



Contents

Unit	CLIL Topic	Structures	Key language		
0. Here we are again!		l've got	Numbers: from 10 to 100 School equipment: pencil, pencil case, rubber, ruler		
1. It's time for school! Page 30	Community	I'm / We're in (Year 2). There's a / There isn't a There are + number I / we + verb Prepositions: next to Be quiet in the library! Be quiet and read your book!	School: classroom, canteen, library, gym, playground Furniture: bookshelf, computer, tray, ropes, mats, table, chair, board Actions: draw, read, write, play, talk, sing		
2. Autumn in the forest Page 62	The universe	It's (summer). I've got I haven't got The skirt is for (spring). I've got your hat! Please don't do that!	Seasons: spring, summer, autumn, winter Clothes: skirt, trousers, wellies, T-shirt, shorts, hat, dress, jumper Parts of a tree: roots, trunk, branch, twig, leaf/leaves, nut, flower, fruit		
3. Look what I can do! Page 94	People and human activities	I can / can't Can you? Can (Flo)? Yes (she) can / No, (she) can't I can, but I can't Try and try and try again. You can do it if you try!	Read, write, talk, stand, walk, jump, sit, swim, skip, run, hop, play the piano / guitar / recorder / drum, play chess, ski, ice-skate, climb, dive		
4. The world around me Page 126	Landscapes and habitats	There's a / There are some There isn't a / aren't any. Is there? Are there? Let's! Row, row, row the boat. Down the river we go.	Street, houses, shops, buildings, wall, gate, mountain, valley, river, tree, lake, rock, forest, road, railway line, gate, fountain, bush		





Unit	CLIL Topic	Structures	Key language		
5. I'm hungry! Page 158	The human body	I'm (tired). I like / I don't like Do you like? Imperatives: eat / don't eat Yum! This is delicious! I like after all!	Eat, drink Foods: meat, fish, vegetables, fruit, cereals, bread, rice, water, cake, sweets, ice cream, carrots, beans, sardines, soup Adjectives: tired, cross, hungry, thirsty, happy		
6. My day Page 190	Culture and civilization	What's the time? It's I (have breakfast) (in the morning). Prepositions: at, on Dinner is at eight. Don't be late!	Time: o'clock, half past, quarter past, quarter to Parts of the day: breakfast time bedtime, morning, afternoon, evening, night Dark, light		
7. Animals on the farm Page 222	Living things	What do we get from? We get from What do (cows) eat? Bees can Eat it up! It's good for you!	Animals: cow, sheep, pig, chicken, horse, donkey, bees Animal products: milk, butter, meat, cheese, eggs, yoghurt, honey, wool, leather		
8. Transport Page 254	Tools and machines	How do you come to school / go home? I come to school (by car) I don't Cross the road! Stop the train! Danger!	Transport: plane, train, bus, ferry, airport, bus stop, station, port, road Verbs: walk, go by (car), on foot Zebra crossing, traffic light, green /red man		

Festivals

HalloweenPage 286ChristmasPage 290EasterPage 298



Methodology

The increasing focus on language learning in the early stages of education has brought about many changes in the way we teach young learners. Most recently the focus has moved towards integrating, in some way, both the target language and the main curricular contents. This approach has led to many variants of content and language-integrated learning. **Sparks** provides a content and language-related learning programme for the full six years of primary education.



Dual Focus

Content-related learning involves a dual focus in each lesson. Teachers work with both the **language objectives** and the **content objectives** at the same time.

At the beginning of each lesson the teacher works with the conceptual framework, which supports the target language. This ensures that the language learning process is properly supported by the child's cognitive development. In this way learning English is not limited to simply learning another set of words, but involves developing the concepts that stand behind the words. At the end of each lesson the teacher checks that the children have grasped the language, the concepts and the content.

Classroom work

Content-related learning has several very positive effects on classroom activity:

- I Teachers can take advantage of the children's existing knowledge of the contents and related concepts to scaffold their learning of the language.
- I Children are immediately active participants in the classroom. Each lesson in **Sparks** begins and ends with a whole group activity where the children are encouraged to display their knowledge orally.
- I Teachers have a far wider pool of contents and resources to work from. This broadens the field for both the teacher and the learner.

Content-related learning has several very positive effects on children's learning:

I Children are much more likely to participate in classes when they are regarded as individuals with something to offer.

- I Children learn the language within the framework of the concepts that sustain it. This means that the children's cognitive development runs parallel to their language development.
- I Children can identify content objectives much more easily than language objectives: learning about animals is a recognisable activity for children; learning about verb tenses is not.
- I When the teacher uses **caretaker language** to support the children's language, they move into an area of development which is slightly above their natural stage. This approach helps the children to move forward in their learning and undertake work that they would not be able to do without the support of the teacher, so progress is more visible to the learner. (See section on *caretaker language*).



All lessons (except the last one, which is a revision lesson) involve three stages:

1. Presentation

This is the first stage of the lesson and is done before the children look at their books; they use a variety of resources such as the posters, poster pop-outs, flashcards and story cards. These activities are teacher-led and involve the whole group. They are carried out orally.

2. Work with the book

In this next stage the children focus on the work in their books. The previous stage ensures that the work undertaken in the book is properly supported and the children are able to complete the activities successfully.

3. Practice

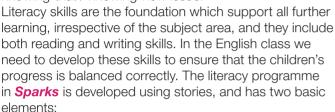
The final stage of each lesson is done after the children have completed the activities in their books. These activities are teacher-led and involve the whole group.





Literacy

Teaching young learners involves not just developing their language and knowledge base, but also developing their basic skills. This is sometimes known as the knowing-that / knowing-how issue.



- I Literacy development: In order to ensure progress in literacy, children must learn to recognise the basic elements of a piece of text, and how they are put together. This involves skills such as sequencing, character development, prediction and anticipation, descriptions of places, people and objects, time lines, purpose and inference. By encouraging the children to notice and work with these features they will very gradually be able to incorporate them into their own pieces of written work.
 - I Phonics: Understanding the relationship between sounds and letters is essential for reading and writing correctly. In the case of the English language this is extremely complex and requires consistent and careful work. The children will start working with basic initial sounds, and gradually move through the different sound sections of words and on to more complex questions of pronunciation and intonation. This cannot be done quickly and must be paced through the six levels.

Caretaker language

Caretaker language describes a way of using language to maximise comprehension. It originated as a term to describe how parents and other carers talk to young children as they are learning to speak. The characteristics of caretaker language include: guessing meaning, supplying chunks of language, rephrasing unclear or incorrect words or sounds, repeating key information and prompting to keep the conversation going.

The explicit purpose of caretaker language is to help the child understand and use language by maximising his/her exposure to it. As teachers we should be careful not to limit ourselves to a closed view of the amount of unfamiliar language children can understand.

An analysis of caretaker language provides some clues for teachers as to how they can use English and provide a language model in the classroom. Some of the most relevant characteristics of caretaker language include:

- The use of visuals and other props to clarify meaning.
- The use of tone of voice and body language to clarify meaning.
- 1 Repetition and clarification of key messages.
- I Meaning checks to ensure the message has been understood.
- I A restricted range of topics so the content is predictable.
- 1 (Slightly) slower and carefully articulated speech.
- 1 Short, well-formed sentences.
- I Closed questioning to keep the conversation going.

Caretaker language specifically aims to help the child to speak and express him/ herself. It achieves this by supporting the child actively in the conversation, providing any language that the child needs to convey his/her thoughts.



Communication

Throughout *Sparks*, children are encouraged to push their communicative capacity to a maximum. In order to do this, teachers need to be aware of the fact that real communication involves children using the language to say what they want to say, and not what the teacher wants them to say.

The main focus of all lessons in *Sparks* is oral communication. All lessons begin and end with a whole class activity designed to encourage the children to speak. Initially their contributions will be in L1. The teacher should not discourage this, but enrich it by using caretaker language and providing the words the children need. As the children become more confident in their use of English, they will begin to use a mixture of the two languages. Again, the teacher should not discourage this hybrid version, which is an essential stage before the children can move more completely into English.

In the final stage of each lesson the teacher turns the focus of the class onto the children's own experiences. This is achieved in the form of a game or other type of communicative activity. This stage ensures that the language the children are learning in the classroom becomes consolidated within the child's field of experience, in other words, it comes to life.



Student's material

Student's Book and stickers

The Student's Book contains all the core work for the year divided into 8 units. The stickers, which are in the middle of the book, are used in Lesson 8 as a form of key language revision for the unit.



Pop-outs

The pop-outs are used in lessons 2, 3, 6 or 7, depending on the requirements of each unit. These pop-outs are easy for children to use and do not require the use of scissors. There are also mini-versions of the flashcards: key vocabulary pop-outs. These provide children with an opportunity to join in with the revision games.





Each level comes with an interactive Multi-ROM designed for the exploitation of the course contents through the use of new technologies. The *Sparks* Multi-ROMs come with complementary activities and include all the songs and stories from the level in the form of audio CD tracks. This methodological resource gives children the opportunity to work alone and helps develop learner autonomy.



Activity Book

The Activity Book provides additional support for the Student's Book. The exercises in the Activity Book can be done in class or be given as homework. The activities are sufficiently straightforward for the children to be able to do them alone and without any support.



Teacher's material



Teacher's Book

The Teacher's Book contains step-by-step instructions for each lesson. It also contains information to help the teacher develop the necessary skills for working with a content-related approach and useful sections such as how to anticipate difficulties and prepare for each lesson. There are also optional games and practice opportunities for basic competences.

CDS

Teachers are provided with a complete set of CDs that include all the songs, audio activities and stories for each level.

Stick puppets

There are four puppets that represent the main characters from the course. They are used to present and support learning.

Poster and Pop-outs

Side A of the poster and the poster pop-outs provide additional support for presenting the basic contents of the unit and all the specific themes.





Side B of the poster and the poster pop-outs provide support for the story. The poster shows the story scene and other background elements. The pop-outs are used to show what happens in the story. These elements support the development of children's literacy skills.

Story cards

The story cards are big versions of the story frames and include a transcript of the story on the back of the cards.

Puppet

An adorable mascot that accompanies children as they work their way through the course.

Flashcards

The feacher uses the flashcards to help present the vocabulary.

The optional pages also provide suggestions for games that involve the flashcards.

DVD

A DVD with characters (played by British actors) who are involved in everyday situations.

There is a catchy song for each unit and a picture dictionary.

Teacher's Resource Book

The Teacher's Resource Book includes photocopiable sheets which are divided into a number of sections. There are exercise sheets for use with the DVD, extension activities, sheets for children who have recently joined the class, reading and writing activities, tests and a story for "First Readers" (Richmond Primary Readers). The pack also comes with exam tips and advice for those children taking Trinity or Cambridge Younger Learner Exams.

E-solutions

The interactive resources for the teacher include three CD-ROMs per level:

- 1. The student's Multi-ROM.
- 2. Young Learners Exams (Starters level)
 The CD-ROM YLE can be used in
 the language laboratory or on an interactive
 whiteboard.
- Teacher's Interactive Resources:
 This contains e-flashcards, e-storycards and e-posters. The digital components of SPARKS are compatible with all available interactive whiteboard software.





Step by step









Step by step







Lessons 4 ... 5

An entertaining story that is designed to motivate children and encourage them to read.



In Sparks, children work with a specially-

designed reading programme in the 8 units of the book and throughout the six levels of the course. In these two lessons, the children listen to and work with a story that puts the general topic of the unit into context.



In lesson 4, the children focus on story comprehension. They also work on literacy skills such as story sequencing, character development and anticipation.

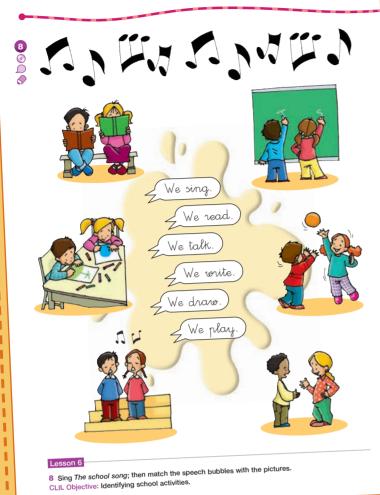


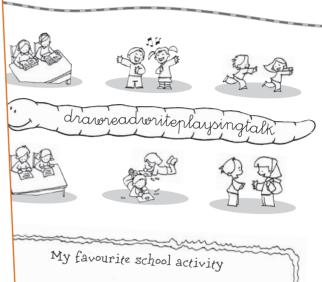


Step by step









at school.

7 Find the words and match them with the pictures.
 8 Draw you and a friend doing your favourite school activity; then complete the sentence.



In this lesson, the children work with the third specific theme.

The focus of this lesson is the same as the focus for lessons 2 and 3.





Step by step



Busy hands

In this lesson, the children make a simple object related to the general topic of the unit.

Then, they use the object to participate in a communicative activity with their classmates. These activities are carried out orally and are designed to encourage the children to make an effort with the language in order to develop their communicative ability.



Lesson

Busy minds

Each unit ends with an assesseent of the work that the children have completed. The Student's Book contains stickers that can be used for key language assessment within the context of the general topic, which ensures that the content objectives are obtained. The language objectives are assessed orally as part of the continuous assessment, which is staged progressively throughout the unit. A written assessment of language objectives is provided in the Activity Book.

