

3 Free time

Unit objective

- Can talk about free-time activities and hobbies

Language

Target vocabulary	Hobbies and activities: hitting, kicking, throwing, catching, diving, acting, telling jokes, reading poetry, playing computer games, doing puzzles More hobbies and activities: trampolining, playing chess, playing the drums, skateboarding, rollerblading, running races, singing karaoke, writing stories, drawing, making models
Target structures	What is she good at? She's good at hitting but she isn't good at acting. What are they good at? They're good at hitting but they aren't good at catching. What were you doing yesterday at 5.00? I was rollerblading. What was he/she doing yesterday at 2.45? He/She was trampolining. What were they doing yesterday at 5.00? They were acting. Was he/she drawing pictures? Yes, he/she was. / No, he/she wasn't. Were they playing computer games? Yes, they were. / No, they weren't.
Revision	play football, boring, always, go to the pool, texting, climbing, sofa, watching TV, basketball, tennis, swimming, artists, writers, actors, painting, acting, singing, cooking, interesting, towards, mountains, instrument, club, band, video games, website, healthy, sporty
Receptive language	welcome, join in, having fun, martial arts, comic strips, computer programming, water aerobics
CLIL and Wider World language	ICT: download, online, social media, upload Wider World: mud race, play polo, cheese rolling

Contents

Phonics and spelling	Cross-curricular contents
<ul style="list-style-type: none"> • Intonation: Questions and answers 	
Topics	Socio-cultural aspects
<ul style="list-style-type: none"> • Free-time activities and hobbies • Technology apps • Funny activities 	
Values	Learning strategies
<ul style="list-style-type: none"> • Try new things. Have a hobby. 	
Story	<ul style="list-style-type: none"> • Identifying rules about the use of <i>was/were</i> + <i>-ing</i> • Logical thinking: examining patterns and reaching conclusions • Critical thinking: inferring information and giving advice • Creative thinking: creating a hobby app • Collaborative learning: working in a group to create a presentation • Reflecting on learning and self-assessment
Writing	
<ul style="list-style-type: none"> • A simple text message to make arrangements 	

Key competences

Linguistic competence: Use linguistic resources to describe hobbies and activities (L.1 to 10)

Mathematical, science and technological competences: Discuss interesting apps (L.7)

Digital competence: Use Poptropica English Islands digital tools (L.1 to 10)

Social and civic competence: Try new things (L.6)

Cultural awareness and expression: Discuss funny activities in different countries (L.8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L.10)

Initiative and entrepreneurship: Use own judgement and ideas and further develop social skills (L.1 to 10)

Skills

Speaking

- Can talk about their hobbies and interests, using simple language.
- Can talk about an event in the past using fixed expressions, given a model.
- Can re-tell a familiar story, given prompts or a model.
- Can express their opinions on familiar topics, using simple language.
- Can make simple, direct comparisons between two people or things using common adjectives, given a model.

Reading

- Can understand basic information about people's likes and dislikes, if supported by pictures.
- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).
- Can identify specific information in a simple story if guided by questions.
- Can find specific information about typical free-time activities for young people in simple illustrated information leaflets.

Listening

- Can understand simple questions and answers about people's likes and dislikes.
- Can identify activities occurring in the past in short, simple dialogues.
- Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

Writing

- Can make simple notes about the key points of a familiar topic.
- Can write a short, simple message (e.g. a text message) to a friend to ask or tell them something.
- Can write about past activities using simple language, given a model.

Classroom ideas

- Bring to class photos of free-time activities and hobbies
- Ask pupils to find out about the free-time activities and hobbies enjoyed by different famous people
- Make a poster showing free-time activities and hobbies, to decorate the classroom wall
- Bring to class library books about unusual activities and hobbies
- Play games from the Games Bank
- Use the Photocopiables

Take-home English

- Letters for parents. When you begin Unit 3, complete and give pupils a copy of the letter for the unit (see digital tools). This explains what pupils are going to learn in this unit.
- Home-School Link. Encourage pupils to talk to their families about different activities. (L.8) Encourage pupils to show their work from Lessons 8 and 9 to their parents.

Evaluation

Self-assessment objectives

- I can talk about what people are good at and are not good at doing.
- I can talk about what people were doing yesterday.
- I can write a simple text message making an arrangement.

Resources

- Pupil's Book p. 34
- Activity Book p. 26
- Grammar reference (Pupil's Book p. 115)
- Unit 3 Extra practice (Activity Book p. 97)

- Picture dictionary (Activity Book p. 106)
- Test Booklet – Unit 3, p. 16, End of term 1 test p. 40

Lesson 1 Pupil's Book page 34 or Poptropica English World

Lesson objective

To identify activities and hobbies

Target language

hitting, kicking, throwing, catching, diving, acting, telling jokes, reading poetry, playing computer games, doing puzzles

Receptive language

What are you good at? I'm good at/not good at...

Materials

Audio; Flashcards and Wordcards – Activities and hobbies; Learning adventure poster; Photos of known free-time activities and sports downloaded from the internet


Optional activity materials

Photocopiable 3.1

Warm-up

- Using the photos you have brought to class, revise the names of known activities. Show pupils each photo, elicit the name of the activity and then stick the photo on the board. Revise frequency adverbs from Unit 2 and write these on the board next to the photos.
- Put pupils into pairs. Ask them to take turns to talk about the activities, using frequency adverbs to say how often they do the activity. Model, *I usually go swimming on Wednesday afternoons, I never go sailing.*
- When the pairs have finished, invite different pupils to share some of their sentences.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Tell pupils to look at the photos and pictures on p. 34. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about activities and hobbies.*

1 What activities or hobbies do you enjoy? Tell a partner.

- Ask pupils to think about how many words they already know to talk about activities and hobbies, e.g. *fishing, swimming.*
- Put pupils into pairs. Explain that when we *enjoy* doing something, we like or love doing it. Pupils take turns to talk about the activities they enjoy. Explain that they can talk about the activities shown in the photos on the board or any other activities they know the names of in English. Encourage pupils to give reasons to explain why they enjoy doing the activity.

- Refer to the learning adventure poster and say, *Where are you on your learning adventure?* Emphasise that pupils already know something about the language point and that they are already moving along their learning adventure.

Presentation

2 Listen and read. What are Mike and Jane both good at?

- Ask pupils, *What can you see in the photos?* Elicit their ideas. Ask the question, *What are Mike and Jane both good at?* and play the audio. Pupils listen and follow in their books. Elicit, *They're good at diving and texting.*
- Play the audio again. As pupils listen, mime *kicking a ball, playing computer games, reading poetry, telling jokes and diving*, and encourage them to copy you.

3 Look and match. Then listen, check and repeat.

- Put pupils into pairs. Give them time to try to match the pictures with the words and phrases in the box.
- When pupils are ready, play the audio. Pause so that they can point to the picture and say the word. Check that they have identified the correct picture.

Audioscript

CD1, Track 56

1 hitting 2 kicking 3 throwing 4 catching
5 diving 6 acting 7 telling jokes
8 reading poetry 9 playing computer games
10 doing puzzles

- Play the audio again, pausing after each word so that pupils can repeat. Ask the pairs to look once more at the text in Activity 2 and to identify the words and phrases in bold by matching them to the pictures in Activity 3.

