

5

Our hobbies

Unit objectives

By the end of this unit, pupils can:

- name and describe hobbies
- talk about hobbies
- ask and answer about why they like doing specific activities
- understand and write about following their dream
- read and understand about musical instruments

Skills development

Listening: recognise and understand the names of hobbies and adjectives to describe them

Reading: read and understand a short simple cartoon story about making a film and a factual text about musical instruments

Speaking: talk about hobbies; ask and answer about why you like specific activities; talk about following your dream

Writing: write about different hobbies; write a vision board; write a description of a musical instrument

Lesson 1 Vocabulary

do photography, dress up, learn an instrument, watch films

Vocabulary chant: *We like hobbies*

Lesson 2 Vocabulary

go cycling, make films, make models, paint pictures, play in a band, read comics, sing in a choir, write a diary

Lesson 3 Grammar

I like singing in a choir. Do you like making models?

Song: *Hobbies are fun*

Lesson 4 Story

Sato's dream

My dream is... I don't know how to...

Lesson 5 Vocabulary and Grammar

boring, difficult, easy, exciting

What do you like doing in your free time? I like cycling. Why? Because it's exciting!

Lesson 6 Myself and others

Self-awareness: *Following your dream!*

My dream is to (play football for my country)! Keep trying! Follow your dreams!

Lesson 7 My world

Music: *Musical instruments*

brass, percussion, string, wind

Lesson 8 I can do it!

 **Cut-outs** *Do you like cycling? Why?*

Project

A film storyboard

Presentation skills: giving a clear presentation

Hi! I'm... and this my film storyboard. It's about...

Disney · PIXAR

COCO

Miguel

A young boy who loves music and playing the guitar. He's a fast learner.



Dante

Miguel's pet dog. He's loyal to Miguel and he loves food!

Coco

Miguel's great-grandma, Coco, always plays with him and listens to him. She's warm hearted, supportive and kind.



In *Coco*, a young boy called Miguel dreams of becoming a musician. Miguel lives with his family, including his great-grandma, Coco. Miguel's grandma, Coco's daughter, doesn't want Miguel to become a musician because Coco's father, Hector, left his family to follow his dreams as a musician. So, Miguel learns to play guitar in secret. He teaches himself by watching Hector's films.



Video 5A: Follow your dreams, Miguel!

Video 5B: Miguel likes music

Video 5C: Musical instruments

Did-you-know?

When a character plays the guitar in the film, their fingers are actually playing the correct notes.

Online module-Phonics

Words with a_e, i_e, o_e
cake, like, bone

Extra Lesson

Extra reading >>>>



Objectives

Lesson aim: name hobbies

Target language: *do photography, dress up, learn an instrument, watch films*

Recycled language: family members, actions, feelings; *favourite, music, shoes; play the guitar*

Receptive language: *photograph, free time, great-grandma, beautiful, musician; follow his dream*

Materials: Video 5A; Audio

GSE Skills

Listening: can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (31); can recognise familiar words and phrases in short, simple songs or chants (18)

Reading: can understand short, simple illustrated narratives about everyday activities (29)

Speaking: can talk about their hobbies and interests, using simple language (34)

Writing (AB): can write some familiar words (20)

Teacher toolkit ✨

Video summary – 1A

Follow your dreams, Miguel! **Videoscript** see p. 202

Miguel looks at family photos with his grandma and his great-grandma, Coco. Miguel's favourite hobby is music. He is learning to play the guitar, and it makes him feel happy. Miguel's family make beautiful shoes. They want him to make shoes, too, but he wants to be a musician, like his great-great-grandad. He wants to follow his dream!

Following your dream!

Video 5A introduces the theme of following your dreams. Elicit Miguel's dream (*to be a musician*). Invite pupils to think about their own dreams. Ask them to imagine how they feel if they follow their dream. Then ask them to imagine how they feel if they don't follow their dream. Have a class discussion about whether or not pupils think it's important to follow their dream, encouraging them to give reasons for their opinions.

Self-awareness

Warm-up

- Introduce the unit title *Our hobbies* and check understanding by eliciting examples of hobbies, e.g. *cooking, reading, dancing, singing*. Then pupils brainstorm in groups. You could set a time limit and have a competition to see who can name the most hobbies. Check answers as a class.

Presentation

Video story

- Pupils look at the Big Picture. Introduce the film *Coco* and the characters Miguel and Coco, using the information from the unit overview on p. 121.
- Elicit any vocabulary pupils may know, e.g. *TV, pictures, boy, play the guitar*.

1 5A Watch and tick (✓) Miguel's favourite hobby.

- Pupils read the phrases.
- Read the rubric together. Then play Video 5A while pupils watch and listen.
- Play the video again, pausing for pupils to tick the correct option.
- Pupils work in pairs to compare answers. Then check the answer as a class.

2 5A Watch again and circle.

- To focus pupils on the theme of following your dream, say: *Miguel has got a dream. Let's think about his dream.*
- Pupils read the sentences and options. Then play the video again, pausing to ask: [0:32] *Who are the photos of? (Miguel's family);* [0:41] *What's Miguel's great-grandma's name? (Coco);* [0:58] *What's Miguel's favourite hobby? (music);* [1:23] *What instrument is Miguel learning? (the guitar);* [1:38] *What does Miguel's family make? (beautiful shoes);* [1:54] *What does Miguel want to be? (a musician);* [2:01] *Who was a famous musician? (Miguel's great-great-grandad);* [2:14] *Does Miguel's grandma want him to be a musician? (no).*
- Pupils work on their own to read the sentences again and circle the correct answers.
- Pupils work in pairs to compare answers. Then check answers as a class.

3 5.1 Listen and find. Then say and play.

- Pupils explore the Big Picture. Point to and say the new vocabulary items.
- Pupils look at the small pictures, find each image in the Big Picture and say the phrase.
- Play the audio, and pupils listen and point to the correct small picture. Play the audio again, pausing after each sentence for pupils to repeat.
- Pupils work in pairs, taking turns to point to the small pictures for their partner to say, e.g. *I do photography*.

SUPPORT Teach mimes for each of the vocabulary items and practise the vocabulary by miming for pupils to say the correct vocabulary item. Invite individual pupils to write the vocabulary items on the board to practise spelling.

STRETCH As a follow-up, pupils work in pairs to discuss other nouns they can use with the verbs *watch, learn, and do*. They write a list, e.g. *watch TV, learn English, do judo*.



3 Listen and find. Then say and play.



4 Listen, chant and act.

*We like hobbies! Hobbies are cool!
We do hobbies after school!*

I do photography, I dress up, too.
I like my hobbies! What about you?

Chorus

I watch films, I learn an instrument, too.
I like my hobbies! What about you?

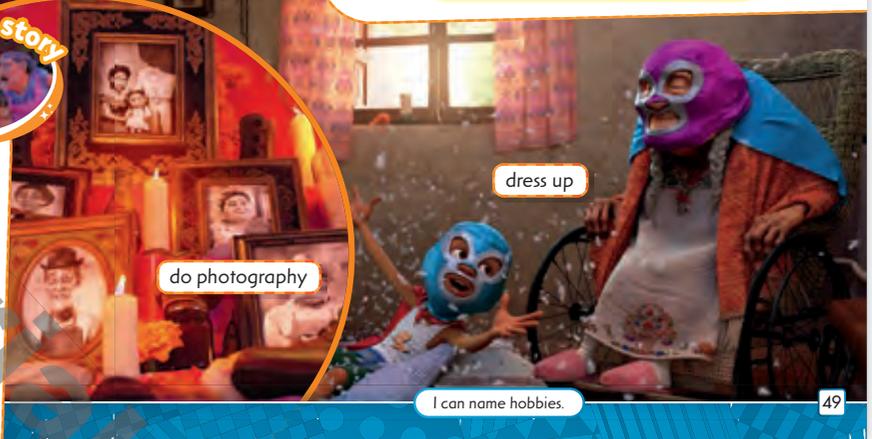
Chorus

1 Watch and tick (✓) Miguel's favourite hobby.

1 dressing up 2 learning the guitar 3 watching films

2 Watch again and circle.

1 Miguel fee **happy** sad when he plays music.
2 Miguel's family want him to be a musician **make shoes**
3 Miguel's dream is to **be a musician** inake shoes.