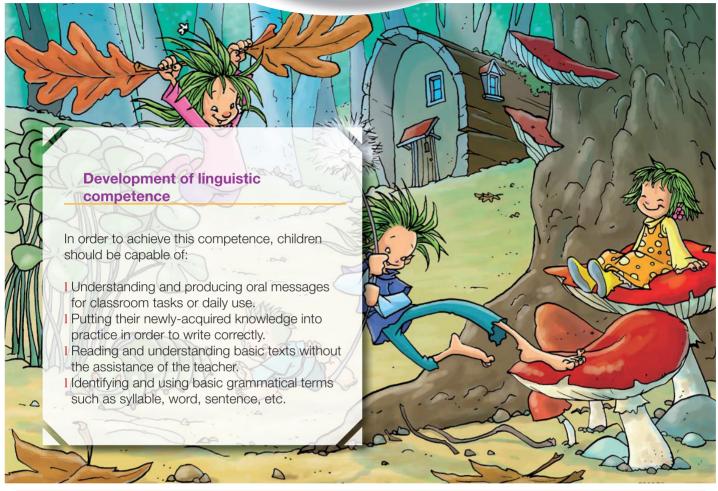
A fun way to revise and consolidate newlyacquired concepts, content and language.







Basic competences



Units

Basic Competences in Sparks 2



















X+:- MC	X	X	×	X	X	X	X	×	Х
₩ KIPW	X	X	×	×	X	X	X	×	Х
PIDC	X	X	×	X	X	X	X	×	Х
4) ICC	X	X	×	X	X	X	X	×	Х
CAC	X	X	×	X	X	X	X	×	Х
W LTL	X	X	×	X	X	X	X	X	Х
C API	Х	Х	X	Х	Х	Х	Х	X	Х







Mathematical competence

As well as all the purely mathematical exercises that children are asked to complete, there are other activities that contribute to the development of skills that are characteristic of this competence. These include temporal story sequencing and the ordering of picture frames. Literacy also plays a part in the development of mathematical competence through work on the pronunciation of numbers.



Knowledge and interaction with the physical world

A series of informative texts related to the physical world are included in Literacy skills work. These provide children with an opportunity to improve their knowledge of the natural world and the influence and relationships that human beings have with the space within which they live.



Processing information and digital competence

Work in this area leads to the development of skills that help with the search for, selection of and understanding of information. Activities related to imagery and the analysis of simple questions all contribute to the development of this competence from the early stages of the course. Along with these topics of a general nature, there are also activities in this cycle that involve working directly with the computer.



Interpersonal and civic competence

Given that language is the basis of communication, Literacy skills have an important part to play in the development of this competence, which is comprised of the skills necessary for co-existence. Learning to communicate with others and understanding what they are trying to convey is essential for children's development as social beings. Language can also provide children with opportunities to come into contact with forms of reality that are different from their own. This in turn can help eliminate any notions of stereotyping or prejudice.



Cultural and artistic competence

Literacy also plays an important part in the development of this competence through reading texts and dramabased activities. Exercises that involve interpreting the images that accompany the texts also allow for the development of skills that are associated with this competence. In the Teacher's Book, there are ideas for activities based on the linguistic aspect of the course that lead to the creation of works of art.



Competence in 'learning to learn'

The correct use of language is a basic learning tool. Reading facilitates access to knowledge, and writing activities provide children with an opportunity to re-formulate the language and assimilate it. Questions involving the need to improve reading and understanding, as well as the correct expression of knowledge, contribute to the development of this competence. Activities that focus on concentration, memory or the construction of meaning also help to contribute to the development of learning.



Autonomy and personal initiative

Activities and exercises in the area of Literacy are designed in such a way that they can be carried out individually. In all units, children are given opportunities to demonstrate their communicative skills with the linguistic knowledge that they have acquired up until this point. Activities that encourage children to empathise with others or to choose between a number of options also help with the development of this competence.

CLIL Objective

Recognising characters.

Curricular link: Social Science

Language Objectives

Structures: Hello! I'm (Flo). What's your name? How

are you? I'm fine.

Resources: CD

HERE WE ARE AGAIN

Presentation



Point to yourself and say: Hello! I'm (Ana). Point to children at random and ask: What's your name? Encourage the children to say: I'm (David).

Hold up a copy of the Student's Book and say: This is our new English book. Let's open it and have a look. Point to the characters on page 2 of the Student's Book.

Say: These are the Twiggles! Do you remember them? Ask the children if they remember or know the characters' names.

Say: Let's listen to a song about the Twiggles.

Play Track 1.1. Write the names of the characters in a list on the board as you hear them sing: Flo. Smilev. Stretch and Dotty.

Divide the class into four groups and assign a character to each group.

Play Track 1.1. The children stand up and join in as they hear their character sing.

Work with the book



Student's Book, page 2, Activity 1

Open the Student's Book at page 2. Point to the page number and say: Open your books to page 2. Say: Look at the children in the picture. Let's listen to the children.

Play Track 1.1. Point to the characters as they sing. Point to Smiley and ask: What does he say? Encourage the children to read the text in the speech bubble. Repeat for the other characters.

Tell the children to trace over the words.

Sing the first line of the song again, substituting your name for Flo's.

Point to children at random and ask them to sing the reply in line two. Point to the children one by one so that they substitute their names for the names in the song until they have all said their name.

Transcript



Track 1.1 The hello song

See page 21.

Optional Activity Book exercises

See page 21.

Practice

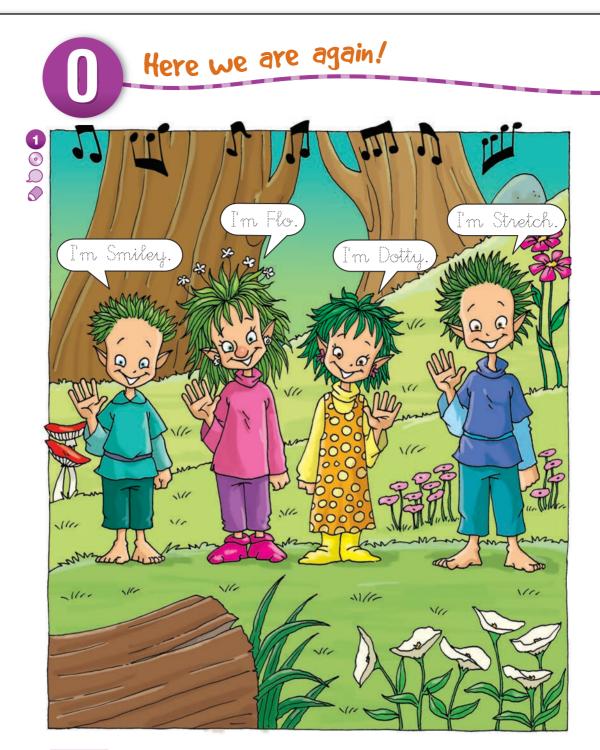


Walk around the classroom touching children on the head and saying the name of a character.

Play Track 1.1 again and tell the children to stand up. They join in as their character sings.

Say: That's the end of our English class today. Let's say goodbye to Flo, Smiley, Dotty and Stretch. Point to the characters one by one and say: Bye, bye (Flo)! Encourage the children to join in. Once they have said goodbye to all the characters, close the book. Tell the children to close their books and to put them away.

Collect the children's books and correct their work.



Lesson 1

1 Sing *The hello song*; then trace over the words. CLIL Objective: Recognising characters.

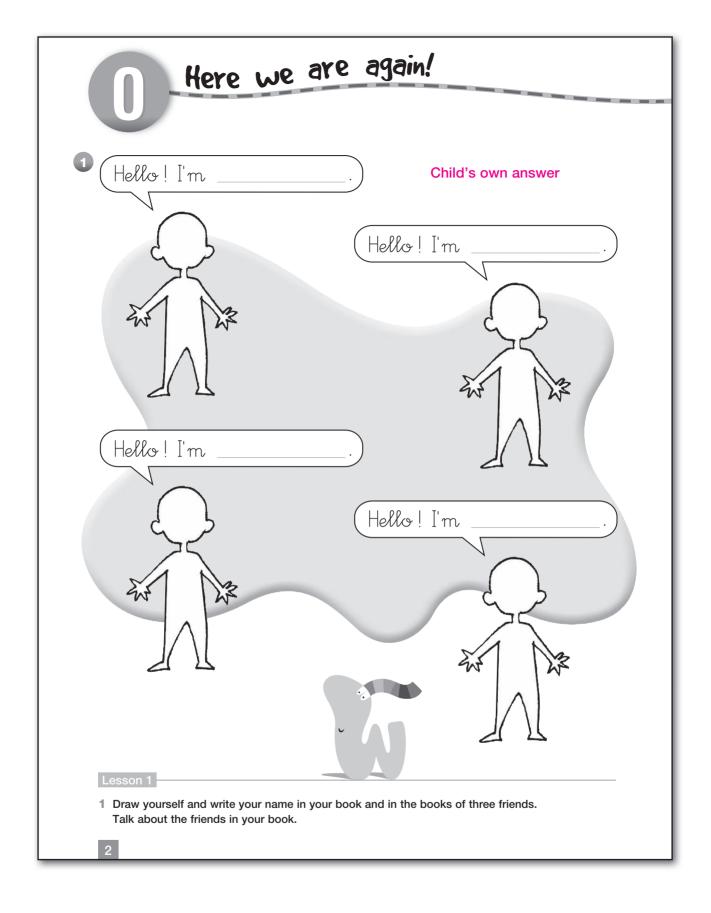
2



The children have fun singing along to the song.



Remind the children of the importance of looking carefully at the way each letter is written. Draw their attention to the fact that names are written with a capital letter at the start.





Explain to the children that they should be careful with their classmates' books when they write and draw in them.

Activity Book

Page 2, Activity 1

Say: Open your Activity Books at page 2. Look at Activity 1.

Tell the children to draw themselves in the first silhouette and to complete the speech bubble with their names. Collect all the books and hand them out at random. Tell the children to draw themselves again in the second silhouette and to complete the speech bubble. Repeat the process until the children have drawn four pictures in four different books. Make sure the children get a different book each time, and that they don't get their own book.

Ask for volunteers to show their books to the rest of the class and to read out the speech bubbles.



Let's play!

What's this?

Start drawing a picture on the board. Tell the children to try to guess what it is. Continue drawing it bit by bit, asking: What's this?

Try not to make the picture too obvious at first. When a child guesses what it is, this child has a turn at drawing a picture on the board.

Transcripts



Track 1.1 The hello song

Hello! I'm Flo. And how are you? I'm fine, just fine, Flo. Thank you!

Hello! I'm Smiley. And how are you? I'm fine, just fine, Smiley. Thank you!

Hello! I'm Stretch. And how are you? I'm fine, just fine, Stretch. Thank you!

Hello! I'm Dotty. And how are you? I'm fine, just fine, Dotty. Thank you!



Track 2.30 Diagnostic Test. Activity 1

Listen and match the school objects to the characters.

Teacher: Flo, what have you got in your school bag?

Flo: I've got glue, crayons and a pencil case.

Teacher: Smiley, what have you got in your school bag? **Smiley:** I've got three pencils, a book and a pencil case. **Teacher:** Dotty, what have you got in your school bag? **Dotty:** I've got a book, a pencil case and crayons.

Teacher: Stretch, what have you got in your school bag? **Stretch:** I've got two books, a sharpener and a rubber.

Resources

Teacher's Resource Book

Diagnostic Test, pages 67 and 68. See Transcript Track 2.30



CLIL Objective

Sequencing numbers from 1 to 100.

Curricular link: Maths

Language Objectives

Vocabulary: numbers from 1 to 100

Resources: CD

NUMBERS

Presentation



Say: Today we are going to remember the numbers and learn to count to a hundred!

Divide the board into two parts so you can revise the numbers from 1 to 20. Write the numbers from 1 to 20 on each side and count as you write. The children count with vou as vou write.

Divide the class into two groups. Call out a number and tell a member from each group to run to the board to rub off the number. The first child to rub off the correct number and run back to their group is the winner.

Write the numbers from 1 to 20 in a row across the top of the board. Then, write the number 30 under the number 13. the number 40 under number 14 and so on.

Point to the pairs of numbers and say them out loud, highlighting the difference between thirteen and thirty, fourteen and forty, and so on.

Say: Let's do the number chant.

Write the numbers 10, 20... 100 on the board at random. Play Track 1.2. Join in with the chant and point to the numbers as you chant.

Play Track 1.2 again. The children join in with the chant.

Work with the book n



Student's Book, page 3, Activity 2

Say: Open your books at page 3. Look at the numbers. Play Track 1.2 again. Tell the children to point to the numbers in the correct sequence. Stop the recording when they have reached 100. Then, say: Now point to the numbers counting down from 100. Continue playing the track. The children write the numbers in the correct sequence.

Transcript



Track 1.2 The number chant

See page 25.

Optional Activity Book exercises

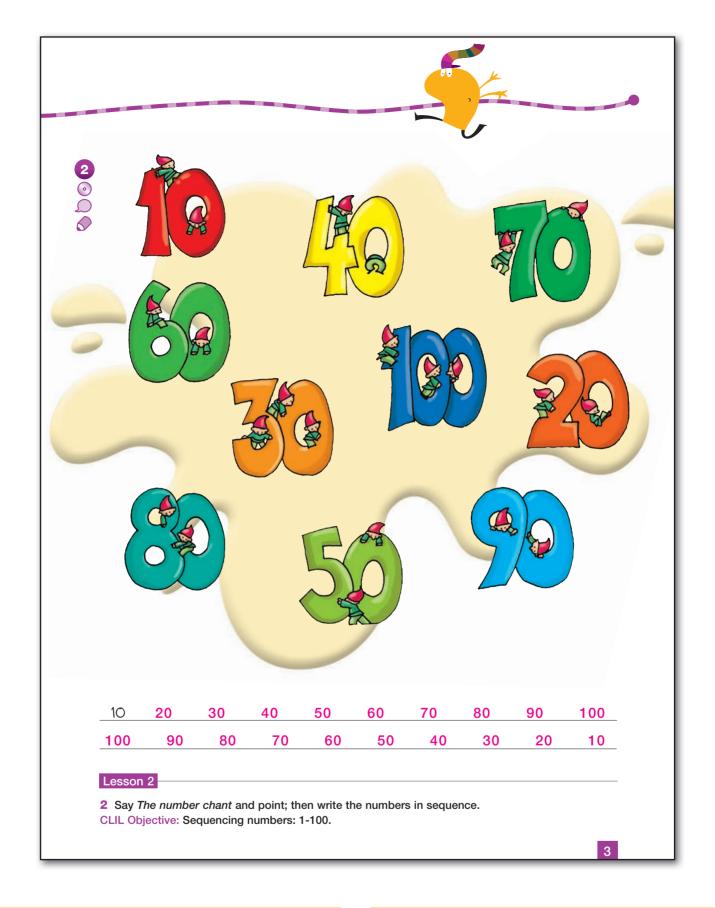
See page 25.



