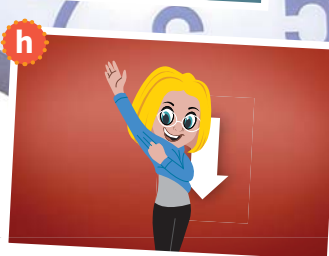
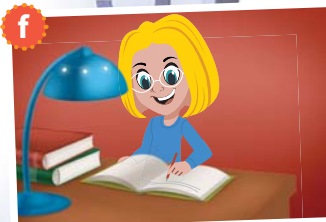


3

A day in the life



1



Listen and say the letter.

catch the bus do homework get dressed
get undressed get up go to bed have a shower
put on wake up take off wash

2



Read and complete.

- 1 Stella wakes up at seven o'clock every day.
- 2 Before breakfast she ...
- 3 Then she gets dressed and puts on her ... and leggings.
- 4 After school Stella does her ...
- 5 She washes her ... before dinner.
- 6 She ... and takes off her T-shirt and leggings.
- 7 Stella goes to bed ... nine o'clock.

3



Listen and do the actions.

LOOK

She wakes up at **seven o'clock**.

At **eight o'clock** she catches the bus.

Objectives

To read about daily routines and times.

Target language

- **Key language:** present simple for routines: statements and questions, *catch the bus, do homework, get dressed, get undressed, get up, put on, take off, wash, go to bed, go to school, have a shower, wake up, have breakfast/lunch/dinner, every day*
- **Additional language:** *a day in the life, first, then*
- **Revision:** character names, descriptions, house and home, clothes, homework, present continuous

Materials

- **Flashcards:** daily routine (44–51)

Warmer



- Say, e.g. *Pupils with white socks, stand up. Pupils who like fish, put your hands on your head. Pupils with straight hair, sit down.* Continue, using, e.g. *like / don't like computer games, reading, TV, sleeping; with curly hair, dark hair, fair hair; turn around, point to the board, point to the window.*

Presentation

- Review/Elicit the daily routine words using the flashcards.
- Mime the following story: *wake up, get up, have a shower, get dressed, put on, take off, wash, get undressed, go to bed.*
- Repeat each action from the story. Elicit the words. Mime the story again. Pupils say the words as you mime the actions.

PB28. ACTIVITY 1

Listen and say the letter.

- Say *Open your Pupil's Books at page 28, please.* Focus on Stella. Say, e.g. *get dressed.* Pupils point. Say *Stella does these things every day.* Direct pupils to the activity instruction and check understanding. Play the  **Audio**. Pupils whisper the answer to their partner. Play the  **Audio** again. Pause to elicit the letters.
- Pupils match the words and phrases in the box with the pictures a–i. They point to the picture and say the letter and the words and phrases. Note that pictures h and i each relate to two phrases. Check answers as a class. Elicit sentences using: *First, Then* and the present simple.

Key: catch the bus c, do homework f, get dressed h, get undressed i, get up g, go to bed d, have a shower e, put on h, take off i, wash b

27

Stella wakes up at seven o'clock every day.
Stella gets up.

Stella has a shower.

Then Stella gets dressed. She puts on her leggings and her T-shirt.

Stella catches the bus to school.

Stella does her homework.

Before dinner, Stella washes her hands.

Stella gets undressed. She takes off her leggings and her T-shirt.


Stella goes to bed at nine o'clock.

Presentation

PB28. ACTIVITY 2

Read and complete.


- Focus pupils on the clocks in three of the pictures in Activity 1. Elicit/Teach the times. Draw six or seven clocks showing different times on the board. Ask *What's the time?*
- Focus pupils on Activity 2 and the Look Box. Remind them to use at for times. Practise pronunciation of *o'clock*. Ask volunteers to read the example sentence and draw pupils' attention to the verb ending s. Pupils complete the sentences with the correct form of the verbs in their notebooks. They check in pairs. Monitor and help. Check with the class.

 **Extra challenge** Pupils use the sentences in Activity 2 to talk about the differences between Stella's day and their own day.

Key: 2 has a shower, 3 T-shirt, 4 homework, 5 hands, 6 gets undressed, 7 at

PB28. ACTIVITY 3

Listen and do the actions.

- Review the actions from your mime story in the Presentation. Focus pupils on the activity instruction and check understanding. Pupils stand up. Play the  **Audio**. Pupils listen and do the actions. Repeat.
- **Note:** Pupils can adapt the actions if they wish.