Audioscript (track 5.1)

I learn an instrument. ... I watch films. ... I do photography. ... I dress up.

Teaching star

Linguistic competence Highlight the differences in pronunciation in the third person singular forms of the verbs. Elicit and write on the board: *He learns an instrument. She does photography. Model and drill the /z/ sound at the end of these verbs. Then elicit and write: She watches films. He dresses up. Model and drill the /z/ sound at the end of these verbs.*

Practice

4 5.2 Listen, chant and act.

- Play the audio and say the chant, clicking your fingers or clapping your hands to the rhythm. Pupils listen and follow in their Pupil's Books. Then play the audio again, and pupils listen and join in.

Extra activity (video extension) Pupils imagine they are Miguel. Play Video 5A again and after each section ask: *How do you feel? (happy, sad).*

Wrap-up

- Play *Missing letter* (see Games Bank p.206) to practise the new vocabulary from this lesson.

Activity Book

pages 46-47

- 1** 5A Watch again. Read and match. 1 b, 2 c, 3 d, 4 a
- Pupils read the sentence halves. Then they watch Video 5A again and match to make correct sentences.
- 2** Read and write. 1 happy, 2 musician, 3 unhappy
- Pupils read and complete the gapped sentences.
- 3** Choose and write. 1 dress up, 2 watch films, 3 learn an instrument, 4 do photography
- Pupils look at the pictures and label them, using the phrases in the box.

Challenge! What's the secret word? guitar

- Pupils unscramble the orange letters in activity 3 to find the secret word.

Extra time? Ask a friend. How often do they do the activities in 3?

- Review adverbs of frequency: *always, usually, often, sometimes, never*. Pupils work in pairs, taking turns to ask about how often they do the activities, e.g. *How often do you dress up? I sometimes dress up.*

Objectives

Lesson aim: name hobbies

Target language: *go cycling, make films, make models, paint pictures, play in a band, read comics, sing in a choir, write a diary*

Recycled language: hobbies, actions, feelings; *What's my hobby? Do you...? Yes, I do. / No, I don't.*

Materials: Audio; prepared word cards (hobbies)

Skills

Listening: can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures (31)

Reading: can understand short, simple illustrated narratives about everyday activities (29)

Speaking: can talk about their hobbies and interests, using simple language (34)

Writing: can write simple sentences using familiar words, given prompts (30)

Teacher toolkit ✨

Teaching vocabulary

Elicit the verbs for each of the vocabulary items (*go, make, make, paint, play, read, sing, write*) and write these on the board, one under the other. Then elicit the nouns and write each on the board next to the corresponding verb. Point out that there are two phrases starting with the word *make*. Also point out that the phrases containing (*in*) *a* are followed by a singular noun. At this level, it's appropriate for pupils to learn new vocabulary phrases as chunks of language. However, it's useful to encourage pupils to start noticing different elements of language in preparation for when they focus on these in later levels.

Home-school link

At home, pupils introduce a family member to their favourite hobby, giving reasons why they like this hobby. They can show and teach the family member how to do this hobby. In a follow-up lesson, invite pupils to report back to the class, saying whether their family member likes the hobby, too.

Warm-up

- Play *Draw it!* (see Games Bank p.206) to practise the vocabulary from Lesson 1. Invite a pupil to come to the board. Show them a prepared word card (but don't show the class) and ask them to draw a picture representing the word on the board. The other pupils guess: *Is it (do photography)?* The first pupil to guess correctly comes to the board to draw the next picture.
- Play the chant from Lesson 1 (track 5.2), and pupils join in.

Presentation

1 5.3 Listen, point and say. Then play.

- Pupils look at the photos and say any phrases they already know.
- Play the audio, and pupils point to the photos. Play the audio again, pausing after each vocabulary item for pupils to repeat.
- Say a number, e.g. *eight*, and pupils say the corresponding phrase (*make films*). Do the same with the other numbers and phrases.
- Pupils work in pairs, taking turns to say a number from one to eight for their partner to say the corresponding phrase.

Practice

2 5.4 Listen and number.

- Pupils look at the pictures. They say the names of the hobbies they can see (*sing in a choir, play in a band, paint pictures, make films*).
- Play the audio, and pupils point to the corresponding pictures. Play the audio again, this time pausing for pupils to write numbers.
- Pupils compare their answers in pairs. Then check answers as a class.
- Invite different pupils to say sentences for each picture, e.g. *They sing in a choir.*

Audioscript (track 5.4)

- 1 **A:** What's your favourite hobby?
B: I like art. I often paint pictures of my garden.
- 2 **A:** What's your favourite hobby?
B: I sing in a choir at school. We learn lots of songs.
- 3 **A:** What's your favourite hobby?
B: I make films. Sometimes I make a film about my cat. He's funny!
- 4 **A:** What's your favourite hobby?
B: I play in a band with my friends. I play the guitar.

3 Look at 1 and number. Then write the hobby.

- Read aloud the first sentence and example with pupils. Pupils look at the photos in activity 1 to identify the hobby.
- Pupils work on their own to read the rest of the sentences and find the corresponding hobbies in activity 1. For each one, pupils write the number and the hobby.
- Pupils compare their answers in pairs, then check answers as a class.

LESSON 2
Vocabulary

1 Listen, point and say. Then play.



2 Listen and number.



3 Look at 1 and number. Then write the hobby.

- a I ride my bike with my friends.
- b I write about what I do every day.
- c I like stories with lots of pictures.
- d I use old things to make new things.

- I go cycling.
- 7 I write a diary.
- 4 I read comics.
- 2 I make models.

4 Play **Guess my hobby!**

We play music with our instruments. What's my hobby?

Do you play in a band?

Talk buddies

50

I can name hobbies.

Teaching star

Diversity and inclusion Different children from varying cultures and countries may have a range of hobbies, and some may not have the opportunity to do many hobbies. Ask pupils to work in groups to draw or mime their real or imaginary hobbies (these can be hobbies from Lessons 1 or 2 or any other hobby). Pupils find out who has got similar or different hobbies.

4 Play Guess my hobby!

- Read aloud the speech bubble model with pupils.
- Pupils work in pairs, taking turns to describe their hobby, e.g. *I go to art club.*, and ask: *What's my hobby?* for their partner to guess, e.g. *Do you paint pictures?* Remind pupils to answer: *Yes, I do. / No, I don't.*

SUPPORT Brainstorm with pupils what people do in different hobbies and write these on the board, e.g. *draw with a paintbrush (paint pictures), look at stories with pictures (read comics), ride a bike (go cycling).*

STRETCH Pupils write sentences to describe three or more hobbies. Then they swap their sentences with their partner and try to guess their partner's hobby.

Extra activity (whole class) Write on the board a list of the verbs from the vocabulary items in Lessons 1 and 2, e.g. *make, learn*. Elicit different ways of completing the phrases, e.g. *play: video games, the guitar*. Pupils could do this activity in teams, winning one point for each new phrase.

Wrap-up

- Play *Stand up, sit down* (see Games Bank p.207) with the new vocabulary from Lessons 1 and 2. Call out statements using *I like...*, *I don't like...*, *My favourite hobby is...*. If the statement is true for pupils, they stand up. If it is false for them, they stay sitting down.

Activity Book

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1 **Look and match.** 1 b, 2 f, 3 c, 4 d, 5 h, 6 g, 7 e, 8 a

- Pupils look at the picture and match the phrases (1–8) to the hobbies (a–h).