Flashcards

- If pupils require extra support at this stage with the new vocabulary, present the target vocabulary using the flashcards and wordcards for activities and hobbies. Hold up each flashcard and corresponding wordcard in turn, and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

4 Listen and find the pictures in Activity 3.

- Ask pupils to look at the pictures and words/phrases in Activity 3 again. Play the audio. Pause for pupils to find and point to the correct picture. Play the audio again, pausing after each item so that pupils can check.

3 Free time

1 What activities or hobbies do you enjoy? Tell a partner.

2 Listen and read. What are Mike and Jane both good at?

Hey, Jane! Let's play football.

What are you good at? Do you like playing computer games?

OK. Who's good at diving?

Well, I'm not. But I'm good at acting. Do you like acting?

Listen and match. Then listen, check and repeat.

diving reading poetry playing computer games acting hitting
 kicking doing puzzles catching throwing telling jokes

Listen and find the pictures in Activity 3.

Which of the activities do you like? Think of three activities. Then compare with your classmates.

Lesson 1

Audioscript

CD1, Track 57

- a She loves reading poetry. She's got a lot of poetry books.
 b He likes diving. He loves the sea and he likes swimming, too.
 c He likes hitting the ball in tennis.
 d She likes drama. She goes to acting lessons every Friday.
 e He practises throwing every week.
 f He's good at catching. He often plays baseball after school.
 g He loves playing computer games. He always wins.
 h She's good at kicking a ball. She likes playing outside every day.
 i He enjoys telling jokes. He always makes his friends laugh!
 j He's good at doing puzzles. He loves crosswords!

ANSWER KEY

a 8 b 5 c 1 d 6 e 3 f 4 g 9 h 2 i 7 j 10

Go to **Poptropica English World** to do an extra vocabulary activity here.

- 5 Which of the activities do you like? Think of three activities. Then compare with your classmates.

- Pupils look at Activity 3 again and choose the three activities they like the most. Put pupils into groups of four. They take turns to ask each other about the activities they like. Encourage them to give reasons for why they like an activity, e.g. *I like telling jokes because it makes my friends laugh.*

Activity Book page 26

- 1 Look and match. Then draw the missing picture.

- Pupils match the words and phrases with the pictures, and then draw the missing picture.

- 2 Look and write. Use the words from Activity 1.

- Pupils look at the pictures and complete the sentences, using *like* and *don't like*.

- 3 Listen. Look at Activity 2. Who is talking – Tony or Bill?

- Pupils listen to find out which boy from Activity 2 is talking. Elicit the answer.

For Activity Book audioscripts and answer keys see p. 254.

Learning adventure

- Ask pupils, *How many words and phrases for activities and hobbies do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Play *Pass the actions* (see p. 239) with the wordcards for activities and hobbies.

- Alternatively, do the **Poptropica English World digital activity**.

Island Adventure Game

- Direct pupils' attention to the ski poles card. Invite pupils to go online to the Island Adventure Game and find the item. Once pupils click on it, they are taken to a supplementary language task.

Lesson 2 Pupil's Book page 35 or Poptropica English World

Lesson objective

To talk about what people are good at and are not good at doing

Target language

What is she good at? She's good at hitting but she isn't good at acting.

What are they good at? They're good at hitting but they aren't good at catching.


Materials

Audio; Flashcards and Wordcards – Activities and hobbies

Warm-up

- Ask pupils if they have ever been to a circus. If this is unlikely in your country, ask if they have seen one on TV. Ask, *What can you see at a circus?* Encourage pupils to use any English words they know.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about what people are good at and are not good at doing.*

Presentation

Look!

- Display the flashcards for activities and hobbies around the room and play *I spy* (see p. 238). Show pupils how to play by modelling the first one: *I spy something beginning with...*, and asking pupils to find the activity or hobby you are thinking of. The pupil who guesses correctly first then chooses one of the flashcards and continues the game.
- Ask pupils to read the *Look!* box. Play the audio as they read. Explain that we use the *-ing* form of verbs after the expression *be good at*. Ask pupils if they can remember when we use *but* (*to join contrasting ideas*).
- Ask pupils to copy the examples from the *Look!* box into their notebooks. They can change the words/phrases for activities and hobbies so that the sentences describe themselves and people they know.
- Encourage pupils to refer to the grammar reference on p. 115 as a useful resource to help them with their learning.

- Put pupils into pairs. Tell them to look once more at the text in Lesson 1 Activity 2 and to find examples of the target grammar (*What are you good at? I'm not good at that. I'm good at reading poetry. I'm good at telling jokes. We're good at diving.*). Invite pairs to feed back to the rest of the class.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

6 Listen and read. Then look and match.

- Put pupils into pairs. Ask them to study the picture and to try to identify the activities and hobbies shown.
- Play the audio. Pupils listen and follow in their books. Then the pairs work together to match the sentences with the pictures labelled a–f.
- When they are ready, play the audio again. Pause after each sentence and elicit the matching picture.

ANSWER KEY

1 a 2 d 3 e 4 c 5 f 6 b

7 Look at the picture in Activity 6. Play a game.

- Explain to pupils that they are going to ask and answer with their partner about each of the pictures labelled a–f. Model, (Pupil A) *What's she good at?* (Pupil B) *She's good at diving.* (Pupil A) *(a)*
- When they are finished, invite different pairs to ask and answer in front of the class.

8 Listen and say *True or False*.

- Explain to pupils that they are going to listen to descriptions about each person and they should decide if the statements are true or false.
- Play the audio. Pupils listen and follow in their books. For each statement, they should write *True* or *False* in their notebooks.

Audioscript

CD1, Track 61

- 1 He loves football. He is very good at kicking. He isn't very good at throwing!
- 2 He is very good at acting, but he isn't good at telling jokes.
- 3 She is playing computer games today. She always wins!
- 4 She isn't very good at swimming, but she is very good at diving.

LOOK!

What is she good at? She's good at hitting but she isn't good at acting.
What are they good at? They're good at hitting but they aren't good at catching.

1 Listen and read. Then look and match.

- 1 She's good at diving.
- 2 He's good at throwing.
- 3 She isn't good at shooting.
- 4 They aren't good at climbing.
- 5 He isn't good at hitting.
- 6 They're good at riding.

2 Look at the picture in Activity 5. Play a game.

They are good at climbing. They aren't good at shooting.

3 Listen and say True or False.

- 1 He is good at kicking.
- 2 He is good at telling jokes.
- 3 She isn't good at playing computer games.
- 4 She is good at diving.

4 What is your partner good at? What aren't they good at? Ask and answer. Then tell the class.

Lesson 7

- Elicit the answers without confirming whether or not they are correct.
- Play the audio again and ask pupils if they want to change their answers. Then confirm correct answers with the class.

ANSWER KEY

1 True 2 False 3 False 4 True

9 What is your partner good at? What aren't they good at? Ask and answer. Then tell the class.

- Ask one pair to read aloud the example in the speech bubbles.
- The pairs take turns to ask and answer.
- When the pairs are ready, invite pupils to tell the class about what their partner is and isn't good at.

Activity Book page 27

4 Look and complete.

- Put pupils into pairs. Ask them to look at the cartoon and guess what the characters are saying without looking at the words in the box. Invite different pairs to feed back to the rest of the class.

- Ask pupils to work on their own to complete the speech bubbles with the words from the box. When they have finished, they should compare with their partner.
- Elicit the answers from the class

5 Look and write sentences.

- Ask pupils to look at the photos of Molly and Felix and to look at the pictures to find out what they are and aren't good at doing.
- Ask pupils to write sentences about what Molly and Felix are and aren't good at.
- Elicit the answers from the class.

