



Unit 9 Lesson 1

Vocabulary: badly, easily, well, carefully, quickly, slowly, loudly, quietly

Grammar: She's a good swimmer. She swims well. He's a careful driver.

He drives carefully.

Lesson outline

6 MIN

1 Start the lesson: revise adjectives in preparation for teaching the adverbs

2 MIN

2 Video introduction: introduce the video for this lesson

13 MIN

3 Vocabulary presentation and game: present and practise the adverbs and play a class game

6 MIN

4 Music video: play the video, then play it again so pupils can join in with the actions

12 MIN

5 Song worksheet: pupils complete the worksheet activities to practise recognition of the new vocabulary, ending with a self-evaluation activity and an optional fast finisher activity

6 MIN

6 End the lesson: review the adverbs by watching the video again and asking pupils to join in, then say goodbye

Unit 9 Song

This is the way

1 Watch the music video and number the lines from the song.

- a I can do puzzles.
- b I can do them easily.
- c I can draw well.
- d I can run quickly.
- e I can shout loudly.
- f I can talk slowly.
- g I can walk quietly.
- h I draw and paint carefully.



2 Match to make lines from the song.

- | | |
|--------------------|---------------------|
| 1 I draw and paint | a quick runner. |
| 2 I can | b carefully. |
| 3 I'm a very | c hear me walk. |
| 4 Every morning | d slowly. |
| 5 Nobody can | e I shout, 'Hello!' |
| 6 I can talk | f do puzzles. |

Fast finishers Design a poster for the song.

How do you feel? Colour.



1 Start the lesson: Revise the adjectives (*bad, easy, good, careful, quick, slow, loud, quiet*). Write them on the board. Then go around the class eliciting sentences with the words. Provide examples where necessary.

2 Video introduction: Tell the class that today they are going to learn some new words and that they are going to watch a music video with Planet Popstars.

3 Vocabulary presentation and game: Present the adverbs to the class using the flashcards and model pronunciation. Hold up each flashcard in turn, say the adverb and ask pupils to repeat it after you. Then play a vocabulary game. Say a verb. Then say an adverb. For example. *Dance. Badly*. Pupils listen to the word and do the action.

4 Music video: Play the Unit 9 music video for pupils to enjoy. Then play the video again, encouraging participation with the dancing and actions.

5 Song worksheet: 1 Pupils watch the music video.

They order the lines from 1 to 8 as they appear in the song. **Answers: a 3 b 4 c 1 d 5 e 6 f 8 g 7 h 2**

2 Pupils match the sentence halves from the song. Then they watch the video again, listening carefully to check their answers. **Answers: 1 b 2 f 3 a 4 e 5 c 6 d**

How do you feel? 😞 😐 😊 Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils design a poster for the song.

6 End the lesson: Play the music video again. Ask each group to do actions to the song as they sing along before saying goodbye.



Unit 9 Lesson 2

Vocabulary: badly, easily, well, carefully, quickly, slowly, loudly, quietly
Grammar: She's a good swimmer. She swims well. He's a careful driver. He drives carefully.

Lesson outline

- 6 min** 1 **Start the lesson:** play a singing game with the unit song
- 4 min** 2 **Video introduction:** introduce the video for this lesson
- 6 min** 3 **Vocabulary game:** play a flashcard game to practise the new vocabulary
- 10 min** 4 **Vocabulary rap:** play the rap, then play it again so pupils can join in. Play a class game with the rap
- 13 min** 5 **Vocabulary worksheet:** pupils complete the worksheet activities to practise the new words and phrases, ending with a self-evaluation activity and an optional fast finisher activity
- 6 min** 6 **End the lesson:** pupils do a role play activity, then say goodbye

Unit 9 Vocabulary

1 Complete the conversations 6

badly loudly quickly quietly slowly well

1 **Alex:** That's a good drawing Daisy. You draw _____.
Daisy: No, I don't! I draw _____, but I practise every day.

2 **Mum:** Can you talk _____, please? The baby is sleeping.
Charlie: Oh, sorry. I always talk _____ on the phone.

3 **Amy:** We're walking _____. We're going to miss the bus.
Joe: Let's walk _____ then! Come on!

2 Look , **read** **and tick** 4

1

a well
b badly

2

a slowly
b quickly

3

a loudly
b quietly

4

a carefully
b easily

How do you feel? Colour.

Fast finishers Write three sentences about yourself using *carefully, well* and *badly*.