28





Have breakfast. Go to bed. Have lunch. Put on your jacket.
Take off your shoes. Wake up. Have a shower. Put on your T-shirt. Get up. Wash your hands. Have dinner. Catch the bus.

 **AB28. Answer key, see page T98**

Ending the lesson

- Draw ten clocks on the board with different times. Write a letter (a–j) under each one. Pupils draw a 2 × 2 Bingo square and write different letters in the squares corresponding to the clocks. Call out the times in random order. Pupils cross out the letters if they correspond to times called. The first to cross out all four shouts *Bingo!* Check by eliciting the times.

Digital Classroom

-  **Presentation Plus:** Unit 3
-  **Digital Flashcards**
-  **Audio 27–28**
-  **Practice Extra**

Extra Resources

- **Home Booklet:** Picture Dictionary Unit 3
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet 1
- **T107 – Extension activity:** *Clocks*
- **T107 – Consolidation activity:** *Mime*

Unit 3 A day in the life

Pupil's Book p.29

Objectives

To have further practice talking about routines and times and to sing a song.

Target language

- **Key language:** present simple for daily routines: questions, long and short answers, *before, after*
- **Additional language:** *on the way, lessons start, out to play, same, different, routine, bedtime*
- **Revision:** times, daily actions

Materials

- **Flashcards:** daily routine (44–51)





Warmer

- Show the daily routine flashcards in turn and elicit the words. Show them in a different order. Pupils chorus the words.
- Stick the flashcards on the board and number them 1 to 8. Say a sentence about your daily routine using one of the activities. Pupils say the correct number. Repeat with different actions.

Song

PB29. ACTIVITY 1

Listen and match.

- Show Activity 1 on the whiteboard. Focus pupils on the pictures and elicit some of the verbs by asking, e.g. *Tell me something that this boy does every day.*
- Say *Open your Pupil's Books at page 29, please.* Direct pupils to the activity instruction and the example answer. Play the first verse on the  **Audio**. Check understanding. Play the rest of the  **Audio**. Pupils listen and match the pictures with the appropriate lines in the  **Song**. They write the sequence in their notebooks. They check in pairs. Play the  **Audio** again. Check with the class. Check understanding of vocabulary.



Key: 2 f, 3 e, 4 c, 5 a, 6 d



As in Pupil's Book


PB29. ACTIVITY 2

Listen and sing. Do karaoke.

- Play the  **Audio** in short sections for pupils to repeat. Pupils sing the  **Song**, verse by verse and then right through. Divide the class into four groups. Pupils take turns to sing their verse and to mime the actions. Swap roles.



As in Pupil's Book

- Say *Do karaoke*. Pupils listen to the karaoke version and stand up and sing the  **Song** as a class.



Karaoke version of the song

PB29. ACTIVITY 3

Answer the questions.


- Focus pupils on the questions and the example answer. Pupils ask and answer the questions in open pairs around the class. Involve the whole class.
- Pupils ask and answer the questions in closed pairs. Monitor and check they are answering using complete sentences.

Key: 2 He does his homework at eight o'clock. 3 He starts school at nine o'clock. 4 He goes out to play at eleven o'clock. 5 He goes to bed at nine o'clock.

PB29. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4 and ask two pupils to read the speech bubbles aloud. Elicit a few more questions from pupils using the table. Other pupils answer them. Check for correct use of *do* in the question. Pupils work in pairs. They take turns to ask and answer. Check by eliciting some questions and answers.

 **Extra challenge** In pairs, pupils create more questions with *before/after* and other activities. They ask and answer their questions with another pair.

 **AB29. Answer key, see page T98**

Ending the lesson

- Pupils sing the Pupil's Book  **Song** again as a class. They mime as they sing.

Digital Classroom

 **Presentation Plus:** Unit 3

 **Audio 29–30**

 **Digital Flashcards**

 **Practice Extra**

Extra Resources

- **Home Booklet:** Unit 3, activity 1
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, *Song worksheet*
- **T107 – Consolidation activity 1:** *What's the time, Mr Wolf?*
- **T107 – Consolidation activity 2:** *Set the time*

1 Listen and match.

1 - b



I wake up in the morning,
I get up for breakfast,
I have a shower and I get dressed ... **1**
Oooh yes, every day.