6 What are your friends good at? What aren't they good at? Write sentences.

- Tell pupils to think about what their friends are and aren't good at doing. Explain that they should use the words and phrases from Lesson 1 if possible, but that they can also use other words and phrases they know for activities and hobbies.
- Give pupils time to write sentences. Remind them to use *but* to join contrasting ideas.
- Invite different pupils to read aloud their sentences to the rest of the class.

For Activity Book audioscripts and answer keys see p. 255.

Pop quiz

Put pupils into groups of three or four to play a guessing game. They take turns to think of a friend, without saying the name. The rest of the group ask, *What is he/she good at?* One pupil says which activity their friend is good at, e.g. *He's good at playing computer games*, and the rest of the group guesses who it is, asking, *Is it...?*

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils two extra homework activities on **Poptropica English World**.

Lesson 3 Pupil's Book page 36 or Poptropica English World

Lesson objective

To identify more activities and hobbies

Target language

trampolining, playing chess, playing the drums, skateboarding, rollerblading, running races, singing karaoke, writing stories, drawing, making models

Receptive language

What were you doing (at 3 p.m.) yesterday?

Were you (throwing a ball)?

Was he (having fun) yesterday? Yes, he was.

Materials

Audio; Flashcards and Wordcards – More activities and hobbies; Learning adventure poster


Optional activity materials

Photocopiable 3.2

Warm-up

- Review vocabulary to describe activities and hobbies. Play *Snap!* (see p. 239). Say a vocabulary item and then show the individual flashcards one by one. Pupils should say *Snap!* when you show the corresponding flashcard.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about more activities and hobbies.*

- Ask pupils to think about the activities and hobbies they are good at. Invite different pupils to say, e.g. *I'm good at diving.*
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

10  **Look and match. Then listen, check and repeat.**

- Put pupils into pairs. Give them time to try to match the pictures with the words and phrases in the box.
- When pupils are ready, play the audio. Pause so that they can point to the picture and say the word or phrase. Check that they have identified the correct picture.

Audioscript

CD1, Track 62

1 trampolining 2 playing chess 3 playing the drums 4 skateboarding 5 rollerblading 6 running races 7 singing karaoke 8 writing stories 9 drawing 10 making models

- Play the audio again, pausing after each word or phrase so that pupils can repeat and point in their books.


Flashcards

- If pupils require extra support at this stage with the new vocabulary, present the target vocabulary using the flashcards and wordcards for more activities and hobbies. Hold up each flashcard and corresponding wordcard in turn, and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

11 **Mime and guess with a partner.**

- Put pupils into pairs and invite a pair of pupils to read aloud the example in the speech bubbles. Explain that they are going to take turns to mime and guess the activities and hobbies from Activity 10.
- When the pairs have finished, invite different pupils to mime so that the class can guess.

12  **Listen and read. Where can you go rollerblading?**

- Explain to pupils that they are going to read texts advertising different clubs for activities and hobbies. They should find out which club offers rollerblading.
- Play the audio and ask pupils to listen and follow in their books. Ask, *Where can you go rollerblading?* and elicit the answer. (*You can go rollerblading at Air Play.*)

Go to **Poptropica English World** to do an extra vocabulary activity here.

13 **Which club should they go to? Read and give advice. Tell a partner.**

- Ask pupils to read sentences 1–4. Explain that they should read the texts in Activity 12 once more and give advice to say which club they think each person should join. Invite a pupil to read aloud the example in the speech bubble, and explain that pupils should follow this as a model when giving advice. Point out that for 4 they should choose a friend and think about what they are good at.
- Put pupils into pairs. Give them some time to read the text again. Then they take turns to give advice.
- Invite different pupils to give advice in front of the class.

Lesson 4 Pupil's Book page 37 or Poptropica English World

Lesson objective

To talk about what people were doing yesterday

Target language

What were you doing yesterday at 5.00?

I was rollerblading.

What was he/she doing yesterday at 2.45?

He/She was trampolining.

What were they doing yesterday at 5.00?

They were acting.

Was he/she drawing pictures?

Yes, he/she was. / No, he/she wasn't.

Were they playing computer games?

Yes, they were. / No, they weren't.


Materials

Audio; Flashcards and Wordcards – Activities and hobbies

Warm-up

- Revise words and phrases for activities and hobbies. Play *Mix-matched flashcards* (see p. 239). Divide the class into teams to match flashcards and wordcards.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about what people were doing yesterday.*

Presentation


 **Look!**

- Write on the board: ... *yesterday at 5.00*. Ask pupils to think about what they were doing yesterday at 5.00, to elicit, e.g. *I was playing the drums* or *I was playing the drums yesterday at 5.00*.
- Then write on the board: *What were you doing yesterday at...?* Encourage pupils to make questions with different times, e.g. *What were you doing yesterday at 7.00?* and elicit responses.
- Ask pupils to read the *Look!* box. Play the audio as they read. Explain that we use the past continuous to talk about actions which were in progress at a specified time in the past. Remind pupils that we answer open (*Wh-*) questions with specific information and closed questions with *yes* or *no* answers.
- Ask pupils to copy the examples from the *Look!* box into their notebooks, changing the sentences so that they are true for themselves.

- Ask pupils to look at Activity 12 in Lesson 3 again and find examples of the structures from the *Look!* box. Invite individual pupils to read out the sentences they find.
- Encourage pupils to refer to the grammar reference on p. 115 as a useful resource to help them with their learning.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

15  **Listen and choose. Then ask and answer.**

- Ask pupils to look at the timetable and read the different activities. Explain that they are going to listen to find out what each person was doing at 2.45 and at 5.00 in the afternoon. They should choose the correct activity out of the two given for each time.
- Play the audio. Pupils listen and follow in their books. Pause between each time slot, to give pupils time to write the answers in their notebook.
- Put pupils into pairs. Invite a pair to read aloud the example in the speech bubbles. Write on the board: *Was/Were... -ing... yesterday at 2.45/5.00?* Pupils take turns to ask and answer about the activities each person was doing at each time in the afternoon. Remind pupils to use the structure on the board when they are asking questions.
- When they have finished, invite pairs to ask and answer in front of the class.

Audioscript

CD1, Track 65

What were they doing yesterday in the afternoon?
At two forty-five, Tom was writing a story. Alice was skateboarding. And Helen and Danny were drawing pictures in their art lesson.
At five o'clock, Tom was doing puzzles. Alice was shopping with her mum. And Helen and Danny were acting in a play.

ANSWER KEY

At 2.45 p.m.: Tom was writing a story; Alice was skateboarding; Helen and Danny were drawing pictures. At 5.00 p.m.: Tom was doing puzzles; Alice was shopping; Helen and Danny were acting.

LOOK

What were you doing yesterday at 3.00?	I was rollerblading.
What was Helen doing yesterday at 2.45?	She/She was transcribing.
What were they doing yesterday at 3.00?	They were eating.
Was Helen drawing pictures?	Yes, Helen was. / No, Helen wasn't.
Were they playing computer games?	Yes, they were. / No, they weren't.

GRAMMAR REFERENCE ▶ PAGE 170

18 Listen and choose. Then ask and answer.

7.00	11.00	3.00
writing a story / going to music class / playing chess at school / doing a story	rollerblading / transcribing / shopping / playing computer games	reading poetry / drawing pictures / doing their homework / sitting

Was Tom doing in music class yesterday at 2.45?
No, he wasn't. He was writing a story.

