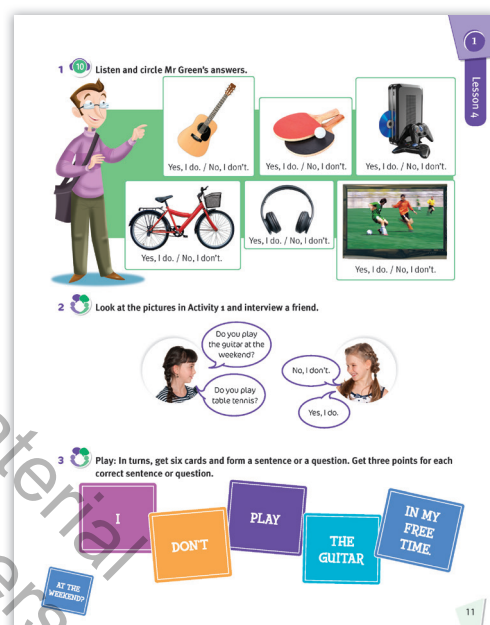
Extra activity Class survey: Give out the survey in the 'Photocopiable activities' section at the Teacher's Resource Centre. Divide the class into groups of 4 or 5. Read the survey as a whole class. Elicit the questions they have to ask in order to find out what their classmates do in their free time and the answers. Invite pupils to ask three of their classmates the questions. They record the information gathered by writing a tick or a cross next to the actions and writing

the names of the classmates interviewed. Provide several examples first. Play some background music. When the music stops, pupils return to their groups and share their information. Set a time limit. Then representatives from the groups report the activities some of the classmates have in common, eg: *Mary, Peter and Tom watch TV in their free time.*

Lesson wrap-up

Let's have fun!

Throw the ball and ask: Pupils stand in a circle. Throw a soft ball or a paper ball to one of them while you ask, *Do you play football in your free time?* The one who catches the ball answers, *Yes, I do.* or *No, I don't.* Then he/she throws the ball to another pupil and asks another question. Play several times.



Lesson 4

Vocabulary: Revision: *dance/listen to music, play table tennis, play the guitar, play video games, ride a/my bike, walk the dog, watch TV*

Grammar: Revision: *Do you play the guitar at the weekend/in your free time/on (Saturday)? Yes, I do./No, I don't.*

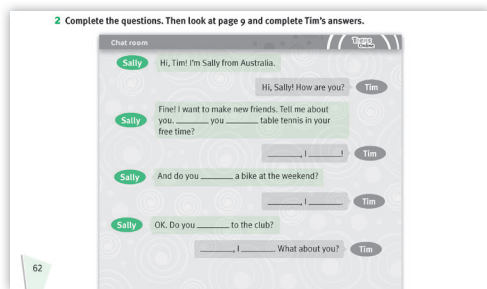
Functions: Asking and answering about routines in your free time.

Lesson starter

Let's have fun!

Miming game: Divide the class into two teams. Call one representative for one of the teams to the front. Whisper a free time activity to him/her. He /She mimes the activity for his/her group to guess. Pupils ask questions, eg: *Do you play table tennis in your*

free time? The pupil at the front answers, *Yes, I do*. or *No, I don't*. If they guess correctly, they score a point. Repeat several times.



2 AB, p62

- Pair up pupils. Explain that Tim is chatting with a girl from Australia, Sally. She is asking him several questions.
- Ask pupils to complete Sally's questions and then go to page 9 to get the information to answer them. Set a time limit. Then choose a pair to read the dialogue and provide the answers.

Answers: Do, play, Yes, do, ride, No, don't, go, Yes, do

1 10

- Have pupils open their books at page 11. Draw their attention to the pictures in Activity 1. Ask them to say who that man is (Mr Green). Explain that Tim is asking Mr Green about his free time activities.
- Tell pupils they will listen to the conversation and circle 'Yes' or 'No' according to the information in the dialogue. Provide an example first.
- Play track 10 twice. Then pair up pupils to share their answers.

Audioscript/Answers

T: Tim – MG: Mr Green

T: Mr Green, do you play the guitar at the weekend?

MG: Yes, I do.

