

1

What's fun about music?

Lesson 1

Lesson Objectives

- Introduce the Big Question for the unit.
- Activate knowledge and preview lessons from the unit.
- Review language from previous units.
- Present and practise the pronunciation of sounds /i:/ and /ɪ/.

Language

Review: Present simple (We)

Warm up

Play *Activity!* from the Games Bank on page XXX.

Class Book pages 8–9

1 Look and answer.

- Use the Big Picture to lead into the Big Question video. Ask students to look at the Big Picture and tell you their thoughts and ideas about what they see. Prompt them by asking questions, e.g. *Where do you think these young people are? What are they doing? Why? What kind of music do you think they're playing? What kind of dancing is this?* Encourage students to use their imagination, e.g. *How do they know each other?*

ANSWERS

- What's fun about music?
- Mia, Ania, Mason, Ben and Theo
- People dancing, people playing music, three girls singing, instructions for how to make something, three people in carnival costume

2 Which things do you see in the Big Question video? Watch then answer. ▶

Video transcript

See page XX.

ANSWERS

children dancing, Mia dancing, a teacher, yellow caps

3 What are your answers to the Big Question?

Critical Thinking

- Ask students to remember Mia's answer to the Big Question. Then ask them to tell you their own ideas for answers. Allow students to answer in their own language if necessary, repeating their answer back in English.
- Write students' answers on the poster with a water-soluble pen, or invite students to write their own answers. Remember – there are no wrong answers!

ANSWERS

Suggested answers: *Singing to music is fun. You can listen to music when you're doing different things. You can listen to music in different places. Music is different in different countries. Music can make us happy! etc.*

TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and bring their answers to the next lesson.

4 Answer the Big Poll.

ANSWERS

Students' own answers

5 Watch the Big Question video again. ▶ Complete the activities.

- Play the video for students to watch and complete the activities in their Activity Books.

Activity Book page 6

1 REMEMBER THE VIDEO ▶ Read and tick ✓ or cross X.

ANSWERS

- We go to a karate class. X
- We have classes on Fridays. X
- We practise every day. ✓
- We wear blue caps. X
- We sing together. X
- We win prizes. ✓

2 Look at the sentences in activity 1 with a cross X. Write correct sentences.

ANSWERS

- We don't go to a karate class. We go to a street dance class.
- We don't have classes on Fridays. We have classes on Mondays, Tuesdays and Wednesdays.
- We don't wear blue caps. We wear yellow caps.
- We don't sing together. We dance together.

3 Listen and read. Then listen and repeat. 🎧 1.08

- Play the recording for students to listen and read. Then listen and repeat.

4 Write the words with coloured letters in the table. Then read aloud.

ANSWERS

/i:/ He, street, week, We

/ɪ/ dancing, in, gym, wins, different, practise, with, him

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise musical instruments vocabulary.
Review grammar from previous units.
Develop critical-thinking and communication skills.

Language

New: Musical instruments vocabulary: *guitar, drums, keyboard, recorder, cymbals, violin, trumpet, cello, flute, saxophone*
Review: *Do you play (the guitar)? Yes, I do. / No, I don't.*

Warm up

Play *Activity!* from the Games Bank on page XXX.

Class Book page 10

1 Which instruments do you know? **Critical Thinking**

ANSWERS

Students' own answers

2 Listen, point and repeat. 🎧 1:09 Compare your list with Ania's.

ANSWERS

Students' own answers

3 Listen and say the instrument. 🎧 1:10

ANSWERS

1 flute 2 guitar 3 violin 4 cymbals 5 drums
6 saxophone 7 cello 8 recorder 9 keyboard
10 trumpet

4 Listen and sing. 🎧 1:11

- Play the song for students to listen and sing.

5 Ask and answer. **Communication** 🎧 1:12

- Put students in pairs to practise the dialogue.

Activity Book page 7

1 Write the instruments. **Critical Thinking**

ANSWERS

Wind instruments: *flute, recorder, saxophone*
String instruments: *guitar, violin, cello*
Percussion instruments: *drums, cymbals*

2 Follow and write.

ANSWERS

- Auntie Sally plays the recorder.
- Dad plays the guitar.
- Grandma plays the flute.
- Uncle Frank plays the saxophone.
- Betty and Hetty play the keyboard.
- Pat and Matt play the cymbals.

Lesson 3

Grammar

Lesson Objectives

Present and practise *Wh-* questions with *does*.
Develop listening, speaking, reading and writing skills.
Develop communication skills.

Language

New: *What does he / she play? When does he / she practise? Where does he / she perform?*
Review: Present simple 3rd person singular affirmative sentences

Warm up

Review the musical instruments vocabulary from the previous lesson. Play the Unit 1 Lesson 2 flashcards game on the iPack or play *Vocab activity!* from the Games Bank on page 000.

KEY COMPETENCES **Digital competence**

When you have played an iPack game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

Class Book page 11

1 Listen, read and look at the picture. 🎧 1:13 How are Ania and her sister different?

ANSWER

Ania plays the violin and her sister plays the trumpet.
Ania practises every day and her sister practises on Tuesdays and Thursdays.
Ania performs at school and her sister performs at concerts.

TIP **Mixed Ability Teaching**

- Support lower level students by displaying the grammar table via the iPack on the Class Book on screen and highlighting or pointing out the questions and answers as they are spoken in the recording. Use the grammar table and the chat box dialogue for extra visual support in the second part of the activity, too.
- Stretch higher level students by asking them to do the second part of Activity 2 independently in pairs (while you work with other students), then by asking them to ask and answer personalized questions about somebody they know, or hone their creative skills by asking and answering questions about an imaginary person.

2 Listen and follow. 🎧 1:14 Ask and answer about Ania's sister.

Audio transcript

- A What does he play?
B He plays the violin.
A When does she practise?
B She practises every day.
A Where does he perform?
B He performs at school.

3 Look, listen and read. 🎧 1•15

- Play the recording for students to listen and read.

4 Play the game. **Communication**

- Ask students to look at the pictures. Then in pairs or small groups, students ask and answer to play the game.

Activity Book page 8

1 Look at the grammar table on Class Book page 11 and choose.

ANSWER

a We use *does* in the questions.

2 Listen and tick ✓. 🎧 1•16

Audio transcript

Interviewer What instrument do you play, Peter?

Peter I play the keyboard.

Interviewer Wow! That's clever! When do you practise?

Peter On Saturdays.

Interviewer Do you perform in concerts?

Peter Yes, I do.

Interviewer Where do you perform?

Peter At school.

Interviewer What about you, Iris? What instrument do you play?

Iris I play the trumpet.

Interviewer The trumpet! That's cool! When do you practise?

Iris Erm ... on Tuesdays.

Interviewer Do you perform, too?

Iris Yes, I do.

Interviewer Where do you perform?

Iris Well, I play at carnivals.

ANSWERS

Peter: 1b, 2b, 3a

Iris: 4b, 5a, 6a

3 Look and write questions about Peter. Match.

ANSWERS

- 1 What does he play? c The keyboard.
- 2 When does he practise? a On Saturdays and Sundays.
- 3 Where does he perform? c At school concerts.

4 Read the answers about Iris. Write the questions.

ANSWERS

- 1 Where does she perform?
- 2 When does she practise?
- 3 What does she play?