2 **Follow and write.** 1 d, *sings in a choir*; 2 c, *makes models*; 3 a, *paint pictures*; 4 b, *goes cycling*

- Pupils draw along the dotted lines to connect the people to the hobbies. Then they write to complete each sentence, e.g. *They paint pictures*. Remind pupils to add *-s* or *-es* when writing sentences with *he* or *she*.
- Pupils can work in pairs, taking turns to read aloud their completed sentences.

Extra time? Write about your hobbies.

- Pupils write a sentence or two about the hobbies they do, e.g. *I sing in a choir and I make films.*

Objectives

Lesson aim: talk about hobbies I like and don't like doing

Target language: *I like singing in a choir. She doesn't like reading comics. Do you like making models? Yes, I do. / No, I don't.*

Recycled language: hobbies, actions

Materials: (optional) Video 5A; Audio; Stickers; prepared word cards (hobbies)

GSE Skills

Listening: can understand simple questions and answers about people's likes and dislikes (27); can get the gist of a simple song, if supported by gestures (21)

Reading: can understand basic information about people's likes and dislikes, if supported by pictures (26)

Speaking: can describe someone's likes or dislikes in a simple way (30); can sing a simple song, if supported by pictures (22)

Writing (AB): can write simple sentences using familiar words, given prompts (30)

Teacher toolkit

Teaching grammar

Review with pupils the use of 1st/2nd/3rd person singular in statements, questions and short answers. Go through an example as a class, then pupils work in pairs and practise using 1st/2nd/3rd person singular with different verbs, e.g. *I (don't) like singing. You (don't) like singing. He/She likes / doesn't like singing. Do you like singing? Yes, I do. / No, I don't. Does he/she like singing? Yes, he/she does. / No, he/she doesn't.* Highlight that when we use the 3rd person *he/she*, we add *-s* to the end of the affirmative form of the verb (e.g. *likes*) but for the negative form of the verb we add *doesn't* and we don't add the *-s*.

Home-school link

At home, pupils do a survey with their family about their favourite hobbies, asking: *Do you like (reading comics)?* Invite pupils to report back to the class in a follow-up lesson.

Warm-up

- Play *The drawing game* (see Games Bank p.206) to review the vocabulary from Lessons 1 and 2.

Presentation

1 5.5 Listen and circle.

- Remind pupils of Video 5A. They say what they can remember about the story and the characters. Play the video again, if necessary.
- Ask pupils to look at the first picture and name the character (*Miguel*). Then ask: *What does Miguel want to do? (play the guitar) What do the men do? (play in a band).* Tell them to look at the second picture and ask: *What does the person do? (make shoes).*
- Play the audio, and pupils listen and point to the corresponding pictures.
- Play the audio again, pausing after each section for pupils to circle the correct options.
- Elicit the correct answers by asking two pupils to read aloud the completed sentence for each picture.

Audioscript (track 5.5)

- 1 Does Miguel like listening to the band? // Yes, he does.
- 2 Does Miguel like making shoes? // No, he doesn't.

5.6

- Pupils look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each sentence, question and answer for pupils to repeat.
- Pupils work in pairs to read aloud the grammar box, taking turns to read the sentences, questions and answers.

Practice

2 5.7 Listen and stick. Then ask a friend.

- Pupils look at the emojis. Elicit the phrase that we use for the smiley face (*I like + -ing*) and the phrase we use for the sad face (*I don't like + -ing*). Pupils look at the stickers. Explain that they can see Matt (top row) and Sue (bottom row) doing different hobbies. Elicit the hobbies (Matt: *make models, paint pictures*; Sue: *read comics, write a diary*). Explain that they will hear two sentences about each child, saying which hobby they like and don't like. Pupils have to find the correct sticker to go in each space.
- Play the audio, and pupils listen and point to the stickers. Play the audio again, pausing after each sentence for pupils to place the stickers in the correct position and then stick each sticker.
- Pupils work in pairs to compare answers, then check answers as a class.
- Model the speaking part of the activity with a pupil. Ask: *Does Matt like making models? (No, he doesn't).* Then pupils work in pairs, taking turns to ask and answer about each sticker.

SUPPORT Write on the board scaffolding for the questions and answers, e.g. *Does he/she ... like +- ing? Yes, he/she does. No, he/she doesn't.*

STRETCH As a follow-up, pupils write sentences about the hobbies Matt and Sue like and don't like doing.

LESSON 3
Grammar
1 **Listen and circle.**

Miguel **likes** **doesn't like** listening to the band.

Miguel **likes** **doesn't like** making shoes.



I like singing in a choir.
Do you like making models?

She doesn't like reading comics.
Yes, I do. / No, I don't.

2 **Listen and stick. Then ask a friend.**

Does Matt like making models?

Sticker time

Sing-along
3 **Listen and sing. Then draw** **or** .

*We like doing hobbies!
Hobbies are fun!
There are lots of different hobbies
for everyone!*

1 Do you like reading comics?
Oh yes, I do.
I like reading comics!
What about you?

Chorus

I can talk about hobbies I like and don't like doing.

2 Does she like making models?
Oh yes, she does.
She likes making models.
What about you?

Chorus

3 Do they like painting pictures?
No, they don't.
They don't like painting pictures.
What about you?

Audioscript (track 5.7)

- Matt likes painting pictures. He doesn't like making models.
- Sue likes writing a diary. She doesn't like reading comics.

3 **5.8 Listen and sing. Then draw** **or** .

- Play the song audio, and pupils listen and follow in their Pupil's Books.
- Ask pupils to look at each picture. They identify the hobbies, then draw happy or sad faces according to the song verses. Elicit answers.
- Play the song again, encouraging pupils to sing along and mime suitable actions as they sing. When pupils are confident with the words, play the karaoke version (track 5.8_karaoke), and pupils sing along.

Teaching star

Communication Asking pupils specific personalised questions related to the topic is more likely to engage them and get them speaking. Say: *Miguel likes playing the guitar. Mime playing the guitar and ask: Do you like playing the guitar? Who plays the guitar in your house?* Pupils can discuss in pairs, then share ideas around the class, e.g. *Yes, I do. My dad likes playing the guitar.*

Extra activity (fast finishers) Ask pupils to choose the hobby from Lessons 1 and 2 that they like the most. They draw a picture and write sentences about it, e.g. *My favourite hobby is playing in a band. I like playing the guitar. It's fun!*

Wrap-up

- Play *Question chain* (see Games Bank p.207) with prepared word cards from Lessons 1 and 2. Pupils sit in a circle. One pupil takes a word card and asks, e.g. *Do you like learning an instrument?* for the next pupil to answer: *Yes, I do. / No, I don't.* That pupil then asks the next question for the next pupil to answer, and so on.

Activity Book

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Audioscript see p.204

1 **5.1 Listen and circle T (True) or F (False).** 1 T, 2 F, 3 F, 4 T, 5 T

- Pupils read the sentences and look at the picture. Play the audio, and pupils listen.
- Pupils work on their own to read each sentence again and decide if it is true or false. Then play the audio again for pupils to check their answers.

2 Draw for you. Then write. 1 likes, 2 doesn't like, 3 likes singing, 4 doesn't like painting

- Pupils look at the chart. Explain that the first column shows what hobbies Paula likes / doesn't like doing. Pupils complete the second column with smiley or sad faces to show if they like or don't like each hobby.
- Invite a pupil to read the example sentences about Paula on the right-hand side of the chart. Then pupils work on their own to complete the rest of the sentences about Paula. They also complete the sentences about their own answers in the second column of the chart.
- Pupils compare their answers in pairs. Then check answers as a class.

Extra time? Look at 2. Ask a friend.