19 Listen and match. Then ask and answer.

11.00 writing a story 11.00 rollerblading 3.00 walking to school

7.00 sleeping 7.00 having breakfast

Helen and Danny Tom Alice

11.00 running races

What was Tom doing yesterday at 7.00?
He was ...

17 What were you doing yesterday at 5.00? Tell a partner.
I was rollerblading.

Lesson 4

16 Listen and match. Then ask and answer.

- Explain to pupils that they are now going to listen to find out about what the same people were doing at 7.00 and 11.00 in the morning. They should match the activities with the correct photo. Give pupils time to read through the activities.
- Play the audio. Pupils listen and follow in their books. Pause between each time slot, to give pupils time to write the answers in their notebooks.
- Keep pupils in the same pairs as the previous activity. Invite a pair to read aloud the example in the speech bubbles. Write on the board: *What was/were... doing yesterday at 7.00/11.00?* Pupils take turns to ask and answer about the activities each person was doing at each time in the morning. Remind pupils to use the structure on the board when they are asking questions.
- When they have finished, invite pairs to ask and answer in front of the class.

Audioscript

CD1, Track 66

What were they doing yesterday morning?
At seven o'clock, Tom was sleeping. Alice was having breakfast. And Helen and Danny were walking to school. At eleven o'clock, Helen and Danny were writing a story. Tom was rollerblading. And Alice was running races.

ANSWER KEY 1 e, a 2 b, d 3 c, f

17 What were you doing yesterday at 5.00? Tell a partner.

- Ask pairs to take turns to talk about what they were doing yesterday at 5.00 in the afternoon.
- When they are ready, invite different pupils to tell the class what their partner was doing yesterday at 5.00.

Activity Book page 29

9 Read and complete.

- Tell pupils that they are going to read a timetable of different activities four friends did yesterday. Then they are going to complete questions and answers about what the friends were doing.
- Give pupils time to complete the sentences then ask them to compare their answers with a partner.

10 Read and complete. Then look at Activity 9 and circle the correct answer.

- Ask pupils to try to complete the questions and answers from memory before they refer back to the timetable in Activity 9.
- When pupils have finished, ask them to compare with their partner.
- Invite different pairs to ask and answer in front of the class.

For Activity Book audioscripts and answer keys see p. 255.

Pop quiz

Ask, *What were you doing yesterday at 8.00 in the morning?* to elicit, e.g. *I was eating breakfast yesterday at 8.00.* Invite different pupils to ask questions for their classmates to answer.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils two extra homework activities on **Poptropica English World**.

Lesson 5 Pupil's Book page 38 or Poptropica English World

Lesson objective

To understand and discuss a story

Target language

tracks, wolf, the right way, interesting

Functional language

That's a good idea. Come on!

Materials

Audio


Optional activity materials

Photocopiable 3.3

Warm-up

- Ask pupils what they can remember about the story from previous episodes. Ask, *What happened at the end of the last episode?* to elicit, *They found the man's shopping. The ribbons were like the ribbons in the newspaper.*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure


 Look at the story. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're reading a story about the Ice Detectives.*

Story

BEFORE

- 18** Look at the pictures. Work with a partner to tell the story.
- Put pupils into pairs. Ask them to try to predict what happens in this episode by looking at the pictures. Remind them not to read the words in the speech bubbles at this point.
 - Invite pairs to share their ideas with the class.

WHILE

- 19**  Listen and read. What is Polly and Mike's new hobby?
- Tell pupils that they should listen carefully to find out what the characters say is their *new* hobby.
 - Play the audio while pupils listen and follow in their books. Elicit the answer to the gist question (*Finding thieves*), and ask pupils to give a reason for their answer.


Practice

- 20** What do you think made the tracks that Polly and Mike see? Tell a partner.

- Explain that pupils are going to work in pairs to talk about the question. Write on the board, *I think a... made the tracks because...* Model, *I think an animal made those tracks because they don't look like a person's tracks. I think a wolf made the tracks because wolves live in cold countries.* Encourage pupils to think creatively and to think of possible reasons for their answer.
- Put pupils into pairs. Circulate, prompting and correcting as necessary.
- Invite different pairs to choose one of their ideas and to write it on the board. Have a class discussion about the different ideas.

Go to **Poptropica English World** to do an extra story activity here.

Extension questions

 Write the following questions on the board: *Why do you think Mike says that trying new things is interesting? Do you think it's easy or difficult for a skidoo to travel in the mountains? Why/Why not? What skills do you need to have to be good at chess? What skills do you need to have to be good at finding thieves?*

- Put pupils into pairs. Give them a few minutes to think of their answers. They can write their ideas in their notebooks.
- Invite different pairs to share their ideas with the rest of the class.

Role play

- Put pupils into pairs and ask them to take the roles of Polly and Mike. They should read through the speech bubbles, using suitable intonation and emphasis, and practise acting out the story.
- When the pairs are ready, invite volunteers to perform their role play in front of the class.

Activity Book page 30

- 11** Read. Then number the pictures in order.

- To support pupils' understanding of narrative sequencing, ask pupils to look at the frames and put them in the correct order of the story. If they need additional support, they can refer to the story on Pupil's Book p. 38 or they can listen once more to the audio.
- Elicit answers from the class.

BEFORE Look at the pictures. Work with a partner to tell the story.

WHILE Listen and read. What is Polly and Mike's new hobby?

BACK AT POLLY'S HOUSE

1 I really like food but I'm not good at cooking.

2 Come to my cooking class! Cooking is a fun hobby!

3 On Thursday at 5 o'clock I will be sleeping. Then the alarm sound is... What's wrong was it going?

4 That's a good idea. Trying new things is interesting.

5 I'll be going towards the mountains. Why don't we go and have a look?

6 It's fantastic. I like going to the mountains on Saturdays. I'll be going to the mountains.

7 But I love these and I'm good at it.

8 Well, you're good at Solving Puzzles. The... What's your hobby?

9 Look at these tracks. Is that the dog's? No, these are wolf tracks.

10 Look, is that a rabbit? Yes, it is! How are you? This is the right way!

11 What do you think made the tracks that Polly and Mike saw? Tell a partner.

Lesson 3

12 Read and circle.

- Explain to pupils that this activity checks their understanding of details in the story.
- Give pupils time to choose the correct answer, allowing them to refer back to the Pupil's Book, if necessary.
- Elicit the answers from the class.

13 Write answers.

- Invite different pupils to read aloud the questions. Explain to pupils that they are going to discuss the questions with their partner and then write the answers on their own. Encourage pupils to try to remember the answers and not look back at the story, as they should know it well by now.
- When they are ready, invite different pupils to read aloud their answers. Ask the rest of the class to agree or disagree.

For Activity Book audioscripts and answer keys see p. 255.

Pop quiz

★ Play *Board game* (see p. 240): say one or two words spoken by a character in the story on Pupil's Book p. 38, or mime his/her actions. The class have to guess who you are, to move ahead in the game.

- Alternatively, do the **Poptropica English World digital activity**.

Using stories

BEFORE
Anticipate

- Ask questions to get pupils thinking about the story.
- Introduce new vocabulary or review previously learnt language.
- Encourage pupils to imagine and think creatively.

WHILE
Read

- Play the audio while pupils read.
- Encourage pupils to read and listen carefully to find the answer to the gist question.

AFTER
Check

- Ask comprehension questions about specific detail.
- Ask questions about language use in context.
- Ask personalisation and wider application questions to encourage critical thinking.