Extra Grammar Practice Activity Book page 16

1 Draw a girl who plays an instrument. Write her name.

ANSWERS

Students' own answers

2 Complete the questions. Then write answers for the girl in activity 1.

ANSWERS

1 does 2 When 3 perform
Students' own answers

3 Work in pairs. Ask and answer about your partner's girl in activity 1.

- Students work in pairs to exchange information about the girl they drew in activity 1.

Grammar Reference Activity Book page 128

Circle the correct words.

ANSWERS

- 1 do, play 2 does, practises 3 do, perform
4 do, play 5 does, performs 6 do, play

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise types of music vocabulary.

Develop listening, speaking and reading skills.

Develop critical-thinking skills.

Language

New: Types of music: *pop, folk, classical, hip hop, rock, reggae*

Warm up 🎧 1•11

Play the song from Lesson 2 again either on the Class CD or the iPack, encouraging students to join in. If you like, choose a song activity from the Games Bank on page 000.

Class Book pages 12–13

1 What kinds of music do you know? **Critical Thinking**

ANSWERS

Students' own answers

2 Listen, point and repeat. 🎧 1•17

Audio transcript

1 pop 2 folk 3 classical 4 hip hop 5 rock 6 reggae

3 Listen and say the music. 🎧 1•18

Audio transcript

Six short excerpts of different types of music

ANSWERS

- 1 Classical music 2 Rock music 3 Pop music
4 Reggae music 5 Folk music 6 Hip hop music

4 **BEFORE YOU READ** This story is about a *trumptar drumbal*. Can you guess what a *trumptar drumbal* is?

- Tell students that the story is about something called a *trumptar drumbal*. Write the word on the board. Encourage students to guess what a *trumptar drumbal* is, and agree or disagree with each other's ideas.

TIP In activity 4, students will be developing the critical-thinking subskills of analyzing and arguing. Don't tell them if their ideas are correct or not at this point. Tell them to listen and read the story first and check their ideas. This will give them a purpose – and therefore increased motivation – for reading and listening to the story the first time.

5 Listen, read and check your ideas. 🎧 1•19

ANSWERS

The *trumptar drumbal* in the story is a musical instrument.

TIP Ask students if a *trumptar drumbal* is a real instrument or not and establish that it is an imaginary instrument. Write the word on the board and ask them if they can work out why it's called a *trumptar drumbal*. If necessary, give them a clue that the name is made from four real instruments. Encourage them to say which instruments they are (*trumpet, guitar, drum, cymbals*).

6 AFTER YOU READ Watch the story video. ▶ Complete the activities.

KEY COMPETENCES Learn to learn

Before students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to decide which is their favourite part of the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activity 3 in the Activity Book.

Activity Book page 9

1 REMEMBER THE STORY Look, circle and write. Tick ✓ the words in the story.

ANSWERS

1 reggae 2 pop ✓ 3 classical 4 rock ✓ 5 hip hop
6 folk

2 Write the answers.

ANSWERS

1 Rock and pop
2 No, they haven't.
3 Trick
4 Trumpet, guitar, cymbals, guitar
5 Two
6 Tickets for the concert

3 What's your favourite part of the story? Tell your partner. Communication

ANSWERS

Students' own answers

Lesson 5 Grammar

Lesson Objectives

Present and practise adverbs of frequency.
Practise types of music vocabulary.
Develop speaking, reading and writing skills.

Language

New: *always, often, sometimes, never*

Review: Present simple 1st and 3rd person singular

Warm up

Review the types of music vocabulary from the previous lesson. Play the Unit 1 Lesson 4 flashcards game on the iPack or play *Vocab activity!* from the Games Bank on page 000.

Class Book page 14

1 REMEMBER THE STORY Read. Who's speaking?

ANSWERS

Lily: 3, 4

Mason: 1, 2

2 Look at the sentences from the story. Where do *sometimes* and *often* go in the key?

ANSWERS

✓✓ often

✓ sometimes

3 Listen and follow. 🎧 1•20 Make true sentences about you. Critical Thinking

Audio transcript

A I always play rock music.

B I sometimes listen to pop music.

A I never dance to classical music.

B He often plays pop music.

A He never listens to hip hop music.

B She sometimes dances to rock music.

ANSWERS

Students' own answers

TIP Mixed Ability Teaching

- Support lower level students by playing *Repeat if it's true!* Say a sentence using the components of the grammar table and encourage students to repeat the sentence if it's true for them also, or stay quiet if it isn't true for them. If they choose to stay quiet, they should put their fingers on their lips so you can see they are making a choice and not just remaining passive. In this way students need to understand the meaning of the sentence, and they have more supported practice of saying sentences following your model.
- Stretch higher level students by playing the same game described above but asking higher level students to take on your role and be the teacher.

4 What do you always, often, sometimes and never do on Saturdays? **Communication**

- Encourage students to work in pairs using the model dialogue for support.

Activity Book **page 10**

1 Listen and circle *True* or *False*. **1•21**

Audio transcript

Lily What's your favourite kind of music, Mason?

Mason Rock! I love rock music! I always listen to it when I'm at home. You like rock too, don't you, Lily?

Lily Yeah, I often listen to rock. But my favourite music is pop music.

Mason I've got some pop CDs, so I sometimes listen to pop music. I sometimes listen to hip hop, too.

Lily What about classical music? Do you listen to that?

Mason No, I never listen to classical music. Do you?

Lily Yes, I sometimes listen to classical music. My mum plays classical music in the car.

ANSWERS

1 False 2 True 3 False 4 False 5 True

2 Order the words to make sentences.

ANSWERS

- I sometimes listen to folk music.
- I never dance to classical music.
- I often play the saxophone.
- I always sing at music festivals.

KEY COMPETENCES **Learn to learn**

Point out to students that word order differs in different languages and it's important to remember the pattern required to use new language accurately. Look again at the grammar table in the Class Book, if necessary, to highlight where in the sentence students should use an adverb of frequency.

3 Complete with *always, often, sometimes* or *never*.

ANSWERS

Students' own answers

Extra Grammar Practice Activity Book **page 16**

1 Complete the table with ticks ✓ and crosses ✗ for you.

ANSWERS

Students' own answers

2 Use your table to write sentences about you.

ANSWERS

Students' own answers

Grammar Reference Activity Book **page 128**

Add the adverbs of frequency.

ANSWERS

- always
- sometimes
- often
- never
- always
- often

Lesson 6 Cross-curricular

Lesson Objectives

- Learn about another area of the curriculum in English.
- Present and practise topic-related CLIL vocabulary.
- Develop reading skills.
- Develop creative skills.

Language

New: *courgette, clarinet, pepper, knife, rice*

Review: *It's made from ... , pumpkin, musical instruments*

Warm up

Review the musical instruments vocabulary by playing *Vocab activity!* from the Games Bank on page 000 or the vocabulary practice game on the iPack.

Class Book **page 15**

1 Look at the pictures of the musical instruments.

Answer.

ANSWER

Vegetables: a courgette, a pumpkin, a carrot and a pepper

CULTURE NOTE **Did you know?**

Making instruments out of vegetables might seem like a funny idea, but there are actually orchestras with musicians who only play vegetable instruments. The Vegetable Orchestra founded in 1988 and based in Vienna plays concerts all over the world. You might like to show the children their website, where you can listen to some of their music.