T: Do you play table tennis at the weekend?

MG: Yes, I do.

T: Do you play video games at the weekend?

MG: No, I don't.

T: Do you ride a bike at the weekend?

MG: No, I don't.

T: Do you listen to music at the weekend?

MG: Yes, I do.

T: Do you watch TV at the weekend?

MG: Yes, I do.

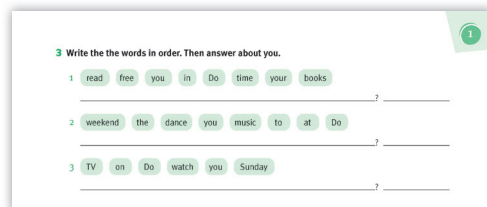
T: Thank you, Mr Green.

- Call for volunteers to read the answers.
- As an optional activity, play the track with pauses and invite pupils to repeat only the questions. Highlight the pronunciation of 'Do you...'

2

- Ask pupils to focus their attention on Activity 2.
- Pair up pupils. Explain the activity. They look at the pictures in Activity 1 and interview their partner.

- Have pupils read the mini-dialogue. Then provide an example first and write some useful language on the board.
- Walk around and monitor. Provide help if needed. Set a time limit. Then they switch roles.
- Choose volunteers to act out their mini-dialogues in front of the class.



3 AB, p63

- Explain to pupils they have to put the words in order to form questions and then answer them with information about them.
- Provide an example first. Set a time limit. Then call for volunteers to read the questions and their answers.
- Invite some pupils to write the questions on the board for class discussion.

Answers: 1 Do you read books in your free time? 2 Do you dance to music at the weekend? 3 Do you watch TV on Sunday?

3

- Have pupils go to the cut-outs section at the back of the book and cut out the game cards. Before, you may ask them to paste the cut-out page on poster board.
- Explain that they should get 6 cards and form a sentence or a question with all or some of them.
- Set a time limit. Walk around and monitor. Provide help when necessary.
- Call for volunteers to write their sentences or questions on the board for class discussion.

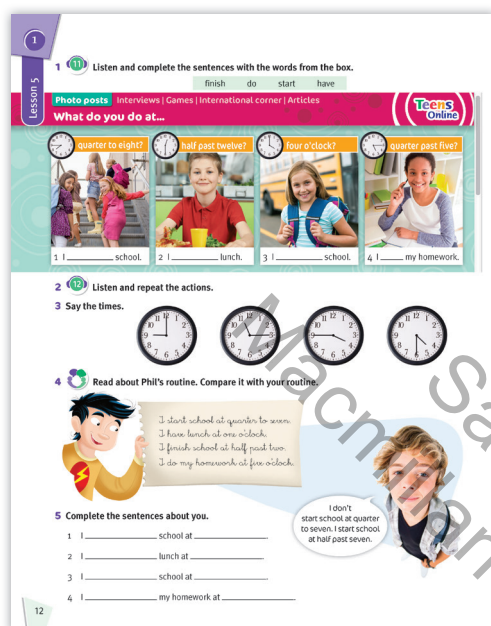
Extra activity As an alternative to this game, have pupils play it with only four cards so that some information is missing. Pair up pupils and have them make up sentences or questions providing the information missing. Choose some pairs and have them write their statements on the board for class discussion.

Lesson wrap-up

Let's have fun!

Sentence/Question race: Divide the class into groups of 4. Ask each group to form a sentence and question with the cards from the cut-outs section. Give out two envelopes to each group to put their

sentence in one and the question in the other and give them back to you. Number the envelopes. Explain that one representative from each group will go to your desk and ask, *Can I have number (2), please?* Then they take the envelope to their groups, put the cards in order and write the sentence or question they make with the corresponding number on the envelope. The first group to have ordered the words in three of the envelopes correctly is the winner. You can have them write the sentences on the board for class discussion.