Practice

Walk around the classroom touching the children on the head and counting from 1 to 100: 10, 20, 30... 100, and tell the children whose heads you have touched to stand up. At the end, there will be ten children standing up. Ask: Who is number ten? Tell the children to call out their numbers in sequence.

Collect the children's books and correct their work.

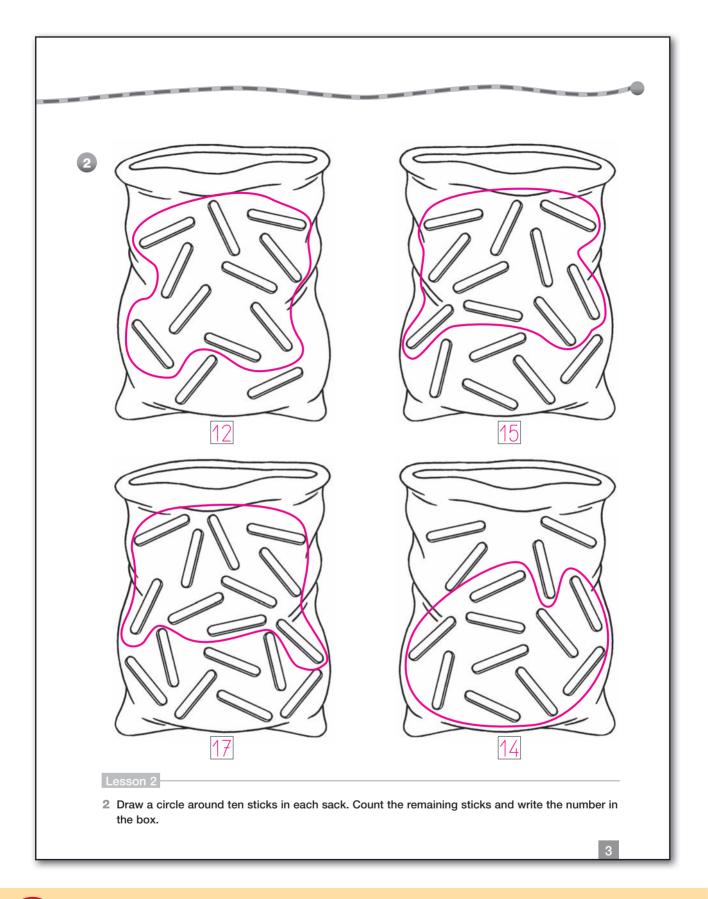




The children recognise the sequence of tens by sight and by listening to it. They are also given an opportunity to participate by saying the numbers out loud.



The children have to find the numbers on the page and put them in order from the lowest to the highest.





This activity provides children with an opportunity to go over two basic skills: counting and adding units to tens.

Activity Book

Page 3, Activity 2

Say: Open your Activity Books at page 3. Look at Activity 2.

Point to the first sack of sticks and tell the children to count the sticks out loud with you and to write the total in the box. Then, say: *Now circle ten sticks*.

Repeat the process with the other sacks.

Point to the first sack again and ask: *How many sticks* are *left?*

Correct the activity, asking the children to call out the answers: *Ten and (two) equals (twelve).*

Transcript



Track 1.2 The number chant

Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred!

A hundred, ninety, eighty, seventy, sixty, fifty, forty, thirty, twenty, ten...

And round we go again!



Let's play!

Number race

Divide the board into two parts. Write tens from 10 to 100 on both sides of the board. Divide the class into two teams and assign a half of the board to each team. Give one child from each team a piece of chalk. Then, say a number and tell the two children to circle the corresponding number on their team's side of the board. The first child to circle the number gets a point for their team. Continue until all the numbers have been circled.

CLIL Objective

Identifying the equipment needed for school.

Curricular link: Art

Language Objectives

Vocabulary: crayons, felt-tips, glue, pencil, pencil

case, rubber, ruler, scissors, sharpener

Structures: I've got a (red) (pencil) in my pencil case.

Materials: a sheet of white paper (one per child) to cover the pencil case on page 4 of the Student's Book; a pencil case with the following items inside: rubber, sharpener, ruler, glue, scissors, pencil, crayons, felt-tips

SCHOOL THINGS

Presentation

Say: Today we are going to remember the names of the things we need for school, and learn some new things. Hold up the pencil case and ask: What's this? SS: A pencil case. Tell the children to hold up their pencil cases.

Then, say: Guess what I've got in my pencil case. Tell the children to call out suggestions. Take out the objects they guess correctly, name them and place them on your table. Each time ask: Has anyone got a (ruler)? Tell the children to take out the items that are the same as the ones you hold up. They name them with you. The children should put these items on their desks.

Finally, take out any items that they haven't named and repeat the procedure. Ask the children questions: What colour is your (ruler)? How many (felt-tips) have you got?

Work with the book

Student's Book, page 4, Activity 3

Say: Open your books at page 4. Look at Activity 3. Say: Look at the pictures of the school equipment. Tick the objects you've got in your pencil case. The children then draw these items inside the picture of the pencil case together with anything else they have. They colour the items according to the real colours. Hand out the sheets of white paper and tell the children to glue them as flaps over the top of the picture.

Student's Book, page 4, Activity 4

Say: Now look at Activity 4.

Tell the children to walk around the class describing the objects in their pencil case to their friends.

Optional Activity Book exercises



See page 29.

Practice

Play What's missing? Place all the objects from your pencil case on the table in front of you. Tell the chidren to close their eyes while you remove an object. Ask: What's missing? SS: The (pencil)! Repeat several times with different objects.

Ask a child to come to the front and add another object (a different one), while the rest of the class close their eyes. Ask: What's new? Repeat until you have five new objects on the table and then play What's missing? again. Remove all the objects from the table and ask the children to write or draw the nine original items (including the pencil case) from memory. The first child to finish shouts Stop! Check their list by naming the objects out loud.

Collect the children's books and correct their work.

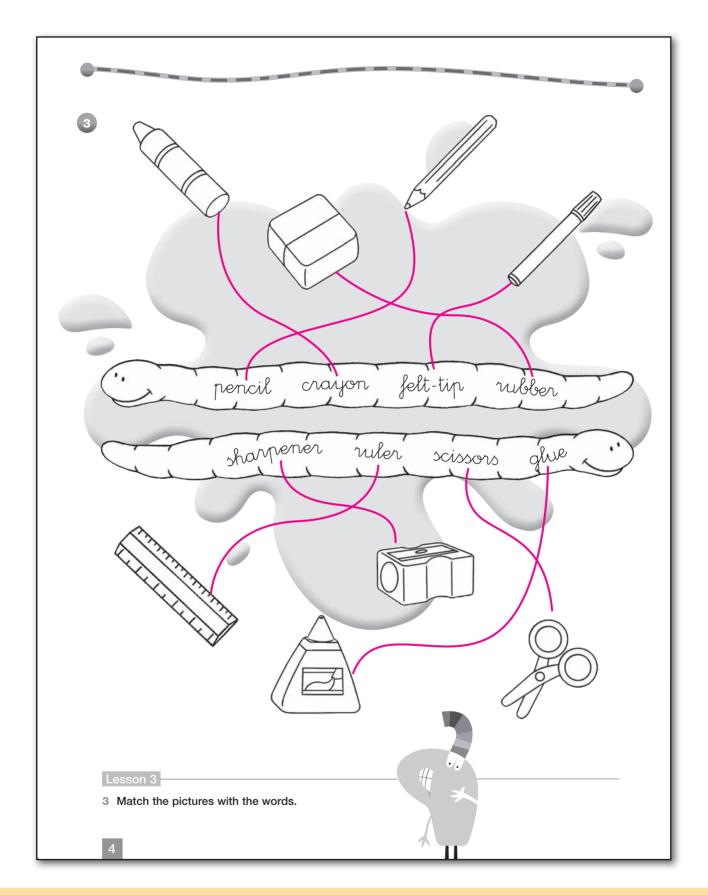




Explain to the children the importance of calculating the size of the pencil case cover before cutting and sticking it.



Remind the children that they need to speak in English when there is a speaking activity. Explain to them that the more they practise, the better they will be.





Remind the children of the importance of always having the necessary equipment for school. They should be responsible and should regularly check to see that their pencil case has everything they need.

Activity Book

Page 4, Activity 3

Say: Open your Activity Books at page 4. Look at Activity 3.

Point to the words in the snake and ask: Can anybody

read these words out loud?

Tell the children to match the words with the pictures.



Let's play!

IT

Ask a volunteer to be IT and to turn around with their back to the class. Pass an object around the class, a red pencil case, for example. Tell IT that they have to say *STOP* at any given moment. Then, IT has three guesses to say who has the object. Then, let other children have a turn. Play several times, letting other children have a turn at being IT.

Community

CLIL Objective

Recognising the start of a school day.

Curricular link: Social Science: Maths.

Language Objectives

Vocabulary: colours

Structures: Good morning. Stand in line. I'm in Year 2 / We're in Year...

Resources: CD; poster (side A); poster pop-outs

(children from years 1, 2 and 3) Materials: crayons, card, sellotape

Preparation: cut out circles (10 cm diametre), 1 per

child in the class

It's TIME FOR SCHOOL

Presentation





Say: Today the Twiggles are going to school. Show the children the poster. Point to the poster and say: Look! This is the school. Ask: Can you see the teacher? Point to the teacher and say: Yes! This is the teacher. Point to the playground and say: This is the playground. Point to the classrooms and say: These are the classrooms. Explain that we have a different classroom for each year. Ask the children: What year are you in? SS: Year 2! Point to classroom 2 and say: This is classroom 2. This is vear 2's classroom. Ask: What colour is classroom 2? SS: Yellow! Do the same for classrooms 1 and 3.

Note: Remember that there is a difference between class and classroom. The English class is the English lesson and the English classroom is the room you use for the English class. We also use *class* to refer to the group of people. You do not need to explain this to the children, just ensure they use the correct word.

Play Track 1.3 and place the pop-outs in front of the correct windows.

Remove the pop-outs. Ask three children to come to the front. Play Track 1.3 again. The children place the pop-

Repeat with three different children. Play Track 1.3 again. This time encourage the children to join in.

Ask the children to form three groups and assign a different year (1, 2 or 3) to each group. Say: Good morning! Good morning! Time for school! Year 1 stand in line! The group representing Year 1 line up before the teacher. SS: We're in Year 1. Repeat with 'Year 2' and 'Year 3'.

Work with the book



Student's Book, page 5, Activity 1

Say: Open your books at page 5. Can you see the teacher? Can you see Flo? Is Flo in year 2? SS: Yes, she is. Point to the pictures of the three crayons. Ask: What colour is crayon number 1? SS: It's red. Continue with the other two cravons.

Children listen to Track 1.4 and join the children for Year 1 with a red line, the children for Year 2 with a yellow line and the children for Year 3 with a blue line.

Play Track 1.4 again.

Correct the activity with the whole class.

T: What colour is Year 1? SS: Red. T: Good! And what colour is year 2? SS: (Yellow). T: Good! And what colour is year 3? SS: Blue. T: Yes, that's right. What Year is Flo in? SS: Year 2. Continue the question with Stretch, Smiley and Dotty.

Ask: What Year are you in? SS: We're in Year 2.

Transcript



Track 1.3 Activity

See page 33.



Track 1.4 Activity

See page 33.

Optional Activity Book exercises

See page 33.

Practice



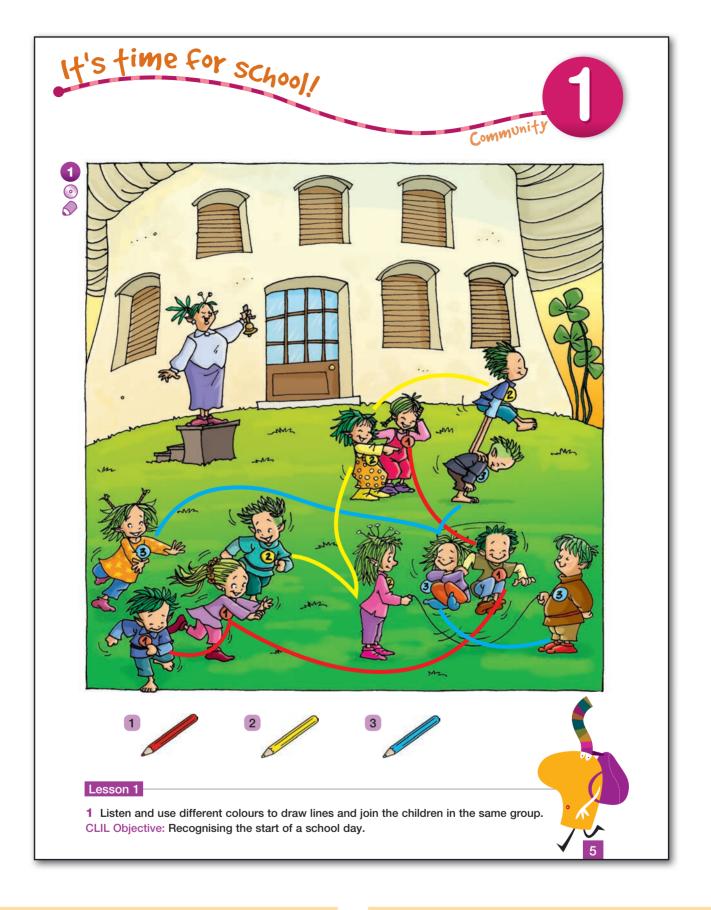
Remind the children briefly of the context. Show them the three different classrooms on the poster. Sav: This is classroom 3. It is for Year 3. This is classroom 2. It is for Year 2. This is classroom 3. It is for Year 3. Flo is in Year 2. Point to classroom 2 and say: This is Flo's classroom. Ask: What year are you in? SS: Year 2.