KEY COMPETENCES **Cultural awareness and expression**

Making things is a great way for students to express their ideas. It stimulates their imagination and sense of creativity. Ask students which vegetables from their country might be suitable for making music.

2 Look at the pictures 1–6. Find the correct instruction (a–f) for each picture (1–6).

ANSWERS

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

3 What other instruments can you make with vegetables? How? **Critical Thinking**

TIP It doesn't really matter how fantastical students' ideas for making instruments are. Encourage them to use their creativity and as many words in English as they can when describing their instruments. If you like, extend the task to include fruit. Lots of ideas for fruit and vegetable instruments can be found on the internet, including trumpets made from a courgette and a pepper, panpipes made from lots of carrots or asparagus stalks, and flutes made out of apples or broccoli!

Activity Book page 11

1 Complete the labels.

ANSWERS

1 shaker 2 trumpet 3 flute 4 guitar 5 recorder
6 drum

2 How do you make a watermelon drum? Number the pictures in order. Critical Thinking

ANSWERS

Students' own answers

3 Listen and check. 1-22

Audio transcript

- 1 You need a knife. Use the knife to cut off the top of the watermelon. Remember! Ask an adult to help you.
- 2 Now you need a spoon. Empty the watermelon with the spoon. You can eat the watermelon!
- 3 Turn the watermelon over. Hit the drum with your hands.
- 4 You can make a water drum, too. Put some water into a big bowl.
- 5 Put the watermelon drum into the bowl. Now you need the carrots. Hit the drum, with the carrots.

ANSWERS

a 4 b 1 c 5 d 3 e 2

TIP Curriculum link

If students are learning music in their own language at school, encourage them to tell their music teacher what the names of instruments are in English. You can also suggest that they take their watermelon drum or pepper shaker to their music class.

4 Make a watermelon drum or pepper shaker. Creativity

- Encourage students to be creative, but to be very careful when cutting.

Lesson 7 Literacy: a leaflet

Lesson Objectives

Develop literacy skills and familiarize students with a variety of different text types.

Raise awareness of culture in other countries.

Raise awareness of social and civic values.

Language

Review: Present simple 3rd person singular and plural, food vocabulary

Warm up

Play *Activity!* from the Games Bank on page 000.

Class Book page 16

1 BEFORE YOU READ Look at photos on the leaflet. What can you do at the carnival?

ANSWERS

You can listen to music / people playing drums.
You can dress up / see colourful costumes.

KEY COMPETENCES Cultural awareness

Explain to students that the child posting in this unit isn't one of the *Big Questions* main characters, but a child from the wider international community. Ask students if they know where this child is from. Explain that Theo is British and lives in England, but that his family are originally from the Caribbean.

2 Ask a question about the carnival. Critical Thinking

- To help students think of possible questions, you can give them a few ideas to get them started, e.g. *Where is the carnival? When is the carnival?* etc. Write these and the students' own questions on the board.
- After students have listened and read the text, refer back to their questions and encourage them to tell you which ones the leaflet answered. Tick the questions that were answered by the text.

3 Read and listen. 1-23 Does the leaflet answer your question?

ANSWERS

Students' own answers

4 AFTER YOU READ Complete the activities.

- Students complete the activities in the Activity Book.

BIG VALUES!

Focus students on the Big Values! feature. Then ask them why they think we should take part in different festivals in their community. Conduct a classroom discussion and encourage them to think about the importance of being part of a community, learning about the significance and sometimes history of our annual festivals, as well as learning about and respecting the culture of others. Encourage students to tell you about the local festivals they often go to, and also whether they have ever been to a festival which belongs to a culture other than their own.

Activity Book page 12

1 Read the leaflet on Class Book page 16 again. Which information can you find? Tick ✓.

- Activity 1 doubles up as both a gist task for reading the text in the Class Book and also as a means of highlighting the key features of the text type in this unit.
- Explain to students that the things they ticked in this activity are typical of the kinds of information you would expect to find in a leaflet for a carnival, whereas the other things aren't.

TIP Literacy

To further familiarize students with this text type, you can ask students to bring to school brochures in English about interesting places they or family members might have visited on their holidays to look at and discuss in class.

ANSWERS

- 1 The name of the carnival. ✓
- 2 The date and time of the carnival. ✓
- 3 An introduction to the carnival. ✓
- 4 An introduction about the carnival. ✓
- 5 A photo of a steel drum. ✓

2 Match.

ANSWERS

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

3 Look at the pictures and write the days.

ANSWERS

1 Sunday 2 Saturday 3 Monday

Lesson 8 Culture

Lesson Objectives

Practise listening for gist and for specific information.

Provide opportunities to compare another culture with the students' own culture, and for personalization.

Develop reading, writing and creative skills.

Language

Review: Present simple 3rd person singular and plural, food vocabulary

Warm up

Check how much students can remember about the text in the previous lesson by asking the following questions. If you like, make this into a team game or quiz.

- 1 Where is Theo from? (England, but his family is originally from the Caribbean)
- 2 What kind of text type does he show us? (A leaflet)
- 3 What is the leaflet about? (Notting Hill Carnival)
- 4 What kind of carnival is it? (Caribbean)
- 5 How many days is the carnival for? (3 days)
- 6 What activities can you do there? (e.g. listen to music, dance, dress up in costumes, eat traditional Caribbean food)

Class Book page 15

1 Listen to Theo. 1-24 Answer.

Audio transcript

Girl So, Theo, do you often go to Notting Hill Carnival?

Theo Yes, I go every year with my family.

Girl Do you go for the three days?

Theo We sometimes go for the three days, yes! I love it!

Girl Why do you like it so much?

Theo I like the steel drum music.

Girl Do you play the steel drums?

Theo No, I don't! I just ... I listen to the music.

Girl Yeah ... the music is great for dancing.

Theo And I dance.

Girl Do you like dancing?

Theo Yeah!

Girl Do you wear a costume?

Theo No! No, I don't. My sister wears a costume. But I wear my normal clothes.

Girl Does your sister wear her costume on Children's Day?

Theo Yes, that's on the Sunday.

Girl Is that your favourite day?

Theo Hmm ... all the days are good, but I like the music and the steel band competitions, so I think my favourite day is Saturday.

Girl Saturday?

Theo Yes. And the other thing that's good is the food. Caribbean food is VERY good!

Girl What do you eat?

Theo Oh ... barbecue chicken.

Girl Chicken?

Theo Yeah – and lots of fruit. Watermelon is my favourite.

ANSWER

Theo prefers Saturday at Notting Hill Carnival.

2 Listen again. 1-24 Which things does Theo do?

ANSWERS

2 He dances to music.

4 He eats chicken.

5 He eats watermelon.

3 Which music events or festivals are in your country? Critical Thinking

- Before students begin this activity, you might like to get them started by giving them some ideas of your own. You could show students some photographs or leaflets or website images of a music event or festival you have been to in their country. It doesn't matter if the music event or festival is a very small one. It could be something local or organized by the school.

4 Complete the activities.

- Children complete the activities on Activity Book pages 13.

Activity Book page 13

1 Complete part 1 of the table about Notting Hill Carnival.

ANSWERS

Name of festival: Notting Hill Carnival

Kind of festival: Caribbean carnival

Date or month: 29th to 31st August

Place: London, England

Music: steel band

Things you can do: dance, listen to music, wear costumes

2 Choose a music festival from your country. Complete part 2 of the table.

- Help students identify a music festival in their country and tell them to complete part 2 of the table about their festival.