- Pupils ask and answer questions about the sentences that they wrote in activity 2, e.g. *Does Paula like watching films? Yes, she does. Do you like reading comics? Yes, I do.*

Objectives

Lesson aim: read and understand a story about following dreams

Story language: *My dream is... I don't know how to... Just keep trying! Follow your dream!*

Recycled language: hobbies, actions, feelings; work, phone; *I like (watching films). Do you like (watching films)? (Yes, I do.)*

Receptive language: *film studio, film camera, actor*

Materials: Audio

GSE Skills

Listening: can understand simple expressions about likes and dislikes in short, simple stories or dialogs, if spoken slowly and clearly (31)

Reading: can understand basic information about people's likes and dislikes, if supported by pictures (26)

Speaking: can express likes and dislikes in relation to familiar topics in a basic way (29)

Writing (AB): can write simple phrases with appropriate spacing between words (22)

Teacher toolkit ✨

Story summary

Sato's dream

Sato tells the children that it's her dream to make films. Uma's mum works in a film studio, so Uma suggests that Sato should visit her mum at work. At the film studio, Lucy gives Sato the idea of making films with her phone. Sato makes a film with her phone and uses her friends as actors.

Following your dream!

In the story, Sato dreams of making films, but she doesn't know how. Elicit that Sato's friends help her to follow her dream. Ask: *What's your dream? What can you do to follow your dream?* Pupils discuss their answers in pairs. Then discuss answers as a class. Encourage pupils to ask others for help in order to follow their dream.

Self-awareness

Warm-up

- Point to the pictures of the characters and elicit the names of each character (*Diego, Max, Uma and Sato*). Invite pupils to tell you what they remember about the story in Unit 4 (*The children helped Uma at home and then Uma did something new by making a cake for her mum's birthday*).

Presentation

1 5.9 Listen and read. What's Sato's dream?

- Ask pupils to look quickly at the story pictures, and elicit what they can see, e.g. *a garden, a tree, go cycling, watch films*.
- Ask the rubric question before pupils listen, to focus their listening. Play the audio while pupils listen and follow in their Pupil's Books. Elicit the answer to the question.
- Play the audio again, pausing to ask comprehension questions, e.g. *Where does Uma's mum work? (at the film studio); Who helps Sato at the studio? (Lucy); What does Lucy use to make films sometimes? (her phone); Who are the actors in Sato's film? (Uma, Max, Diego and Cleo)*.

Think! Pupils look at the story frames to find what Max likes drawing. (**Answer:** *Cleo the cat in frame 7*)

Teaching star ✨

Learning to learn When pupils see a new word, encourage them to look for clues about the meaning of the word. In this story, *actor* in frame 6 is a new word. Pupils look at the story pictures and figure out that in frame 7 the children are acting. Elicit that an *actor* is a person who acts.

Practice

2 Read again and circle.

- Pupils work on their own to read the sentences and options. They read the story again, then circle the correct options.
- Pupils compare their answers in pairs, then check answers as a class.

3 Think and answer.

- Pupils work in pairs to read the questions and look at the story again. They think about and discuss each of the questions. Elicit answers as a class. (**Answers:** *1 Because she doesn't know how to make films / she doesn't have a film camera / she doesn't know any actors. 2 happy*)
- Using L1 if necessary, invite pupils to think about how Sato's feelings change across the story. Ask them what's stopping Sato from following her dream (*she doesn't know what to do*) and what she can use to follow her dream (*a phone to make films / her friends to be actors in her film*).

SUPPORT Pupils can discuss and answer the questions as a class.

STRETCH As a follow-up, pupils can start thinking about their own dreams and if there's anything that they feel is stopping them from following their dream. Encourage them to discuss in pairs.



Sato's dream



1 Listen and read. What's Sato's dream? to make films



Think!

Look and find. What does Max like drawing?



2 Read again and circle.

- 1 Ma **likes** **doesn't like** going cycling.
- 2 At the start Sato **knows** / **doesn't know** how to make a film.
- 3 Sato makes a film with a **film camera** **phone**
- 4 All the children **like** **don't like** watching films.

3 Think and answer.

- 1 Why does Sato think she can't follow her dream?
- 2 How does she feel when she follows her dream?

4 Act out the story.



I can read and understand a story.

4 Act out the story.



- Invite two pupils to read aloud the speech bubbles, and pupils find them in the story (frame 2).
- Pupils work in groups of six to act out the roles of Uma, Diego, Max, Sato, Uma's mum and Lucy.
- Play the story audio again (track 5.9), pausing after each frame. Pupils repeat their character's lines and mime what their character is doing. Give the groups time to practise acting out the story.
- More confident groups can act out the story for the rest of the class. Point to the story frames to prompt, as necessary.

Extra activity (story extension) Pupils imagine they are making a film with their friends as actors. Ask them to draw a scene of their film like the one in frame 7. Then pupils write a few sentences to describe what their friends are doing in the scene, e.g. *Harry likes reading comics.*

Wrap-up

- Point to the story frames one by one and pupils retell the story in their own words.
- Invite individual pupils to say what their favourite part of the story is, giving reasons why.

Activity Book

page 50

- 1 **Read and number in order.** a 2, b 4, c 1, d 3, e 5
 - Pupils read the sentences about the story, then number them in the correct order.
- 2 **Read and write. Then imagine you're in Sato's film. Tell a friend about it.** *to make films, a film studio, her friends*
 - Pupils read and complete the gapped sentences. They work in pairs to compare their sentences.
 - Then pupils imagine that they are in Sato's film and say a sentence about what they are doing in the film, e.g. *I like going cycling. I'm going cycling in Sato's film!*
- 3 **Who's your favourite character? Tick (✓).**
 - Pupils reflect on how they feel about the characters in the story. They tick the box to show their favourite character.

Extra time? Imagine a different ending to the story. Write and draw.

- Pupils imagine a different ending and draw a picture of what happens. They write a sentence or two to describe it, e.g. *Uma's mum watches Sato's film and wants to take it to her film studio.*

Objectives

Lesson aim: talk about why I like doing activities

Target language: *boring, difficult, easy, exciting; What do you like doing in your free time? I like cycling. Why? Because it's exciting!*

Recycled language: hobbies

Receptive language: *drummer*

Materials: Video 5B; Audio; prepared word cards (hobbies); a soft ball or beanbag

GSE Skills

Listening: can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly (31)

Reading: can understand basic information about people's likes and dislikes, if supported by pictures (26)

Speaking: can express likes and dislikes in relation to familiar topics in a basic way (29)

Writing: can write simple phrases with appropriate spacing between words (22)

Teacher toolkit

Video summary – 5B

Miguel likes music Videoscript see p.202

Miguel's family makes shoes. Miguel doesn't like making shoes. He likes making music and he likes playing with his pet, Dante. Miguel doesn't like cleaning shoes because it's boring. He likes playing the guitar because it's exciting. Oh, no! Miguel's grandma sees him playing the guitar. She's angry! The video presents examples of the target grammar in context, e.g. *What does Miguel like doing? He likes playing with his pet, Dante! Why? Because it's fun!*

Teaching grammar

Review question words that pupils already know. Elicit and write on the board, e.g. we use what to ask about things, who to ask about people, where to ask about places. Explain that we use why to ask about the reason for something. We answer with *because* to explain the reason. Model an example by saying: *I feel happy today.* Encourage pupils to ask: *Why?* Answer with: *Because...* Elicit other examples from pupils.

Warm-up

- Play *Act and guess!* (see Games Bank p.206) to practise the vocabulary from Lessons 1 and 2.
- Play the chant from Lesson 1 (track 5.2), and pupils join in.

Presentation

1 5.10 Listen, point and say. Then play.

- Point to the photos, and pupils say any words they already know.
- Play the audio, and pupils point to the correct photos. Play the audio again, pausing after each word for pupils to read and say the word. Then say words at random for pupils to point to the correct photo.
- Say a number, e.g. *one*, and pupils say the corresponding word (*exciting*). Do the same with the other numbers and words.
- Pupils work in pairs, taking turns to say a number from one to four for their partner to say the corresponding word.

