# Entertainment

## Unit Overview

### Key Competences and Key Learning Outcomes

- Review and learn words associated with different forms of entertainment (Lesson 1)
- Talk about past experiences using the present perfect simple (Lesson 2)
- Learn how to use the present perfect simple with regular and irregular verbs (Lesson 4)
- Use the present perfect simple and past simple together (Lesson 4)
- Learn expressions for making art and entertainment (Lesson 5)
- Learn about onomatopoeic words (Lesson 7)
- Talk about your favourite type of entertainment (Lesson 8)
- Watch and understand a video about different types of drawing (Video and 21st Century Skills)
- Use the Internet to learn about Uganda (Lesson 3)
- Use the Pupil's App on Navio
- Identify and practise the weak sound 'e' in past participles (Lesson 4)
- Reflect on your own learning (Lesson 8)
- Practise activity types found in the Trinity and Cambridge exams
- Use a mind map to brainstorm ideas for a talent day (Video and 21st Century Skills)
- Talk about activities you prefer doing (Lesson 1)
- Think about the importance of music in bringing the world together (Lesson 3)
- Prepare and carry out a conversation about a topic (Lesson 8)
- Work in pairs or small groups to practise and reinforce learning (all lessons)
- Do a communication task (Lesson 5)
- Think about activities and products that will be popular for a talent day

### Vocabulary

#### Core vocabulary
- Film, art exhibition, ballet, circus, classical music concert, comedy show, dance show, magazines, play, poems, pop concert, sculpture; act in a play, create a comic, compose music, juggle, make a film, make a sculpture, paint a portrait, play in an orchestra, sing in a choir, write a poem
- Extension vocabulary: audience, face painting, juggling, live music, performance dance in a dance troupe, direct a play, perform in a show, play in a band
- Other vocabulary: lines, onomatopoeic, rhyme, rhythm, sound, syllable, verse; bow, cello, clarinet, cymbals, double bass, drums, drumsticks, flute, French horn, orchestra, violin; arts festival, drumming, poetry competition, wall painting, walk the tightrope, workshop
- Recycled vocabulary: been, bought, broken, decided, eaten, given, made, ridden, seen, sung, taken, written; bigger, deeper, deeper, loudly, low, pretty, sad, slow, sweet, adventure / action / comedy films, cinema, environment, film director, nature, painting, restaurant, TV zoo

### Structures

#### Core structures
- I / You / We / They have / haven't been to a play. He / She / It has / hasn't been to a play. Have I / you / we / they (ever) been to a play? Has he / she / it (ever) been to a play? Yes, I / you / we / they have. No, he / she / it hasn't. / You / We / They have / haven't listened to the song. He / She / It has / hasn't bought a concert ticket. Has he / she / it (ever) been to the circus? Yes, he / she / it has. No, he / she / it hasn't.
- Other structures: I prefer art to films. The sound booms around the room.

#### Recycled structures

### Pronunciation

- The weak sound 'e' in past participles

### Literacy

- Text type: a poem (text to express; writing preparation)
- Reading skill: reading with rhythm
- Writing skill: onomatopoeic words

### Culture... around the world

- The creation of the African Children's Choir in Uganda

### 21st Century Skills

- Ways of thinking: being creative and original

### Thinking Skills

- Categorising (Lesson 1); Analysing and applying rules (Lessons 2 and 4); Predicting (Lesson 2); Hypothesising (Lesson 3); Logical thinking (Lesson 5); Defining and describing (Lesson 5); Finding information (Lesson 6); Planning, checking and correcting (Lesson 7); Seeing another's point of view (Lesson 8); Reflecting on learning (Lesson 8)

### Cooperative Learning

- Working together (Lessons 1–8); Collaborating (Lessons 1–8); Checking learning (Lessons 1–8); Peer-evaluation and feedback (Lesson 7); Participating (Lessons 1–8); Helping and encouraging (Lessons 1–8); Reflecting and setting goals (Lesson 8)

### Values

- How music helps people and how it makes you feel

### Cross-curricular links

- Link to Science: Urban and rural populations
- Suggested Arts and Crafts concepts: Identifying shade and shadow and painting a still life
Lesson 1

Key Competences and Key Learning Outcomes
- Review and learn words associated with different forms of entertainment
- Listen to definitions and identify the words
- Talk about activities you prefer doing
- Read a message about an arts festival

Key language
- 3D film, art exhibition, ballet, circus, classical music concert, comedy show, dance show, magazines, play, poems, pop concert, sculpture, arts festival, drumming, wall painting, walk the tightrope, workshop
- I like films. Let’s (watch the outdoor 3D film). I prefer art to films.

Materials
- Pupil’s Book pp60–61; Activity Book p58; Class CD3; Teacher’s App on Navio
- Entertainment flashcards; entertainment word cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review festivals.
- Set learning objectives.

Activity 1
- Look at Nancy’s photos.
- Answer the questions.

Activity 2
- Copy the chart.
- Complete it with words related to each category.

Vocabulary presentation
- Present the new vocabulary using the entertainment flashcards.

Activity 3
- Look and match.
- Listen, check and repeat.
- CD3 Track 7 p253
- Which things do you listen to, look at, read or watch?

Activity 4
- Listen and do the vocabulary quiz.
- CD3 Track 8 p253

Activity 5
- Read the rest of Nancy’s message.
- Which two things do you think Nancy did?

Ending the lesson
- Review the lesson and reflect on learning.

Extra activities
- Extension
  - Find out about the United Kingdom.
  - Audience, face painting, juggling, live music, performance.

Digital resources
- Teacher’s Digital: You can also teach this lesson using the Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review festivals.
- Ask What’s a festival? There can be many different kinds – elicit music, book, dance, film. Talk about Carnival too.

Set learning objectives.
- Say Today we’re going to remember and learn the names of words about entertainment.

Pupil’s Book Activity 1
Look at Nancy’s photos. Answer the questions.
- Invite a pupil to read out the speech bubble to find out who has found the label. Ask Do you know where London is?
- Invite a pupil to read out the message.
- Work as a class to answer the questions.
Answers: 1 pop concert 2 magazines 3 classical music concert 4 play 5 poems 6 art exhibition 7 sculpture 8 3D film 9 circus 10 dance show 11 ballet 12 comedy show

Pupil’s Book Activity 2
Copy the chart. Complete it with words related to each category.
- Organise the class into pairs. The pupils copy the chart into their notebooks and write the words in the correct column.

Vocabulary presentation
- Present the new vocabulary using the entertainment flashcards. Show the first flashcard and elicit / say the word. Ask Do you like (pop concerts)? Note that we say Do you like the circus?
- Note: you can use the Vocabulary Tool to present and practise this dialogue.

Pupil’s Book Activity 3
Look and match. Listen, check and repeat. Which things do you listen to, look at, read or watch?
- CD3 Track 7 p253
- Focus the class on item number 1 in the photo.

Pupil’s Book Activity 4
Listen and do the vocabulary quiz.
- CD3 Track 8 p253
- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item.
- Repeat the procedure with the other definitions.
- Note: you can use the Vocabulary Tool to do this definitions activity.

