**Lesson 1: Vocabulary**

1. What machines are there in your house? Make a list. Where can you find each machine?

2. Listen, point and say the vocabulary chant.

3. Listen, look and sing *Our house*.

4. **Talk Partners** Ask and answer.

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**1 washing machine**

**2 dishwasher**

**3 toaster**

**4 cooker**

**5 DVD player**

**6 blender**

**7 hairdryer**

**8 printer**

**9 microwave**

**10 fridge**

**11 tablet**

**12 hoover**

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Our house is full of machines, 
Upstairs and downstairs, too. 
We’ve got machines in the kitchen, 
In the bedroom and in the living room. 
There’s a cooker in the kitchen. 
We use it for cooking food. 
There’s a fridge in the kitchen, too. 
It keeps everything cool. 

*Chorus*

There’s a hairdryer in the bedroom. 
We use it for drying our hair. 
The DVD player is in the living room. 
We watch DVDs there. 

*Chorus*

There’s a dishwasher in the kitchen. 
We use it for washing dirty plates. 
There’s a blender in the kitchen, too. 
We use it for making cakes.

*Chorus*

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**Key learning outcomes:** identify and say machines in our houses; sing a song about machines in our houses  
**Vocabulary:** machines in our houses
Listen and read. Listen and repeat. Act out.

Ravi: Hi, Lily. Where were you this morning?
Lily: I was at the shopping centre with my mum and dad.
Ravi: What did you buy?
Lily: Can you guess? It’s a machine. It’s used for heating food.
Ravi: Is it a microwave?
Lily: Yes, it is. Well done!
Ravi: Did you buy anything else?
Lily: Yes, I did. It’s used for drying your hair.
Ravi: A hairdryer!

Read again. What did Lily buy?

Listen and follow. Repeat.

<table>
<thead>
<tr>
<th>used for</th>
<th>A fridge</th>
<th>A washing machine</th>
<th>A toaster</th>
<th>Microwaves</th>
<th>Hairdryers</th>
<th>DVD players</th>
</tr>
</thead>
<tbody>
<tr>
<td>keeping food cold.</td>
<td></td>
<td></td>
<td>is used for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>washing your clothes.</td>
<td></td>
<td></td>
<td></td>
<td>heating food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>making toast.</td>
<td></td>
<td></td>
<td></td>
<td>drying your hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>watching DVDs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk Partners
Play a true or false game.

We say that something is or things are used for + -ing.
A washing machine is used for washing your clothes.
Toasters are used for making toast.

That’s false.
Before you read

1 Use the code to read the message from Luke.

Yesterday, the 177-153-783-783-245-715-947 in my watch stopped!

Read the title of the story. What type of boats do you think are in the race?

2 Listen and read. Act out.

CD3 10

Lily, Josh, Dad and Ravi are going to a model boat race today. Everyone must make their own boats.

Are you ready for the boat race?

Yes. I've got our boat here.

Ravi is brilliant at making machines. I think we're going to win.

The boat can't move with only three batteries.

I'm sorry, everyone.

Don't worry. We can make a sail.

Good idea! You get a stick for the mast. I can get some fabric for the sail.

The children take their boat to the harbour and put it in the water.

What's wrong with the boat? Why isn't it moving?

Did you turn it on?

Oh no! I've only got three batteries. We need four.

The children work together to make a sail for the boat.

Let's put the boat in the water.

Why isn't it moving?

It isn't windy. What are we going to do now?
The children think and think and finally, Josh has an idea.

Let’s use solar power!

But we haven’t got anything we can use as solar panels.

Dad shows the children how to make the battery.

You put a coin in one side of the lemon and a paperclip next to it.

Look. The lemons are joined together with wire.

Put them on the boat, Dad.

Josh has another idea.

We can make a battery out of lemons. Dad can help.

Good idea! There are some lemons over there.

We need some coins, some paperclips and some wires, too.

The children are ready to start the race.

It’s working!

I don’t think we’re going to win.

No, but we’ve got a battery made of lemons!

After you read

Talk Partners Read and correct.

1 Josh made the boat.
   No, he didn’t. Ravi made the boat.

2 Ravi brings four batteries for the boat.

3 The sail helps the boat move.

4 The battery is made of oranges.

5 The children win the race.

Values Read and discuss.

• What do you think the children do with the old batteries at the end of the race?

• What do you do with batteries that don’t work?

• Where can you recycle batteries?

• What else can you recycle?

Values: recycling batteries
Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

1 wool 2 cotton 3 leather 4 plastic 5 gold 6 silver

2 Listen and sing What’s it made of?

This is my new sweater. It’s very warm. What’s it made of? It’s made of wool. I love it!

3 Listen and follow. Repeat.

made of
A sweater A bracelet A T-shirt Boots Earrings Bottles

Is made of are are

wool. gold. cotton. leather. silver. plastic.

Grammar clue

What’s a sweater made of? It’s made of wool. What are boots made of? They’re made of leather.

4 Talk Partners Make true sentences.

It’s made of wool. Is it a sweater?