Explain to the children that they are going to make a badge like Flo's to show that they are in Year 2.

Hand out the circles of card.

The children make their badges. They stick them onto their shirts with sellotape loops.

Collect the children's books and correct their work.

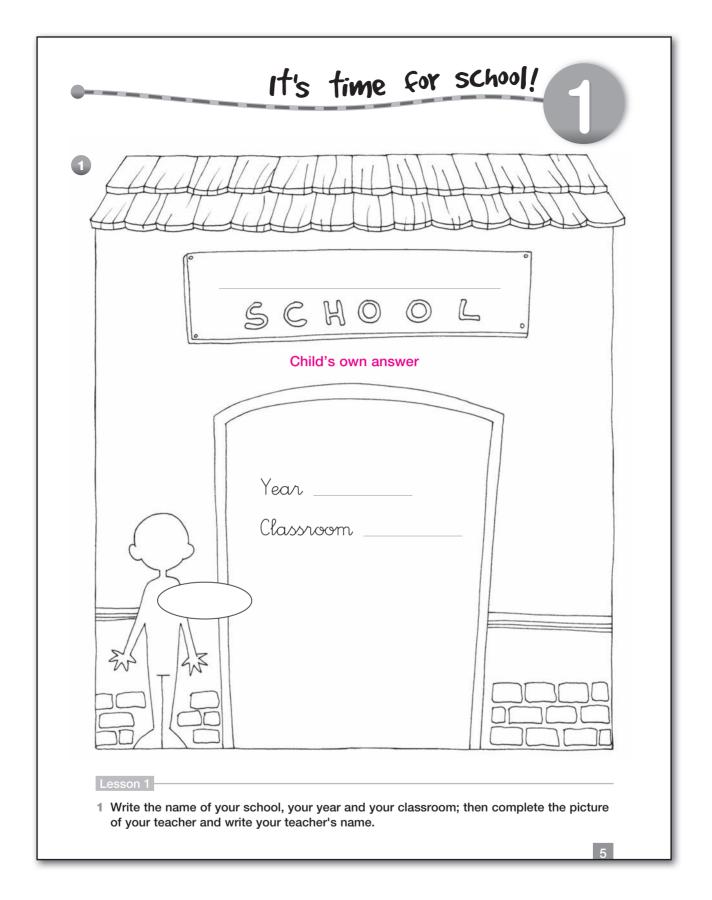


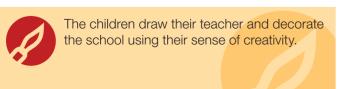


The children listen carefully and look for the information in the picture.



Remind the children that they should always play nicely together in the playground and that they should never leave anyone out.







Encourage the children to write and draw carefully, and to do all their work as best they can.

UNIT 1 LESSON 1 OPTIONS

Activity Book

Page 5, Activity1

Say: Open your Activity Books at page 5. Look at Activity 1.

Tell the children to write the name of the school, the year that they're in and the number of their class. If they aren't sure, remind them of the correct information. Tell the children to look at the silhouette and say: *That's the teacher. That's me!* Then, the children complete the figure and write your name. Write your name on the board if necessary, so the children can copy it.



Let's play!

What's different?

Put some flashcards in a row on the board. Then, tell the children to close their eyes while you change the position of two flashcards. The children open their eyes and tell you which flashcards are in a different place.



Resources

Multi-ROM Unit 1, Song

Teacher's Resource Book *Extension worksheet 1*, page 23

Transcripts



Track 1.3 Activity

Narrator: This is the Twiggles' School. The children are

in the playground. Now it's time for school! **Teacher:** Good morning! Good morning!

Year 1 stand in line.

Children: We're in Year 1. Children: We're in Year 1.

Children: Good morning, Mrs Vine!

Teacher: Good morning! Good morning!

Year 2 stand in line.

Children: We're in Year 2. Children: We're in Year 2.

Children: Good morning, Mrs Vine!

Teacher: Good morning! Good morning!

Year 3 stand in line.

Children: We're in Year 3. Children: We're in Year 3.

Children: Good morning, Mrs Vine!



Track 1.4 Activity

Narrator: This is the Twiggles' School. The children are in

the playground. Now it's time for school!

Teacher: Good morning! Good morning!

Year 1 stand in line.

Teacher: Good morning! Good morning!

Year 2 stand in line.

Teacher: Good morning! Good morning!

Year 3 stand in line.

CLIL Objective

Identifying the places in a school.

Curricular link: Geography

Language Objectives

Vocabulary: classroom, playground, canteen, library,

gym

Structures: Where's the... prepositions: next to

Resources: CD; poster (side A); student pop-outs

ROOMS AT SCHOOL

Presentation





Say: Today we are going to learn about the different rooms in the school.

Use the poster to introduce the places.

Start with *classroom*. Point to the poster and say: *This is classroom 1*.

Do the same for the other places.

Say: Let's listen. Play **Track 1.5**. Point to the places as you listen to the text.

Play **Track 1.5** again. Children join in with the names of the places.

Work with the book n



Student's Book, page 6, Activity 2

Tell the children to open their books at page 6 and to look at the picture. Ask the children to find their pop-outs. Ask: *Can you see classroom 1?* Identify the other rooms. The children listen to **Track 1.5** again and place the popouts in the order they hear them.

Play Track 1.5 again.

Check the activity. Say: What room is next to classroom 1? SS: The canteen! T: Is the library next to classroom 3? SS: Yes, it is.

The children glue their pop-outs in place.

Student's Book, page 6, Activity 3

Children look at the pictures in Activity 3.

Point to the picture of Dotty's sister and say: *Mmm. Here's a problem! It's Dotty's sister's first day at school. She can't find her classroom.* Prompt the children by asking questions like: *Is classroom 1 next to the gym?* SS: *No!* Continue and then ask: *Where is classroom 1?* SS: *Next to the canteen.*

Repeat the process with the other rooms.

Then, talk about your school. Ask similar questions:

Where's the library in our school?

Transcript



Track 1.5 Activity

See page 37.

Optional Activity Book exercises

See page 37.



Practice

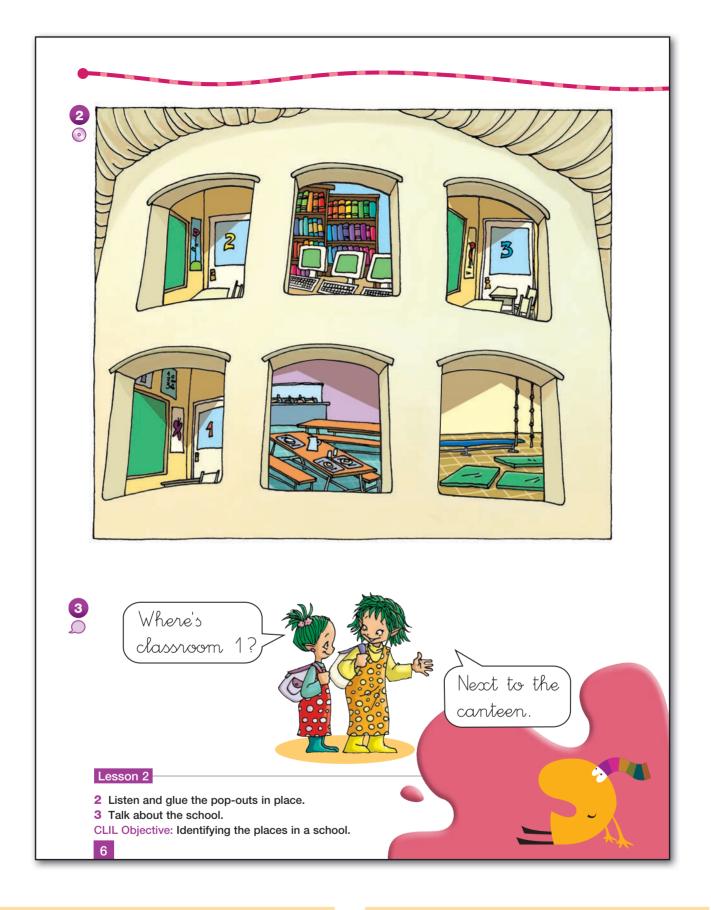
Continuous assessment

Children can identify the places in a school.

Ask the children if they can remember the names of the different rooms in the school. Ask a volunteer to name one room. S1: *Library*. On the board, draw a room with shelves and a central table, and write the name at the top of the picture. Then ask another child to name a room and draw it on the board next to the first room. Continue until there is a row of rooms.

Ask questions about the position of the rooms: Where's the (library)? SS: Next to the (canteen) and the (gym). Ask volunteers to come to the board to ask the rest of the class questions about the position of the rooms: S1: Is the classroom next to the library? SS: Yes, it is. / No it isn't. S2: Where is the canteen? SS: Next to the (classroom).

Collect the children' books and correct their work.

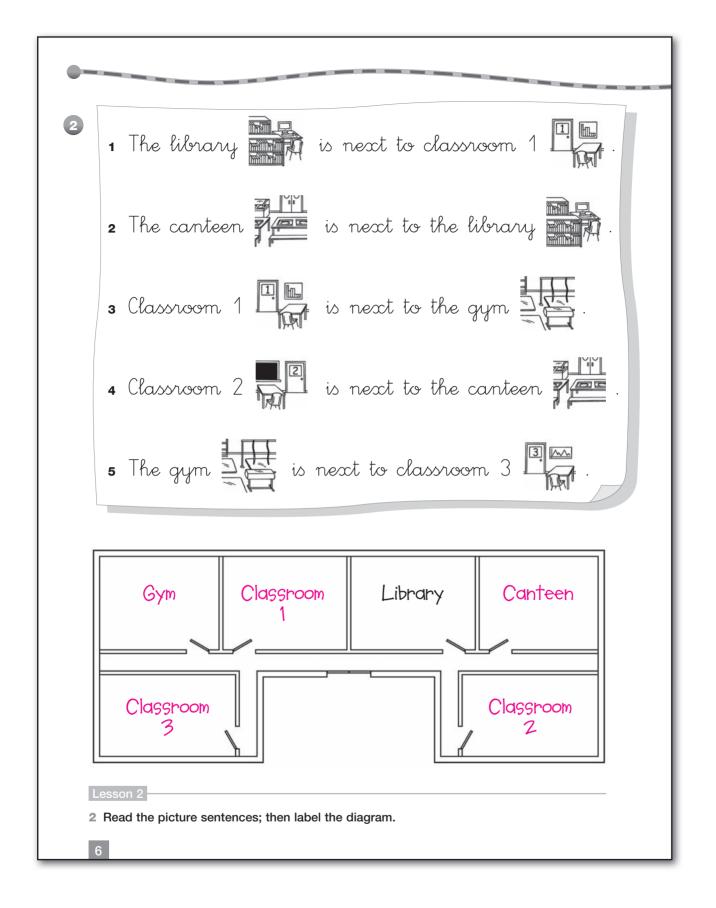




The children have to listen to the information carefully in order to identify the classroom and to stick the pop-outs in the correct place.



Now that the children are in Year 2, they should help the children in Year 1 and any other child who is new to the school.





This activity requires a degree of mathematical reasoning in order to find the correct position of the classrooms.

UNIT 1 LESSON 2 OPTIONS

Activity Book

Page 6, Activity 2

Say: Open your books at page 6. Look at Activity 2. Read out the the sentences, pointing to each picture as you say the corresponding vocabulary. Ask volunteers to read out the sentences.

Explain that the sentences are the key to completing the diagram of the school. Tell the children to look at the diagram and to complete it by looking at the illustrated sentences.



Let's play!

What comes next?

Read out a sentence, for example: *The library is next to classroom 2.*

Tell the children that you are going to read the sentence again and that you are going to stop at different places in the sentence. When you do this, the children have to provide the word that follows on from the place where you stopped. For example, *The... is next to... 2.*

Resources

Multi-ROM

Unit 1, Activity 1

DVD

Unit 1, Real Kids Unit 1, DVD, worksheet, page 9

Transcript



Track 1.5 Activity

This is the Twiggle's school.

There are three classrooms. Can you see them? Classroom 1 is on the left. The canteen is next to classroom 1, and the gym is next to the canteen. Classroom 2 is on the left. The library is next to classroom 2. Classroom 3 is next to the library on the other side.

Recognising the function of a room by the objects in it.

Curricular link: Maths

Language Objectives

Vocabulary: places in a school + material: shelf, computer, tray, rope, mat, board, table, chair, bench **Structures:** there is a / there are + number.

Resources: CD; flashcards (shelves, computer, tray, rope, mat, table, chair, bench)

Materials: crayons (red, blue, green and vellow), post-

Preparation: Use the post-its to make labels for the objects in the classroom (make sure there is one label per child).

OBJECTS IN SCHOOL ROOMS **Presentation**

Say: Today we are going to learn about the things we use at school.

Use the flashcards to present the equipment for the different rooms. Place all the flashcards in the centre of the board, and draw and label four rooms around them (classroom, library, gym and canteen). Point at the flashcards one by one and ask: Are there (tables) in the (classroom)?

Repeat for all the equipment.

Ask four volunteers to come to the board. Assign each volunteer a different room. S1 describes the equipment in the room. The rest of the class guess the room. Explain that some rooms have special equipment, for example the ropes in the gym, but other rooms have the same equipment: tables, books, shelves, etc.