Lesson 5

Vocabulary: New: *start/finish school, have lunch, do homework; the time: quarter past, quarter to*, Revision: *o'clock, half past*

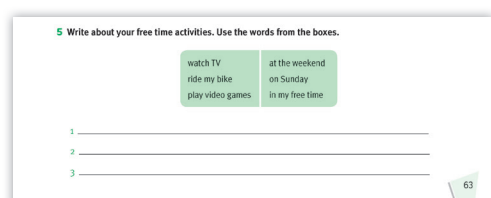
Grammar: Revision: simple present for routines

Functions: Talking about routines. Telling the time.

Lesson starter

Let's have fun!

Hangman: Think of free time activities and write dashes on the board to represent each of its letters. Pupils have to guess what the missing letters are. If they guess a letter in the word, write it over the dash, or dashes, that represent it. For each wrong guess, draw one line of a simple picture of a person hanging from a gallows. The pupil who guesses the word correctly and uses it in a sentence is the winner.



5 AB, p63

- Explain to pupils they have to write three sentences about what they do in their free time. Tell them to use the expressions provided in the boxes. Provide an example first.
- Set a time limit and then call volunteers to read their sentences aloud.

Extra activity Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Pair up pupils. Explain that each pair has to put the letters in order to form words and then match them with some of the pictures. Then pairs write three sentences using the words and the pictures, eg: *I walk the dog in my free time.*

1 11

- Have pupils open their books at page 12. Hold up your book and point to the pictures in the 'Photo posts' section of the website. To contextualize, say that those are pictures of various children talking about what they do at different times of the day.
- Draw pupils' attention to the verbs in the box.
- Play track 11 and have pupils complete the sentences with the verbs given.
- Pair up pupils. Play the track twice.
- Check as a whole class.

Audioscript/Answers

Narrator: What do you do at quarter to eight?

Girl 1: I start school.

Narrator: What do you do at half past twelve?

Boy 1: I have lunch.

Narrator: What do you do at four o'clock?

Girl 2: I finish school.

Narrator: What do you do at quarter past five?

Girl 3: I do my homework.

2 12

- Play track 12 and ask pupils to repeat the actions.
- You may have choral repetition first and then you may divide them into groups and have a competition. Pay special attention to pronunciation, especially to the initial cluster /st/ in 'start'.

Let's have fun!

I say, you say: Ask pupils to look at the pictures in Activity 1 for 2 minutes. They should remember the number and the activity. After the allotted time, have pupils close their books. Say a number and they say the activity or you say the activity and they say the number.

3

- Draw a big clock on the board. Mark 'o'clock',

‘half past’, ‘quarter past’ and ‘quarter to’ with different colours.

- Practise with different hours, first with the whole class so that pupils get familiar with telling the time easily.
- Point to the first clock in the activity and ask, *What time is it?* (9 o'clock)
- Repeat with the rest of the clocks.

Answers: 9 o'clock; quarter past eleven; quarter to four; half past four

Extra activity True or false? Point to one of the clocks in Activity 3 and say a time (the one shown on the clock or another one). Pupils decide if it is true or not. If it is false, they correct you.

4

- Pair up pupils. Ask them to read Phil's routine.
- Tell them to imagine they are Phil. Ask, *What time do you start school?* Use the question as an example. Then ask several pupils questions about their routine so that they can compare it with Phil's.

5

- Tell pupils to complete the sentences with information about them. Provide an example first. Set a time limit. Then call volunteers to read their sentences aloud.

Lesson wrap-up

Let's have fun!

Tell me the time! Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Invite pupils to cut out the watch and draw its hands with the time they want to and put it on. Play some music. Pupils walk around the room asking their classmates the time and answering with the time they have on their watches. Provide an example first. When the music stops, they go back to their places. Choose two or three pairs to act out a mini-dialogue about telling the time.



When you plan this kind of activities, remember to give clear instructions and check that everyone knows what they have to do and how to go about it. Provide an example first and if it is necessary write some useful language on the board. During the activity, check that pupils speak English and help them if necessary.



Lesson 6

Vocabulary: Revision: free time activities and the time

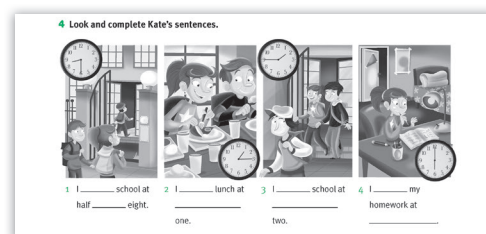
Grammar: simple present for routines

Functions: Talking about routines. Telling the time.