I catch the bus
to take me to school ... **2**
I do my homework on the way ... **2**
Oooh yes, every day.

Lessons start and
I see my teacher ... **3**
Eleven o'clock and we're out to play ... **4**
Oooh yes, every day.

I wash my hands ... **5**
Before I have my dinner ... **6**
I get undressed and I go to bed ... **6**
Oooh yes, oooh yes,
Oooh yes, every day, every day,
every day.



2 Listen and sing. Do karaoke.

3 Answer the questions.

He gets dressed at seven o'clock.

- 1 What time does he get dressed?
- 2 What time does he do his homework?
- 3 What time does he start school?
- 4 What time does he go out to play?
- 5 What time does he go to bed?

4 Ask and answer.

What do you do before breakfast?

I have a shower.

STUDY



What do
you do

before
after

breakfast?
lunch?
dinner?
school?
bedtime?

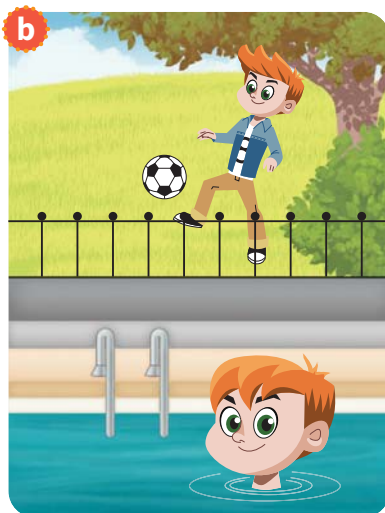
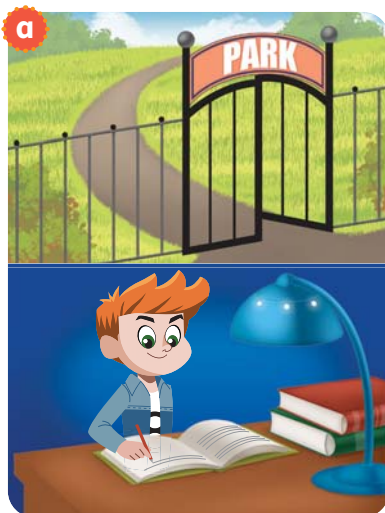
1 **31** Say the chant. Ask and answer.

What do you do on Mondays?

I go swimming.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday

2 **32** Listen and say the day.



3 **33** Listen again. Choose the right words.

- 1 Simon **always** / **never** plays in the park on Mondays.
- 2 Simon **always** / **sometimes** does his homework on Mondays.
- 3 Simon **sometimes** / **never** goes swimming on Wednesdays.
- 4 Simon **always** / **never** plays in the park on Sundays.

STUDY

always ✓✓✓

sometimes ✓

never ✗



She **sometimes** plays football in the park.

He **always** wakes up at seven o'clock.

They **never** go to school on Sundays.

1 Simon never plays in the park on Mondays.

Objectives

To name the days of the week and to talk about frequency of routine actions.

Target language

- **Key language:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, always, sometimes, never, every day, How often ...?*
- **Revision:** prepositions, sport and activities, present simple for routines, *before, after*

Materials

- **Presentation:** School timetable

Warmer


- Review time and routines by asking questions around the class, e.g. *What time do you get up? Do you have a shower every day? Do you have breakfast after your shower every day?* Include several questions with *every day*, e.g. *Do you do homework every day?*, following No responses with *How many times ... (in a week)?*


Presentation

- Use the school timetable to introduce/review the days of the week. If you always write the day and the date on the board at the start of the lesson, focus pupils on this. Say *each day*. Pupils repeat. Ask questions, e.g. *When do you have English?* (Monday and Wednesday). *Is that every day?* (no). *How often do you have maths?* Raise awareness of *How often ...?*

PB30. ACTIVITY 1

Say the chant. Ask and answer.

- Show Activity 1 on the whiteboard. Say *Open your Pupil's Books at page 30, please*. Pupils stand up. Play the  **Audio**. They join in the chant, clapping or snapping their fingers to the rhythm.
- Ask two pupils to read out the question and answer in the example speech bubble. Highlight the 's' on *Mondays* in the question. In pairs, pupils ask and answer about different days of the week.




 **Extra challenge** Tell pupils they must use a different verb for each of their answers.

 31

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday [x2]

PB30. ACTIVITY 2

Listen and say the day.