3 Use your notes to write about your festival.

- Tell students to complete the sentences using the notes they made about their music festival in activity 2.

TIP Students' leaflets could be used to make a display in the classroom or the reception area of the school. If there is an upcoming music event or festival in your local area or at your school, you could ask them to make leaflets for this and put them to good use, distributing them in the school or a public place, e.g. a local library or tourist information centre.

Lesson 9

Writing

Lesson Objectives

- Develop writing skills.
- Practise a specific writing subskill: commas in lists.
- Develop creative skills and collaboration.

Language

Review: musical instruments and types of music vocabulary, *Wh-* questions with *does*, adverbs of frequency: *always, often, sometimes, never*

Warm up

Re-play the grammar games from Lesson 3 and Lesson 5 on the iPack.

Activity Book pages 14–15

1 Read and listen to Tess's post.  1:25 Tick ✓ her answer to the Big Question.

ANSWER

Having a favourite band is fun.

2 Write the answers.

ANSWERS

- Tess's favourite band is the Blue Bananas.
- Her favourite band member is Grace Blue.
- They play the bass guitar, violin, cello, keyboard, piano and drums.
- They perform at concerts and at the Purple Pop Festival.
- She listens to it on her phone, her CD player and her tablet (and her computer).

3 Read *The Big Write tip*. Find and circle the commas in lists in Tess's post.

ANSWERS

the violin, the cello, the keyboard and the piano
my phone, my CD player and my tablet

4 Plan and write a post about your favourite band.

Creativity

ANSWERS

Students' own answers

KEY COMPETENCES Learn to learn

A sense of audience increases students' motivation to write. You can choose to extend the writing activity in this lesson to a Community Task, bringing all students' pieces of writing together to create a class project for a wider audience. In higher level classes, you could ask students to treat their writing in activity 4 as a draft and ask them to think of ways to improve or edit it before writing their final article for the music magazine. You might like to incorporate some sensitive peer correction, asking students to work in groups and make suggestions for how each other's writing could be improved. You could also further extend the Community Task by asking students to create a quiz based on their magazine for readers to complete, or asking readers to vote for their favourite article in the magazine.

Lesson 10

The Big Question Review

Lesson Objectives

- Review and practise all vocabulary and grammar from the unit.
- Answer the Big Question.
- Do self-evaluation of progress.


Language

Review: musical instruments and types of music vocabulary, *Wh-* questions with *does*, adverbs of frequency: *always, often, sometimes, never*

Warm up

Play the *Jumbled words* review game on the iPack.

Class Book page 17

1 Watch and answer the questions on the review video. 

Video transcript

See page XX.

ANSWERS

See Video transcript.

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

- Tell students to look back at Unit 1 and find the missing key word in each of the answers to the Big Question.
- Encourage students to compare the answers with their own answers on the Big Question poster. Ask individuals to tick answers on the poster which are the same or very similar to a posting child's answer. Ask them to say which ideas were different.

ANSWERS

Dancing, instrument, listen, make, carnivals, band

3 Ask and answer. **Communication**

- Ask students to look at the speech bubble examples in activity 3. Encourage a child to ask you which your favourite answer is and reply to model the task. Then organize students into pairs to do the activity.
- Ask students to tell you about their own or their partner's favourite answers to the Big Question. Ask them for their reasons for their choice. Encourage them to tell you any new answers they have for the Big Question.

4 Complete the self-evaluation activities.

- Students complete the self-evaluation activities in the Activity Book.

Activity Book page 15

The Big Question Review

- Ask students to complete the self-evaluation activities individually.

SELF-EVALUATION After students have completed the self-evaluation activities in the Activity Book, gauge how they rate their work in general during the unit by asking for a show of hands for Question 1 and counting the responses. You can also ask students to vote for their favourite lessons so you can find out which lessons are most and least popular. If you ask students why they prefer certain lessons over others, you may be able to adapt the lessons they find less enjoyable to suit their preferences or needs more.

TIP Classroom feedback tool

You might like to set up a system for students to tell you more immediately how they are coping in class activities. Distribute small green and red pieces of card and explain that they can hold up a green card at any point to say, 'I understand, please continue.' or a red card to say, 'I need help. Please stop.' You can also choose to pause during an activity and ask for a show of cards to gauge how students are managing.

Unit 1 Test

Students are now ready to do the unit test. See Oxford Premium.

Exam Preparation and Practice Cambridge English: Movers

Lesson Objectives

Develop language skills and exam techniques to prepare children for the Cambridge English: Movers exam (Speaking Part 1 and Listening Part 4).

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: numbers, clothes, instruments, people and family, places

Review grammar: present continuous, present simple

Warm up

Play *Activity!* from the Games Bank on page 000.

Class Book page 18

1 Listen. Choose picture A or B. 1-26

Audio transcript

- It's sunny in this picture.
- A man is playing the guitar in this picture.
- A woman has got some cymbals in this picture.
- A man has got a saxophone in this picture.

ANSWER

1 A 2 B 3 B 4 A

2 Read and look at the pictures again. Say *true* or *false*.

ANSWERS

1 True 2 False 3 True 4 True

3 Find eight differences in the pictures. Work in pairs. Take turns to say a sentence.

ANSWERS

He's drinking water in Picture A, but he's drinking juice in Picture B.

She's got a rabbit balloon in Picture A, but she's got a dog balloon in Picture B.

There's a baby in Picture A, but there isn't a baby in Picture B.

He's playing a drum in Picture A, but he's eating a sandwich in Picture B.

He's taking a photo in Picture A, but he isn't taking a photo in Picture B.

She's dancing in Picture A, but she's sitting down in Picture B.

He's eating an ice cream in Picture A, but he's eating pizza in Picture B.

The dog is sleeping in Picture A, but it's running in Picture B.

Activity Book page 17

1 Look at the pictures in activity 2. Number the words.

ANSWERS

1C at school, 1B at the beach, 1A in the park

1C my friends, 1A my family, 1B my grandparents

1B the guitarist, 1C the drummer, 1A the singer

1A ice cream, 1C popcorn, 1B pizza and sandwich

EXAM TIP

Focus students on the exam tip for this lesson. Ask them why they think looking at the pictures first might help them in a listening exam (or when listening in general). Explain that having an expectation of what we are likely to hear often helps us to understand what we are listening to better.

2 Listen and tick ✓ the box. There is one example.

🔊 1•27

Audio transcript

Adult Hello Jim. What are you doing?

Jim I'm at a Music Festival. It's great!

Adult Oh, that sounds fun. Where is it?

Jim It's in the park. It's called Festival in the Park.

Adult Oh, great. Are you with your mum and dad?

Jim No, I'm not. They're working today.

Adult Oh, so are you with some friends?

Jim No, I'm not. I'm with Grandma and Grandpa. They really like music. And Grandma's a great dancer!

Adult Tell me about the band.

Jim They're brilliant. There's a singer, a guitarist, a drummer and a pianist.

Adult And who's your favourite?

Jim I like the drummer best. She's amazing!

Adult What about food? Is there anything nice?

Jim Yes, there are lots of vans – you can have burgers, pizza, sandwiches.

Adult Stop! You're making me hungry.