Work with the book



Student's Book, page 7, Activity 4

Say: Open your books at page 7. Look at Activity 4. Play Track 1.6. Stop after each description and tell the children to point to the rooms.

Play Track 1.6 again. This time tell the children to answer the question: Which room is it?

Check the activity by asking: How many chairs are there in the classroom?

Student's Book, page 7, Activity 5

Tell the children to look at the pictures in Activity 5. Tell them to take out four crayons: red, blue, green and yellow. Say: Colour the four picture frames a different colour. Read the Knock, knock game with the children. Ask a volunteer to come to the board and say: Knock, knock on the door, What's in the (red) room? S1: There's a (bench and two mats). T: It's the (gym). Repeat with other volunteers. This time a student asks the question and another student answers.

Children play the *Knock, knock!* game with a partner.





Track 1.6 Activity

See page 41.

Optional Activity Book exercises

See page 41.

Practice

Ask the children to look round the classroom and to tell you what they can see. T: Can you see a table? SS: Yes. T: How many tables can you see? SS: (Ten). T: How many chairs can you see? SS: (Twenty). T: Can you see a book shelf? SS: Yes. T: How many book shelves can you see? SS: (Three). Ask a volunteer to tell you what he/she can see. S1: I can see (ten) tables and (twenty) chairs. Take out the labels you have made for the different objects in the classroom. Give a child one of the labels and ask them to read the word out loud. Offer help where necessary. Then tell the child to stick the label on the correct item.

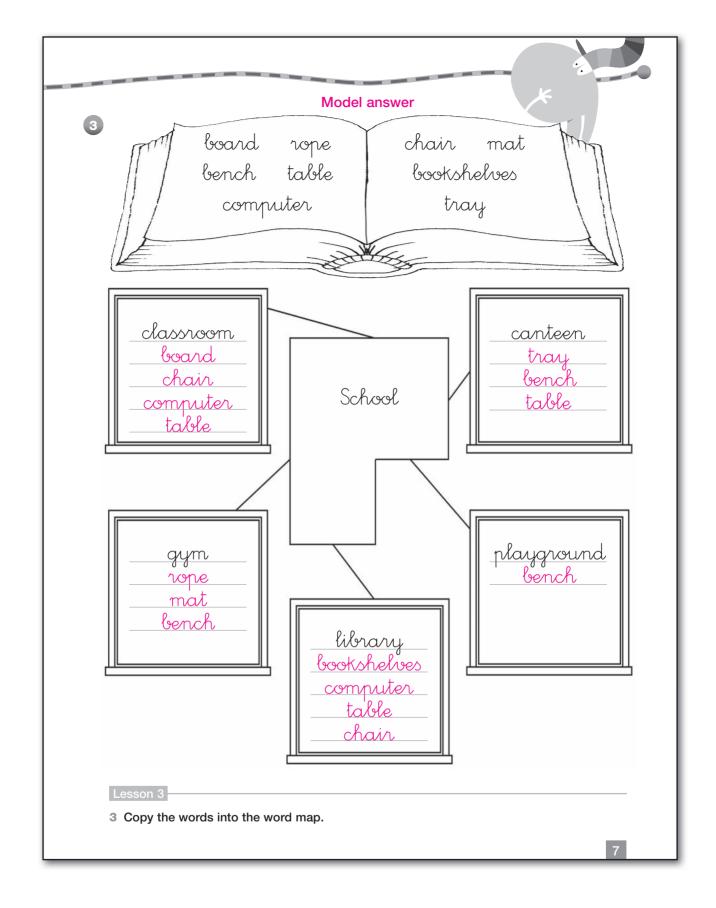
Repeat with the other labels.

Collect the children's books and correct their work.





When the children play the game, remind them of the importance of mutural respect and that no one has the right to order others around.





Remind the children of the importance of reading all the information before starting to write.

UNIT 1 LESSON 3 OPTIONS

Activity Book

Page 7, Activity 3

Say: Open your books at page 7. Look at Activity 3. Tell the children to read the vocabulary related to classroom objects and to look at the different classroom boxes. Ask: Are there (bookshelves) in the (playground)? Ask questions about the other classrooms and objects. Tell the children to copy the vocabulary into the correct boxes.



Let's play!

Word groups

Tell the children that they are going to play a word game with two groups of words that they already know, such as *animals* and *clothes*, etc. Explain that on saying a word that belongs to one of the word groups, the children have to do a specific action. For example, if you say the name of an animal, the children have to stand up; and if you say the name of an item of clothing, the children have to touch their heads. Repeat the game with as many word groups as the children know.

Transcript

Track 1.6 Activity

In this room there are three tables and eight chairs and there is a board.

Which room is it?

In this room there's a bench and there are four ropes and two mats.

Which room is it?

In this room there is a table and a computer and there are three bookshelves. Which room is it?

In this room there are two benches and five trays and there is a table.

Which room is it?



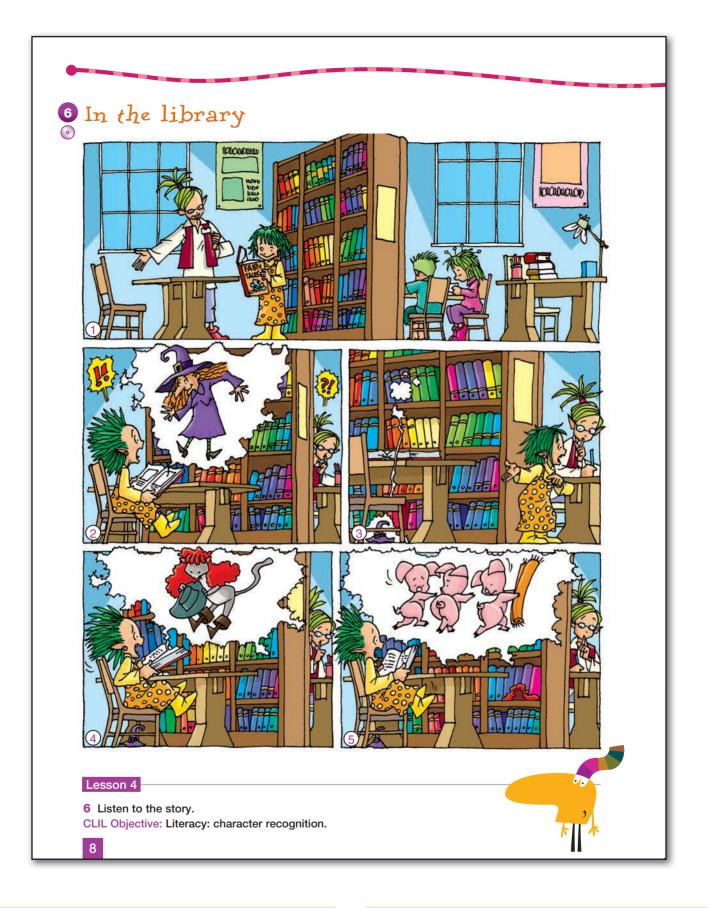
Resources

Multi-ROM

Unit 1, Activity 2

Teacher's Resource Book

Extension worksheet 2, page 24

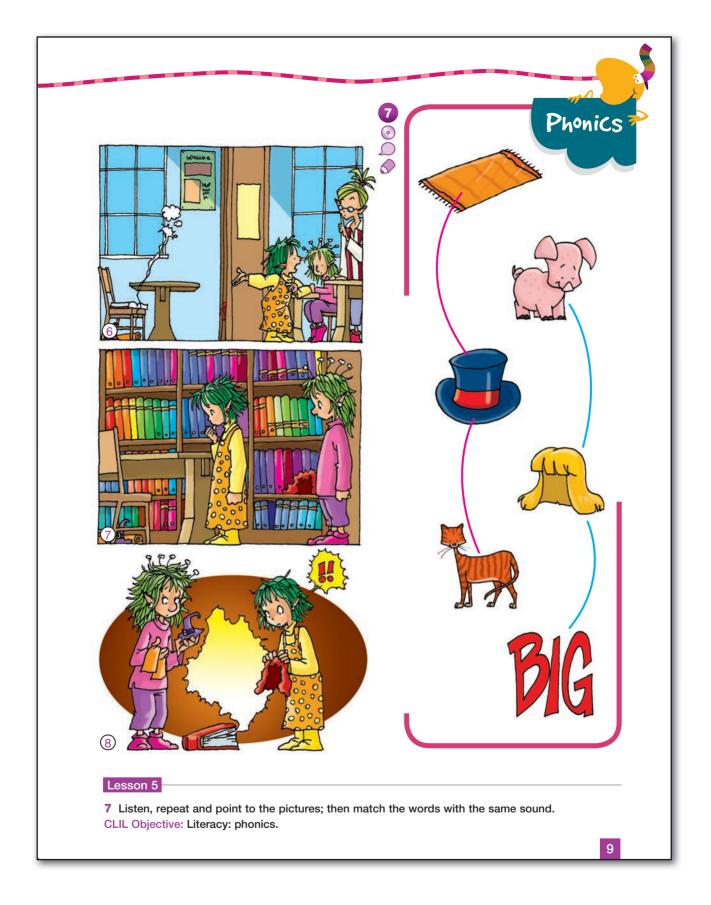


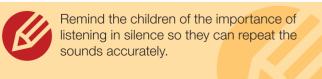


Explain that in a library, you should speak very quietly because it is a place for reading or studying and you have to respect the rules and regulations.



Explain to the children that the characters that Dotty sees are from traditional stories that are known by millions of people all over the world.







As the children are acting out the story, encourage them to use gesture and facial expression to help make their parts more convincing.

Character recognition.

Curricular link: Literacy; Social Science.

Langauge Objectives

Story language: witch, cat, hat, mat, chair, pig, wig, magic, book

Join-in language: Look! (A cat) look! There is nothing there. Shh, shh Dotty! Be quiet in the library. Be quiet and read your book!

Resources: CD; poster (side B); story pop-outs

STORY: IN THE LIBRARY

Presentation





Say: It's story time! Show the children the poster. Ask them questions to help them predict the story. T: Is this Dotty's classroom? Is this the canteen? SS: No! It's the library. T: Where's Dotty? SS: In the library. Point to Dotty's book and say: It's a book of Fairy Tales. It's a very special book! Point to the librarian and say: This is the librarian.

Explain that we must be guiet when we're in the library. T: Shhh! Be quiet in the library.

Say: Let's listen to the story.

Play Track 1.7. Enact the story using the pop-outs and the poster. As the pop-out items are named show them to the class. Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask four children to come to the poster and give them each a pop-out. Play Track 1.7 again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book n



Student's Book, page 8, Activity 6

Say: Open your books to page 8.

Play Track 1.7 again. Children look at the pictures.

Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? Is it the witch?

Ask the children about the order in which the characters appeared to Dotty. Hold up a pop-out and say: First the (pigs), Is that right? SS: No! The witch.

Point at picture three. Ask: Can you see the witch? SS: No!

T: What can you see? SS: The hat.

T: Is it a magic book? SS: Yes!

T: Look at picture seven. Can you see the wig? Where is it? SS: On the shelf.

T: Can you see the witch's hat? Where is it? SS: Under the chair.

P: Can you see the mat? Where is it? SS: Under the chair.

Transcript



Story: In the library

See page 47.

Optional Activity Book exercises

See page 47.

Practice



Divide the class into groups of eight. Assign a child to be Dotty in each group. The other children in each group are Flo, the librarian and the characters from the book.

Play Track 1.7. Children raise a hand when they hear their part of the story.

Play Track 1.7 again. Children join in with their lines except the children who are the characters, who mime placing the wig, the hat and the mat in the correct place. Encourage the children to add facial destures in order to model suitable expressions.

Literacy: phonics /a/ /i/ (mat, cat, hat, pig, wig, big)

Curricular link: Literacy (Phonics)

Resourcs: CD; poster (side B) story pop-outs

Materials: crayons (2 colours)

PHONICS

Retell the story





Show the children the poster and ask: Do you remember the story?

You can also use the story cards so the children can order them according to the story.

Ask questions about the pictures to help the children recall the story. Ask: Where's Dotty? What is she doing? Is it a magic book?

Play Track 1.7. Children listen to the story.

Play Track 1.7 again. Children join in when the characters appear from Dotty's book.

Work with the book n



Student's Book, page 9, Activity 7

Clap your hands to ensure that the children are watching you.

Write the letter a several times on the board. Explain that you are going to look at words with an a in the middle. Then write cat and ask a child to come out and find the a. Say the phonemes clearly for *c-a-t* exaggerating the *a* in the middle.

Point to the letter a as you say: a... a... cat. Repeat several times. Articulate the /a/ sound very clearly.

Note: All the vowel sounds are made by leaving the mouth open in different positions.

Children repeat: a... a... cat.

Repeat with the items from the story (mat, hat). Write the letter i several times on the board. Explain that you are going to look at words with an *i* in the middle. Then, write pig and ask a child to come out and find the i. Say the phonemes clearly for *p-i-q* exaggerating the *i* in the middle.

Point to the letter i as you say: i... i... pig. Repeat several times. Articulate the /i/ sound very clearly by opening your mouth wide as if you were smiling. Children repeat: i... i... pig.

Repeat with the items from the story (big, wig).

Play Track 1.8. Children listen and point to the pictures in the right-hand column.

Play Track 1.8 again. Children listen and repeat the key sounds and words.

Children match the pictures that have the same sound using different colours.

Ask volunteers to say the words with the /a/ sound. Ask the children if they can think of any more words in English that include /a/.

Ask volunteers to say the words with the /i/ sound. Ask the children if they can think of any more words in English that include /i/.

Transcripts



Story: In the library

See page 47.



See page 49.

Optional Activity Book exercises

See page 49.