- Show Activity 2 on the whiteboard. Elicit who and what they can see. Point out that Simon isn't in the park in picture a. Play the  **Audio**. Pupils listen for the day. They whisper it to their partner. Play the  **Audio** again. Check with the class. Elicit what Simon does on the different days.
- Focus pupils on the Study Box. Elicit some things that pupils always, sometimes and never do. Write some of their examples on the board, underline the frequency words and check understanding of the concept with reference to a week. Pupils copy the examples from the board into their notebooks.
- Watch the  **Video**.

Key: a Monday, b Wednesday, c Sunday

 32

Lenny: How often do you play in the park, Simon? Do you play every day?

Simon: Well, no. I never play in the park on Mondays.

Lenny: Yes, we always have lots of homework on Mondays.

Simon: I sometimes play in the park after school on Wednesdays, but I sometimes go swimming with Dad.

Lenny: And what about at the weekend?


Simon: I always play in the park on Sundays. It's my favourite day.

Lenny: Simon ... What day is it today?

Simon: It's Sunday! Let's go to the park!

PB30. ACTIVITY 3

Listen again. Choose the right words.

- Focus pupils on Activity 3 and give them time to read the sentences before they listen. Play the  **Audio** again. Check with the class, eliciting complete sentences. Pupils write the correct sentences in their notebooks.

Key: 2 always, 3 sometimes, 4 always

 33

As in audio script 32 above

 **AB30. Answer key, see page T98**

Ending the lesson

- Do a version of the days of the week chant to end the lesson. First time they hum *Monday* and say the other days, second time they hum *Monday, Tuesday* and say the other days, etc. until they are humming the whole chant.

Digital Classroom

 **Presentation Plus:** Unit 3

 **Digital Flashcards**

 **Audio 31–33**

 **Practice Extra**

Extra Resources

- **Home Booklet:** Unit 3, activity 2
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet 2
- **AB86 and PB86 – Grammar reference 3**
- **T107 – Extension activity:** *About me*
- **T107 – Consolidation activity:** *How often?*

Unit 3 A day in the life

Pupil's Book p.31

Objectives

To have more practice reading and to talk about routines and frequency.

Target language

- **Key language:** *always, sometimes, never*
- **Additional language:** *score a goal*
- **Revision:** present simple, daily activities, days of the week, *holidays, mountains, family, car*

Materials

- Photocopiable 3, copied onto card (one for each pair of pupils)

Warmer

- Say some true and false sentences about yourself using adverbs of frequency, e.g. *I always wear a helmet in class. I always speak English.* Pupils say *Yes* for the true sentences and correct the false sentences (using *you*), e.g. *No, you never wear a helmet in class!*

PB31. ACTIVITY 1


Look, read and complete.

- Show Activity 1 on the whiteboard. Say *Open your Pupil's Books at page 31, please.* Elicit what they can see in the pictures and what the ticks and crosses mean. If they can't remember, refer them to the *Study Box* on the previous page. Direct pupils to the activity instruction and check they know what to do. They read the text in pairs and write their answers in their notebooks. Check with the class by asking pupils to read the sentences aloud.

Key: 2 never, 3 always, 4 sometimes, 5 sometimes, 6 never, 7 sometimes

PB31. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Play the  **Audio**. Tell pupils to do thumbs up (yes) and thumbs down (no) to their partner the first time they listen, and not to speak. Play the statements. Pupils do thumbs up / thumbs down. Play the statements again. Pause after each one for pupils to respond. Elicit corrections for the 'no' sentences.

Key: 1 Yes. 2 No, he never plays the piano in his holidays. 3 No, he always plays tennis on Wednesdays. 4 Yes. 5 Yes. 6 No, he sometimes takes his family to the mountains on Sundays. 7 No, they sometimes sing songs in the car.

34


- 1 James Flunk is a music teacher.
- 2 He always plays the piano in his holidays.
- 3 He never plays tennis on Wednesdays.
- 4 He sometimes plays football with his daughter Jane.
- 5 He takes his son to the swimming pool every Saturday morning.
- 6 He always takes his family to the mountains on Sundays.
- 7 They never sing songs in the car.

- Use Photocopiable 3 from the Teacher Resources.

PB31 ACTIVITY 3

Look and make sentences. Use the words in the boxes.