Jim Well, listen to this. I'm eating an ice cream – it's chocolate, strawberry and vanilla!

Adult Three scoops! That's amazing!

Jim Oh, I must go. The band is starting. Bye!

ANSWERS

1 a 2 b 3 c 4 a

Exam Preparation and Practice Trinity GESE: Grades 4 and 5

Lesson Objectives

Develop language skills and exam techniques to prepare students for the Trinity GESE exam (Grades 4 and 5).

Familiarize children with the style of questions for this exam.

Language

Review vocabulary: musical instruments and types of music

Review grammar: Questions with *do* and *Wh-* questions, present simple

Warm up

Play *Activity!* from the Games Bank on page 000.

Class Book page 19

1 Look at the pictures. What can you see?

ANSWERS

Examples: An MP3 player, guitars, a girl and a guitar teacher, a music festival, a girl playing the guitar, a man listening to music on a bus, people playing reggae music

2 Listen to the examiner and the pupil. 🔊 1•28 Point to the pictures and say the letter (A–F).

Audio transcript

Narrator 1

Male examiner Now, let's talk about music.

Girl OK. I like music.

Male examiner Mm. So do I. Do you play a musical instrument?

Girl Yes, I do. I play the guitar.

Male examiner I see. And do you like it?

Girl Yes, I love it! My friend plays the guitar, too. We like playing together.

Male examiner Great. Do you practise a lot?

Girl Yes, I do. I practise every day.

Narrator 2

Male examiner And do you have guitar lessons?

Girl Yes, my guitar teacher is Mrs Ball. She's very nice. I have lessons on Wednesdays.

Narrator 3

Girl Do you play an instrument?

Male examiner No, I don't, but I like singing.

What kind of music do you like?

Girl I like reggae music!

Narrator 4

Male examiner Do you often listen to music?

Girl Yes, I do. I usually listen to music in my room. And I listen to music in the car. Do you listen to music?

Male examiner Yes, I listen to music a lot – in the car, at home, or on the bus.

Narrator 5

Male examiner So, have you got an MP3 player?

Girl Yes, I have. It was a birthday present.

Narrator 6

Male examiner Do you listen to live music, too?

Girl I'm sorry. Can you repeat the question, please?

Male examiner Oh, yes, of course. Do you listen to live music? So, music at concerts and festivals?

Girl Ah, I see. Yes, I sometimes go to music festivals with my family.

Male examiner So, which do you prefer, live music at concerts and festivals, or music on your MP3 player?

Girl Live music! Music festivals are great fun! There are lots of people and you can dance and sing.

ANSWERS

1 D 2 B 3 F 4 E 5 A 6 C

3 Listen and follow the dialogue. 🔊 1•29

- Play the recording and tell students to follow the dialogue in their books. Point out which language students will need to use to do the practice activity effectively.

EXAM TIP The exam tip for this lesson focuses on a useful phrase students can use if they don't understand an examiner in a speaking exam. You might like to make a poster (or students to make a poster) with this and other phrases which are useful for exams (as well as in English lessons!) to display in the classroom. Refer to it whenever there is an opportunity in class and encourage students to use the phrases.

4 Practise your own dialogue in pairs. Use the word pool to help you.

- Organize students into pairs to do the substitution dialogue activity.
- Invite pairs of students to act out their dialogues for the class.

1 Test

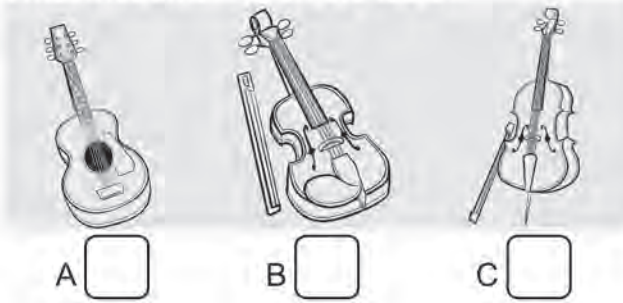
Name: _____

Listening

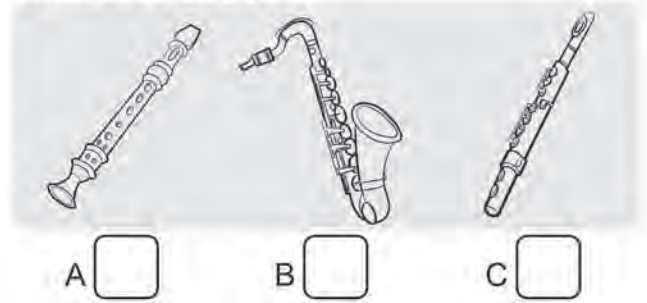
1 Listen and tick (✓) the boxes. 0.00

/5 marks

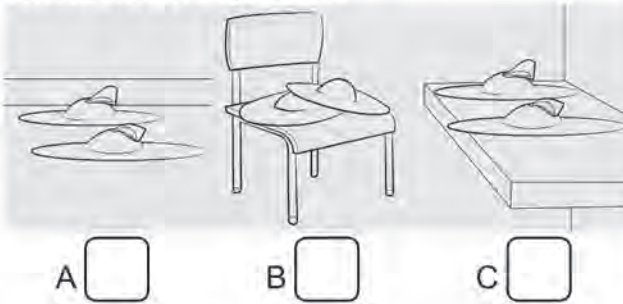
1 What instrument is on the table?



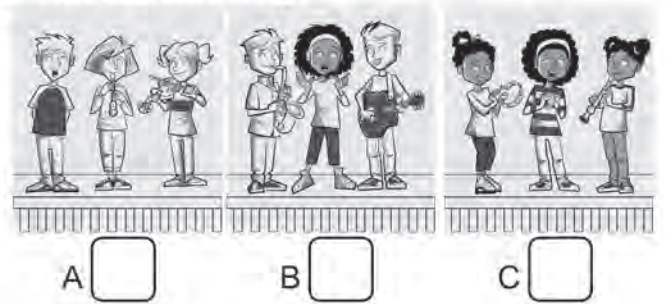
4 What does Sally play?



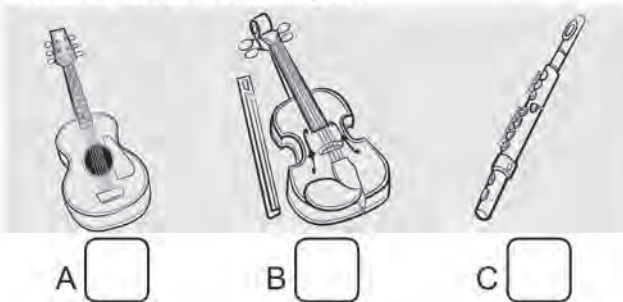
2 Where are the cymbals?