2 5B Watch, circle and match.

Video story

- Pupils look at the picture. Ask: *Who's this? (Miguel) What's he doing? (He's playing the guitar.) Is he happy? (yes).*
- Invite different pupils to read aloud the sentence starters with options and the sentence endings. Then play Video 5B while pupils watch and listen.
- Pupils work on their own to read the sentence starters again, then circle the correct options and match to the correct endings.
- Tell pupils to check their answers as you play the video again. This time, pause at various points to ask comprehension questions: [0:18] *What does Miguel's family make? (shoes);* [0:24] *Does Miguel like making shoes? (no);* [0:52] *Why does Miguel like playing with Dante? (It's fun.);* [1:03] *Why doesn't Miguel like cleaning shoes? (It's boring.);* [1:39] *Does Miguel's grandma like music? (no).*
- Then elicit and check answers as a class.

5.11

- Pupils look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each question and answer for pupils to read and repeat.
- Pupils work in pairs, taking turns to read aloud the questions and answers.

Practice

3 5.12 Listen, draw 😊 or ☹️ and write. Then say.

- Pupils look at the chart. Ask: *What's Tom doing on Saturday morning? (painting pictures).* Repeat for the other times to elicit the hobbies.
- Play the audio, and pupils listen and point to the pictures. Then play the audio again, and pupils draw a happy or sad face and complete the sentences with adjectives from activity 1. Check answers as a class.
- Draw pupils' attention to the speech bubble prompts and elicit a full sentence about Saturday morning's activity: *Tom doesn't like painting pictures because it's difficult.* Pupils work in pairs, taking turns to say sentences about the remaining items. Elicit and check as a class.

LESSON 5

Vocabulary and Grammar

1 Listen, point and say. Then play.



1 exciting



2 boring



3 easy



4 difficult

2 Watch, circle and match.



1 Miguel **likes** **doesn't like** making shoes because... a it's exciting!

2 He **likes** **doesn't like** cleaning shoes because... b it's difficult!

3 He **likes** **doesn't like** learning an instrument because... c it's boring!

What do you like doing in your free time?
I like cycling.
Why? Because it's exciting!

Tom likes... because...

3 Listen, draw ☺ or ☹ and write. Then say.

	Morning	Afternoon
Saturday activities	<p>because <u>it's difficult</u>.</p>	<p>because <u>it's easy</u>.</p>
Sunday activities	<p>because <u>it's exciting</u>.</p>	<p>because <u>it's boring</u>.</p>

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I can talk about why I like doing activities.

Extra Lesson

Go online Phonics

SUPPORT Before the speaking part of the activity, elicit and write two full examples on the board: *Tom doesn't like painting pictures because it's difficult. Tom likes reading comics because it's easy.* Pupils use these sentences as a model.

STRETCH Pupils can act out mini-dialogues, e.g. *Does Tom like painting pictures? No, he doesn't. Why? Because it's difficult.* They can imagine and ask about other hobbies and activities on different days.

Audioscript (track 5.12)

A: Let's look at the weekend activities programme. Do you like painting pictures?

B: No, I don't.

A: Why?

B: Because it's difficult!

A: Do you like reading comics?

B: Yes, I do!

A: Why?

B: Because it's easy!

A: Do you like going cycling?

B: Yes, I do!

A: Why?

B: Because it's exciting!

A: Do you like playing in a band?

B: No, I don't!

A: Why?

B: Because it's boring!

Wrap-up

- Play *Throw the ball* (see Games Bank p.207) with the new vocabulary from this unit. Pupils sit in a circle. Ask: *Do you like painting pictures?* Throw a soft ball or beanbag to a pupil for him/her to answer: *Yes, I do. / No, I don't.* Then ask: *Why?*, and the pupil answers: *Because it's...* Then he/she asks another question and throws the ball to another pupil to continue the game.

Activity Book

page 51

Audioscript see p.204

1 5.2 Listen, read and circle. 1 *doesn't like, difficult*; 2 *doesn't like, boring*; 3 *likes, exciting*

- Pupils read the sentences and options. Then play the audio while pupils listen and point to the pictures.
- Play the audio again, and pupils listen and circle the correct options. Elicit and check answers as a class.

2 Look, read and write. Then ask a friend.

b 1 *What does, 2 doing, 3 singing in a choir, 4 Why, 5 Because*

- Pupils work on their own to look at the pictures and complete the gapped sentences.
- Then they work in pairs to read aloud their completed mini-dialogues.
- Pupils ask and answer about what they like doing in their free time, following the model.

Extra time? Write a list of all the opposites you know.

- Pupils work in pairs to write as many sets of opposites as they can, e.g. *tall – short, big – small, hot – cold, new – old, slow – fast, young – old, soft – hard, happy – sad.* Elicit pupils' ideas and write these on the board. Pupils can use the words to make word cards and play matching games.

Online module-Phonics

Extra Lesson

Words with a_e, i_e, o_e

cake, like, bone



Objectives

Lesson aim: recognise how to follow your dreams

Target language: *My dream is to (play football for my country)! Keep trying! Follow your dreams!*

Recycled language: adjectives to describe hobbies, hobbies, feelings

Materials: (optional) Video 5A; *Myself and others* poster

CSE Skills

Reading: can understand basic information about people's likes and dislikes, if supported by pictures (26)

Speaking: can talk about their hobbies and interests, using simple language (34)

Writing: can write simple sentences using familiar words, given prompts (30)

Teacher toolkit ✨

Following your dream!

In this lesson, pupils continue thinking and talking about their dreams and how they can follow them, as introduced in Lessons 1 and 4. At this age, pupils should be able to develop their own dream by thinking of their likes and dislikes, and they should be able to consider ways they can follow this dream. Through identifying what they like, what their dream is and then writing a plan with steps they can take to achieve their dream, pupils can develop an understanding of how positive actions can lead to an improved self-image, and how persistence can lead to achievement.

Self-awareness

Home-school link

Pupils can share their vision boards with their families and tell them about their dreams. They can ask their families to help them take steps to follow their dreams.

Warm-up

- Display the *Myself and others* poster and ask pupils to identify the focus for Unit 5 (*follow my dream*). Invite a pupil to read aloud the speech bubble. Elicit more examples of dreams pupils might have, e.g. *My dream is to write books. My dream is to travel.*

Presentation

1 Think and write.

- Use the pictures to remind pupils of the video from Lesson 1 and the story from Lesson 4. If necessary, play Video 5A again. Ask: *In the video, what's Miguel's dream? (to be a musician); In the story, what's Sato's dream? (to make films)*. If pupils can't remember, prompt them using mime and elicit answers.
- Invite different pupils to read aloud the words in the box and the gapped sentences. Then they work on their own to choose and write the correct words from the box.
- Pupils compare their answers in pairs, then check answers as a class.
- Using L1 if necessary, elicit why it is important for the characters in the video and in the story to follow their dreams. Ask: *How does Miguel feel when he can't play music? How does Miguel feel when he can play music? How does Sato feel when she can't make films? How does Sato feel when she can make films?* Elicit answers, accepting any negative feelings for *can't* (*sad, scared*) and any positive feelings for *can* (*happy, excited, brave*).

2 Read and answer.

- Invite different pupils to read aloud the information on Sato's vision board. Then ask pupils to work on their own to read the questions and find the answers on the vision board.
- Pupils compare their answers in pairs, then check answers as a class. (**Answers:** 1 *making films*, 2 *drama*, 3 *to make films for a film studio*, 4 *watch lots of films, visit a film studio, make a film about her friends*)

Teaching star ✨

Social-emotional learning Using L1 if necessary, explain that following a dream is difficult for anyone at any age. Think of a dream you've got and tell pupils how you are following your dream. You can talk about why it is your dream, how your dream makes you feel and what steps you are taking towards your dream. Your example will help encourage pupils to be brave in their choices.