Unit 9 Vocabulary 37

- 1 Start the lesson:** Divide the class into two groups. Play the unit song from the previous lesson. Groups stand up and dance. Pause the song and groups take turns to sing the next line. Continue to the end of the song, pausing eight to ten times.
- 2 Video introduction:** Tell the class that today they are going to listen to a vocabulary rap and learn some vocabulary so they can join in with the rap too. Ask the pupils a question about the vocabulary rap, e.g. *Which word has one syllable?* (well).
- 3 Vocabulary game:** Use the flashcards to practise the vocabulary. Hold up one flashcard at a time and elicit the word. Then ask pupils to do an action with that adverb. For example, for *carefully* say, *Stand on one leg*.
- 4 Vocabulary rap:** Play the Unit 9 vocabulary rap. Then play the rap again for the class to join in and repeat the words. Play the rap again, pausing for pupils to shout out the word that comes next.

- 5 Vocabulary worksheet:** 1 Pupils complete the conversations using the words in the word box. **Answers: 1 well, badly 2 quietly, loudly 3 slowly, quickly 2** Pupils look at the pictures and tick the correct words. **Answers: 1 a 2 b 3 b 4 a**

How do you feel? Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils write three sentences about themselves using *carefully, well* and *badly*.

- 6 End the lesson:** Pupils act out the conversations from Activity 1 of the vocabulary worksheet in pairs. Monitor as they act, helping where necessary. Then say goodbye.



Unit 9 Lesson 3

Vocabulary: badly, easily, well, carefully, quickly, slowly, loudly, quietly

Grammar: She's a good swimmer. She swims well. He's a careful driver.

He drives carefully.

Lesson outline

4 MIN

1 Start the lesson: review the vocabulary from the unit

1 MIN

2 Video introduction: introduce the video for this lesson

6 MIN

3 Grammar tutorial: ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely

8 MIN

4 Grammar presentation and game: present the new grammar (*She's a good swimmer. She swims well.*) and play a class game

10 MIN

5 Grammar worksheet: pupils complete the worksheet activities to practise the new grammar structure, including a self-evaluation activity and an optional fast finisher activity

10 MIN

6 Karaoke: play the music video, then play the karaoke version. Allow pupils to practise and join in

6 MIN

7 End the lesson: reflect on the pupils' achievements in Unit 9. Play the karaoke video and say goodbye

Unit 9 Grammar

1 Look, read and write. 4



My cat climbs this tree _____ (easy).



The baby moves _____ (slow).



My grandpa plays the guitar _____ (good).



My sister colours _____ (careful).

2 Follow, read and write. 5

1	It moves _____	a	good	b	slow
2	He sings _____	c	loud	d	quick
3	He cooks _____	e	careful	f	bad
4	She shouts _____				
5	It runs _____				
6	She climbs _____				

Fast finishers Write three sentences about your classmates using *well*, *carefully* and *quickly*.



- 1 Start the lesson:** Give each pupil a word from the unit. Play the vocabulary rap. Pupils stand up and turn around when they hear their word.
- 2 Video introduction:** Tell the class that today they are going to hear DJ Nat giving May some instructions. Then they are going to sing along to a karaoke video.
- 3 Grammar tutorial:** Before you play the video, ask the pupils to watch and tell you who DJ Nat gives instructions to. Play the video and elicit the answer (May). Play the video again, pausing to allow pupils to repeat DJ Nat's instructions. Then play it again and ask the pupils to join in with May.
- 4 Grammar presentation and game:** Choose a pupil to do a role play. Give an instruction using one of the adverbs, e.g. *Play the piano well*. The pupil listens and mimes the action. Repeat the role play a few more times using different adverbs. Then put pupils into A and B pairs. They take turns giving each other instructions using the adverbs.
- 5 Grammar worksheet:** 1 Pupils look at the photographs and write the missing words in the sentences. **Answers: 1 easily 2 slowly 3 well 4 carefully** 2 Pupils follow the lines, read the prompts and write the missing words in the speech bubbles. **Answers: 2 a, well 3 f, badly 4 c, loudly 5 d, quickly 6 e, carefully**

How do you feel? 😞 😐 😊 Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils write three sentences about their classmates using *well*, *carefully* and *quickly*.

- 6 Karaoke:** Play the Unit 9 music video to remind pupils of the song. Then play the karaoke version for pupils to watch. Play it again, breaking it down for pupils to practise. Repeat until the pupils feel confident, then play it in full for pupils to join in.
- 7 End the lesson:** Ask pupils to reflect on what they have learned in Unit 9: they can say new adverbs, talk about how they do things, do a rap and sing a song! Congratulate the pupils and then play the karaoke video. Then say goodbye.