- Focus pupils on Activity 3 and on the pictures. Elicit some of the activities and focus pupils on the words in the boxes.
- Demonstrate the activity using the example and then in open pairs. Pupils work individually and write sentences in their notebooks. Encourage them to try to make true sentences if they can. Monitor and help/check. Make groups of four. Pupils take turns to say some of their sentences to their group.

 **Extra challenge** Pupils use their sentences to try to find something they all have in common.

AB31. Answer key, see page T98

Ending the lesson

- Invite seven pupils to the front of the class. Whisper a day of the week to each one. They stand in alphabetical order.

Digital Classroom

 **Presentation Plus:** Unit 3

 **Audio** 34

 **Digital Flashcards**

 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, *Extension worksheet 1*
- **T107 – Extension activity:** *Team quiz*

3

1 Look, read and complete.



James Flunk is a music teacher. At school he ¹ always plays the piano but he ²... plays the piano in his holidays.



James loves playing tennis, so he ³... plays on Wednesdays. He ⁴... plays football with his daughter Jane, too. She ⁵... scores a goal.



Every Saturday morning James takes his son for his swimming lesson, but James ⁶... goes swimming.



He sometimes takes his family to the mountains on Sundays. They ⁷... sing songs in the car.

2 Listen and say 'yes' or 'no'.

3 Look and make sentences. Use the words in the boxes.

I never ride my bike on Wednesdays.

always sometimes never

on Saturdays after school on Wednesdays in the morning



Lock's sounds and spelling



1 35 Watch the video. Watch again and practise.

2 Read. Find and point to the /iz/, /z/, and /s/ sounds. Say.



Owl dances at night and plays by the moon,
He catches his food and eats before noon.

3 Work in pairs. Point and say.

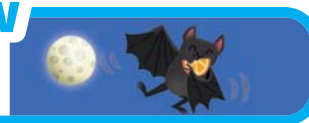
fly dance get up go to bed have a shower wake up
wash hands eat brush teeth and hair sing do homework

The bee flies
to the flowers
after breakfast.

before breakfast <u>has a shower</u>	after lunch ...	before bed ...
in the morning ...	at night ...	after breakfast ...
after dinner ...	before bed ...	before dinner ...

Show what you know

The bat ... and ... fruit at night.



Objectives

To recognise and practise third person agreement /s/, /z/ and /ɪz/ with a focus on sh/ch spelling patterns.

Target language

- **Key language:** the sounds /s/ (eats), /z/ (plays) and /ɪz/ (dances)
- **Additional language:** bat, moon, noon
- **Revision:** daily routines, always, never, sometimes

Materials

- **Flashcards:** daily routine (44–51)

Warmer

- Show pupils the daily routine flashcards. Say and mime the actions together and stick the flashcards on the board. Pupils stand in two lines facing the board. Whisper *I always have a shower after breakfast* to the last two pupils in each line. Pupils whisper the sentence on down the line. The first two pupils in each line run and touch the correct flashcard (*have a shower*) and say the full sentence. Those two pupils now join the back of each line. Continue in the same way with different sentences.

Presentation

PB32. ACTIVITY 1

Watch the video. Watch again and practise.

- Show Activity 1 on the whiteboard. Watch the ► **Video**. Ask pupils what animal it is and what actions they remember from the ► **Video**. Write the actions on the board.

 ► 35

Voice: /ɪz/ /ɪz/ /z/ /z/ /s/ /s/

Key: /ɪz/ /ɪz/ /z/ /z/ /s/ /s/

Lock: What can you see, Key?

Voice: dances /ɪz/ plays /z/

Lock & Key: Owl dances at night and plays by the moon.

Voice: catches /ɪz/ eats /s/

Lock & Key: He catches his food and eats before noon.

Lock & Voice: Owl dances at night and plays by the moon, He catches his food and eats before noon.

Lock: Come on, everyone. One, two, three ... let's say it with Key!

Lock, Key & Voice: Owl dances at night and plays by the moon, He catches his food and eats before noon.


Lock: I say – well done, Key!

- Watch the ► **Video** again, saying and miming the actions. Write more actions from the ► **Video** on the board (*looks, listens, dances, plays, catches, eats*). Say the words together. When saying the /s/ sound ending, make an s shape with your arm, like a snake. For the /ɪz/ sound ending, make an i shape and then a z with your hand. For the /z/ sound ending, make just a z with your hand. Circle the /s/ words in green, the /z/ words in red and the /ɪz/ words in blue.