Yes, it is. It’s my turn. They’re made of leather.

Are they boots? No, they aren’t. Try again.

Key learning outcomes: identify and say materials; use It’s and They’re to talk about what materials things are made of. Vocabulary: materials Grammar: It’s made of (gold). They’re made of (leather).
Lesson 5  Listening and Speaking

1  Listen, read and say.

Speak and spell

The robot rolls home with a rose and hits its nose on a phone.

Now practise spelling on page 62 in your Activity Book.

Look at the chart. Listen and say true or false.

2

big

plastic

sitting on

drying your hair

leather

carrying things

protecting your feet

silver

decorating your neck

decorating your ears

wool

keeping your head warm

keeping your hands warm

3  Talk Partners  Ask and answer to find out your friend’s objects.

Is it big or small?

What’s it made of?

What’s it used for?

Is it a hairdryer?

It’s big.

It’s made of plastic.

It’s used for drying your hair.

Yes, it is. Well done!

Key learning outcomes: listen for specific information; play a communication game using It’s made of and They’re made of  Phonics: Alternative vowel spellings: o_e – o

Teacher’s Resource Bank: Unit 6
Before you read

1. Where can you see adverts? What can you see adverts for? What do adverts do?
2. Look at the picture. What do you think this advert is for?
3. Read and listen to find out.

NO MORE CHORES!
Are you tired of helping around the house? Do you want to have more free time? You need ... *************** 

• It’s fully automatic!
• It’s the most modern robot in the world!
• It’s solar-powered!
• It washes dishes and cleans floors!
• It comes in three different colours!

THE ROBOMATIC

'Special offer Only £499 Hurry! Buy yours today!'

‘The Robomatic changed my life! It’s incredible!’
David, California

'It helps me with my homework, too!' Helen, Oxford

After you read

⇨ Go to page 63 in your Activity Book.
Key learning outcomes: prepare and write an advert; use wow words
1 Read Luke’s questions. What do you think?

Last week, I went to see RoboGames in California, in the USA. Every year, people bring the best robots to compete. Can you answer these questions?

1 How many different competitions are there at RoboGames?
2 What can the robots do?
3 Are all of the robots controlled by humans?
4 What are the robots made of?


RoboGames is a very important robot competition. People come to California, in the USA, to compete in over 50 different competitions. There are firefighting robots, robots that play hockey and football, and even robots that do kung fu. Teams come from 19 different countries to compete for gold, silver and bronze medals.

The robots are very clever. Some can climb stairs, do martial arts, perform somersaults and do breakdancing. The robots don’t just play games and do sports, though. They’re carefully designed and made so that they can see, balance and find things on their own. Some of the robots can even get out of mazes! Not all of the robots are controlled by humans – most of them do it all on their own. They’re amazing!

There are robot dogs, too. These amazing little machines can wag their tails and do tricks. The robot dogs play football together, too.

It can take a very long time to build a robot, and they can be very expensive to build. The robots are made of many different types of materials. Some are made of new materials and others are made of recycled materials.

Think about your culture

Are there any robot competitions where you live? What do the robots do? What are robots used for in your country?

Do the USA web quest and the Unit Review on pages 65 and 66 in your Activity Book.

Key learning outcomes: read about a robot competition in the USA; think about and research the USA
1 Watch the video. Which things are advertised in the video?

2 Watch the video again. Read and say true or false. Correct the false sentences.
   1. The skateboard is expensive.
   2. The cars are made of metal and rubber.
   3. The planes are made of metal.
   4. The badminton game is on special offer.
   5. The seagull is solar-powered.

3 Think and say. How can you advertise these products? Look at Activity 1 on page 67 in your Activity Book.

Creating adverts

Use wow words to make your product sound interesting.
Investigate ways of saving energy. Create an action plan to make your school green.

1. Is your school green? Is there a recycling programme? Do you save energy at school?

2. **Talk Partners** Work in groups. Look at the school and make lists.
   - List four things that you can recycle.
   - List three things that you can turn off.
   - List three things that you can reuse.

3. Listen and check your lists. Listen again and repeat the words.

Find out information

4. Find out about one way of making your school green. Make notes on page 68 in your Activity Book.

**Key learning outcomes:** learn about ways of saving energy; investigate the recycling programme in your school  
**Language:** ways of saving energy
Plan and create your project

1. Discuss the questions. Design your action plan. Make notes on page 69 in your Activity Book.
   1. How can you make your school green?
   2. Why are these action points important?
   3. How can you achieve these action points?
   4. How can you tell other pupils about being green?

Cooperative learning

Listen carefully to the speaker.

Present your project

2. Present your action plan to the class.

We should save electricity in our school.

We should turn off the lights when we leave the classroom.

We are going to make signs to put next to the light switches, so that teachers and pupils remember to turn off the lights.

Think about your project

Go to page 69 in your Activity Book.

Key learning outcomes: work in a group to create an action plan for making the school green; present the action plan to the class

Language: How can we make our school green? We should turn off the lights.