Following your dream!

LESSON 6

Myself and others

1 Think and write.

films guitar musician phone

Miguel likes playing the
1 guitar. He loves
music. His dream is to be
a 2 musician.

Sato's dream is to make
1 films. She learns
to make a film on her
2 phone.

2 Read and answer.

- 1 What does Sato like doing?
- 2 What does she think is exciting?
- 3 What's her dream?
- 4 How can she follow her dream?

3 Answer for you.

Then share with a friend.

- 1 What do you like doing?

- 2 What's your dream?

- 3 How can you follow your dream?
I can _____.
I can _____.

Follow my dreams!

I like making films!

I think drama is exciting!

My dream is to make films for a film studio!

- 1 I can watch lots of films.
- 2 I can visit a film studio.
- 3 I can make a film about my friends.

Useful Language

My dream is to (play football for my country!)
Keep trying!
Follow your dreams!

Be a hero!

Keep a dream diary. Look at it every week!

Self-awareness I can recognise how to follow my dreams.

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Be a hero! Using L1 if necessary, encourage pupils to keep a dream diary, writing in it their ideas for steps they can take to follow their dream. Remind them to look at their diary every week, reading and checking the steps they have written and adding any new steps they can take.

Extra activity (fast finishers) Pupils draw a picture and write one or two sentences about their dream, giving reasons why it's their dream and describing how their dream makes them feel.

Wrap-up

- Draw pupils' attention to the *Myself and others* poster and ask them to identify the picture that shows the lesson aim (*follow my dream*). Elicit expressions pupils used in this lesson when talking about following dreams, e.g. *My dream is to...* *Keep trying!*
- Mime something that might be a dream, e.g. *be a musician*, and pupils guess. Then invite different pupils to do mimes of dreams for the rest of the class to guess.

Activity Book

page 52

1 Read and match. 1 c, 2 b, 3 a

- Pupils read about the dreams (1–3) and match them to the plans for following dreams (a–c).

2 Read, think and write.

- Pupils think about their own hobbies and dreams to complete the sentences, e.g. *I love tennis. My dream is to be a tennis player.*

3 Create your own vision board.

- Pupils complete a vision board to help them realise their dream as outlined in activity 2. They can refer back to Sato's vision board in the *Pupil's Book* on p.55 activity 2 for ideas, e.g. *My dream is to be a tennis player. I can have tennis lessons. Then I can practise tennis a lot. Then I can watch tennis matches.*

Practice

3 Answer for you. Then share with a friend.

- Read aloud the questions with the class. Then read aloud the expressions in the *Useful Language* box and check understanding.
- Pupils work on their own to read the questions and answer them about their own dream. Encourage pupils to think and write about how they can follow their dream. Remind them to look at Sato's vision board to help them.
- Pupils work in pairs, taking turns to talk about their dream. Write on the board these questions: *Have you got similar ideas? Can you help each other follow your dreams?* Remind pupils to use their answers to the questions and the sentences in the *Useful Language* box.

SUPPORT Pupils choose a dream from the hobbies they learnt in this unit. They can use the example in the *Useful language* box as a model, adapting it as necessary, e.g. ... *for my country/town/city*.

STRETCH Pupils think about any dreams they've got, other hobbies they like doing and jobs they can do, e.g. *athlete, architect, doctor, musician*, etc.

Objectives

Lesson aim: read and understand about musical instruments

Target language: *brass, percussion, string, wind*

Recycled language: hobbies, adjectives to describe hobbies, actions, feelings; *guitar, musician, blow*

Receptive language: *musical, flute, trumpet, drums, daughter, sticks, sound, loud*

Materials: Video 5C; Audio; (optional) picture of an orchestra showing the different musical families (*string, wind, brass, percussion*)

GSE Skills

Listening: can recognise words and simple phrases relating to familiar topics, if spoken clearly and supported by pictures (25)

Reading: can understand a simple text, if supported by pictures (25)

Speaking: can answer simple questions about very familiar topics, if delivered slowly and clearly (29)

Writing: can write some familiar words (20)

Teacher toolkit

Video summary – 5C

Musical instruments Videoscript see p.202

Miguel likes learning to play the guitar. He moves his fingers over the strings of the guitar. There are different instrument families: string (e.g. the guitar), wind (e.g. the flute), brass (e.g. the trumpet), percussion (e.g. the drums). Playing music can make you feel happy and it can make other people feel happy, too!

Cross-curricular

Musical instruments belong to different musical families. We use different parts of our bodies to play different musical instruments. In this lesson, pupils learn about string, percussion, wind and brass instruments, and the different parts of our bodies we use to play these instruments. Then they find out about other musical instruments in these families.

Home-school link

Pupils bring to class a musical instrument they are learning to play or that they have got at home. Have a 'show and tell', where pupils can talk about their instrument.

Warm-up

- Write on the board two headings: *Music* and *Not music*. Invite individual pupils to write the hobbies from Lessons 1 and 2 under the correct heading, e.g. *sing in a choir* – *Music*, *making models* – *Not music*.
- Elicit sentences from different pupils about the different hobbies written on the board, e.g. *I like singing in a choir. I don't like making models*. Explain that in this lesson pupils will be learning about musical instruments.

Presentation

Video story

1 5C Watch and answer.

- Before you play the video, elicit the names of musical instruments that pupils know, e.g. *guitar, piano*.
- Pupils read aloud the question: *How many guitars can you see?* Then play Video 5C, and pupils watch and listen. Elicit the answer as a class. (**Answer:** *We see 5 people playing guitars: Miguel, the man he's watching on TV, the man playing to his daughter, the statue, and the man playing on TV. There are also other guitars in the background.*)
- Play the video again, pausing at various points to ask comprehension questions: [0:36] *How does Miguel feel when he plays the guitar?* (*happy*); [0:40] *What part of his body does Miguel use to play the guitar?* (*fingers*); [1:47] *What is the girl's dad doing?* (*singing and playing the guitar*).

2 5.13 Explore Read, listen and circle.

- Ask pupils to look at the title, headings and photos and predict what they think the text is about (using L1 if necessary). Invite pupils to read aloud the sentence and options at the top of the text.
- Play the audio. Pupils listen and read the text in their Pupil's Books. Highlight and check understanding of the new words in bold: *string, percussion, wind* and *brass*, using mime and the pictures. If you have brought a picture of an orchestra, then point to the different musical families. Invite different pupils to read aloud the text.
- Pupils work on their own to circle the correct option in the sentence. Check the answer as a class.

SUPPORT Play the audio again, pausing after each sentence or phrase for pupils to repeat.

STRETCH Pupils work in pairs to practise reading aloud each of the paragraphs.

Practice

3 5.14 Think Listen and complete.

- Explain to pupils that they are going to hear four different musical instruments and complete the chart about these instruments.
- Invite different pupils to read aloud the questions and answers.
- Play the audio, and pupils listen and decide which instruments they can hear.
- Play the audio again, and pupils write the name of the instruments they hear in the first row of the table.
- Then pupils work on their own to answer questions 2 and 3 about each instrument, referring back to the text in activity 2. Pupils underline in the text any information relating to the answers.
- Pupils discuss their answers in pairs, then check answers as a class.



Musical instruments

1 Watch and answer.

How many guitars can you see?



2 Explore Read, listen and circle.

This article is about different types of music **musical instruments**.

Musical instruments

Musical instruments belong to different musical families.

String

A guitar is a string instrument. We move our fingers over the strings. Most guitars have six strings.

Percussion

A drum is a percussion instrument. We use our hands or sticks to make different sounds. The drum is a very loud instrument.

Wind

A flute is a wind instrument. We use our mouth to blow into a flute, and we use our fingers to make different sounds.

Brass

A trumpet is a brass instrument. We use our mouth to blow into a trumpet, and we use our fingers to make 45 different sounds!

Try it!

Find out about another instrument. What family is it in?