PB32. ACTIVITY 2

Read. Find and point to the /ɪz/, /z/, and /s/ sounds.

- Look at the pictures and sentences together. Divide the class into three groups. Tell one group they are the /s/ sound, the second group they are the /z/ sound and the other group they are the /ɪz/ sound. Read out *Owl ...* (group /ɪz/ says *dances*) *at night and ...* (group /z/ says *plays*) ... Continue in this way.
- Ask pupils to point to the *iz*, *z* and *s* sounds in their books.
- Point out the spelling pattern: *sh/c/ch + es = /ɪz/*.

 **Extra support** Pupils write the words in their notebooks, using blue for /ɪz/ endings, red for /z/ endings and green for /s/ endings.

PB32. ACTIVITY 3

Work in pairs. Point and say.

- Look at the three animal pictures together and ask pupils what they know about the daily habits of these animals. Look at the word box and ask pupils to mime the words. Pupils choose three activities for each animal and tell their partner, e.g. *The tiger has a shower before breakfast. He brushes his teeth and hair in the morning. He dances after dinner.* Point out the spelling pattern for *brush*: *sh + es = /ɪz/*.

Show what you know

- Pupils complete the sentence with the missing words and practise saying it.

Key: dances, eats

AB32. Answer key, see page T98

Ending the lesson

- Stand pupils in two lines at the back of the class. Tell pupils they will zig-zag across the room towards the door. When they zig-zag to the left together, say a word with the /s/ ending sound, and when they zig-zag across to the right, say a word with the /ɪz/ or /z/ ending sound.

Digital Classroom

 **Presentation Plus:** Unit 3

 **Digital Flashcards**

 **Audio** 35

 **Practice Extra**

Extra Resources

- **Home Booklet:** Sounds and spelling Unit 3
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **T107 – Extension activity 1:** *Sound action sentences*
- **T107 – Extension activity 2:** *Animal routines*

Unit 3 A day in the life

Pupil's Book p.33

Objectives

To watch and read a story and to review language from the unit.

Target language

- **Key language:** language from the unit, *show, Everybody knows ..., reporter*
- **Additional language:** *follow, tell, pyjamas*
- **Revision:** language from the story, adjectives (*quiet, clever*), *episode*

Warmer

- Review the story. Teach pupils to respond *Oh, yes, they are!* / *Oh, no, they're not!* as the audience do in pantomimes. Say some statements to review the story. The class respond in chorus accordingly, e.g. *Lock and Key are doctors.* (*Oh, no, they're not!*)

Extra challenge Invite volunteers to say true or false sentences about Lock and Key.

Story

PB33.

Watch the video.

- Say *Open your Pupil's Books at page 33, please. Say This is the next episode of the story.* Use the pictures to teach the words *reporter, follow, pyjamas*. Set the pre-watching questions: *What's the reporter's name? What time do Lock and Key get up? Do Lock and Key always follow people?* Play the **Video**. Pupils answer the questions in pairs. Check with the class (Johnny Talkalot; never before ten o'clock; no, sometimes).
- Play the **Audio**. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *What questions is Johnny going to ask?* (about Lock and Key's work). *What time does he think they get up?* (before you and me / early). *What's Key wearing?* (pyjamas). *Is he working?* (no). *Are the detectives clever? Why? / Why not?*

36

Johnny: Good morning. I'm Johnny Talkalot. On today's show we've got the detectives, Lock and Key, to tell us about their work. We all know detectives work a lot and get up before you and me.

Johnny: Mr Key, this is Johnny Talkalot. It's nine o'clock! Where are you? You aren't in the detective agency.

Key: Oh no, we never get up before ten o'clock.

Johnny: Everybody knows detectives are very clever.

Lock: Yes, sometimes we follow people. We're very quiet so they never know we're behind them.

Key: Yeeoww! My nose!

Johnny: So, girls and boys, what do you think? Do these detectives work a lot? Are they quiet? And are they very clever?

PB33. ACTIVITY 1

Ask and answer the questions in picture 6.

- In pairs, pupils answer the questions that appear in the final frame of the story. Check answers as a class.

AB33. Answer key, see page T98

Ending the lesson

- Say sentences about Lock and Key, based on today's episode of the story, e.g. *Lock and Key are very clever.* Pupils respond *Oh, yes, they are!* or *Oh, no, they're not!* as in the Warmer activity.