Pupil’s Book Activity 5
Read the rest of Nancy’s message. Which two things do you think Nancy did?
- Ask What festival did Nancy go to in the summer?
- The pupils read the message about the festival. They work in pairs to decide on the two things that Nancy did. (She learnt to juggle or walk the tightrope and she won a poetry competition.)
- Ask questions to check understanding. Ask How many days does the festival last? (One.) What’s the name of the pop group who are playing? (One Way)

Pupil’s Book Activity 6
Imagine you’re at the arts festival. Discuss which activities you’d like to do.
- The pupils decide what they would like to do and why.
- Organise the class into pairs. The pupils agree three things they would like to do.

Activity Book
Activity 1
Write the words and phrases in the puzzle.
- The pupils look at the pictures and write the words. They then work out the mystery word.
Answers: 1 poems 2 play 3 3D film 4 pop concert 5 sculpture 6 classical 7 dance show 8 magazines
The mystery word is painting.

Activity 2
Read and complete the definitions.
- The pupils complete the definitions.
Answers: 1 art exhibition 2 ballet 3 comedy show 4 circus

Activity 3
Read and remember the grammar in the lesson.
- Invite a pupil to read out the information. Focus the pupils’ attention on the use of ‘to’ when you compare your preference for two things.

Activity 4
Look and write sentences.
- The pupils complete the sentences according to the pictures.
Answers: 1 I prefer rock climbing to going to the cinema.
2 I prefer painting to playing football.
3 I prefer listening to music to reading.
4 I prefer dancing to singing.

Odd one out activity
Which is the odd one out? Why?
- The pupils complete the odd one out activity.
Answers: poetry (You don’t see is at the circus.)

Ending the lesson
Review the lesson and reflect on learning.
- Say Today we’ve learnt the words for different kinds of entertainment. What do you remember? Elicit the words from the pupils.
- Ask Which was your favourite activity today? Which activity was easy/difficult?

Extra activities
Extension
- The pupils find the United Kingdom on the world map on pages 124–125. They read the accompanying facts.

Vocabulary extension
- Introduce five more words related to the topic: audience, face painting, juggling, live music, performance.
- Use the Vocabulary booster on NAVIO to practise these new words.
Lesson 2

Key Competences and Key Learning Outcomes
- Listen to and read a dialogue
- Talk about past experiences using the present perfect simple
- Practise activity types found in the Cambridge exams
- Ask and answer questions using ‘Have you been ...?’

Key language
- arts festival, classical music, choir, play, poetry competition, pop concert
- I / You / We / They have / haven’t been to a play. He / She / It has / hasn’t been to a play. Have I / you / we / they (ever) been to a play? Has he / she / it (ever) been to a play? Yes, I / you / we / they have. No, I / you / we / they haven’t. Yes, he / she / it has. No, he / she / it hasn’t.

Materials
- Pupil’s Book p62; Activity Book p59; Class CD3; Teacher’s App on Navio
- Entertainment flashcards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan
Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review entertainment vocabulary.
- Set learning objectives.

Activity 1
- Look at the photo.
- What are they doing?
- Read and listen to find out. ➔ CD3 Track 9 p.253

Activity 2
- Read and say true or false.
- Correct the false sentences.

Activity 3
- Look and learn – Grammar wall

Pupil’s Book

Activity 4
- Read and think.
- Answer.

Activity 5
- Look at the dialogue in Activity 1 again.
- Answer the questions.

Activity 6
- Ask and answer about your experiences.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Reinforcement
- Form a question chain.

Digital resources
Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

Activity Book

Activity 1
- Look at the ticks (✓) and crosses (✗) and complete the sentences. Use has, have, hasn’t, haven’t.
- CD3 Track 10 p.253

Activity 2
- Order and write the questions. Answer

Activity 3
- Listen and complete the notes.
- CD3 Track 10 p.253

Activity 4
- Read and answer. Ask and answer.

Odd one out activity
- Which is the odd one out? Why?
**Detailed Lesson Plan**

**Starting the lesson**

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review entertainment words.
- Play the *Mime the card* game (see p32) with the entertainment word cards.

Set learning objectives.
- Say *Today we’re going to learn how to talk about places we have been using the present perfect tense.*

**Pupil’s Book Activity 1**

Look at the photo. What are they doing? Read and listen to find out.
- CD3 Track 9 p253
- Prompt the class to describe what they can see in the photo. Ask *Where are they? What are they doing?*
- Play the CD. The pupils listen and read the dialogue. *(They are singing in a choir)*

**Pupil’s Book Activity 2**

Read and say *true or false.* Correct the false sentences.
- Organise the class into pairs. The pupils decide if the sentences are true or false. They correct the false sentences in their notebooks.

**Pupil’s Book Activity 3**

Look and learn – Grammar wall
- Read the information on the Grammar wall as a class.
- Encourage the pupils to think about form and identify / remember patterns. Ask *Can you see the two parts of the present perfect tense? Which verb is first? What changes when we use ‘he / she / it’? Where do we put ‘ever’?*
- Explain that ‘been’ is a past participle of a verb and that they will learn more of these in the next few lessons. *Been* is the past participle of ‘go’.
- Note: you can use the Grammar Tool to present and practise this grammar.

**Pupil’s Book Activity 4**

Read and think. Answer.
- Focus the pupils’ attention on the Think about grammar box. Read out the sentences as a class. The pupils complete the sentences in their pairs.
- Note: you can use the Grammar Tool to think about this grammar.

**Answers:** 1 been 2 I’ve been / He’s been

**Pupil’s Book Activity 5**

Look at the dialogue in Activity 1 again. Answer the questions.
- The pupils answer the two questions.

**Activity Book**

**Activity 1**

Look at the ticks (✓) and crosses (✗) and complete the sentences. *Use has, have, hasn’t, haven’t.*
- Read out the first sentence. Prompt the class to identify the correct form of ‘have’. Point out that the crosses and ticks show if the sentence is affirmative or negative.
- The pupils complete the sentences.

**Answers:** 1 haven’t 2 have 3 has 4 haven’t 5 hasn’t

**Activity 2**

Order and write the questions. Answer.
- The pupils order the words to make a question. They then write answers about themselves.

**Answers:** 1 Have you ever been to a comedy show? 2 Have you ever been to a pop concert? 3 Has your family ever been to the circus? 4 Have you ever been to a 3D film?

**Activity 3**

Listen and complete the notes.
- CD3 Track 10 p253
- The pupils look at the picture and say what is happening.
- Ask the class to read the notes. Then play the CD. The pupils listen and follow the information in their books.
- Play the CD again, pausing after each piece of key information. The pupils write the missing information each time.

**Answers:** 1 London 2 9pm 3 orchestra / classical 4 singing 5 free 6 early 7 Mexican

**Activity 4**

Read and answer. Ask and answer.
- Organise the class into pairs. The pupils ask and answer questions.

**Odd one out activity**

Which is the odd one out? Why?
- The pupils complete the odd one out activity.