Act out the story

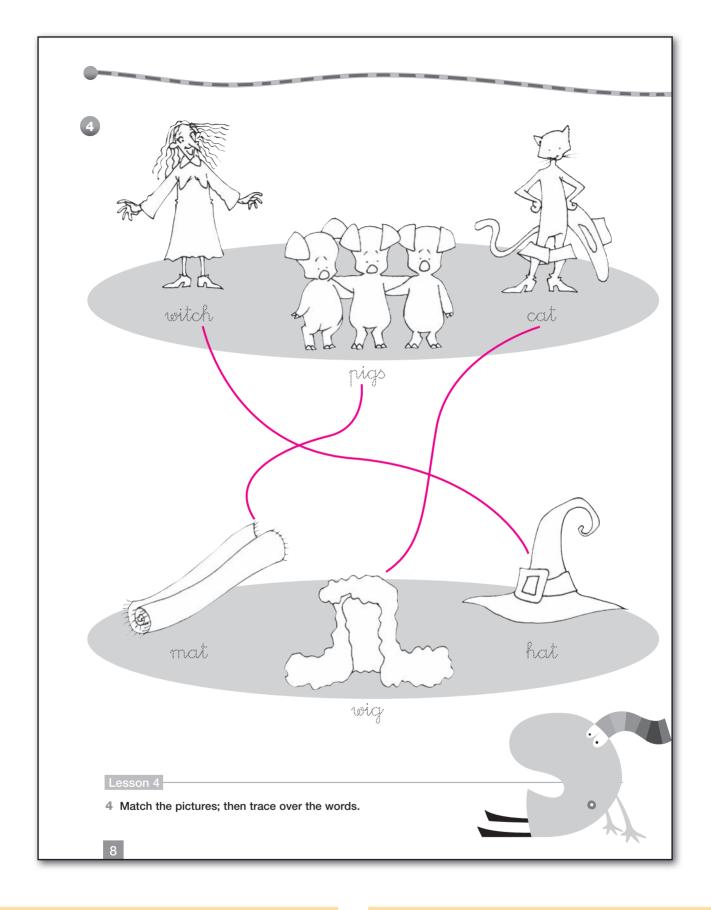


Divide the class into groups of eight. Assign a child to be Dotty in each group. The other children in each group are Flo, the librarian and the characters from the book.

Play Track 1.7 again. Children join in with their lines. Ask groups to come to the front of the classroom to act out the story. Use the recording when necessary. Ask the children about their favourite fairy stories. Help them with the words they do not know.

Collect the children's books and correct their work.







The children should try to remember the story. If they are in any doubt, remind them how they can find the information by looking in their Student's Books.



This activity provides an opportunity to discuss reading habits and children's preferences with regard to stories.

UNIT 1 LESSON 4 OPTIONS

Activity Book

Page 8, Activity 4

Ask the children to think about the story *In the library* again. Ask them if they can remember what came out of Dotty's book. Add a few details if necessary. Then, tell the children to draw a line between each character and their corresponding object. Then, they trace over the words.



Let's play!

Pictionary

Divide the class into groups of six children. Put some flashcards in a bag. Ask a child from one of the groups to take out a flashcard and to draw a picture of it on the board. The other children from that group have to try to guess the word within a minute. If they guess the word correctly, they get two points. If not, the other groups can try to guess the word. Continue playing until all the flashcards have been taken out.

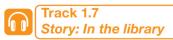


Resources

Multi-ROM

Unit 1, Story

Transcript



Picture 1

Narrator: *Dotty is in the library.*

Dotty: Wow! What a big book and what pretty pictures.

Librarian: Sit down, Dotty, and read the book.

Dotty: I like fairy tales.

Picture 2

Narrator: Dotty opens the book. Dotty reads the book.

Then, suddenly...

Dotty: Look! A witch! Look!

Librarian: Be quiet and read your book.

Picture 3

Librarian: What is it?

Dotty: There's a witch in a hat under my chair! **Librarian:** Oh no, there isn't! There's nothing there.

Dotty: But, but...

Librarian: Shh, Dotty! Be quiet in the library.

Picture 4

Narrator: Dotty sits down and opens the book again.

She reads and she reads and then... **Dotty:** Look! A cat in a wig! Look! **Librarian:** Be quiet and read your book.

Picture 5

Narrator: Dotty opens the book again. She's very careful

this time. She reads... and then, suddenly... **Dotty:** Look! Three pigs with a mat! Look! **Librarian:** Be quiet and read your book.

Picture 6

Librarian: What is it?

Dotty: There's a cat in a wig. And there are three fat pigs.

And there's a witch under my chair.

Librarian: Oh no, there isn't! There's nothing there.

Dotty: But, but...

Librarian: Be quiet in the library!

Picture 7

Narrator: Dotty is very confused and so is Flo. They can't

understand it.

Flo: Where are the three pigs, Dotty?

Dotty: I don't know.

Flo: And where is the witch and where is the cat?

Dotty: I don't know. Is it a magic book, Flo?

Flo: Let's have a look.

Picture 8

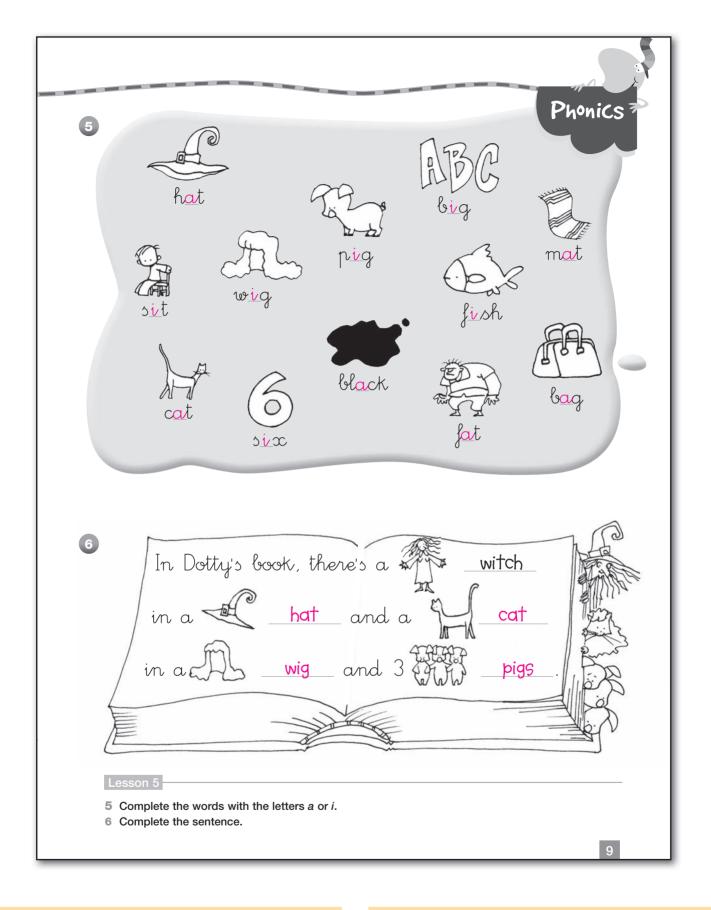
Narrator: Flo and Dotty look around the library.

Flo: Look, Dotty. There's a hat under the chair and there's

a mat, as well.

Dotty: And look! There's a wig on the bookshelf.

Flo & Dotty: So, it is a magic book.





Remind the children of the letters that they have been practising. Tell them that they need to use these two letters to complete the words.



The children use the pictures as clues in order to complete the sentence.

Activity Book

Page 9, Activity 5

Say: Open your Activity Books at page 9. Look at Activity 5.

Write the words hat and sit on the board. Say them as you write them, putting emphasis on the a sound in hat and the *i* sound in sit.

Tell the children to look at the other incomplete words in the activity. Ask volunteers to choose one of them and to write it on the board under sit or hat.

Continue until all the words have been classified. Then, ask other volunteers to read out the lists of words. Make sure they pronounce the sounds correctly. Tell the children to complete the words in their book.

Page 9, Activity 6

Tell the children to look at Activity 6. Point to the picture of the witch in the sentence. Ask: What's this? pointing to the word witch at the same time. Tell the children to complete the sentence, using the pictures to help them. Ask a volunteer to read the complete sentence for the class.

Resources

Multi-ROM

Unit 1. Phonics



Transcript



a a a cat a a a mat a a a hat i i i pig i i i big i i i wig



Let's play!

Find your family

Choose flashcards or pop-outs that illustrate the words with the same central sound, for example: pig, big, pink; cat, black, dad. Hand out the flashcards so that each child has one. Tell the children to find classmates who have another card with the same sound. The children walk around the classroom saying the word out loud and form groups with children who have cards with the same sounds. To finish off, each group repeats the sound and says the words for the rest of the class.

Identifying school activities.

Curricular link: Social Science

Language Objectives

Vocabulary: draw, read, write, play, sing, talk **Structures:** We + verb. What do you do at school?

Resources: CD; poster (side A)

SCHOOL ACTIVITIES

Presentation





Say: Today we are going to learn about the things we do at school.

Present the verbs we use to describe actions at school. Point to the children reading on the poster. Say: Look, we read at school.

Continue with the other verbs (write, draw, play, sing and talk). Ask volunteers to come to the poster. They point to a picture and say (with your help): We (read) at school.

Sav: Let's learn a song about what we do at school.

Play Track 1.9, point to the pictures on the poster and mime the actions.

Play Track 1.9 again. The children join in and mime the actions.

Work with the book



Student's Book, page 10, Activity 8

Say: Open your books at page 10. Look at Activity 8. Hold up your book and point to the first speech bubble. Read it out loud. Repeat with the other speech bubbles. Play Track 1.9 again. Children listen and trace the lines on the page with their fingers to join the speech bubbles to the correct picture.

Play Track 1.9 again. Children listen and match the pictures to the speech bubbles.

Ask a volunteer to come to the board to mime one of the activities. Ask: What do we do at school? SS: We (read) at school. Continue with the other activities.

Transcript



Track 1.9 The school song

See page 53.

Optional Activity Book exercises

See page 53.

Practice



Continuous assessment

Children can identify school activities.

Explain to the children that you are going to call out the name of a room in the school and that they are going to mime the activity.

T: Library. The children mime reading. T: Playground. The children mime playing. T: Classroom. The children mime writing or drawing.

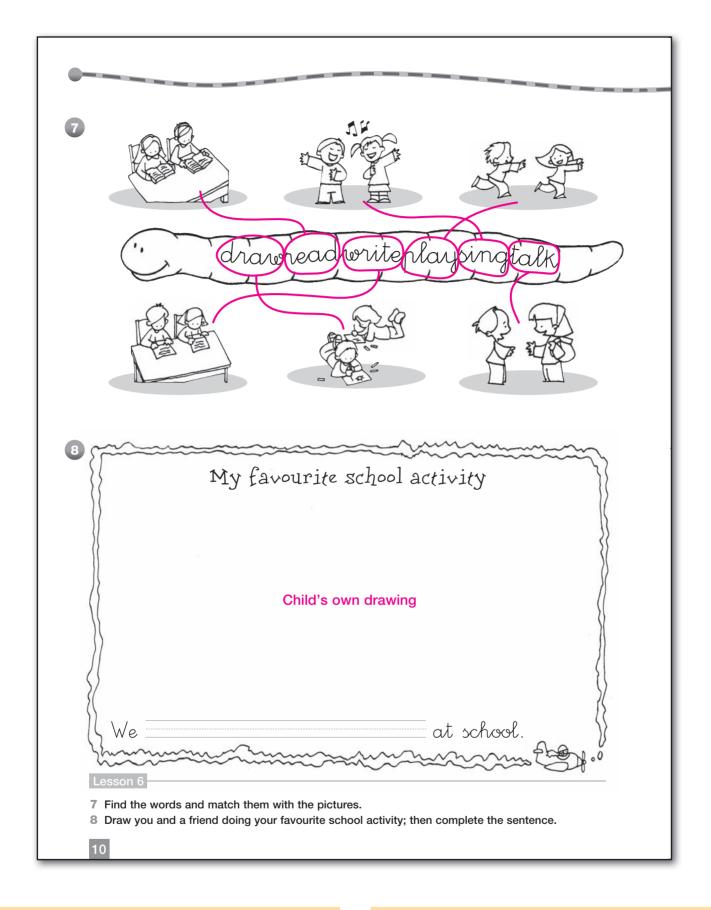
Then explain to the children that they are going to take turns miming an activity and the other children are going to say where this activity is usually done. S1 mimes playing with a ball. SS: We play in the playground. S2 mimes reading. SS: We read in the library. S3 mimes singing. SS: We sing in the classroom.

Play Track 1.9 again. The children join in and mime the actions





This activity provides children with an opportunity to think about their school and all the activities that they do there. They also think about the things that they like the most.





The children think about the things they like the most and about the fun things they do at school.



This activity provides children with an opportunity to express their preferences through art.

UNIT 1 LESSON 6 OPTIONS

Activity Book

Page 10, Activity 7

Say: Open your Activity Books at page 10. Look at Activity 7.

Ask the children if they can remember *The school song* and ask: *What do you do at school?* Encourage the class to name different activities, asking: *Do you read/draw/play/write/sing?*

Point to the word snake and tell the children to identify the words. Then, they relate each vocabulary item to its corresponding picture.

Page 10, Activity 8

Ask: What is your favourite school activity?
Tell the children to draw themselves with a classmate.
The picture shold show them doing their favourite activity. Then, they complete the sentence. Do a survey and put the answers on the board to show which activities are the most popular.



Let's play!

It's mine

Tell the children to choose a key vocabulary pop-out. Name one of the pop-outs. Tell the children who have that pop-out to stand up. They show the pop-out to the rest of the class and name it. Continue playing until all the pop-outs have been named.