Digital Classroom

Presentation Plus: Unit 3

Digital Flashcards

Audio 36

Practice Extra

Extra Resources

- **Home Booklet:** Unit 3, activities 3–5
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Extension worksheet 2*
- **Teacher Resources:** Unit 3, *Video, Suzy's room*
- **T108 – Extension activity 1:** *Role play*
- **T108 – Extension activity 2:** *Interview*



Lock & Key!

3

36

1

Good morning. I'm Johnny Talkalot. On today's show we've got the detectives, Lock and Key, to tell us about their work. We all know detectives work a lot and get up before you and me.



2

Mr Key, this is Johnny Talkalot. It's nine o'clock! Where are you? You aren't in the detective agency.

Oh no, we never get up before ten o'clock.



3

Everybody knows detectives are very clever.



4

Yes, sometimes we follow people. We're very quiet so they never know we're behind them.



5

YEEOWW!
my nose!



6


So, girls and boys, what do you think? Do these detectives work a lot? Are they quiet? And are they very clever?



1

Ask and answer the questions in picture 6.

▶ What do astronauts do in space?

1  **37** Listen and say. Who is Sally? Where does she live?



Everything floats in space – even our food!

2  **37** Listen again and choose the true sentences.

- 1 There are other astronauts on the Space Station.
- 2 Sally works on the Space Station.
- 3 Sally wears a spacesuit.
- 4 A robot cleaner does the tidying up.
- 5 Sally watches films in her free time.

3 Think about the astronaut's day. How is your day similar or different? Think and say.

I have breakfast, too.

My food doesn't float.

DID YOU KNOW...?

There are no showers on the Space Station, but there are toilets!



Objectives

To compare and contrast daily routines.

Target language

- **Key language:** language from the unit
- **Additional language:** *cleaner, toilet, astronaut, robot, space, space station, spacesuit*
- **Revision:** *have a shower, watch films, tidy up*

Warmer

- Write *Astronaut* on the board. Brainstorm words associated with astronauts, e.g. *the moon, space, spacesuit, spaceship*, and write them on the board. Ask *How many astronauts do you think are in space right now?* Elicit pupils' guesses. Then help them look up the information on a search engine.
- Ask *What do you think astronauts do in space?* Invite pupils to share ideas.



PB34.

What do astronauts do in space?

- Tell pupils that they're going to learn more about what astronauts do in this lesson.
- Watch the ► **Video** and answer the questions in the ► **Video**.



PB34. ACTIVITY 1

Listen and say. Who is Sally? Where does she live?

- Say *Open your Pupil's Books at page 34, please.* Show Activity 1 on the whiteboard. Focus pupils' attention on the photo. Ask *What do you think this text is about?* Play the ► **Audio** and have pupils raise their hands when they hear a question. Explain that this is an interview with an astronaut.
- Ask a pupil to read the questions in the rubric. Play the ► **Audio** again. Check answers as a class. Encourage pupils to explain their answers.



Extra support Play the ► **Audio**, pausing after each question. Elicit the question and write it on the board. Elicit the answers and continue the ► **Audio** to check.



Interviewer: Today, I'm talking to an astronaut on the Space Station. Hello, Sally! Do you like living in space?

Sally: Yes, I do.

Interviewer: What do you do there?

Sally: I work with five other astronauts.

Interviewer: How is space different?

Sally: Everything floats in space.

Interviewer: Even you?

Sally: Yes!

Interviewer: Wow, that is different! Does the Space Station move?

Sally: Yes, it goes very fast. It goes around the whole Earth in only 90 minutes! It's light for 45 minutes, and then it's dark for 45 minutes.

Interviewer: What do you do every day?

Sally: I wake up at six o'clock, and then I have a ...

Interviewer: Wash?

Sally: Yes, but not with water. I wash with a wet towel.

Interviewer: Ah, OK. And do you wear a spacesuit?

Sally: No, I don't wear a spacesuit. I wear a T-shirt and trousers. So I get dressed, I have breakfast and then I work.

Interviewer: Do you ever do chores, like tidying up? Or is there a robot cleaner?

Sally: Actually yes, we all tidy up. But we haven't got a robot cleaner, unfortunately.

Interviewer: What do you like doing in your free time?

Sally: I exercise, I read and watch films. And I love looking at the Earth!

Interviewer: Wow, that sounds amazing! Thank you for talking to me, Sally.



PB34. ACTIVITY 2

Listen again and choose the true sentences.