Lesson starters

Let's have fun!

Tic-Tac-Toe: Draw a Tic-Tac-Toe grid on the board. Write different times in each square. Divide pupils into two teams: X and O. Ask one pupil from team X to come to the front, choose a square and make a sentence, eg: *I start school at a quarter past eight.* If the sentence is correct, erase the time and write an X in the square. If not, the time remains. Do the same with the other team. The first team to get three Xs or three Os in a row wins.



4 AB, p63

- Pair up pupils. Ask them to look at the pictures and complete the sentences with the missing action and the time.
- Provide an example. Set a time limit. Then call volunteers to provide the answers.

Answers: 1 start, past; 2 have, quarter past; 3 finish, quarter to; 4 do, six o'clock

1 13

- Have pupils open their books at page 13. Explain that this is the 'International corner' section of the Teens Online website, featuring children from different countries.
- Have pupils look at the pictures and decide what they think the children are talking about.
- Play track 13 once. Pupils listen and read. Check their predictions. Clarify meaning when necessary.
- Write this question on the board: *Where are the children from?* and have pupils answer it (*Australia, USA, Argentina, UK, Brazil*).

2

- Ask pupils to read the texts again. Pair them up and ask them to turn to Activity 2. Invite them to match the sentence halves on the right, and then match the children to the activities they do.
- Provide an example first. Set a time limit. Then ask pupils to share their answers.
- Check as a whole class.

Answers: Sally: I play hockey and train at the club. Justin: I walk my dog and listen to music. Alejo: I play football and watch football on TV. Sarah: I read books and ride my bike. Thiago: I play video games and do my homework.

Let's have fun!

Guessing game: Pair up pupils. Pupil 1 chooses one of the children from the 'Let's read!' section and reads the activities he/she does, eg: *I read books and ride my bike*. Pupil 2 guesses who the child is. Walk around and monitor. Help when necessary.


True/False chairs: Put two chairs at the front of the class. Stick a card with the word 'True' on the back of one of the chairs and another card with the word 'False' on the other chair. Divide the class into three groups. Tell pupils they have to write 3 true/false sentences about the texts. Call one representative from two of the groups. One representative from the other group reads a sentence and they decide whether that sentence is true or false – following the story – by sitting on the corresponding chair. If it is correct, the group scores a point. Repeat several times.

Let's write!

1 Read.

On weekdays, I start school at quarter to eight and I finish school at half past twelve. I have lunch at half past one. I do my homework at four o'clock.

I don't play football at the weekend. I play table tennis with my friends. I don't ride a bike. I haven't got one. I dance to music and I watch TV. My favourite programme is at eight o'clock on Saturday. On Sunday, I walk my dog.



2 Write the answers. Then, in your folder, write about your week. Use Activity 1 as a model.

Name: _____

On weekdays, what time do you...

start school? _____

have lunch? _____

finish school? _____

do your homework? _____

At the weekend, do you...

play football? _____

play table tennis? _____

ride your bike? _____

swim? _____

play video games? _____

watch TV? _____

listen to music? _____

walk the dog? _____

Other information: _____

Writing tip

Use: on weekdays
on Monday, Tuesday, etc.
at the weekend

Let's write! AB, p64

- Ask pupils to focus their attention on Activity 1. Pair them up and invite them to read a paragraph about the girl in the picture. She is talking about her weekdays and her free time. Clarify meaning if necessary.
- Draw pupils' attention to Activity 2. Individually, they answer the questions about what they do on weekdays and at the weekend.
- Set a time limit. After the allotted time, explain they have to write a paragraph, similar to the one in Activity 1, with the information in Activity 2.
- Provide an example first. Write some useful language on the board and have them read the 'Writing tip'. Walk around and monitor. Provide help when necessary.
- Once they have finished and corrected their paragraphs, display them on the walls for further use.