Role play

- Bring props to class, where possible.
- Allow pupils either to read or to recite from memory.
- Encourage pupils to collaborate effectively with one another.
- Remind pupils to use appropriate intonation and emphasis, and to act out the story with suitable movements.

Lesson 6 Pupil's Book page 39 or Poptropica English World

Lesson objective

To understand details of a story, talk about trying new things and use rising and falling intonation

Values

Try new things. Have a hobby.

Materials

Audio


Optional activity materials

Photocopiable 3.4

Warm-up

- Review the story from Lesson 5. Ask, *Where did the skidoo go? (towards the mountains) What day is it? (Saturday) Which tracks did Polly and Mike find? (wolf tracks and skidoo tracks) How did they know the right way? (they saw a ribbon)*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at them on the screen: *We're learning to understand details of the story, talk about trying new things and use rising and falling intonation.*

Story

AFTER

21 Read the story again. Answer the questions.

- Ask pupils to read the story silently. This could also be done as a role play activity.
- When they have read the story again, tell them to read the questions and discuss answers with their partner.
- Elicit the answers from the class.

ANSWER KEY 1 Polly and Mike are in the mountains. 2 They don't see the skidoo. 3 Mike plays chess on Saturdays. 4 Polly finds the ribbon. 5 Polly's mum does cooking classes.

Values

22 Read and choose.

- Elicit what it means to have a hobby. Ask pupils if they can remember what Polly and Mike's new hobby is, (*finding thieves*). Ask, *What does a hobby mean? (something you do in your free time).*

- Draw pupils' attention to the *Values* box and read it out: *Try new things. Have a hobby.* Ask pupils why they think it's important to have a hobby, e.g. *It is important because we learn new things.*
- Ask pupils to look at the different pictures in the activity and help with any vocabulary, if necessary. Model the first item by reading out, *You're good at sports. You should...* and asking pupils which item a–c they think would suit someone who is good at sports. Elicit that the correct answer is *b) join a sports team.*
- Put pupils into pairs. They should work together to choose activities they think are most suitable. Point out that there are no right or wrong answers.
- Invite different pairs to tell the class their choices, giving reasons. Have a class discussion about whether or not it is a good idea to develop our talents by joining teams, clubs, taking classes or learning new skills.

Phonics and Spelling

Presentation

- Show pupils the Phonics and Spelling poster. Read aloud the question and answer: *Where's the bear with spiky hair? It's here, under your chair.* Ask pupils to look in their books while you read out the text in the *Phonics* box. Explain that intonation is the rising or falling pitch in our voice as we say words or phrases. Point out that in English we change intonation to differentiate questions and answers or express how we feel.
- Ask questions from the story, e.g. *Which way was it going? Is that the thief?*, and ask pupils to identify if you are using rising or falling intonation. Do the same with answers from the story, e.g. *It was going towards the mountains. No, those are wolf tracks.* Point out that answers in English are either neutral (don't go up or down) or have falling intonation.

23 Listen and repeat.

- Explain to pupils that they are going to listen to a question and two possible answers. They should show rising or falling intonation by pointing up or down.
- Play the audio, pausing for pupils to repeat and point up or down.

ANSWER KEY

Are you good at rollerblading?; *pupils point up*
Yes, I am; *pupils point down*
No, I'm not; *pupils point down*

13 AFTER Read the story again. Answer the questions.

- Where are Polly and Mike?
- When does Mike play chess?
- Who does cooking classes?
- Do Polly and Mike see the artist?
- Who finds the ribbon?

VALUES Try new things. Have a hobby.

13 Read and choose.

1 You're good at sports. You should...

2 You're good at drawing and painting. You should...

3 You're good at singing and acting. You should...

4 You're good at technology. You should...

14 Listen and repeat.

PHONICS & SPELLING

1 Listen and read. Then repeat.

- A: Are you good at writing stories?
B: No, I'm not.
- A: Are you good at doing puzzles?
B: Yes, I am. I do them every day.
- A: Are you good at playing computer games?
B: Yes, I am!
- A: Are they good at singing and acting?
B: Yes, they are!

Lesson 8

Practice

24 Listen and read. Then repeat.

- Explain to pupils that they are going to listen to different questions and answers, and that they should point up for rising intonation and down for falling intonation.
- Play the audio, pausing for pupils to repeat and point up or down.
- Check pupils have understood by asking, *When do we use rising intonation? (questions) When do we use falling intonation? (answers)*

ANSWER KEY

1 A: pupils point up, B: pupils point down 2 A: pupils point up, B: pupils point down 3 A: pupils point up, B: pupils point down 4 A: pupils point up, B: pupils point down

Activity Book page 31

14 Put the words in order to make sentences. Then match.

- Remind pupils of the Values: *Try new things. Have a hobby.* Explain to pupils that they are going to make sentences to find out what each of the people in the photos are saying, and to write the

pieces of advice. Then they are going to match what the people are saying with a relevant piece of advice.

- Write on the board: *who? + good at/like + doing what?* and explain that pupils should follow this as a guide for what the people are saying. Then write on the board: *who? + should + do what?* as a guide for giving advice. Model the first item, if necessary.
- Pupils work on their own to make sentences and match. Then put pupils into pairs and tell them to compare their work.
- Compare answers as a class. Ask, *Do you agree with the advice? Why/Why not?* Have a class discussion.

15 Listen and circle.

- Explain to pupils that they are going to listen to questions and answers, and that they should choose an arrow upwards for rising intonation and an arrow downwards for falling intonation.
- Play the audio. Pupils follow in their books and circle the arrows.
- Elicit the answers from the class.
- You could play the audio again and pause for pupils to repeat the sentences with the correct intonation.

16 Read and complete. Then circle.

- Explain to pupils that they are going to complete the sentences using the words from the box, and then decide if the intonation is rising (arrow upwards) or falling (arrow downwards).
- When pupils have finished, invite different pupils to read aloud their completed sentences, using the correct intonation. If pupils are less confident, you could model the intonation for them first and then have them repeat the sentence after you.

For Activity Book audioscripts and answer keys see p. 255.

Pop quiz

Play the story again. Pupils point upwards when they hear a question, with rising intonation, and they point downwards when they hear an answer, with falling intonation.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 7 Pupil's Book page 40 or Poptropica English World

Lesson objective

To talk and write about apps for different hobbies

Cross-curricular focus

ICT (cool apps)

Target language

download, online, social media, upload

Materials

Audio; CLIL poster; Learning adventure poster


Optional activity materials

Photocopiable 3.5

Warm-up

- Put pupils into groups of four. Explain that they are going to talk about smartphones. Ask, *Do you have your own phone or do you use someone else's? What do you use it for? What do you like about it? What don't you like about it?*
- When the groups are ready, invite them to feed back their ideas to the rest of the class. Encourage a class discussion.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning about apps for different hobbies.* Ask pupils to explain what an *app* means. (The word is a short form of 'application' and means a programme that can be downloaded onto a mobile device, like a smartphone or tablet, for a particular purpose such as editing photos or making music). They can use L1, if necessary.

25 Which apps do you know about? What are they for? Tell your class.

- Explain that pupils are going to talk about any apps they have used themselves or know about.
- Put pupils into pairs and give them time to discuss the question.
- Invite different pairs to share their ideas with the rest of the class. If they don't know a word in English, tell them to draw the idea on the board and ask the other pupils if they can guess the word.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

26 Read and complete. Then listen and check.

- Tell pupils that they are going to read a website which describes three different apps. They should complete the gaps with the words from the box.
- Give pupils time to read the text and write the answers in their notebooks.
- When they have finished, play the audio. Pupils listen and follow in their books.
- Elicit the answers from the class.