Resources



Unit 1, The school song

Teacher's Resource Book

Ready to write worksheet, page 95

Transcripción



Track 1.9 The school song

It's time for school. It's time for school.

There's lots to do at school.

At school we... read.

There's lots to do at school.

At school we... read and we write.

There's lots to do at school.

At school we... read and we write and we draw.

There's lots to do at school.

At school we... read and we write and we draw and we sing.

There's lots to do at school.

At school we... read and we write and we draw and we sing and we talk.

There's lots to do at school.

At school we... read and we write and we draw and we sing and we talk and we play.

There's lots and lots to do at school.

Making an inventory list.

Curricular link: Art; Maths.

Language Objectives

Vocabulary: classroom equipment: table, chairs, computers, bookshelves, benches, ropes, mats, trays **Structures:** How many (chairs) are there in the (classroom)? There are...

Materials: notebook, pencil, crayons, ruler, white card, a felt tip pen

BUSY HANDS: INVENTORY POSTERS

Present the project

Say: Today we are going to make an inventory poster. Explain that an inventory is a list of equipment. Say: I am going to make an inventory of the classroom. Write the word Classroom at the top of the board. Ask: How many chairs are there in the classroom? SS: (Twenty). Write the number 20 and the word chair next to it. Draw a picture of a chair. Say: There are twenty chairs in the classroom. Continue with the other equipment (tables, bookshelves, board, computers). When you have finished say: This is an inventory of our classroom.

Work with the book

Student's Book, page 11, Activity 9

Tell the children to look at page 11 of their Student's Books. Read the title of the project out loud: *Inventory posters*. Point to the pictures of the materials and say: *This is what we need*. Ask children to identify the pictures.

Tell the children to work in groups, and assign each group a different room (canteen, gym, music room, ICT room, English room, library, classroom). Supply any extra vocabulary they need.

Point to the stages and describe what to do.

Take the children on a walk around the school and ask the children to take their notebooks to make an inventory of the equipment in the rooms.

The children count the objects, write the words (if they can), and draw a picture of the object.

Return to the classroom and give each group a large sheet of card

The children write the name of their room at the top of the card and then draw up their inventories with numbers, words and pictures.

Student's Book, page 11, Activity 10

Say: Now look at Activity 10.

Say: Look at your inventory poster. Tell me how many things are in your room. The children read their inventories. S1: In the canteen there are (five) tables and ten (benches). Continue with the other groups.

Optional Activity Book exercises

See page 57.



Display the project

Continuous assessment

Children can identify equipment and furniture in different places in the school.

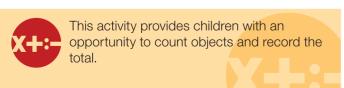
Collect the finished inventory posters and display them on the board.

Encourage the children to come to the front to look at each other's work.

Point to different lists and ask: How many chairs are there in the canteen? How many chairs are there in the classroom?

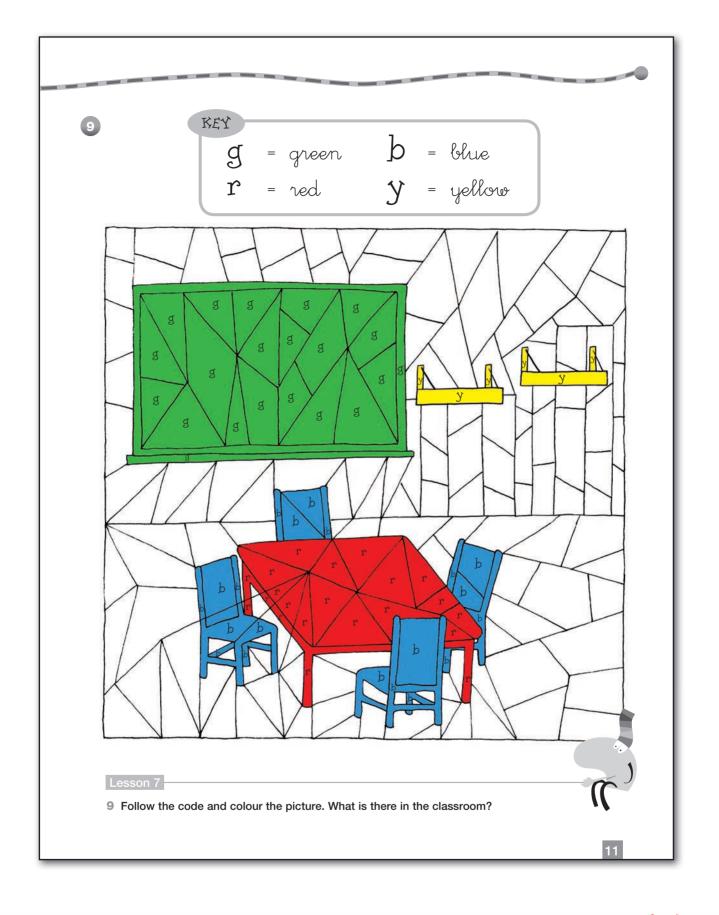
Hang the inventory posters on the doors of the correct rooms.







This exercise has various stages: finding information, compiling an inventory, checking the information and recording the information.





The children use the key to help them colour the correct places in the picture and to discover the hidden object.

Activity Book

Página 11, actividad 9

Say: Open your books at page 11. Look at activity 9. Point to the colour key. Tell the children to colour the picture of the class according to the key. Then, ask: What is there in the classroom?

The children name the things in the classroom.



Let's play!

Mime a word or an action. The children try to guess the word or action. The child who guesses correctly can mime the following word/action. Repeat several times.



Resources

Multi-ROM

Unit 1, Activity 3

Teacher's Resource Book

Ready to read worksheet, page 53

Objective

Assessment.

Curricular link: Social Science

Language objectives: All the language for unit 1

Resources: CD; flashcards (shelf, computer, tray, rope, mat, table, chair, bench); stickers (canteen, gym,

library, playground, classroom)

BUSY MINDS

Let's remember!

Say: Today we are going to remember all the work we have done in Unit 1.

Ask: Do you remember the places in the school? Ask the children to name the places.

Say: Do you remember the classroom equipment? Prompt them by holding up the flashcards of the school equipment. Ask: What's this? Where can I find a (table) in the school? The children offer suggestions.

Work with the book

Student's Book, page 12, Activity 11

The children open their books at page 12. Show the children the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 1.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 12, Activity 12

Point to the pictures for Activity 12. The children colour the boxes next to each word to show which room these objects are found in. (Some words may appear in more than one room and in this case, they can divide the box into two) Then, they trace over the words.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 61.

Round up

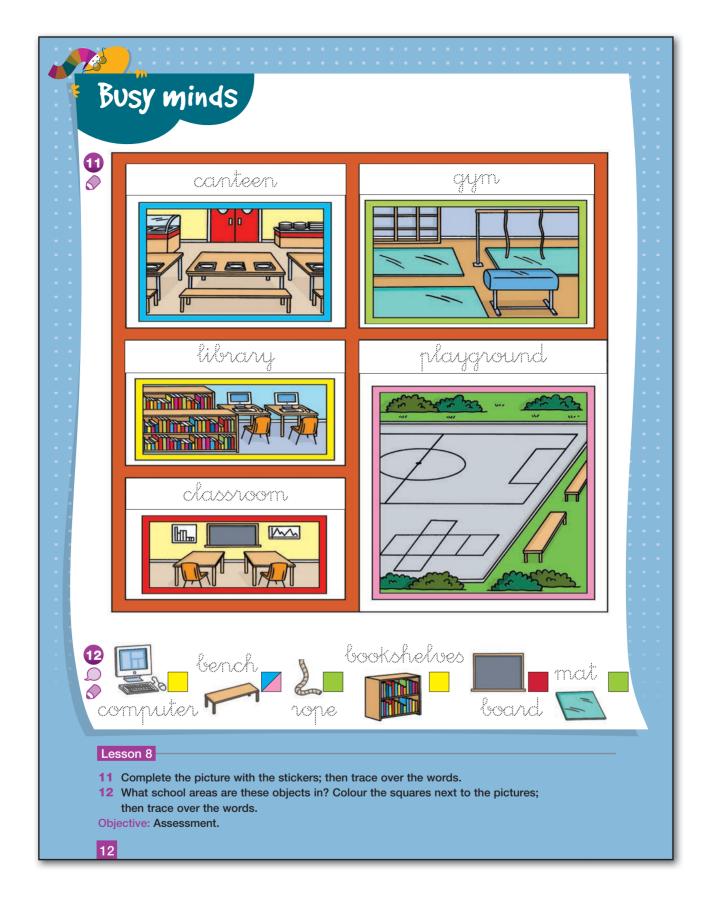


Ask: What do you do in your English class? Mime the following activities and ask the children to say the words: read, draw, sing, write, talk and play. SS: In our English class we....

Point to a child and say: Show me what you do in your English class. The child mimes and the rest of the class guesses. Repeat until all the activities have been reviewed. Play **Track 1.9** again

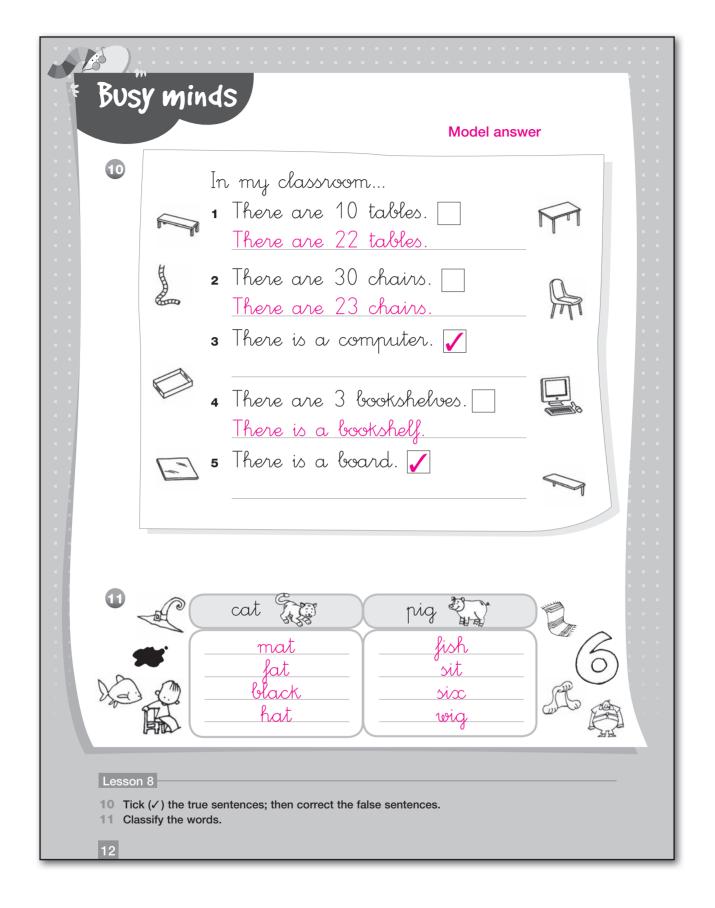
Tell the children to join in with the words and actions.

Collect the children's books and correct their work.





The children have to find the correct stickers and use them as a key to complete the second part of the activity.





Explain how to do this type of activity, which has two stages. First, the children tick the correct sentences; then, they correct the incorrect sentences.

UNIT 1 LESSON 8 OPTIONS

Activity Book

Page 12, Activity 10

Tell the children to look at Activity 10 and to read the sentences. They tick the correct sentences. Finally, they correct the inaccurate sentences and write the correct answers.

Page 12, Activity 11

Say: Look at the drawings. Point to the (fish) asking: What is this? The children answer. Explain that some words have the same sound: /a/ or /i/. Tell the children to classify the words according to their sounds. You can also ask the children if they know any other words that have the same sounds.

Transcript



Track 1.10. Unit 1 Test. Activity 1

Listen and match the characters to the places in the school.

Narrator: Flo? Flo? Where are you?

Flo: I'm in the gym.

Narrator: Stretch? Stretch? Where are you?

Stretch: I'm in the canteen.

Narrator: Smiley? Smiley? where are you?

Smily: I'm in the classroom.

Narrator: *Dotty? Dotty? Where are you?*

Dotty: Shhh! I'm in the library.



Let's play!

Jump

Say a word from one of the flashcards. Then, show all the flashcards one by one. When the children see the flashcard that you have just mentioned, they have to jump.

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise places in the school and the equipment we use.

Children identify activities that take place at school.

Language Objectives

Children can name places in the school. Children can describe what is in a room and count objects.



Resources

Teacher's Resource Book

Unit 1 Test, page 69 y 70



See Transcript Track 1.10

The Universe

CLIL Objective

Recognising the changes in nature associated with the seasons.

Curricular link: Science; Social Science

Language Objectives

Vocabulary: summer, autumn, winter, spring

Structures: It's (summer).

Resources: CD; poster (side A); poster pop-outs

Materials: a large sheet of white paper

AUTUMN IN THE FOREST

Presentation





Show the children the poster. Show them the pop-outs. Tell them this is the same tree at different times of the year. Point at the picture of the summer, say: Phew! And wipe your hand over your forehead. Ask: Is it hot? SS: Yes! Say: Yes, it's hot, It's summer.

Do the same with winter. Say: Brrr! Blow on your hands and rub them together. Ask: Is it cold? SS: Yes! Say: Yes, it's cold! It's winter.

Point at the picture of spring and ask: Can you see the flowers? SS: Yes! T: Can you see the butterflies? SS: Yes! T: There are flowers and butterflies. It's spring.

Point at the picture of autumn and say: Look! It's windy. Can you see the leaves falling? SS: Yes! T: It's windy and the leaves are falling. It's autumn.

Play Track 1.11 and place the pop-outs of the tree tops on the poster.

Point to the picture of spring and repeat the lines from the rhyme: Spring is here. Repeat with the other seasons: Summer is here. Autumn is here. Winter is here.