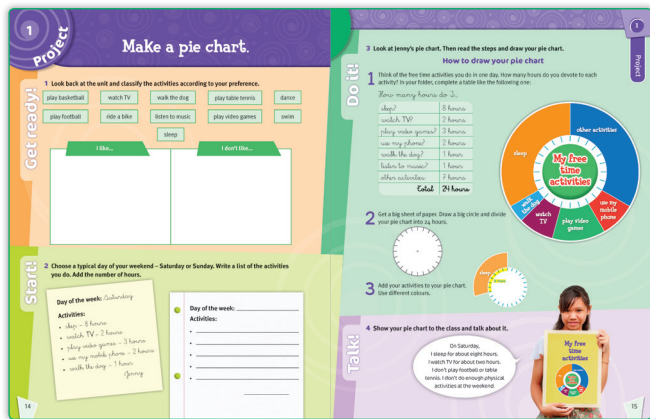
tip

When pupils start writing short texts, it is vital to provide a model first and some questions or prompts so that these frameworks can guide them in their writing and help them feel more confident.

Lesson wrap-up

Let's have fun!

Recapping shapes! Draw a square on the board and ask pupils to say four activities they do in their free time. Then draw a triangle and ask pupils to say three activities they do on weekdays. Finally, draw a circle and ask them to make a sentence beginning, *At..., I...* Have some pupils write their exponents on the board for class discussion.



Project

1

- Have pupils open their books at page 14. Pair them up and focus their attention on the 'Get ready!' activity.
- Invite them to read the free time activities and classify them into the ones they like and the ones they don't. Provide an example first. You may classify and write two activities on the board as a whole class.
- Set a time limit. Then ask various groups to share their answers.

Let's think!

- Pair up pupils and ask them to think of three more activities and write them in the corresponding box. Set a time limit. Have them write their findings on the board for class discussion.

2

- Ask pupils to look at Jenny's list of weekend activities and tell them to write a similar list of the activities they do on Saturday or Sunday, and the amount of hours they spend on each of them.
- Provide an example first. Write your own list of activities and time on the board. Set a time limit. Then ask different pupils to read their lists aloud.

3

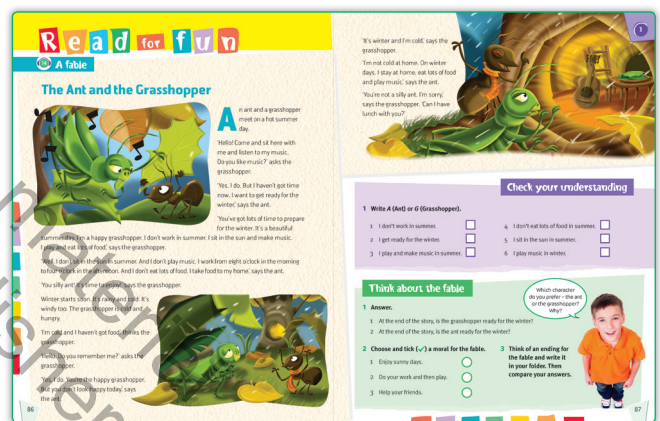
- Hold up your book and point to the list of Jenny's activities and the times in Activity 3.
- Draw pupils' attention to the addition of hours and how she has represented this using a pie chart. Read the chart as a whole class.
- Give out some pieces of cardboard paper and ask pupils to follow the steps in the book to draw their pie charts.
- Provide an example first. Use the list of activities and times that you have written on the board to draw your own chart.

4

- After the allotted time, draw pupils' attention to what Jenny says. Give them an example using your own chart.
- Give pupils five minutes to rehearse their presentations and then call volunteers to talk about their pie charts.
- Put the pie charts on display for further use.

tip

Projects can be used as a complement to the school syllabus or at the end of a unit or term to integrate the new language with other curriculum areas such as maths, science, literature, etc. At the end of the project or mini-project, we always have a product that can take different forms: a poster, a mini-book, a leaflet, a song, a poem, a pie chart, among others. Remember that projects in general trigger independence, imagination and collaboration in the classroom.