5 Who is performing?



3 What is David listening to?



2 Listen and draw lines. 0.00

/10 marks

Helen

Kate

Tom

Anna

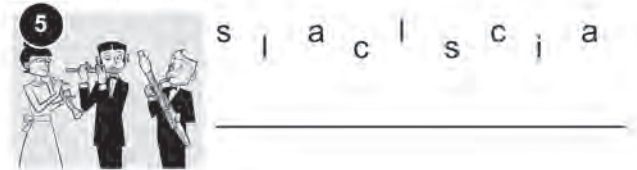
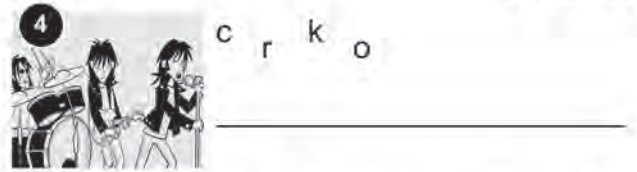
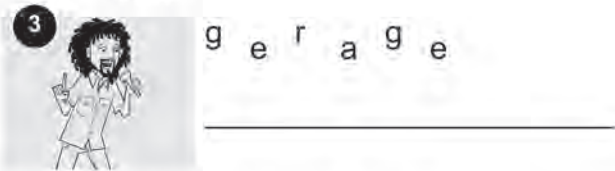
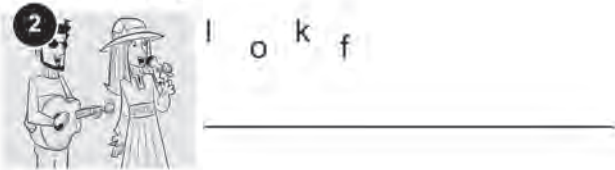
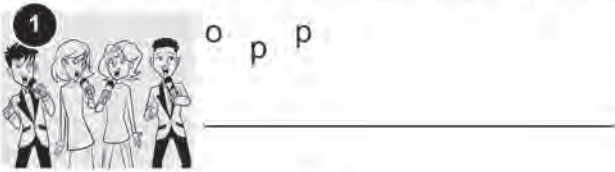
Sam



Reading and Writing

3 Read and unscramble the letters. Write the words.

/5 marks



4 Read and write yes or no.

/5 marks



- 1 There are four people playing instruments. _____
- 2 It's a sunny day. _____
- 3 Some musicians are wearing costumes. _____
- 4 Two dogs are sleeping. _____
- 5 One musician is playing the tambourine. _____

5 Write sentences.

/10 marks

1 He / practise / trumpet / every day

2 I / sometimes / play / drums

3 She / often / perform / school concerts

4 Jack / listen / hip hop / music?

5 Where / Jack / perform?

1 Test

Name: _____

Speaking

6 Read and answer for you.

/5 marks

1 What music do you listen to?

2 When do you watch TV?

3 What do you do in the evenings?

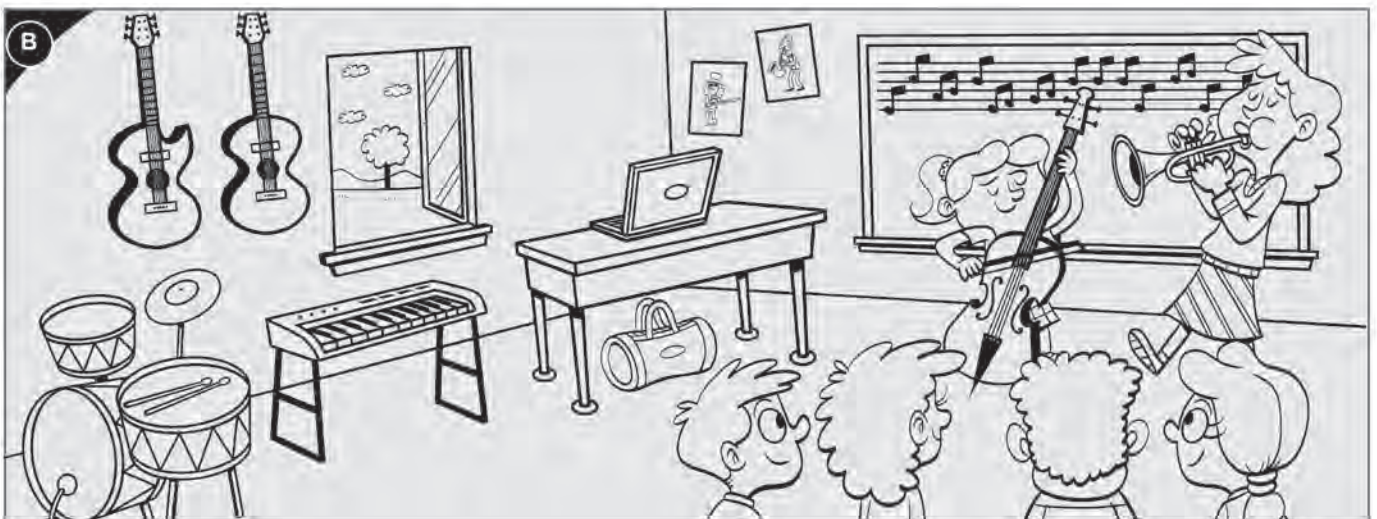
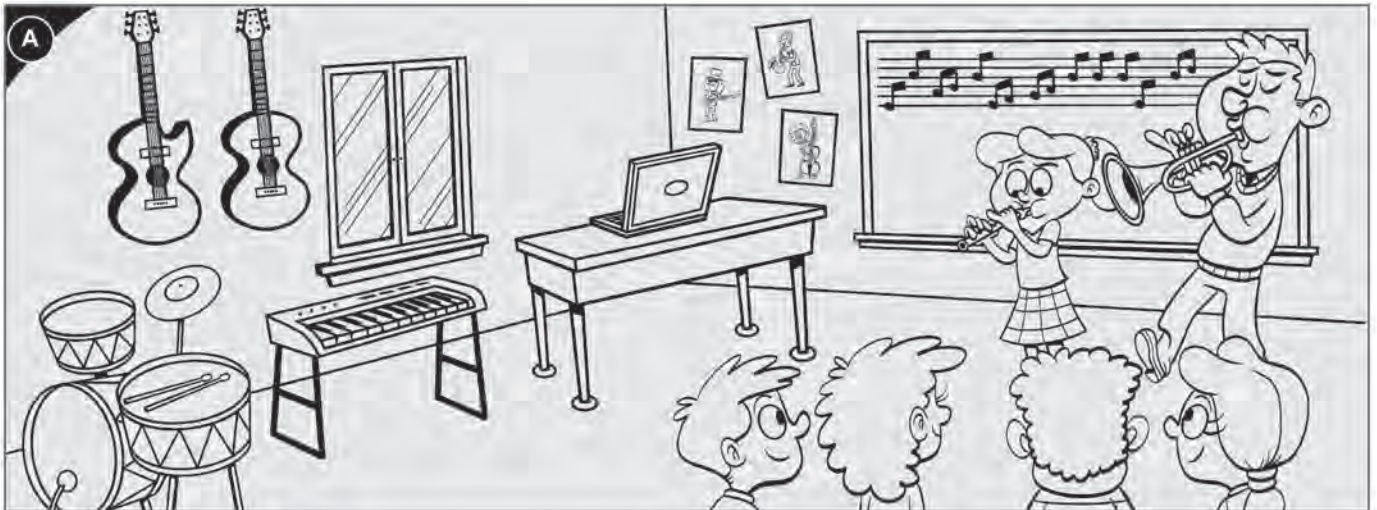


4 Do you play an instrument?

5 Do you go to concerts?

7 Find the differences.

/10 marks



Total /50 marks

End of Term Test 1

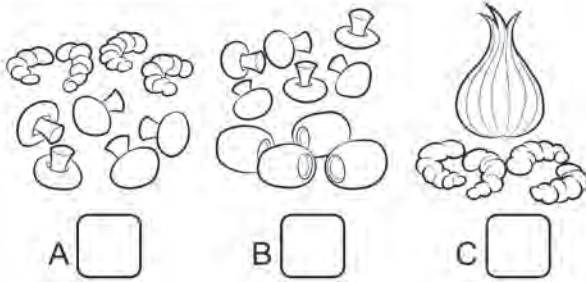
Name: _____

Listening

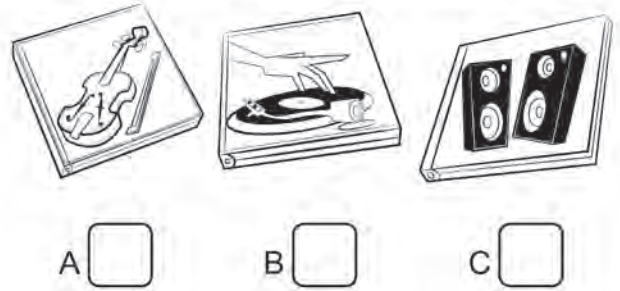
1 Listen and tick ✓ the boxes.