3 Think Listen and complete.

	1	2	3	4
1 What's the instrument?	drum	flute	guitar	trumpet
2 What family is it in?	percussion	wind	string	brass
3 What part of the body do we use to play it?	hands, fingers	mouth, hands, fingers	hands, fingers	mouth, hands, fingers

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I can read and understand about musical instruments.

Audioscript (track 5.14)

- 1 [sfx: drum music]
- 2 [sfx: flute music]
- 3 [sfx: guitar music]
- 4 [sfx: trumpet music]

Try it! Read aloud the instructions with the class. Then ask: *Where can you find out about other musical instruments? (books, the library, the internet).* Pupils work on their own or in pairs to find out about other musical instruments and the instrument families they are in, e.g. *piano (strings).*

Thinking skills Analyse

After pupils have done the *Try it!* activity, they can analyse their knowledge by thinking about other musical instruments they know, copying the chart from activity 3 into their notebooks, with the same questions in the first column, and inserting information about instruments they know. Then they can work in pairs to compare and discuss their completed charts.

Extra activity (fast finishers) Pupils can extend the *Try it!* activity by searching online to find audio or video clips of the musical instruments they have written about. They can share them with the rest of the class.

Wrap-up

- Play *Say and spell it!* (see Games Bank p.207) with the vocabulary from this lesson (*brass, drum, flute, guitar, percussion, string, trumpet, wind*). Divide the class into two teams. A pupil from Team A says a vocabulary item, and a pupil from Team B has to write it correctly on the board. Then that pupil says the next vocabulary item for a pupil from Team A to spell. The teams win one point for each correctly spelled word.

Activity Book

page 53

1 Read and match. 1 c, 2 b, 3 a, 4 d

- Pupils read and match the musical instruments (1–4) to their families (a–d).

2 Look, read and complete. 1 c, wind; 2 b, percussion

- Pupils look at the pictures and find the odd one out in each set of three musical instruments. They complete the gapped sentences.
- They work in pairs, taking turns to read aloud their sentences to check their answers.

3 Look, read and circle. Then think and write.

1 wind, 2 fingers and mouth

- Pupils look at the photo of the serpent musical instrument, then read the sentences and circle the correct options.
- Pupils think about another musical instrument or design their own new musical instrument and complete the sentences in the 'My instrument' box, using the text about the serpent as a model.

Extra time? Draw and label your new instrument. Tell a friend.

- Pupils work in pairs, taking turns to draw, label, and show and talk about their instrument, e.g. *It's a percussion instrument. I play it with my feet.*

Objectives

Lesson aim: review target language from Unit 5

Target language: hobbies, adjectives to describe hobbies; *Miguel likes learning an instrument. Do you like cycling? Yes, I do. Why? Because it's exciting!*

Materials: (optional) Video 5A, Video 5B, Video 5C; Audio; Cut-outs (Unit 5) and scissors; Stickers; My progress poster

GSE Skills

Listening: can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly (31)

Reading (AB): can understand basic factual statements relating to pictures or simple texts (30)

Speaking: can talk about their hobbies and interests, using simple language (34)

Writing: can write simple phrases with appropriate spacing between words (22)

Teacher toolkit ✨

Video review

You can return to Video 5A, Video 5B and Video 5C at the end of the unit for a 'second play'. When pupils watch Video 5A, encourage them to notice how many new words they have learnt since they first saw this video at the start of the unit. When they watch Video 5B, ask them to make a note of the things that Miguel likes and doesn't like doing (*He likes playing with his pet, Dante, playing the guitar and learning an instrument. He doesn't like making shoes or cleaning shoes.*) When they watch Video 5C, ask them what instrument Miguel plays and which musical family this instrument belongs to (*guitar, strings*).

Home-school link

Pupils take home their vision boards from Lesson 6 and their musical instrument chart from Lesson 7 to show their families. In the next English lesson, invite pupils to share their family's reactions or comments.

Warm-up

- Play the song audio (track 5.8), and pupils join in. If pupils are confident with the words, play the karaoke version (track 5.8_karaoke).
- Play *Letter scramble* (see Games Bank p.207) to review the new vocabulary from the unit. Write a scrambled word or phrase on the board, e.g. *gnbroi*, for pupils to guess (*boring*) and write the word correctly on the board. For phrases, write only one word in scrambled order, e.g. *make smlif (films)*.

I can do it!

1 Look and write. Then ask a friend.

- Pupils work on their own to look at the pictures, then read and complete the sentences.
- Pupils compare their answers in pairs, then check answers as a class.
- Ask: *Number (two). Does Miguel like watching films?* Elicit the answer (*Yes, he does.*) Pupils work in pairs, taking turns to point to one of the pictures and ask a question for their partner to answer.

SUPPORT Give further support for the speaking part of the activity by writing on the board: *Does Miguel like + -ing? / Do Miguel and Coco like + -ing?*

STRETCH Pupils work in pairs, taking turns to make more sentences about the pictures. Encourage them use the unit language as well as recycle other known language, e.g. *There are patterns on Miguel's guitar.*

2 Use your programmes. Then ask and answer.

- Pupils look at their cut-out activities programme. Point to each of the pictures and elicit the hobbies, e.g. *go cycling*.
- Invite two pupils to read aloud the mini-dialogue model in the Pupil's Book. Explain that pupils are going to ask and answer questions about how they feel about each of the activities in the programme.
- To prepare, pupils look at each of the activities, then circle the happy or sad face depending on whether they like or don't like the activity. Then they write an adjective beneath each activity to describe how they feel about it.
- Pupils work in pairs, taking turns to ask and answer, following the model in the Pupil's Book.

SUPPORT Elicit the names of the hobbies and write them on the board. Then pupils ask and answer about five of the activities, one for each day of the week.

STRETCH Pupils write sentences about their activities programme, e.g. *I like painting pictures because it's exciting.*

3 Draw in your notebook. Then ask a friend.

- Pupils look at the picture and think about their own hobbies. They draw a picture of themselves doing one of the hobbies from this unit.
- Read aloud the speech bubble model. Pupils work in pairs, taking turns to ask and answer questions about each other's hobbies and why they like doing them.

SUPPORT Elicit and write on the board some hobbies that pupils might draw. Write a full dialogue for them to follow for the speaking part of the activity: *Do you like playing in a band? Yes, I do. Why? Because it's easy.*

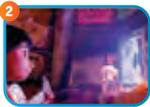
STRETCH After pupils have asked and answered about each other's pictures, they swap pictures and then ask and answer questions with another partner, e.g. *Does Sam like playing in a band? Yes, she does. Why? Because it's easy.*

I can do it!

1 Look and write. Then ask a friend.



Miguel likes
learning an
instrument



Miguel likes
watching
films



Miguel's family
like doing
photography



Miguel and
Coco like
dressing up

Does Miguel like learning an instrument?

Yes, he does.

Let's talk!

2 Use your programmes. Then ask and answer.

Do you like cycling?

Yes, I do.

Why?

Because it's exciting!

3 Draw in your notebook. Then ask a friend.



Do you like
playing in a band?

Why?



Sticker
time

I completed
Unit 5!

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- I can...
- name hobbies and adjectives
 - talk about things I like doing and why
 - follow my dreams
 - read about types of musical instruments

Wrap-up

- Draw pupils' attention to the *My progress* poster and ask them to identify the picture and *I can...* statements that reflect this unit. Read aloud with pupils the *I can...* statements in their Pupil's Books. Pupils tick what they feel they can do after completing Unit 5.
- Pupils reflect on which lesson they most enjoyed in Unit 5. Have a class vote to choose one activity to do again as a class, e.g. watch a video, sing the song or say the chant, listen to the story.

Activity Book

pages 54–55

My progress journal

1 Find, stick and write.

- Pupils look at the pictures at the top of the page and find the corresponding stickers. They stick the stickers to complete the pictures, then label these pictures using the words in the box.
- Pupils label the rest of the pictures, using the words in the boxes.