**Answers:** cinema (It isn’t music.)

**Ending the lesson**

Review the lesson and reflect on learning.
- Say *Today we’ve learnt how to talk about experiences.* Elicit sentences using ‘I’ve been’ from the pupils.
- Ask *Which was your favourite activity today? Which activity was easy / difficult?*

**Extra activity**

Reinforcement.
- Ask ‘Have you ever been’ questions as a chain around the class.
Lesson 3

Key Competences and Key Learning Outcomes
- Read a story with confidence and fluency
- Listen for specific information
- Practise activity types found in the Trinity and Cambridge exams
- Think about the importance of music in bringing the world together
- Learn about the African Children’s Choir
- Use the Internet to investigate Uganda

Key language
- awards, choir, concerts, decided, drove, fan, poor, sang, war, went
- I’ve seen the choir four times. Thanks for helping us.

Materials
- Pupil’s Book p63; Activity Book p60; Class CD3; Teacher’s App on Navio

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
- Music extracts

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review kinds of music.
- Set learning objectives.

Activity 1:
Before you read
- Read and discuss.

Activity 2
- Listen and read
  - CD3 Track 11 p254
  - Go to the Activity Book.

High Five! values
- Read and discuss.

Pupil’s Book

Ending the lesson
- Review the lesson and reflect on learning.

Extra activities
Extension
- Find out about music from different countries.
- Listen to music.

Activity Book

Activity 1
- Remember the story. Read and answer the questions.

Activity 2
- Listen and complete Tom’s story review.
  - CD3 Track 12 p254
  - Write one word each time. Circle the correct number of stars.

Activity 3
- What do you think of the story?

Activity 4
- Find out about Uganda with your family.

Odd one out activity
- Which is the odd one out? Why?

Digital resources
Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review kinds of music.
- Discuss different kinds of music with the class. Ask the pupils to tell you different kinds of music along with some examples. Ask What's your favourite kind of music?

Set learning objectives.
- Say Today we're going to read a story about Uganda. We're going to find out about a children's choir.

Pupil's Book Activity 1: Before you read
Read and discuss.
- Ask the class to look at the pictures. Ask What can you see?
- Remind the pupils that a choir is a group of people who sing together. Note the spelling of the word.
- Look at the questions. Ask the pupils to answer the questions in pairs.
- Note: you can use the Story Tool to present this story.

Activity Book
Activity 1
Remember the story. Read and answer the questions.
- Ask the pupils to read out the questions.
- The pupils work on their own to write the answers.

Answers: 1 was living in Canada. 2 were dying. 3 sang beautifully. 4 took the choir to Canada. 5 built new homes and schools. 6 sang for the Queen of England.

Activity 2
Listen and complete Tom's story review. Write one word each time. Circle the correct number of stars.
- CD3 Track 12 p254
- Read out the story review as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils listen and complete as much of the information as possible.
- Play the CD again, pausing after each piece of key information to check the information and spelling.

Answers: 1 about 2 children 3 flew / went 4 beautifully 5 sang 6 money 7 countries 8 Queen 9 happy 10 four

Activity 3
What do you think of the story?
- The pupils write their opinion and give a rating.
- Invite different pupils to share their opinions with the class.

Activity 4
Find out about Uganda with your family.
- Read out the questions about Uganda. Ask Where can you find out this information? (Internet, library, asking friends and family.) The pupils complete the activity at home.

Ending the lesson
Review the lesson and reflect on learning.
- Say Today we've read a story about Uganda.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activities
Extension
- The pupils find out about music from another country. They present their findings to the class.
- Play music in class. Discuss what the pupils like or don't like about the music. Ask them to describe the music and name the instruments used.

If you prefer to do this activity in the class, connect to a children's website which has information about Uganda such as: www.timeforkids.com/destination/uganda or http://travel.nationalgeographic.co.uk/travel/countries/uganda-facts/. Read out the questions. The pupils work as a class to find and write the answers.

Answers: 1 Sudan, Democratic Republic of the Congo, Kenya, Rwanda, Tanzania 2 English and Luganda 3 Lake Victoria 4 Kampala

Odd one out activity
Which is the odd one out? Why?
- The pupils complete the odd one out activity.

Answers: singer (it isn't royalty.)
Key Competences and Key Learning Outcomes
- Act out a short dialogue in pairs
- Learn how to use the present perfect simple with regular and irregular verbs
- Use the present perfect simple and past simple together
- Identify and practise weak ‘e’ sound in past participles

Key language
- been, bought, broken, eaten, given, made, ridden, seen, sung, taken, written
- I / You / We / They have / haven’t listened to the song. He / She / It has / hasn’t bought a concert ticket. Has he / she / it (ever) been to the circus? Yes, he / she / it has. No, he / she / it hasn’t.

Materials
- Pupil’s Book p64; Activity Book p61; Class CD3; Teacher’s App on Navio

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan
Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review the story from Lesson 3.
- Set learning objectives.

Activity 1
- Listen and read.
- Act out.
  ➤ CD3 Track 13 p254

Activity 2
- Look and learn – Grammar wall

Activity 3
- Read and think.
- Choose.

Pupil’s Book

Activity 4
- Read the story on page 63 and the dialogue in Activity 1 again.
- Find examples of the present perfect simple and the past simple.

Activity 5
- Listen and read.
  ➤ CD3 Track 14 p254
- How is the ‘e’ pronounced in these past participles?
- Listen again and repeat.

Activity 6
- Ask and answer about your experiences.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Digital resources
Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

Extra activity
Reinforcement
- Play a chain game.

Activity Book

Activity 1
- Read and complete an interview with Carla. Use the correct form of the verbs.
  ➤ CD3 Track 15 p254

Activity 2
- Work with a partner. Write some questions using Have you ever…? Ask and answer.

Activity 3
- What sound is the ‘e’ in each word?
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions.
Review the story from Lesson 3.
• Ask yes/no questions about the story from Lesson 3.
Set learning objectives.
• Say Today we’re going to learn how to use the present perfect simple with other verbs. We have used ‘been’ and ‘seen’.

Pupil’s Book Activity 1
Listen and read. Act out.
▶ CD3 Track 13 p254
• The pupils look at the photo. Ask What’s Callum doing? Why do you think he’s singing?
• Play the CD. The pupils listen and read the dialogue.
• Play the CD again, pausing after each sentence for the pupils to repeat.
• The pupils practise the dialogue in pairs.
• Note: you can use the Dialogue Tool to present and practise this dialogue.

Pupil’s Book Activity 2
Look and learn – Grammar wall
• Read the information on the Grammar wall as a class.
• Ask questions about the grammar. Ask Which verb is the auxiliary verb? (Have.) Which verb is the past participle? Point out that a regular verb is the same in the past simple as the past participle. Some irregular verbs have different past participles.
• Note: you can use the Grammar Tool to present and practise this grammar.

Pupil’s Book Activity 3
Read and think. Choose.
• The pupils look at the Think about Grammar box. They decide which tense to choose for each sentence.
• Note: you can use the Grammar Tool to think about this grammar.

Answers: 1 present perfect simple 2 past simple

Pupil’s Book Activity 4
Read the story on page 63 and the dialogue in Activity 1 again. Find examples of the present perfect simple and the past simple.
• The pupils find examples of the present perfect simple and the past simple tenses.

Pupil’s Book Activity 5
Listen and read. How is the ‘e’ pronounced in these past participles? Listen again and repeat.
▶ CD3 Track 14 p254
• Write the letter ‘e’ on the board. Focus the pupils’ attention on the words in the box.
• Play the CD. Confirm that the sound is a weak “er” sound.
• Play the CD again. The pupils listen and repeat the words.