ANSWER KEY

1 download 2 upload 3 social media 4 online

Practice

27 Match the definitions with the words in the box in Activity 26.

- Invite different pupils to read aloud the definitions. Encourage pupils to read their completed texts to find the words in context, so that they can make sure they match the words and definitions correctly.
- When pupils have finished, elicit the answers.

ANSWER KEY

1 download 2 upload 3 online 4 social media

28 Which app do you like the best? Tell a partner.

- Put pupils into pairs, and invite a pair to read aloud the example in the speech bubbles. Write on the board: *I like... because I'm good at...*
- Explain to pupils that they should follow this model to talk about the apps in Activity 26.
- When the pairs are ready, invite different pupils to say their sentence to the rest of the class. Find out if pupils give the same or different reasons for why they like each app.
- Have a class vote for the most popular app.

29 Create your own hobby app. Think about these questions. Then write about it in your notebook.

- Invite different pupils to read aloud the questions.
- Pupils work on their own to think of an idea for a useful app. Point out that they should think about the three questions while they develop their idea for their app.
- As pupils write about their app, tell them to use the texts in Activity 26 as models for how to write about it. Encourage them to be creative in how they describe their app.

The slide is titled 'COOL APPS!' and features several sections:

- Activity 17:** 'Which apps do you know about? What are they for? Tell your class.' and 'Read and complete. Then listen and check.' Below this is a box with words: 'download', 'online', 'social media', 'upload'.
- Activity 18:** 'What can these hobby apps do? Read and complete.' It shows two app descriptions: 'Sky Guide' (a great website for finding things about the sky) and 'Sky Guide' (a great website for finding things about the sky).
- Activity 19:** 'Write about an app that you like to use.' It includes a matching exercise and a writing prompt: 'Which app do you like the best? Tell a partner.' and 'Create your own hobby app. Think about these questions. Then write about it in your notebook.'
- Activity 20:** 'Match the definitions with the words in the box in Activity 25.' The definitions are: 'to get files from the internet', 'to get files to the internet', 'using the internet', and 'a way of sharing information with friends'.
- Activity 21:** 'Which app do you like the best? Tell a partner.' It shows two student responses: 'I like the video app because it's good for taking videos.' and 'I like the original app because it's good for making gifts for my friends.'
- Activity 22:** 'Create your own hobby app. Think about these questions. Then write about it in your notebook.' The questions are: 'What does it do?', 'Who is it for?', and 'Why is it a good idea?'.

- Put pupils into pairs to compare their answers.
- Invite different pupils to read aloud the completed sentences.

18 What can these hobby apps do? Read and complete.

- Explain to pupils that they are going to read about two different apps and then choose the correct phrases from the box to complete the lists of what each app can do. Point out that they should use the apps' abilities as a guide to choosing the correct items from the box.
- When pupils are finished, elicit the answers.

19 Write about an app that you like to use.

- Invite different pupils to read aloud the questions. Explain to pupils that they should write about an app that they already use or would like to use.
- When pupils have finished, put them into pairs. Pupils should take turns to read their descriptions and their partner should try to guess the name of the app.
- Play a guessing game with the class. Invite pupils to describe their app and encourage the class to guess the name of the app.

For Activity Book audioscripts and answer keys see p. 255.

- When pupils are ready, put them into pairs. Tell them to take turns to describe their app to their partner. Then invite pupils to share their ideas with the rest of the class. Ask pupils if they would download any of their classmates' apps, encouraging them to give reasons.

Extension questions

Write the following questions on the board: *Do you like to have help when you are making things? Why/Why not? How can an app help you make something? What would you use the video editor app for? Do you know any apps which are similar?* Use L1, if necessary.

- Put pupils into pairs. Give them a few minutes to think of their answers. They might like to write their ideas in their notebooks.
- Invite different pairs to feed back their ideas to the rest of the class.

Activity Book page 32

17 Put the letters in order to make words. Then complete the sentences.

- Ask pupils to rearrange the letters to make words and then use them to complete the sentences.

Learning adventure

Ask pupils, *What do you know about apps for different hobbies now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Play *Spelling bee* (see p. 241) using the words from the box in Activity 26. When they have spelt the word correctly, invite them to give a definition of the word.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 8 Pupil's Book page 41 or Poptropica English World

Lesson objective

To understand texts and talk and write about funny activities

Cross-cultural focus

To find out about funny activities around the world

Project focus

To find out about a funny activity

Target language

mud race, play polo, cheese rolling

Materials

Audio; Learning adventure poster


Optional activity materials

Various items associated with sports, e.g. tennis ball, golf tee, etc; Photocopiables 3.6 & 3.7

Warm-up

- Have an activity alphabet competition. Put pupils into groups of four and hand out a piece of paper to each group. Ask them to write the letters of the alphabet in a column going down the left-hand side of the piece of paper. Explain that they should try to write at least one activity for each letter of the alphabet. Encourage them to use words for activities they have learnt in this unit and any other words for activities which they know.
- Set a time limit. When the time is up, ask pupils to read out their suggestions for each letter and award a point for each correct one. The winning team is the one which has written activities for the most number of letters of the alphabet.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're talking and writing about funny activities.*

30 What sports do you know? Describe how they are played to a partner.

- Put pupils into pairs. They take turns to choose a sport and describe what it is and how it is played to their partner. Encourage pupils to choose an interesting or unusual sport, if possible.
- Invite different pairs to feed back to the rest of the class.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

31 Listen and read. In which activity do people hit a ball?

- Tell pupils that they are going to read three blogs written by young people about funny activities where they live.
- Keep pupils in their pairs from the previous activity. Ask them to look at the photos and try to predict what people do in each activity.
- Play the audio. Pupils listen and follow in their books. Ask, *In which activity do people hit a ball?* and elicit the answer. (*People hit a ball in camel polo.*)
- Invite different pairs to tell the class what their predictions were for each of the activities. Encourage them to compare their predictions with what they have read.

Practice

32 Read and match with the texts in Activity 31.

- Pupils work in pairs to read the questions and then read the blogs to find the specific information. Pupils write the answers in their notebooks.
- When pupils are ready, elicit the answers. Ask them to say where in the text they found the information for each answer.

ANSWER KEY 1 c 2 b 3 c 4 a 5 a

Project

33 Make a presentation about a funny activity.

- Read the project instructions and check understanding. Focus on the example and explain that pupils are going to follow this model to write descriptions about the funny activity they choose.
- Put pupils into groups of three or four. Invite a pupil to read aloud the list of questions pupils need to find out about.
- In their groups, pupils choose a funny activity that they have heard about. Circulate and help with suggestions if groups are struggling with ideas.
- When they have chosen an activity, ask pupils to find out the answers to the questions. Pupils can decide how they want to divide up the work. Either all the pupils in the group can find out the answers to all the questions and then share their ideas, or they can divide up the questions between them.
- They can research online or go to the library to find out information, making notes in their notebooks or on pieces of paper.
- Give pupils time to create their presentation from the notes they have made. They should find photos to accompany their writing if possible.

Wider World

Funny activities

20 What sports do you know? Describe how it is played to a partner.

19 Listen and read. In which activity do people hit a ball?

Mud racing

It's fun in Kentucky, America. They put horses in mud races. It's for children only, but parents can come and watch. You can race, climb over and get in the mud. It's hot! That's my brother in the picture. He was laughing at me. He looks small.