- 2 Read and write. Possible answers: *learning, does, fun*
- Pupils read and complete the sentences, using their own ideas. Allow any answers that are grammatically correct and make sense. They then work in pairs, taking turns to read aloud the sentences.

- 3 Look, read and circle. 1 goes cycling, 2 reading comics, 3 dressing up, 4 exciting
- Pupils look at the picture, read the sentences and circle the correct options.

- 4 Write. Then ask a friend. 1 Do, like; 2 Do, singing; 3 What, doing
- Pupils complete the gapped questions. Then they work in pairs, taking turns to ask the questions for their partner to say answers that are true for themselves.

Star learner

- Pupils reflect on how much they enjoyed this unit and they colour in the number of stars to show what they think.
- They choose and write about their favourite lesson from the unit and one skill they have learnt. Elicit and discuss pupils' answers.

Teaching star

Growth mindset Pupils think about their progress in the unit and set learning goals for the next unit, e.g. if pupils can remember 10 new words or phrases, pupils set a goal to improve in the next unit, e.g. remember 12 new words or phrases.

My Star and Hero! Pupils look at the sticker of Miguel on p.57 of the Pupil's Book, and they stick the sticker in place. They work in pairs to ask and answer questions, e.g. *Who's this?* (*It's Miguel.*) *What's he doing?* (*He's playing the guitar.*) *Does he like learning an instrument?* (*Yes, he does.*) *Why?* (*Because it's fun.*) Then they turn to p.2, find the picture of Miguel, and say what they remember about him, using language from the unit.

Extra activity (class game) Play *Noughts and crosses* (see Games Bank p.207). Divide the class into two teams, one is 'O' and the other is 'X'. Draw a large grid on the board with nine spaces. Write one word from a vocabulary phrase in each space, e.g. *comics, films, dress*. The teams take turns to make a sentence or question, using one of the words, e.g. *I like reading comics*. If the sentence or question is correct, write an 'O' or an 'X' in the space. The first team to make a line of three is the winner.

Objectives

Lesson aim: make and present a film storyboard about hobbies

Target language: *Hi! I'm... and this my film storyboard. It's about...*

Recycled language: hobbies, adjectives to describe hobbies; *follow their dream*

Materials: Audio; (optional) sheets of paper

Skills

Listening: can understand simple questions and answers about people's likes and dislikes (27)

Reading: can understand basic information about people's likes and dislikes, if supported by pictures (26)

Speaking: can describe someone's likes or dislikes in a simple way (30)

Writing: can write simple phrases with appropriate spacing between words (22); can write simple sentences using familiar words, given prompts (30)

Teacher toolkit

Project skills: Presentation

In this lesson, pupils focus on how to present a project in a way that is engaging and easy to understand. Demonstrate for pupils how to speak loudly and slowly, smiling and looking at different pupils across the class as you talk. Put pupils in groups to practise, giving them each the same sentence to say. Monitor the groups, prompting as necessary, and giving pupils positive and constructive feedback.

Extend

Pupils direct their film, using their film storyboards and their friends as actors. As pupils act, encourage them to emphasise their emotions and to use lots of body language. Pupils can make their film on a phone or other camera, or you can set up a theatre stage in the classroom, and pupils can put on a show.

Warm-up

- Play the chant audio (track 5.2), and pupils join in.
- Describe your favourite film, then invite individual pupils to do the same. Encourage discussion about what pupils think makes a good film.

Review

1 9.5 Listen and write.

- Pupils look at the pictures. Elicit the name of each hobby (*playing in a band, singing in a choir, painting pictures*).
- Play the audio, and pupils listen and look at the pictures. Play the audio again, pausing after each section for pupils to read and complete the gapped sentences underneath the pictures.
- Pupils compare their answers in pairs. Invite different pupils to read aloud their completed sentences.

Audioscript (track 9.5)

Hi! I'm Sara and this is my film storyboard. It's about my friends' favourite hobbies.

This is Gabriel. What does Gabriel like doing? He likes playing in a band. Why? Because it's exciting!

This is Louise. Does Louise like playing in a band? No, she doesn't. She likes singing in a choir! Why? Because it's fun!

This is Theo. He likes painting pictures. Why? Because it's fun!

My friends are doing things they love. They're following their dreams!

Get ready

2 Talk about your hobbies in groups of four.

- Put pupils into groups of four to talk about their hobbies. Invite two pupils to read aloud the speech bubble model. Pupils take turns in their group to ask and answer about their hobbies, following the model.

Create

3 Plan and make your storyboard. Then present your film.

- Pupils now go to their Activity Books and create their project.

Tips

Presentation

Read aloud the tips as a class. Play track 9.5 again, focussing pupils on how Sara speaks loudly and slowly during her presentation.

Activity Book

page 90

Audioscript see p.205

1 Complete for three friends.

- Pupils write the names of their three group members at the top of each column. Then they complete the rest of the chart with each person's answers from Pupil's Book activity 2. If necessary, they can ask and answer the questions again, then write them in their chart.
- Then pupils draw pictures and complete the gapped sentences in the storyboard, following the model from Pupils' Book activity 1.

A film storyboard



Review Listen and write.

My film storyboard: My friends' hobbies



Gabriel likes 1 **playing in a band**
because it's 2 **exciting**



Louise likes 3 **singing in a choir**
because it's 4 **fun**



Theo likes 5 **painting pictures**
because it's 6 **fun**

2 Get ready Talk about your hobbies in groups of four.

What do you like doing? Why?

I like making models because it's fun.

3 Create Plan and make your storyboard. Then present your film. Activity Book page 90

Tips

Presentation

- Speak loudly and slowly when you give a presentation.
- Smile and look at your friends when you talk.



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I can make and present a film storyboard about hobbies.

Teaching star

Creativity Encourage pupils to be creative in the way they present their projects. They can use body language and mime what their friends like doing and how they feel. Or they can hold up their storyboards and point to each picture as they move around the classroom for all pupils to see.

ACHIEVE

Pupils draw a film storyboard containing three pictures showing friends doing their hobbies, with two sentences for each picture to say what hobby their friend likes doing and why they like it, using *because*. They present their film storyboards, speaking loudly and slowly, and smiling and looking at their classmates as they talk.

SUPPORT

In pupils' film storyboard, they write one sentence for each picture to say what hobby their friend likes doing. They present their film storyboards sufficiently clearly.

STRETCH

Pupils write three or more sentences for each picture to say two hobbies their friend likes doing and why they like them, using *because*. They present their film storyboards with confidence, speaking loudly and slowly, and smiling and looking at their classmates as they talk.

2 9.2 Read, listen and circle. Then practise with a friend. *loudly, slowly*

- Pupils read the sentence and the options. Play the audio, and pupils listen and circle the correct options.
- Pupils work in pairs to practise their presentation, following the tips.
- At this stage, depending on the time you have available, pupils can either use their completed planning in the Activity Book as their final work or they can use their planning as a draft and draw and write their film storyboard on a separate sheet of paper.
- Circulate around the class, helping as necessary. Encourage pupils to put up their hands and ask for help if needed.
- Pupils work in groups, taking turns to present their film storyboard. Remind them to follow the Presentation Tips. Encourage other pupils to give positive feedback to the pupils who are presenting, e.g. *Well done! Good presentation! I like your pictures!*

Extra activity (fast finishers) Pupils draw a picture to advertise their film and they write a tag line to encourage people to watch it, e.g. *We like doing our hobbies!*

Wrap-up

- Display pupils' storyboards on the classroom walls. Invite pupils to find similarities and differences in their film storyboards. Pupils say sentences, e.g. *Josh and Lily like playing in a band. Josh thinks it's exciting. Lily thinks it's easy!*

Activity Book

page 90

3 Think and colour.

- Pupils colour the stars to show how well they think they did in their project.