Pupil’s Book Activity 6
Ask and answer about your experiences.
• The pupils ask and answer questions in pairs using the pictures.

Activity Book
Activity 1
Read and complete an interview with Carla. Use the correct form of the verbs.
• The pupils write the correct form of the verbs in the questions. They then complete the short answer too.

Answers: 1 written, I have 2 eaten / made, I have 3 sung, I haven’t 4 seen, I haven’t 5 Have you ever made / eaten, I have 6 Have you ever played, I haven’t

Activity 2
Look at Activity 1 and write sentences about Carla.
• The pupils write sentences.

Answers: 1 Carla has written a poem. 2 Carla has eaten / made Indian food. 3 Carla hasn’t sung in a concert. 4 Carla hasn’t seen a Harry Potter film. 5 Carla has made / eaten a chocolate cake. 6 Carla hasn’t played volleyball.

Activity 3
What sound is the ‘e’ in each word? Write the words in the correct box. Listen and check.
▶ CD3 Track 15 p254
• The pupils read the words and write them in the correct box. As an example, pronounce ‘garden’ and ‘festival’. Invite the pupils to say these words too.
• Play the CD. The pupils write the words in the correct box.

Answers: /e/ festival, wetsuit, help, leggings, umbrella, steps, tablet /æ/ garden, listen, taken, children, open

Odd one out activity
Which is the odd one out? Why?
• The pupils complete the odd one out activity.

Answers: canoeing (You don’t use a ball to play it.)

Ending the lesson
Review the lesson and reflect on learning.
• Say Today we’ve learned how to use the present perfect tense with regular and irregular verbs and also how to use the present perfect simple and the past simple together.
• Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity
Reinforcement
• Play a chain game using Have you ever eaten ... ?
Lesson 5

Key Language
- act in a play, create a comic, compose music, juggle, make a film, make a sculpture, paint a portrait, play in an orchestra, sing in a choir, write a poem
- Have you ever juggled? Yes, I have. / No, I haven't.

Materials
- Pupil’s Book p65; Activity Book p62; Class CD3; Teacher’s App on Navio; Teacher’s Resource Bank: Unit 6
- Entertainment word cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review entertainment words.
- Set learning objectives.

Act 1
- Look and match.
- Listen, check and repeat.
- CD3 Track 16 p254

Activity 2
- Look at the chart.
- Listen and say who.
- CD3 Track 17 p254

Activity 3
- What are the past participles of the verbs in Activity 1?
- Which ones are irregular?
- Listen and check.
- CD3 Track 18 p254

Activity 4
- Complete the chart for you.
- Ask and answer to complete the chart for your friends.
- Teacher’s Resource Bank: Unit 6.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Extension: Present your data in a pie chart or bar chart.
- Vocabulary extension: direct a play, dance in a band, troupe, perform in a show, play in a band.

Activity Book

Activity 1
- Look, order the letters and write.

Activity 2
- Read and choose the correct answer.

Activity 3
- Read and learn.

Activity 4
- Complete the phrases with a verb.

Activity 5
- Now work with a partner. Write more phrases that use these four verbs.

Odd one out activity
- Which is the odd one out? Why?
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review entertainment words.
- Play a game with the entertainment word cards.
- The pupils act out words for their partner to guess.

Set learning objectives.
- Say Today we're going to learn some new phrases for different kinds of entertainment.

Pupil's Book Activity 1
Look and match. Listen, check and repeat.
- CD3 Track 16 p254
  - Organise the class into pairs. The pupils match the phrases in the box to the pictures.
  - Play the CD. The pupils listen and check.
  - Play the CD again, pausing after each phrase for the pupils to repeat.
  - Note: you can use the Vocabulary Tool to present and practise this vocabulary (including a definitions activity).

Pupil's Book Activity 2
Look at the chart. Listen and say who.
- CD3 Track 17 p254
  - Focus the class on the chart and the six pictures along the top. Ask What does the chart show? The pupils name the six activities.
  - Ask the pupils to guess which child is which. Say Let's listen and find out.
  - Play the CD. The pupils listen and note down which child is which row. (1 Tim 2 Polly 3 Robbie)

Pupil's Book Activity 3
What are the past participles of the verbs in Activity 1? Which ones are irregular? Listen and check.
- CD3 Track 18 p254
  - The pupils look at the verbs at the top of the page. Ask Which are irregular verbs?
  - The pupils write down the past participle of all ten verbs.
  - Play the CD. The pupils make any corrections they wish to their work.

Activity Book
Activity 1
Look, order the letters and write.
- The pupils order the letters. They write the words in the gap.
  Answers: 1 make 2 choir 3 act 4 orchestra 5 film 6 compose 7 poem 8 juggle

Activity 2
Read and choose the correct answer.
- Read the text as a class. Read the first sentence. Explain why the answer is 'B'.
- The pupils work on their own to choose the remaining answers.
  Answers: 1 B 2 C 3 B 4 A 5 C 6 A

Activity 3
Read and learn.
- Read the information as a class.

Activity 4
Complete the phrases with a verb.
- The pupils complete the phrases with one of the four verbs.

Answers: 1 do 2 go 3 make 4 go 5 do 6 play 7 do 8 make

Activity 5
Now work with a partner. Write more phrases that use these four verbs.
- The pupils work in pairs to think of other phrases that use these four verbs.
- Write the four verbs on the board at the top of four separate columns. Invite the pupils to make suggestions and add the correct ones to the board.
- The pupils complete the activity in their books.

Odd one out activity
Which is the odd one out? Why?
- The pupils complete the odd one out activity.
  Answers: tightrope (You can't juggle it.)

Ending the lesson
Review the lesson and reflect on learning.
- Say Today we've learnt some verb phrases for different kinds of entertainment.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity
Extension
- The pupils present the data from Pupil's Book Activity 4 as a pie chart or a bar chart.

Vocabulary extension
- Present four more words related to the topic: dance in a dance troupe, direct a play, perform in a show, play in a band.
- Use the Vocabulary booster on NAVIO to practise these new words.
Key Language
- lines, rhyme, rhythm, verse; bow, cello, clarinet, cymbals, double bass, drums, drumsticks, flute, French horn, orchestra, violin; bigger, deep, deeper, loudly, low, pretty, sad, slow, sweet; bang, crash, twirl
- I could be an orchestra. Did you like the poem? What did you like about it?

Materials
- Pupil's Book p66; Activity Book p63; Class CD3

Optional Materials
- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

Starting the Lesson
- Use the Trinity Exam Practice cards (optional).
- Review musical instruments.
- Set learning objectives.

Activity 1: Before you read
- Read and discuss.

Activity 2
- Match the musical instruments to the verses of the poem.

Activity 3
- Listen and read the poem.
  - CD3 Track 19 p255
  - Find the rhyming words.
  - Then read again.
  - Can you tap the rhythm of the poem on the desk?

Activity 4
- Listen again and check the rhythm of the poem.
  - CD3 Track 19 p255
- Listen again and repeat.

Activity 5: After you read
- What do you think?
  - Go to the Activity Book.

Ending the Lesson
- Review the lesson and reflect on learning.

Extra activity
- Reinforcement
  - Play a rhythmic words game.