Frankie, 11, United States

Cheese rolling

In May, people roll a big cheese down a steep hill. Then people race to catch the cheese. The winner can eat it but has to run fast to be seen. It's not very good at running.

Freddy, 11, United Kingdom

Canoe polo

People usually play canoe polo on lakes. It's a water sport. You sit in a canoe. They throw a ball into the water. You have to catch it with your hands. I don't play because I'm not good at hitting the ball. I like to watch.

Sofian, 11, United Arab Emirates

PROJECT BOX

- Choose a funny activity.
- Find out the answers to these questions:
 - Where do people do the activity?
 - How do they do the activity?
 - What should they be good at?
- Create your presentation. Find photos, if possible.
- Present your findings to the class.

21 Read and match with the texts in Activity 20.

- This is a ball sport.
- This is a sport with food.
- People ride in this sport.
- People climb in this sport.
- People get dirty in this sport.

22 Make a presentation about a funny activity.

HOME-SCHOOL LINK

Talk about different activities with your family. Which ones do you like best?

Lesson 8

- Invite different pupils to read out parts of the completed text, and check answers as a class.

21 Read the text in Activity 20 again. Then answer the questions.


- Pupils work on their own to read the questions and then read once more the text in Activity 20 to find the specific information. They write the answers in their notebooks.
- When pupils are ready, elicit the answers. Ask them to say where in the text they found the information for each answer.

22 Think of a sport you like. Complete the sentences.

- Put pupils into pairs and tell them to choose a sport that they like and to ask and answer the questions about it. This stage helps pupils develop their ideas for their writing.
- Then ask pupils to work on their own to write about their sport.
- Invite different pupils to read aloud their descriptions. They could read their second and third sentences, and have the rest of the class try to guess the sport.

For Activity Book audioscripts and answer keys see p. 255.

- Each group presents their findings to the class. Encourage pupils to be creative in their presentation, using technology as appropriate.

 Give pupils feedback about their project. Make sure that they have answered all the questions in sufficient depth, and have written clear descriptions. Praise good content, correct spelling and punctuation, and a creative presentation.

Home-School link


- Read the instruction with the class: *Talk about different activities with your family. Which ones do you like best?* Ask pupils to do this at home. Explain that you will be asking them for feedback at the start of the next lesson.

Activity Book page 33

20 Read and complete.


- Ask pupils if they have heard of Harry Potter (a famous wizard from J. K. Rowling's series of books) and if they know anything about the sport that Harry and his friends play at school. Explain to pupils that they are going to read about the rules of a game that is played at Harry Potter's school. Pupils complete the text using the words from the box.

Learning adventure

 Ask pupils, *What do you know about funny activities now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words and phrases they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Say, *You must be good at running. Which activity? (cheese rolling).* Do the same with other activities in Activity 31 and other activities pupils know, e.g. *You must be good at kicking a ball. (football/all suitable answers)*

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils an extra homework activity on **Poptropica English World**.

Lesson 9 Pupil's Book page 42 or Poptropica English World

Lesson objective

To understand and write a simple text message to make an arrangement

Writing focus

To use emojis and symbols in messages


Materials

Audio; Learning adventure poster

Warm-up

- Ask pupils for feedback on their homework task of talking about different activities with their families. Invite different pupils to tell the class what they discussed at home.
- Then ask pupils, *How many words and phrases for activities and hobbies can you remember?* Write words or phrases that pupils suggest on the board, e.g. *making models, playing computer games.*
- Invite a pupil to come to the front of the class and mime one of the words or phrases on the board. The rest of the class guess which word or phrase they are miming. The pupil who guesses correctly then has a turn to mime. Continue until all the words and phrases on the board have been mimed.
- Alternatively, do the **Poptropica English World digital activity**.


Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to write a simple text message to make an arrangement.*

- Ask, *Do you send a lot of messages? Who do you send messages to? When do you send them?* Elicit responses.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're already moving along your learning adventure!*

Presentation

READ

34  **Read and choose. Then listen and check. Where does Grace want to go?**

- Ask pupils to look at the text messages. Ask, *Who is sending messages? (Grace and Ruby) Do you think they are good friends? Why/Why not? (Pupils' own ideas.)*
- Play the audio. Pupils listen and follow in their books. Then ask, *Where does Grace want to go?* to elicit, *the swimming pool.*

Audioscript

CD2, Track 06

RU = RUBY GR = GRACE

GR: Hi, Ruby! What were you doing at 5.00 p.m. last night? I called you.

RU: Hi, Grace. I was skateboarding. I started a new hobby!

GR: Great. I want a new hobby. I want to be healthy and sporty.

RU: Great idea! What are you good at?

GR: I love swimming and I'm good at diving! Do you want to come to the pool with me?

RU: OK! When?

GR: Water aerobics is on Saturday at 9 a.m.

RU: OK. Dad can drive us to the pool. We must take the bus back home.

GR: Great! Exercise is good for us!

RU: We can have lunch at the swimming pool.

GR: Sounds fine. Talk in the morning.

RU: Cool, I can't wait! Good night.

ANSWER KEY

1 swimming 2 diving 3 pool 4 drive 5 must

Practice

THINK

35 **Look at Activity 34 and order the different parts.**

- Explain that we usually follow a specific sequence when we make an arrangement to meet someone. Invite different pupils to read aloud the items a–f. Pupils are going to look at the text messages in Activity 34 again and check the order of the different messages. They should write the correct order of the different parts a–f in their notebook.
- When pupils have finished, put them into pairs to compare how they have ordered the different parts.
- Invite different pairs to feed back to the rest of the class, and elicit the correct order.

ANSWER KEY e f c d b a

PLAN

36 **Choose a new activity you want to do. Think about these questions and make notes.**

- Invite different pupils to read aloud the questions. Pupils work on their own to think about an activity and to make notes.
- Then ask them to discuss their ideas with a partner.

16 READ Read and choose. Then listen and check. Where does Grace want to go? **WRITING**

17 THINK Look at Activity 34 and order the different parts.

- Try greetings.
- Decide how to get somewhere.
- Decide to go somewhere.
- Decide when to go somewhere.
- Say hello.
- Say why they want to do something.

18 PLAN Choose a new activity you want to do. Think about these questions and make notes.

- Why do you want to do it? • Where can you do it? • How can you get there?
- When can you do it? • Who do you want to do it with?

19 WRITE Use your notes to write a text message conversation in your notebook.

WRITING TIP!
We use emojis and symbols in messages to communicate feelings and ideas. What do you think these pictures show?

Lesson 9

Writing Tip!

- Invite a pupil to read aloud the *Writing Tip!* box. Elicit the answers from the class for each emoji. Ask pupils if they use emojis and symbols, and which ones they like to use.

Go to **Poptropica English World** to do an extra writing activity here.

WRITE

- 37 Use your notes to write a text message conversation in your notebook.**
- Pupils use their notes from Activity 36 to write a text message conversation like the one in Activity 34. Explain that they can write their messages to a real friend or to an imaginary one. Remind pupils that they can include simple emojis and symbols in their work but these shouldn't replace any words, and they should focus on writing correct sentences here. Tell them to refer back to their completed Activity 35, to make sure they follow the correct order for making arrangements.
 - Pupils work on their own to write. When they have finished, encourage them to read through their email and to check their spelling, grammar, use of capital letters and punctuation.