/5 marks

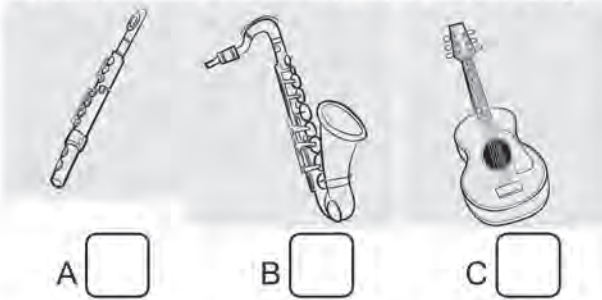
1 What would Dan like on his pizza?



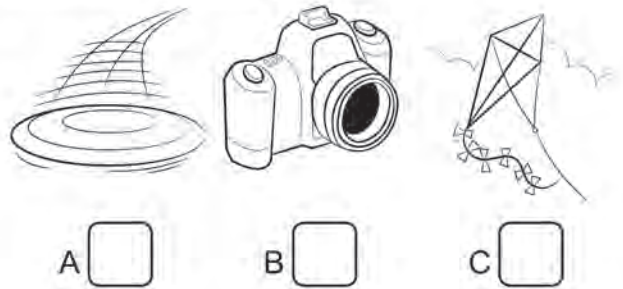
4 What kind of music is Emma listening to?



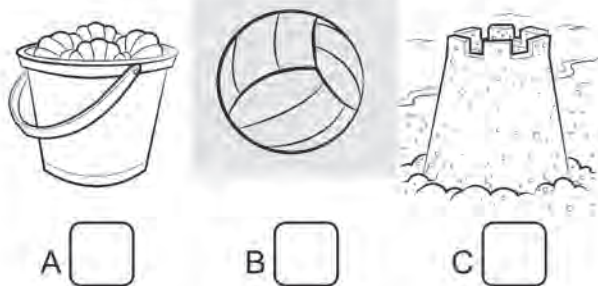
2 What musical instrument does Grace play?



5 What is Daisy doing today?



3 What does Sue like doing at the beach?



2 Listen and draw lines.

/10 marks

Jane

Bill

Sophie

Helen

Ben




End of Term Test 1


Name: _____


Reading and Writing


3 Read and unscramble the letters. Write the words.


/5 marks

1  d s o n l o e

2  c a p e n k a

3  g o y r t h u

4  g r u b r e

5  r c y u r

4 Read, choose and write the words.

/5 marks

Harry loves ¹ music. He plays in a band with his friend. Harry plays the ² _____ and his friend ³ _____. His friend's sister plays the drums. The band always practises on Saturday mornings after ⁴ _____. At home, Harry listens to ⁵ _____. He wants to play in a concert one day.



music

rock music



guitar



sings



breakfast

5 Write sentences.

/10 marks

1 An elephant / heavy / than / a zebra

2 Paul / often / dance to / pop / music

3 Alice / would / like / buy / ice cream

4 Kate's hair / short / than / Mel's hair

5 Jane / favourite / food / noodles

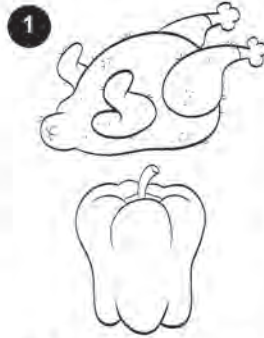
End of Term Test 1

Name: _____

Speaking

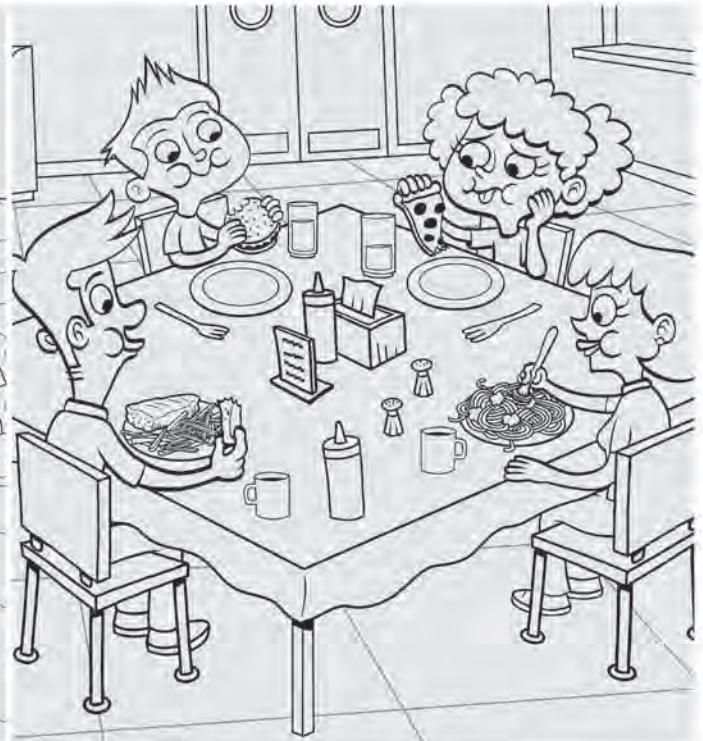
6 Look and answer. /5 marks

- 1 What does Tom always have on a pizza?
- 2 What is Helen's favourite food?
- 3 Where is Sally having a picnic?
- 4 What instrument does Peter play?
- 5 Which animal is faster?



7 Look and answer.

/10 marks



- 1 What are the boy and the girl doing?
- 2 What can you see on the beach?
- 3 What's the dog doing?

- 4 What are Mum and Dad eating?
- 5 What are the children eating? Do they like it?