Digital resources
- Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.
- Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review musical instruments.
- Review musical instruments by playing Mime the card game (see p32).
- CD3 Track 19 p255

Set learning objectives.
- Say Today we’re going to read a poem.

Activity 1
Listen and check the rhythm of the poem. Listen again and repeat.
- CD3 Track 19 p255
  - Play the CD. The pupils listen and see if their rhythm was correct. Play the CD again and the pupils repeat the lines.

Pupil's Book Activity 1: Before you read
Read and discuss.
- Read the first question as a class. Ask Can anyone recite a poem? Do you like poems?
- Ask the pupils to read the sentences and discuss each in pairs or small groups. You may need to explain rhyme, rhythm and verse. Then go through the sentences one by one inviting the pupils to give their opinions.

Activity 2
Read the sentences about the poem and write true or false.
- The pupils read each sentence and decide if it’s true or false.

Pupil's Book Activity 2: After you read
What do you think?
- The pupils read each sentence and write correct versions.

Pupil's Book Activity 3
Listen and read the poem. Find the rhyming words. Then read again. Can you tap the rhythm of the poem on the desk?
- CD3 Track 19 p255
  - The pupils read the poem to see if they can identify the rhyming words.
  - Read out the first verse yourself, tapping out the rhythm as you do. (You should be tapping on like, play, French, horn, sound, deep, low, take, deep-?, breath, can, then, blow, blow.) The pupils repeat the verse. They then try to tap the rhythm for the other verses.

Pupil's Book Activity 4
Listen and check the rhythm of the poem. Listen again and repeat.
- CD3 Track 19 p255

Activity Book: After you read
Activity 1
Read the sentences about the poem and write true or false.
- The pupils read each sentence and decide if it’s true or false.

Activity 2
Read the sentences about the poem and correct them.
- The pupils read the sentences and write correct versions.

Pupil's Book Activity 5: After you read
What do you think?
- Read the questions as a class. Ask the pupils to give their views.

Activity 3
Listen and complete the article about a boy who plays in an orchestra.
- CD3 Track 20 p255
  - Read out the article, pausing at the spaces to allow the pupils to predict the missing words.
  - Play the CD. The pupils listen and follow the information in their books.
  - Play the CD again, pausing after each piece of key information. The pupils write the missing information.

Answers: 1 15 2 violin 3 10 4 cello 5 day 6 fun 7 exciting 8 aren’t

Activity 4
Read and answer. Ask and answer.
- The pupils read the questions individually and write answers.
- They then ask the same questions to a partner.

Odd one out activity
Which is the odd one out? Why?
- The pupils complete the odd one out activity.

Answers: camera (It isn’t a musical instrument.)

Activity 5
Read the sentences about the poem and write true or false.
- The pupils read each sentence and decide if it’s true or false.

Pupil's Book Activity 6
What do you think?
- Read the questions as a class. Ask the pupils to give their views.

Activity Book: After you read
Activity 1
Read the sentences about the poem and write true or false.
- The pupils read each sentence and decide if it’s true or false.

Activity 2
Read the sentences about the poem and correct them.
- The pupils read the sentences and write correct versions.

Pupil's Book Activity 7
Listen and read the poem. Find the rhyming words. Then read again. Can you tap the rhythm of the poem on the desk?
- CD3 Track 19 p255
  - The pupils read the poem to see if they can identify the rhyming words.
  - Read out the first verse yourself, tapping out the rhythm as you do. (You should be tapping on like, play, French, horn, sound, deep, low, take, deep-?, breath, can, then, blow, blow.) The pupils repeat the verse. They then try to tap the rhythm for the other verses.

Activity 3
Listen and complete the article about a boy who plays in an orchestra.
- CD3 Track 20 p255
  - Read out the article, pausing at the spaces to allow the pupils to predict the missing words.
  - Play the CD. The pupils listen and follow the information in their books.
  - Play the CD again, pausing after each piece of key information. The pupils write the missing information.

Answers: 1 15 2 violin 3 10 4 cello 5 day 6 fun 7 exciting 8 aren’t

Activity 4
Read and answer. Ask and answer.
- The pupils read the questions individually and write answers.
- They then ask the same questions to a partner.

Odd one out activity
Which is the odd one out? Why?
- The pupils complete the odd one out activity.

Answers: camera (It isn’t a musical instrument.)

Ending the lesson
Review the lesson and reflect on learning.
- Say Today we’ve read a poem about musical instruments.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity
Reinforcement
- Play a rhyming words game. Say Let’s see how many rhyming words we can think of. I’ll say the first word ‘low’.
- The pupils take it in turns to say another word that rhymes. Count up how many words they thought of.
Lesson 7

Key Competences and Key Learning Outcomes
- Define words relating to poetry
- Learn about onomatopoeic words
- Identify the features of a haiku
- Use criteria to check your writing
- Share your writing with another pupil
- Write two haikus

Key language
- feelings, line, meaning, onomatopoeic, rhyme, rhythm, sentence, sound, syllable, verse, vowel
- The sound booms around the room.

Materials
- Pupil's Book p67; Activity Book p64

Optional materials
- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review the features of a poem.
- Set learning objectives.

Activity 1: Investigate a text
- Match the words and the definitions.

Activity 2
- Read about haikus.
- Then read the two haikus about music.
- Count and check the number of syllables.

Pupil's Book

Activity 3: Discuss a text
- Read the haikus again.
- Answer the questions.

Writing skills
- Read about onomatopoeic words.

Activity 4
- Read An Orchestra of One again.
- Can you find any onomatopoeic words in the poem?
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Activity Book

Activity 1: Develop your writing skills
- Look and write the verb.
- Write with a partner. Plan your haiku. Make notes.
- Now write two haikus in your notebook. Remember to count the syllables and to use some onomatopoeic words.

Activity 4
- Read your haiku to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

Odd one out activity
- Which is the odd one out? Why?

Digital resources
Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions.

Review the features of a poem.
• Ask the pupils questions about the poem in Lesson 6. Ask What was the title? Can you remember any lines? Can you remember any rhyming words? Which musical instruments were in the poem?
• Invite the pupils to ask questions about the poem to other pupils.

Set learning objectives.
• Say Today we’re going to write some Japanese poems called haikus.

Pupil’s Book Activity 1: Investigate a text
Match the words and the definitions.
• Read the words and sentences as a class. In pairs, ask the pupils to match the words and definitions.
• Give examples to help explain ‘syllable’. Check they understand by asking How many syllables are there in (drum)?

Pupil’s Book Activity 2
Read about haikus. Then read the two haikus about music. Count and check the number of syllables.
• Read the text about haikus as a class.
• Check understanding of the text by asking questions. Ask Where do haikus come from? How many lines are in a haiku? How many syllables are there in a haiku in total?
• Read the example haiku and count the syllables together. Check the understanding of ‘echo’ and ‘boom’.
• Ask the pupils to decide, in pairs, which haiku they prefer and why.

Pupil’s Book Activity 3: Discuss a text
Read the haikus again. Answer the questions.
• The pupils read the haikus again. Discuss the questions as a class.

Writing skills
• Read about onomatopoeic words. The pupils think of more examples in English.