- Tell pupils to swap their notebooks with their partner and to check their work, making sure they have ordered the messages correctly and referring to the *Writing Tip!* box. Encourage them to give each other feedback about their writing, e.g. *Well done! Good spelling! Funny emojis!*

Activity Book page 34

23 Read and match.

- Pupils read three sets of text messages and then match them with the responses. This activity gives pupils more extended reading practice. They should read carefully to understand the specific information in the messages and responses so that they can match correctly.

24 Imagine you want a friend to try a new hobby with you. Write your text message. Then write their response.

- Put pupils into pairs to develop their ideas about which hobby they want to write about, who they are going to write to and what the person's response might be. Ask them to think about the situation including details about time and place.
- Then pupils work on their own to write their text message and response. Encourage them to follow Activity 23 for guidance as they write. Circulate, monitoring and prompting as necessary.
- When pupils have finished, put them in their pairs once more and tell them to swap books. Invite different pupils to read aloud their partner's work to the class.

For Activity Book audioscripts and answer keys see p. 255.

Pop quiz

Write on the board a simple message using emojis and symbols, e.g. *I feel [sad face] because [umbrella with rain]*. Elicit the sentence. Invite different pupils to come to the board to write similar messages for the class to read. The winner is the pupil who can write the funniest message.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 10 Pupil's Book page 43 or Poptropica English World

Lesson objective

To assess what they have learnt in Unit 3


Materials

Audio; Learning adventure poster; Test Booklet pp. 16–19 (Unit 3), pp. 40–43 (End of term 1 test)

Warm-up

- This is a self-assessment lesson. Tell pupils that the activities in this lesson will show what they have learnt in this unit.
- Play *Memory* (see p. 238) with words from this unit.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're thinking about our learning adventure.*

- Ask, *How many words to describe activities and hobbies can you remember?* Write pupils' answers on the board.
- In pairs, pupils discuss how they feel about their learning adventure. Individual pupils say where they are on their learning adventure and what they think their difficulties are.
- Invite pupils to use this lesson's activities as an opportunity to reflect on whether or not they need additional practice in any of the learning objectives.

Practice

38 What are they good at? Listen and choose.

- Ask pupils to look at the pictures. Elicit the two activities shown for each person, e.g. in one picture Ally is acting and in the other picture Ally is playing computer games. Explain that pupils are going to listen to find out which activity each person is good at. Play the audio. Pupils listen and follow in their books. They should write the answers in their notebooks.

Audioscript

CD2, Track 07

- 1 Ally is good at playing computer games.
- 2 Will is good at throwing.
- 3 Sarah is good at trampolining.

- Elicit the answers, but don't say whether or not they are correct. Play the audio again so that pupils can check their answers.

ANSWER KEY 1 b 2 b 3 a

39 Correct the sentences. Write them in your notebook.

- Ask, *What are you good at?* and elicit responses, e.g. *I'm good at diving.* Write the question and answer on the board. Ask pupils how the question and answer would change if you were using *I/he/they* in place of *you*.
- Explain that pupils are going to correct mistakes in similar questions and answers. They should make sure that the words are in the correct order, that the correct question word is used, and that the same subject is used in the question and the answer.
- Pupils should work on their own to correct the questions and answers. Then put them into pairs and tell them to compare their answers.
- Invite different pupils to read out their corrected questions and answers.

ANSWER KEY

- 1 A: What is he good at? B: He is good at diving.
- 2 A: What are they good at? B: They are good at acting.
- 3 A: What are you not good at? B: I am not good at catching.
- 4 A: What are we good at? B: We are good at writing stories.

40 Which hobby should they do? Tell a partner.

- Explain that pupils are going to read about which activities different people like to do. They should choose a hobby from the words and phrases in the box, and then give advice. Invite a pupil to read aloud the first sentence and then the example in the speech bubble.
- Put pupils into pairs. They take turns to say which hobby each person should do, following the example.
- When the pairs have finished, elicit the answers.

ANSWER KEY

- 1 Tony should play the drums. 2 Rita should draw.
- 3 Jim should go trampolining. 4 Pete and Cathy should write stories. 5 Sam should play chess.

41 Think of an activity each person or pair were doing yesterday evening. Write it in your notebook. Then ask and answer.

- Invite different pupils to read out the bullet points. Explain to pupils that they should work on their own to think about what each of the people in the bullet points were doing yesterday evening, and to write notes.

I CAN DO IT! 3

What are they good at? Listen and choose.

1. Ails	2. Wei	3. Sarah

Correct the sentences. Write them in your notebook.

1. A: What he is good at? B: He is doing good at.
2. A: What are you good at? B: We are good at catching.
3. A: What are they good at? B: They are good eating.
4. A: We what are good at? B: We are good at stories writing.

Which hobby should they do? Tell a partner.

write stories - draw - play chess - play the drums - stamping

1. Tony likes music. 2. Ails likes art galleries.
3. Jim likes to jump. 4. Kate and Cathy like to read books.
5. Sam enjoys games with other people.

Think of an activity each person in your pair were doing yesterday evening. Write it in your notebook. Then ask and answer.

- you
- your mum and dad
- your brother or/your sister
- your friend

She was reading some yesterday evening.
The sea was relaxing in her street.

I CAN

- I can talk about what people are good at and are not good at doing.
- I can talk about what people were doing yesterday.
- I can write a simple text message making an arrangement.

Lesson 10

- When pupils have finished, put them into pairs. Invite a pair to read aloud the example in the speech bubbles. Then pupils take turns to ask and answer about each of the people in the bullet points, following the notes they have written.
- Invite different pairs to ask and answer in front of the class.

Activity Book page 35

25 Match.

- Pupils match the words in the box with the definitions.

26 Look and write.

- Point out the key, and invite a pupil to read what each symbol represents. Pupils look at the pictures and write sentences using the key to help them.

27 Write the missing word. Then write the answer.

- Pupils complete the questions with the correct missing word and then use the pictures to help them write an answer.

28 Complete the sentences for you.

- Pupils complete the sentences to say which activities they are good at and which hobbies they do.
- When they have finished, invite different pupils to read aloud their sentences to the rest of the class.

Activity Book page 97 (Extra practice)

1 Find the words.

- Pupils find and circle words from the unit.

2 Read and circle.

- Pupils read the sentences, and choose and circle the correct word.

3 Write the verbs in the correct form.

- Model an example, e.g. *I'm good at telling jokes but I'm not good at playing the drums.* Invite pupils to identify the verbs (*telling, playing*) and their form (*-ing*). Pupils complete the sentences using the verbs in brackets.

For Activity Book audioscripts and answer keys see p. 255.

Learning adventure

★ Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Pupils say the *I can* statements in the Pupil's Book and point at the faces to represent how confident they feel about each learning objective. Then, for each statement, they tick below the appropriate face in the Activity Book.
- Refer pupils to the Learning adventure poster and ask them, *Where are you now in your learning adventure?* Encourage pupils to discuss their progress, and say, *Well done!* to give them positive reinforcement.

Pop quiz

★ Put pupils into groups of four. Write these questions on the board: *Which is your favourite activity in the unit? Why? Which activity don't you like? Why? What is your favourite new word? Which word is the most difficult for you?*

- In their groups, pupils discuss their answers to the questions.
- Groups share their answers with the class.
- Alternatively, do the **Poptropica English World digital activity**.

Go to **Poptropica English World** to do an extra self-assessment activity here.

Assign pupils an extra homework activity on **Poptropica English World**.