14

Read for fun The Ant and the Grasshopper

- Have pupils open their books at page 86 and tell them that they are going to read a fable.
- Explain that a fable is a short story about animals that teaches a moral lesson. Ask them if they know any fable in Spanish and if they like this kind of text.
- Have pupils look at the title and the pictures. Ask the following questions:
 Picture 1: *What animals can you see? (An ant and a grasshopper.) Where are they? (In the forest.) What is the weather like? (It's sunny and hot.) What are they talking about?* Allow L1 for their answers, if necessary.
 Picture 2: *What is the weather like? (It's rainy and cold.) How is the grasshopper feeling? (Sad.) And the ant? (Happy.)*
 Picture 3: *Whose house is that, the ant's or the grasshopper's? (The ant's.)*
- Play track 14 and ask pupils to listen to and

read the text to check their predictions. Clarify meaning if necessary.

Check your understanding

- Pair up pupils and ask them to read the text again and identify the characters which said statements 1–6. Provide an example first.
- Set a time limit and then call volunteers to provide the answers.

Answers: 1 G; 2 A; 3 G; 4 A; 5 G; 6 A

Let's have fun!

Make false sentences true: Have pupils work in groups of 3 to write three false sentences about the story. Set a time limit. Then they swap sentences with other groups to be corrected. Have volunteers from other groups read the correct sentences aloud.

Let's read aloud! Divide the class into two groups. One group reads the part of the ant while the other group reads the part of the grasshopper. Pay special attention to pronunciation and intonation.

Think about the story

1

- Divide pupils into groups of 3. Focus their attention on the questions in Activity 1. Include the question about the characters the boy is asking.
- Tell them to discuss their answers in their groups. Write some useful language on the board: *At the end of the story,... I prefer... because...*
- Correct as a whole class.

2

- Pair up pupils. Draw their attention to the moral, the lesson of this story.
- Tell them to choose one possibility. You may ask pupils whether they agree with the moral or not.

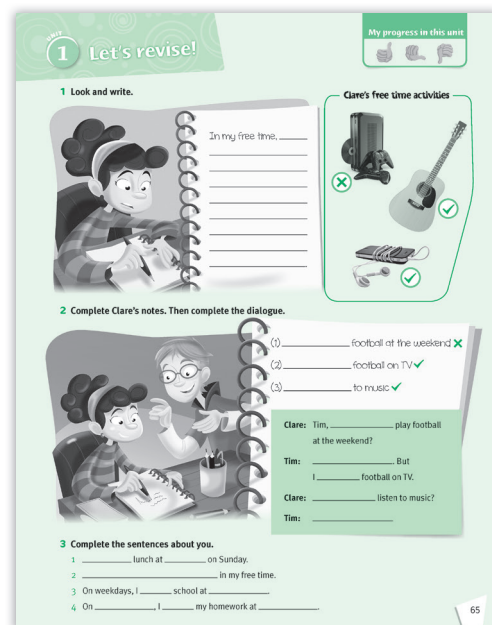
Suggested answer: 2

3

- Brainstorm different ideas for the ending of the fable and write them on the board.
- Pair up pupils. Tell them to write their endings in their notebooks or folders. Write some useful language on the board, if necessary.
- Invite some pupils to read their endings aloud.

tip

Remember that when we think of reading activities, we usually divide them into 'before', 'while' and 'after' reading. After reading a text, it is often advisable to have an activity in which pupils write any kind of text, using the story they have just read as a starting point or as a guide.



Let's revise! AB, p65

- Ask pupils to open their books at page 65 and explain that the activities on this page will help them revise what they have learnt in Unit 1. Have them do the activities individually and then check as a class. Tell them they can refer to the 'Hop into Grammar summary' on page 98 to check any new language from the unit they don't remember.

Answers:

- 1 I don't play video games. I play the guitar. I listen to music.
- 2 1 play; 2 watch; 3 listen.
do you, No, I don't, watch, Do you, Yes, I do
- 3 Pupils' own answers

- Once you have finished checking, draw pupils' attention to the top right corner of the page. Explain what the hands represent:



I've done super well!



I've done OK.



I haven't done very well...

Have them circle the correct hand according to their progress. To help pupils decide, tell them to go back to page 8 and leaf through the unit.