Pupil’s Book Activity 4
Read An Orchestra of One again. Can you find any onomatopoeic words in the poem?
• The pupils look back at the poem on page 68 and find any more onomatopoeic words. (Crash and twirl.)
• The pupils think of onomatopoeic words in their own language.

Activity Book
Activity 1: Develop your writing skills
Look and write the verb.
• (Books closed.) Read the eight words out to the pupils. Say that they are all onomatopoeic words. Can they guess the meaning of any of them from the sound?
• (Books open.) The pupils do the matching activity on their own.

Answers: 1 roar 2 clap 3 buzz 4 quack 5 whisper 6 snap 7 crunch 8 splash

Activity 2: Plan your writing
Work with a partner. Plan your haiku.
Make notes.
• The pupils work with a Writing Partner. They think of two different topics or themes to write about. They list verbs, nouns and adjectives for the first haiku. They then start to think of some phrases with five or seven syllables.
• The pupils do the same for the second haiku.

Activity 3
Now write two haikus in your notebook. Remember to count the syllables and to use some onomatopoeic words.
• The pupils, still working with a Writing Partner, write two haikus. Encourage them to include onomatopoeic words. Make sure they check that the number of syllables is correct.

Activity 4
Read your haiku to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).
• Read through the statements as a class.
• Organise the class into new partners. One pupil reads aloud their text to their partner. The other pupil listens. The pupils work together to decide if the text fulfils the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
• The pupils swap roles.

Odd one out activity
Which is the odd one out? Why?
• The pupils complete the odd one out activity.

Answers: music (it isn’t an onomatopoeic word.)

Ending the lesson
Review the lesson and reflect on learning.
• Say Today we’ve written haikus and learnt to use onomatopoeic words.
• Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity
Extension
• Counting syllables of words is difficult but it is a good way to help the pupils listen carefully to the sound of words and also to improve pronunciation.
• The pupils look at the poem on page 68 of the Pupil’s Book. They find five words with two syllables and two words with three syllables.
Lesson 8

Key Competences and Key Learning Outcomes

- Talk about your favourite type of entertainment
- Listen to a conversation for general and specific understanding
- Prepare a conversation about a topic
- Review learning and reflect on progress
- Carry out a conversation about a topic

Key language

- adventure films, action films, animated films, characters, comedies, music, film director, popcorn, scary, theatre, video camera
- What’s your favourite kind of entertainment? Have you ever seen a 3D film? I like films, best, do you? Have you seen it, too? Do you like popcorn, too? How about you?

Materials

- Pupil’s Book p68; Activity Book p65 and 66; Class CD3

Optional materials

- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review forms of entertainment.
- Set learning objectives.

Activity 1
- Look at the photos.
- Describe them.
- What’s Tyler’s favourite kind of entertainment?

Activity 2
- Listen to the conversation.
  - CD3 Track 10 pXXX
  - What does each photo mean for Tyler?

Activity 3
- Listen again.
  - CD3 Track 10 pXXX
  - Complete four questions that Martha asks.

Digital resources

Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

Pupil’s Book

Activity 4
- Prepare a conversation about your favourite kind of entertainment on page 65 in your Activity book.
- Go to page 65 in the Activity Book.

Activity 5
- Reflect and think about your learning. What can you do now?
- Go to page 66 in the Activity Book.

Song
- CD4 Track 24 pXXX
- CD4 Track 25 pXXX (optional karaoke version)

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Describe a time when you saw some entertainment that you really enjoyed.

Activity Book

Activity 1
- Order the conversation.
- Act out.

Activity 2
- Make notes about your favourite kind of entertainment.

Activity 3
- Write questions to ask your partner.

Activity 4
- Talk with a partner about your favourite kind of entertainment.

Activity 5
- Read and complete the sentences.

Odd one out activity
- Which is the odd one out? Why?
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review forms of entertainment.
- Tell students to name different kinds of music. Throw a ball for a pupil. The pupil catches it and says a type of music. The pupil throws it to a new pupil who says a different type. Repeat with kinds of film, kinds of dance, kinds of magazine and materials for creating art.

Set learning objectives.
- Say: Today we’re going to prepare a conversation about our favourite kind of entertainment.

Pupil's Book Activity 1
Describe the animals. Do you think they are good pets? Why? Why not?
- Ask different pupils to describe the pictures. Explain that they are going to hear a boy called Tyler talk about different kinds of entertainment. Elicit ideas about what his favourite kind might be.

Pupil's Book Activity 2
Listen to the conversation. What does each photo mean for Tyler?
- CD3 Track 10 p.XXX
- Play the CD. Ask: Where does Tyler watch films? (at the cinema and at home) Ask: Does Martha like popcorn? (Yes, she loves it). In pairs, pupils explain why the photos are important for Tyler.

Answer: 1 The Jungle Book is his favourite film at the moment. 2 Madagascar was the first film he saw. 3 His favourite thing is to watch films at home with his friends. 4 He’s made some short films with his friend.

Pupil's Book Activity 3
Listen again. Complete four questions that Ben asks.
- CD3 Track 10 p.XXX
- Direct pupils to the four question prompts. Ask if they can remember the questions.
- Play the CD. Pupils check in pairs. Then play again and check as a class.

Answers: What kind of films do you like?; Have you ever seen a 3D film?; Can you remember the first film you usually go to watch?

Pupil's Book Activity 4
Prepare a conversation about your favourite kind of entertainment on page 65 in your Activity Book.

- Read the speech bubbles with the pupils. Model the phrases in the Conversation Time box and get the class to repeat.

Pupil's Book Activity 5
Read and think about your learning. What can you do now?
- Read the speech bubbles and notes with the pupils. Then look back through the unit and prompt them to identify things that they have done/learnt.

Activity Book page 66: Review

Work with a partner to do the quiz.
- Organise the class into pairs and explain that they are going to work together to do a quiz. Set a time limit for the pupils to do this (10–15 minutes). Stress that the pupils are not competing with each other.
- Read out the five tasks. Check understanding. Then say: Ready, steady... Go!
- The pupils work in their pairs to do the quiz. Ask the pupils who finish quickly to help another pair.
- Correct the answers as a class.

Answers: 1 a circus 2 a classical music concert 3 a cinema 4 an art exhibition 5 a comedy show 6 a pop concert 7 I have been to France, 2 has been to Scotland. 3 hasn’t been to Uganda. 31 Have you sung in a choir? 2 Have you played in an orchestra? 3 Have you made a film? 4 Have you written poems? 41 seen 2 eaten 3 danced 4 sang 5 flown 6 learnt / learned 7 met 8 played 6 painting, a picture you hang on the wall.

Activity 1
Order the conversation. Act out.
- Ask pupils to find the second line in the conversation (e). Then in pairs, pupils order the rest of the conversation and act it out.

Answers: 1 a 2 b 3 c 4 f 5 b 6 d

Activity 2
Make notes about your favourite kind of entertainment. 
- Tell pupils about your favourite kind of entertainment, working through the different boxes. Then pupils work alone to complete the boxes with their own information.

Activity 3
Write questions to ask your partner.
- Direct pupils to the five headings in Activity 2 and explain that they need to form questions about them. Elicit the second question. Then pupils complete the questions alone. Check as a class.

Answers: 1 What’s your favourite kind of entertainment? 2 Where do you usually go to see/do it? 3 How often do you see/do it? 4 When do you usually see/do it? Why do you like it?