Total /50 marks

End of Year Test

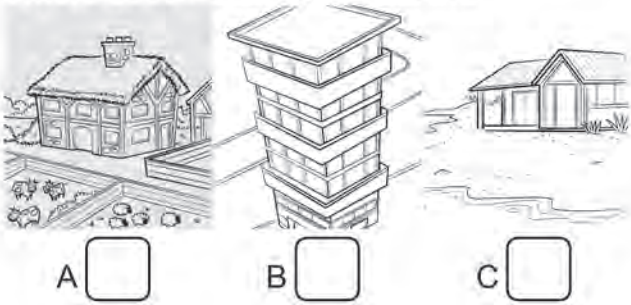
Name: _____

Listening

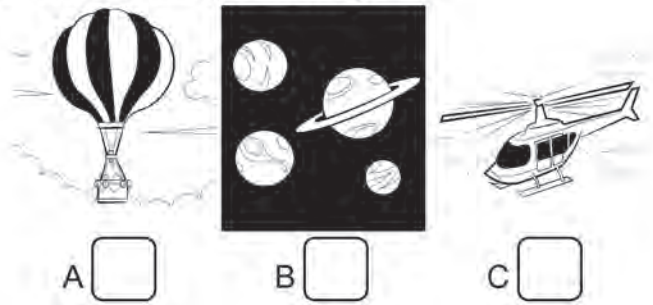
1 Listen and tick ✓ the boxes.  0.00

/5 marks

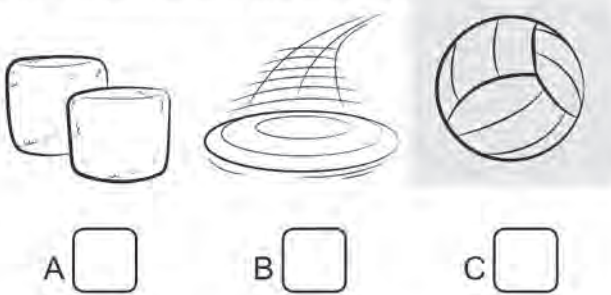
1 Where does Peter's grandma live?



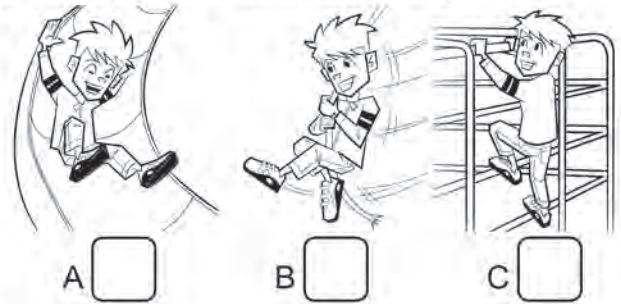
4 What is the girl drawing?



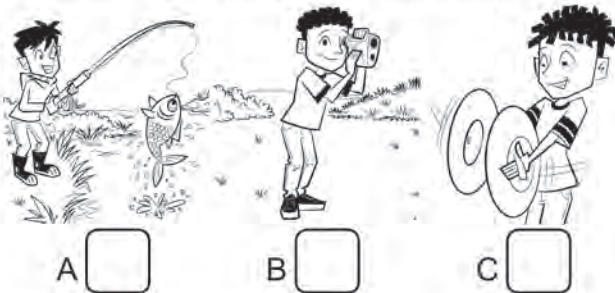
2 What does Grace want to buy?




5 What did Dan do this morning?



3 What film is he going to watch tonight?



2 Listen and draw lines.  0.00

/10 marks

Julie

Lily

Paul

Bob

Tom



End of Year Test

Name: _____

Reading and Writing

3 Read and unscramble the letters. Write the words.

/5 marks

- 1 Harry doesn't like watching TV. He thinks it's ribgon. _____
- 2 Mum's tired today, so we're going to get a yaeakwta for dinner. _____
- 3 Last Saturday Kate went to an taenvreud park with her family. _____
- 4 Charlie isn't going to make a demlo today. _____
- 5 Sally's going to go ipgmcna with her family in the countryside. _____

4 Read the story. Write 1, 2 or 3 words to complete the sentences.

/5 marks

Last week, Anna went on a school trip to a museum. They went on a tour with a guide. Then, they watched a video about planets. Anna and her friends thought it was very exciting!

Anna ate lunch in the café at the museum. She had two tuna sandwiches and some strawberry ice cream. After lunch, the children visited the gift shop with their teacher. Anna bought a book about sculptures and her friend bought a poster of a dinosaur. Anna likes the poster. She thinks dinosaurs are amazing!

- 1 Last week, Anna visited the _____ in town with her class.
- 2 Anna thought the video about the planets was _____.
- 3 Anna ate _____ and ice cream for lunch.
- 4 The children went to the _____ with their teacher.
- 5 Anna's new book is about _____.

5 Look, read and write.

/10 marks



- 1 What is the boy with glasses doing?

- 2 What are the two girls with blonde hair doing?

- 3 What is the shortest teacher doing?

- 4 What is the tallest teacher doing?

- 5 What is the boy wearing a T-shirt doing?

End of Year Test

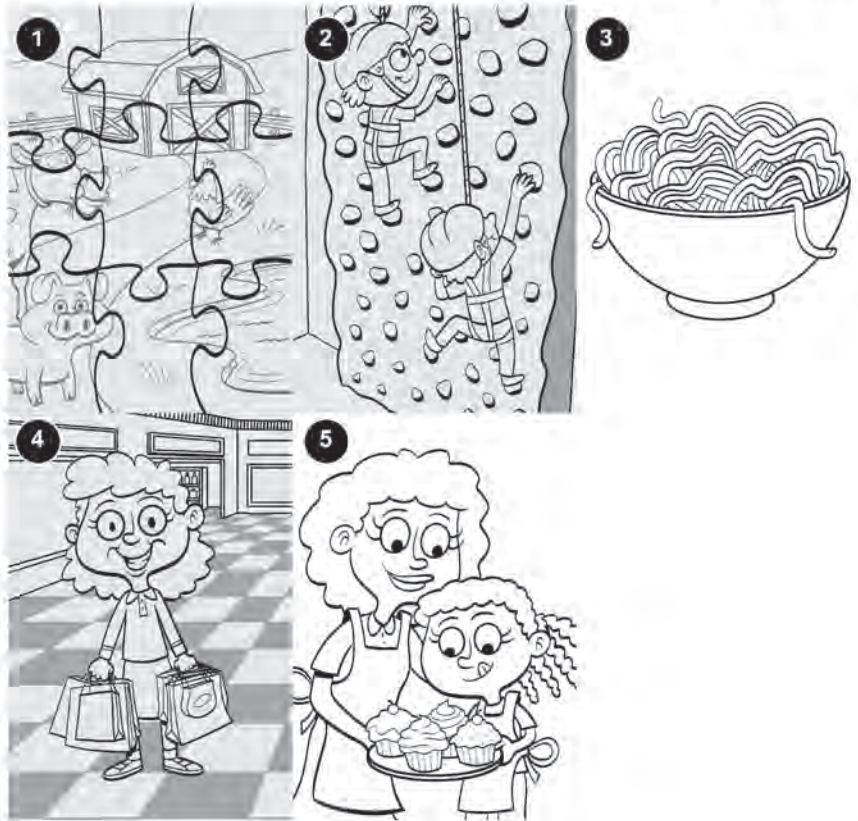
Name: _____

Speaking

6 Look and answer.

/10 marks

- 1 What did Mike do yesterday?
- 2 What is Sam going to do tomorrow?
- 3 What did Tom eat for lunch?
- 4 Where did Alice have fun at the weekend?
- 5 What does Vicky like making?



7 Read and answer for you.

/5 marks

1 What is your favourite way to travel?

2 What are you going to do this evening?

3 What do you like doing in the countryside?



4 What do you like doing in a museum?

5 Can you solve problems?

Total /50 marks