- Give pupils time to read the sentences. Play the ► **Audio** for pupils to listen and choose the true sentences. Check answers as a class.

Key: 1, 2, 5



PB34. ACTIVITY 3

Think about the astronaut's day. How is your day similar or different? Think and say.

- Read the question and two pupils read the example. In pairs, pupils answer the question.

Did you know ...?

- Invite a volunteer to read the information in the box out loud. Ask pupils if this fact surprises them.



AB34. Answer key, see page T98

Ending the lesson

- Play an astronaut memory game. Say *I'm going to the moon and I'm going to take ... (my video games)*. Throw a soft ball to a volunteer. This pupil repeats your statement, and adds a new thing, e.g. *I'm going to the moon and I'm going to take my video games and my pet cat*. Continue in this way.

Digital Classroom



Presentation Plus: Unit 3



Digital Flashcards



Audio 37



Practice Extra

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **T108 – Consolidation activity:** *Sally's day*
- **T108 – Extension activity:** *Astronaut role play*

Objectives

To prepare an interview with an astronaut.

Target language

- **Key language:** language from the unit
- **Additional language:** *amazing, another, doors, excited, half past, o'clock, outside, eggs, bread, spacesuit, spacewalk, view, yum*
- **Revision:** *breakfast, get up, first, put on, open, wash*

Materials

- **Warmer:** Large sheets of black paper, chalk or paint

Warmer

- Ask *What does Sally, the astronaut from the interview, like to do? What is her favourite activity?* (looking at the Earth).
- Divide the class into groups and give each group a large sheet of black paper and coloured chalk (or paint). Ask pupils to draw a view of the Earth from the Space Station.


PB35. ACTIVITY 4

Read Sally's blog. What is special about today?

- Ask pupils to look at the blog. Explain that a blog is like a diary or a journal, except that it's online and usually other people can read it.
- Give pupils time to read the text. Help with vocabulary if needed, but encourage pupils to use context to understand any unfamiliar words.
- Pupils answer the question in the instructions in pairs. Check answers with the class.

Project

- Remember to download your project notes from *Cambridge One*.


 **Extra support** Write activities from the blog on the board in random order, e.g. *I have breakfast. / I go outside. / I get up. / I put on my spacesuit. / I have a wash.* Elicit the first thing Sally does (get up). Write *1* next to it on the board. Continue eliciting the next activity and writing the next number. Confirm the order with the class.

Key: It's Sally's first spacewalk today.

PB35. ACTIVITY 5

Write the times in Activity 4.

- Read out the times in the box. For each, write the time in numbers on the board. If pupils are familiar with reading analogue clocks, draw the times on clock faces as well.
- Pupils write the times in their notebooks. Monitor the activity and check answers as a class.

 **Extra challenge** Say different times, e.g. *three o'clock, half past ten.* Pupils draw the times on the clocks.

Key: six o'clock, half past six, nine o'clock

PB35. ACTIVITY 6

Prepare for an interview with an astronaut. What questions do you want to ask?




- Explain to pupils that they are going to imagine another interview with an astronaut. Suggest that the astronaut could be preparing to go to the Space Station, the moon or Mars.
- Put pupils into pairs and tell them to write between three and five questions to ask their astronaut in their notebooks.
- Invite volunteers to share their questions with the class. Encourage them to guess how the astronaut answers.

 **AB35. Answer key, see page T98**

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

-  **Presentation Plus:** Unit 3
-  **Practice Extra**
-  **Digital Flashcards**

Extra Resources

- **Home Booklet:** Unit 3, activity 6
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, *Project notes*
- **PB88–95 – A1 Movers Exam folder**
- **T108 – Consolidation activity:** *Find the lie*



Read Sally's blog. What is special about today?



www.myspaceblog.com

24 June

Today is my first spacewalk. I'm so excited!

I get up at six o'clock and I have a wash.

At half past six, I have breakfast. Eggs and bread! Yum!

Then, I put on my spacesuit. Another astronaut helps me and it takes a long time.

Now it's nine o'clock. The doors open and I go outside. Wow! I've got an amazing view of Earth!



Write the times in Activity 4.

Ready to write:

Go to Activity Book page 34.

Learning to write:

Times

six o'clock half past six seven o'clock



Prepare for an interview with an astronaut. What questions do you want to ask?

Project



Role-play an interview with an astronaut.

1 Do you sleep in a bed?

2