Activity 4
Talk with a partner about your favourite kind of entertainment.
- In pairs, pupils ask and answer the questions from Activity 3. Encourage them to use expressions to show interest.
- Invite one or two pairs to perform their conversations for the class.

Activity 5
Read and complete the sentences.
- Pupils work alone to review their work in the unit.

Odd one out activity
Which is the odd one out? Why?

Answer: balloon (It isn’t a person)

Ending the lesson
Review the lesson and reflect on learning.
- Say: Today we’ve learned how to have a conversation about our favourite kind of entertainment.
- Ask: Which was your favourite activity today? Which activity was easy / difficult?

Extra activity
Reinforcement
- Tell the class about a time when you saw some entertainment that you really enjoyed. Give as much detail as possible and explain why you enjoyed it. Pupils to think of a time they saw some entertainment they really enjoyed, and describe it to their partner.
6 Video and 21st Century Skills

Key Competences and Key Learning Outcomes
- Watch and understand a video about different types of drawing
- Use a mind map to brainstorm ideas for a talent day
- Think about activities and products that will be popular for a talent day

Key language
- art gallery, cartoon, chalk, colour in, playground, talent day
- Why don’t we do a comedy show? What about selling ice cream?

Materials
- Pupil’s Book p66; Activity Book p67; Class CD3; Teacher’s App on Navio
- Teacher’s Resource Bank: Forms of entertainment
- Teacher’s Resource Bank: Talk cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1–5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share: Review forms of entertainment vocabulary.
- Set learning objectives and use the talk cards.

Activity 1
- Before you watch
  - Watch the video.
  - Unit 6 video
  - Read and answer the questions.

Activity 2
- Watch the video again.
  - What are these things?
  - What is the connection with the video?

Activity 3
- Read, think and answer.

Activity 4
- Work with a partner.
  - Draw a mind map.
  - What would you do for a school talent day?
  - Look at your map and decide which ideas are original.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Plan your ideal volunteering project.

Pupil’s Book

Digital resources
- Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.
- Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

Activity Book

Activity 1
- Listen and choose the correct answers.
> CD3 Track 11 pXXX

Activity 2
- Listen again.
  - Complete some of the children’s ideas.
> CD3 Track 11 pXXX

Activity 3
- Work with a partner.
  - What food or drink could you sell?
  - Write down some ideas and choose the original ones.

Activity 4
- Share your ideas with another pair.
  - Who has got the most original ideas?
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Think-Pair-Share Review forms of entertainment vocabulary.
- Ask: Can you remember the forms of entertainment vocabulary? The class thinks silently for a minute.
- Then the pupils work with a Talk Partner to name forms of entertainment.
- Invite different Talk Partners to say different types of entertainment and entertainment activities. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the ideas have been recorded.

Set learning objectives and use the talk cards.
- Say: Today we’re going to watch a video and then ask and answer questions about different types of drawing.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil’s Book Activity 1

Before you watch
- Read the speech bubble to pupils. Ask: Would you like to do an adventurous sport? Elicit responses from a number of pupils.

Watch the video. Read and answer the questions.
- Watch the video intro. Ask pupils: What are you going to see next? Check that they understand that they will see a video about different types of drawing.
- Play the rest of the video. Ask general questions to check understanding. Direct pupils to the sentences in Activity 1, and ask: Has Max’s dad ever painted a portrait? Pupils offer ideas.
- Play the video again. Pupils answer the questions. Check answers as a group.

Answers:
1. Yes, he has.
2. Max’s teachers said they could draw on the playground.
3. Yes.
4. He hopes that it doesn’t rain because the rain will wash away the chalk.
5. She prefers cartoon portraits.

Pupil’s Book Activity 2

Watch the video again. What are these things? What is the connection with the video?
- Ask a pupil: What can you see in picture a? Ask a different pupil: What is the connection with the video?
- Play the video. Check the answers as a class.

Answers:
- a. Chalk. You can use chalk to draw on the playground.
- b. A portrait. Max’s dad has drawn a portrait of Max.
- c. A girl singing. Everyone is going to sing or dance on the talent day.

Pupil’s Book Activity 3

Read, think and answer.
- Tell pupils that in the last part of the video Amy and Max talk about being original.
- Read the speech bubble and the tips with the class. Can they remember who said each tip? (Max said Tip 1; Amy said Tip 2)
- Pupils work in pairs and think of more ideas. Then check ideas as a class.

Pupil’s Book Activity 4

Work with a partner. Draw a mind map. What would you do for a school talent day? Look at your map and decide which ideas are original.
- Ask pupils for all the ideas that Max and Amy mention for their school talent day. Pupils add the ideas to their mind maps.
- Pupils work in pairs to think of more ideas. Encourage them to follow the tips in Activity 3 to be creative and original.
- Ask all pairs for their ideas. Then have a class vote for the 3 most creative or original ideas.

Activity Book

Activity 1

Listen and choose the correct answers.
- CD3 Track 11 pXXX
  - As a class, look through the options. Ask: What different food and drink words can you find in the questions? (biscuits, juice, fruit salad, ice cream, chocolate, strawberry, vanilla)
  - Play the CD. Pupils check their answers in pairs.
  - Play the CD again and check answers as a class.

Answers:
1. a
2. b
3. b
4. b
5. c

Activity 2

Listen again. Complete some of the pupils’ ideas.
- CD3 Track 11 pXXX
  - Read through the start of the ideas. Ask pupils to suggest some ways to finish them. Don’t correct them at this point if the grammar is wrong.

Activity 3

Work with a partner. What food or drink could you sell? Write down some ideas and choose the original ones.
- Ask the pupils what type of food follows the beginning of each sentence (How about/What about + noun; Let’s/We can/We could + verb).
- Ask them to imagine they are having a food sale like Amy and Max. In pairs, pupils think of ideas for food and drink to sell. Tell them to discuss their ideas using the language in the speech bubbles. When they agree, they can write down their ideas. Remind them to be as creative and original as possible.

Activity 4

Share your ideas with another pair. Who has got the most original ideas?
- Pupils share their ideas in groups of four. Tell them they can change their ideas if the other pair has got more original ideas.
- In groups of four, pupils present their final list of food and drink to the class. Ask the class which group has got the most original list.

Ending the lesson

Review the lesson and reflect on learning.
- Say: Today we’ve watched a video about different types of drawing. What have we learnt about being creative and original? Elicit ideas from the pupils.
- Ask: Which was your favourite activity today? Which activity was easy/difficult?

Extra activity

Reinforcement
- Say: What do you want for dinner tonight? How about some chicken? How about some pasta? Ask pupils to make some suggestions with How about. If their grammar is correct, respond with Good idea! or That sounds good. If their grammar is wrong, stay silent and encourage them to try again. Then say: What shall we do after school? Let’s go swimming! Let’s play basketball. Ask pupils to make suggestions in the same way.
My project 2: A film script

Key Competences and Key Learning Outcomes
- Investigate how people lived in the Middle Ages
- Listen for specific information and complete notes
- Share information with your group
- Learn about life in the Middle Ages

Key language
- castle, characters, go hunting, have a banquet, have a tournament, historical film, jester, king, knight, medieval times, Middle Ages, noble, palace, peasant, queen, suit of armour, TV show, wooden hut

Materials
- Pupil's Book pp70; Activity Book p68; Class CD3; Teacher's App on Navio

At a Glance Lesson Plan
Starting the lesson
- Set learning objectives.

Activity 1: Share knowledge
- Read and discuss.

Activity 2: Investigate
- Listen and circle the correct information about life in medieval times on page 69 in your Activity Book.
- Go to the Activity Book.

Pupil's Book

Ending the lesson
- Review the lesson and reflect on learning.
- Extension activity
  - Do further research on life in medieval times.

Link to Science
- The Middle Ages: Review the feudal system.

Digital resources:
Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Activity Book

Activity 1
- Listen and circle the correct information.
- CD4 Track 35 p263

Activity 2
- Investigate life in medieval times. Make notes.

Activity 3
- Look at the notes. Which information is the most interesting? Why?
Detailed Lesson Plan

Starting the lesson

Set learning objectives.
- Say Today we’re going to begin another project.
- Focus the group’s attention on the Task box at the top of the page. Read the text as a class.

Pupil’s Book Activity 1: Share knowledge

Read and discuss.
- Read and discuss the questions as a class.
- Encourage the pupils to talk about historical films and TV shows they’ve seen. Prompt the pupils to give as much information as possible. Provide key vocabulary when necessary. Write any relevant vocabulary on the side of the board.

Activity Book

Activity 1

Listen and circle the correct information.
- CD4 Track 35 p.263
  - Read the information as a class. Predict the answers. Then play the CD. The pupils listen and circle the correct information in their books.
  - Play the CD again, pausing after each piece of key information. The pupils give the answer each time.

Answers: 1 476 AD 2 one thousand 3 castles 4 king 5 nobles 6 knights 7 peasants

Activity 2

Investigate life in medieval times. Make notes.
- Ask the pupils to write the social group they are going to investigate at the top of the activity. They then investigate what life was like for this group.
- If the pupils have access to computers, they can research the information online. Sources of information include: www.english-online.at/history/middle-ages/life-in-the-middle-ages.htm. Alternatively, they can use reference books and the information in the Activity Book (Activity 1, page 68).

Activity 3

Look at the notes. Which information is the most interesting? Why?
- Organise the class into groups. The pupils decide which information is the most interesting and why.

Ending the lesson

Review the lesson and reflect on learning.
- Say Today we’ve learnt about medieval times.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extension activity

Organise the class into groups of four. Ask them to use the Internet to investigate life in medieval times.

Link to Science

- If you are studying the Science topic of Medieval times, you could review the feudal system. Draw a large triangle on the board and divide it into four sections. Elicit the different social groups as in the first diagram. Then use arrows to elicit and explain the interdependent relationships as in the second diagram.

European Feudal System

- KING
- NOBLES
- KNIGHTS
- PEASANTS

Provide money and services
- Grants land to
- Grants land to
- Grants land to

Provide protection and military services
- Provide food and services
**Lesson 2**

**My project 2: A film script**

**Key Competences and Key Learning Outcomes**
- Perform the script for the class
- Reflect on what you’ve learnt and how you’ve worked together
- Work in groups to plan and write a script
- Rehearse performing your script in groups
- Learn about scripts for films and TV shows

**Key language**
- king, noble, peasant, queen; angrily, desperately, hopefully, kindly, politely, worriedly; children, directions, heavy, hungry, market, sack, script, sick, wife
- Will you help me? If I don’t take it to market, my wife and children will be hungry. I am too important to help you. I can’t sing and I can’t tell jokes.

**Materials**
- Pupil’s Book pp71; Activity Book p69; Teacher’s App on Navio

**Optional materials**
- The pupils’ props and costumes

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**At a Glance Lesson Plan**

**Starting the lesson**
- Set learning objectives.

**Activity 1: Plan and create your project**
- Read and listen to the film script.
- What do you think the Queen whispers to the peasant?
- CD3 Track 13 pXXX

**Activity 2**
- Work in a group of three.
- Plan your film script.
- Make notes on page 69 in your Activity Book.
- Write the film script in your notebooks.
- Go to the Activity Book.

**Activity 3: Present your project**
- Perform your TV sketch to the class.
- Some people get nervous when they perform.
- Help each other to do well.

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**Digital resources**

**Teacher’s Digital:** You can also teach this lesson using the Teacher’s App on Navio.

**Pupil’s Digital:** Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

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**Pupil’s Book**

**Activity Book**

**Reflect on your project**
- Read and answer the questions on page 69 in your Activity Book.
- Go to the Activity Book.

**Ending the lesson**
- Review the lesson and reflect on learning.
- reinforcement activity
  - Make a class display of your work.
**Detailed Lesson Plan**

**Starting the lesson**
Set learning objectives.
- **Say Today we’re going to continue the project.** Prompt the class to tell you what they did in the last lesson.
- **Highlight** that the pupils will be working in small groups again. Prompt the pupils to tell you what they must do when they work in groups: listen, take turns, respect different opinions, etc.

**Pupil’s Book Activity 1:** Plan and create your project
Read and listen to the film script. What do you think the Queen whispers to the peasant?
- Focus the class on the script. Explain to the pupils that the first time they read they should try to understand what the people say.
- CD3 Track 13 pXXX
- Play the CD and read the text as a class. Check understanding. Ask the pupils to imagine what they think the Queen whispers to the peasant.
- Ask the pupils to read the text another time. This time the pupils focus on understanding the stage directions to the actors and director. Once again, check understanding as a class.

**Pupil’s Book Activity 2**
Work in a group of film script. Make notes on page 69 in your Activity Book. Write the film script in your notebooks.
- Organise the class into their groups of three. Ask the pupils to turn to page 69 in their Activity Book.

**Activity Book**
**Activity 1**
Plan your group’s film script.
- Focus the class on the activity. Invite a pupil to read out the first question. Encourage the class to think of possible characters, i.e. a cruel king, a brave knight, a clever peasant. Write the pupils’ suggestions on the board so they can refer to them later. Repeat the procedure with the other questions.
- Ask the pupils to work in their groups to discuss the questions and record their ideas in their Activity Books. Read the Writing tip with the class.
- Finally, each group should work together to write their scripts in their notebooks.

**Pupil’s Book Activity 3:** Present your project
Perform your film script for the class.
- Focus the class on the photo. Encourage the pupils to talk about what they can see. Ask **Who are the characters?** Then ask four pupils to read out the three speech bubbles. Read the Cooperative learning tip with the class.
- Organise the classroom so that each group has got a small space to practice acting out their script. The pupils should just practice reading their parts first. Later, when they are confident, they can begin to add movement.
- Remind the class of the importance of speaking clearly and slowly when they perform. Then invite different groups in turn to act out their script for the rest of the class. Ensure that the rest of the class applauds at the end.

**Ending the lesson**
Review the lesson and reflect on learning.
- **Say We’ve written and performed a scene for a film.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

**Reinforcement activity**
- Take photos of the groups performing their scripts. Ask each group to copy their script onto a piece of paper. Make a display of the scripts and photos so that other classes can enjoy and learn from the work.
6 Reflective Teacher

Date: ___________________________  Unit: ________________

1 What did my pupils learn in this unit?

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