Ask four children to come to the board and hand each one

Play Track 1.11 again. The children place the tree tops on the poster.

Repeat with four more children.

Ask a volunteer to come to the board. Ask: Which season is it now? S1 Points to the correct picture. Say: Yes, that's right. It's (autumn) now.

Work with the book



Student's Book, page 13, Activity 1

Say: Open your books at page 13.

Play Track 1.12. The children listen and point to the pictures.

Write the words: spring, summer, autumn and winter on the board, naming them as you write. Ask the children to chant them several times.

Point to the words at random and ask the children to read them out loud.

Tell the children to look at the pictures and to complete the sentences for each picture: It's (spring).

Check the activity. Play Track 1.12 again. Stop after each character and ask: Who's that? SS: (Dotty). T: So, which season is it? SS: (Spring).

Transcripts



Track 1.11 Activity

See page 65.



Track 1.12 Activity

See page 65.

Optional Activity Book exercises

See page 65.

Practice

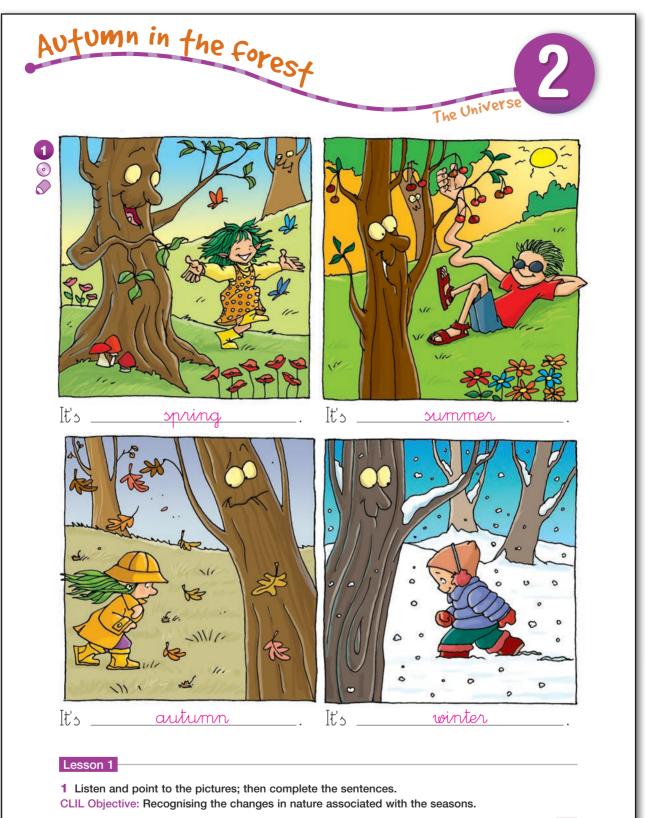
Draw a chart on a large sheet of paper with the four seasons. Ask the children to complete the chart. Say: My birthday is in the (winter). When is your birthday? S1: My birthday is in the (summer). Ask: Whose birthday's in the summer? The children whose birthday is in the summer put their hands up. Count how many children have birthdays in the summer and write the number on the chart.

Then ask the children to come and write their names in the season when they have their birthdays.

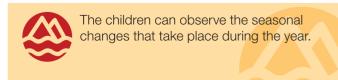
Hang the birthday chart on the wall.

Note: Some children may need help with this activity because they may know the month of their birthday but not necessarily the season. Others may not know when their birthday is.

Collect the children's books and correct their work.

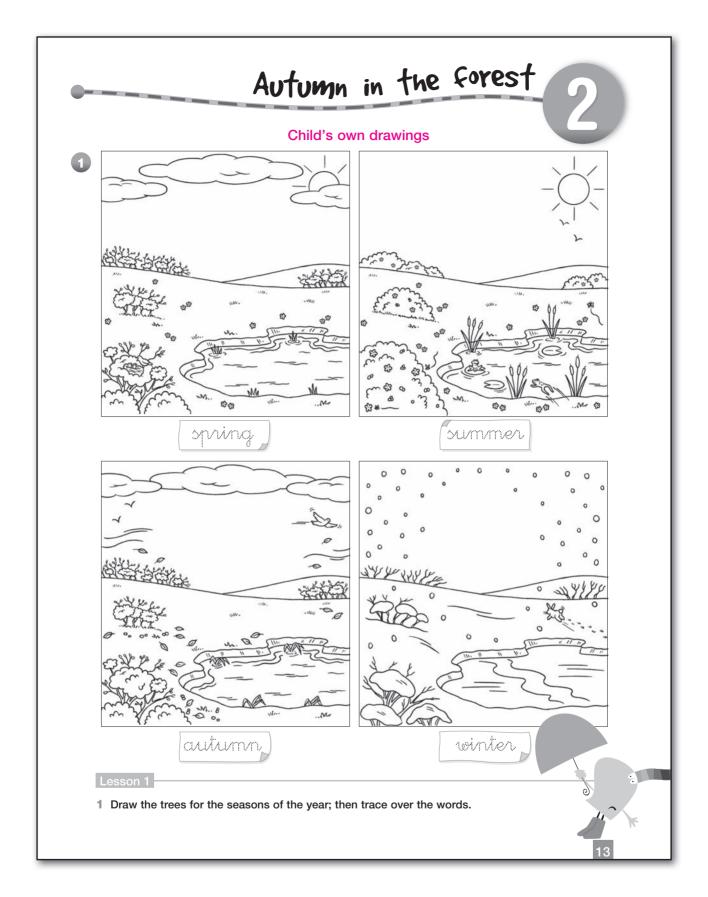








The children extract information from the audio CD in order to write the names of the four seasons.







Activity Book

Page 13, Activity 1

Say: Open your books at page 13. Look at Activity 1. Look at the pictures.

Ask the children to tell you about the typical features of each season. The children complete the pictures of the seasons and trace over the words.



Let's play!

New words

You can use the puppet to present the new vocabulary or structures. The puppet can also be used for practising the pronunciation of words.



Resources

Multi-ROM

Unit 2, Activity 1 Unit 2, Song



Transcripts



Track 1.11 Activity

Tree: The trees in the forest change through the year.

Look at me now! **Dotty:** Spring is here!

Tree: The trees in the forest change through the year.

Look at me now! Stretch: Summer is here!

Tree: The trees in the forest change through the year.

Look at me now! Flo: Autumn is here!

Tree: The trees in the forest change through the year.

Look at me now! Smilev: Winter is here!



Track 1.12 Activity

Tree: The trees in the forest change through the year. Look at me now!

Stretch: Summer is here!

Tree: The trees in the forest change through the year.

Look at me now! Smiley: Winter is here!

Tree: The trees in the forest change through the year.

Look at me now!

Flo: Autumn is here!

Tree: The trees in the forest change through the year.

Look at me now!

Dotty: Spring is here!

Understanding the permanent structure of a tree.

Curricular link: Science

Language Objectives

Vocabulary: branches, twigs, trunk, roots, rings

Structures: I've got. I'm ... years old.

Materials: slips of paper in sets of 4, with the following words: roots, branches, trunk and twigs (1 slip per child) **Preparation:** Write these words in different colours on slips of paper: roots, trunk, branches and twigs.

PERMANENT PARTS OF A TREE

Presentar





Say: Today we are going to learn about the parts of a tree. Point to the tree in the poster. Say: Here are the roots. They go under the ground. Use gestures to show the children the roots going underground.

Say: Here are the branches. They go up in the air. Use gestures to show the children the branches going up in the

Say: Here's the trunk. The trunk is very big. Use gestures to show how big the trunk is. Say: Here are the twigs. Ask a group of children to come to the board to show you different parts of the tree. Say: Where's the (trunk)? Play Track 1.13. Sing the song and point to the parts of the tree on the poster as you hear the parts of the tree mentioned. Use gestures to illustrate the meaning. Play Track 1.13 again. Tell the children to listen and point to the parts of the tree.

Play Track 1.13 again. Tell the children to sing the song and point to the parts of the tree.

Ask a volunteer to come to the front of the class to point to the correct part as the rest of the class sing the song.

Work with the book





Student's Book, page 14, Activity 2

Say: Open your books to page 14. Say: We are going to sing the tree song.

Play Track 1.13 and sing the song with the children. Tell the children to match the pictures to the parts of the tree.

Student's Book, page 14, Activity 3

Point to the cross-section of the tree trunk on the poster. Explain that if we cut through a tree trunk we can see lots of rings inside the trunk. We count the rings to find out how old the tree is. Each ring is one year. You can also explain that when the rings are close together the weather was very dry that year; and when the rings are far apart the weather was very wet.

Ask volunteers to come and count the rings on the tree. Ask: How many rings are there? So, how old is the tree? Tell the children to count the rings and to complete the sentences.

Transcript



Track 1.13 The tree song

See page 69.

Optional Activity Book exercises

See page 69.

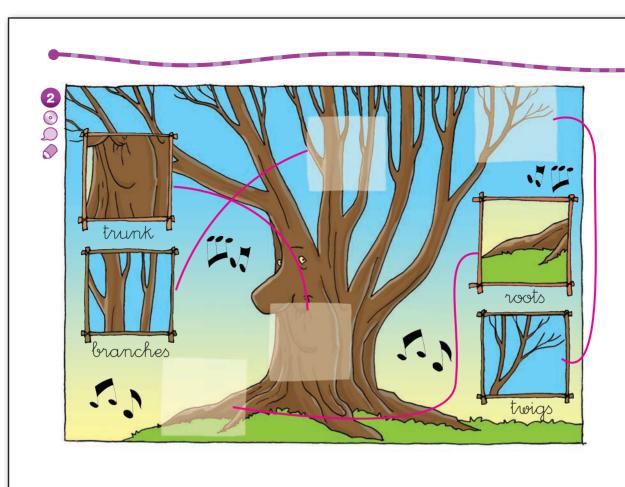
Practice

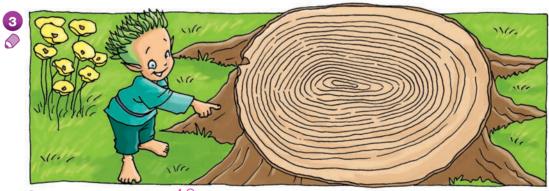
Continuous assessment

Children can recognise the parts of the tree.

Write the four parts of the tree that the children have learnt on slips of paper. Write the four words on four slips in blue ink, on four slips in red ink and so on. Each tree has a colour. Make sure there is a slip for each child. At random, hand out a slip of paper to each child. The children walk around the class looking for the parts of the tree in the same colour as theirs. When they have completed their tree, the group shouts: STOP!

Collect the children's books and correct their work.





I've got _______19 rings.
I'm ______19 years old.

Lesson 2

- 2 Sing *The tree song*; then match the pictures with the tree.
- 3 Count the rings and complete the sentences.
- CLIL Objective: Understanding the permanent structure of a tree.

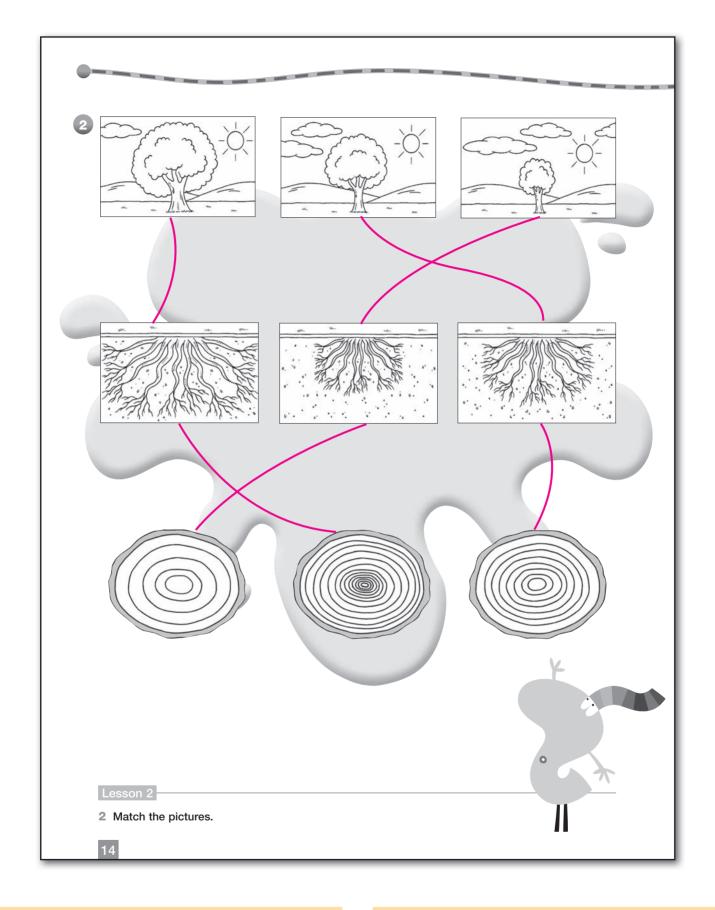
14



The children study the characteristics of a tree. They understand that it is a living thing that grows and that we should respect it and look after it.



Explain that it is possible to determine the age of a tree by counting the rings it has inside the trunk.





Explain that trees are very important for us: they give us food, shade, oxygen and clean air. This is why we have to protect the environment.



The children compare the trees by counting their rings and their height.

Activity Book

Page 14, Activity 2

The children open their books at page 14. Remind them of the relationship between the age of a tree and the size of its trunk and the length of its roots. The children draw a line between each tree and the corresponding pictures of the roots and trunk.



Let's play!

Charades

Mime a word or action. The children try to guess the word or action. The child who guesses correctly mimes the following word or action. Repeat several times.

Transcript



Track 1.13 The tree song

Look at me! I'm a very old tree!
I've got long roots. They go under the ground
I've got a strong trunk. It goes round and round.
I've got long branches. They go up in the air.
I've got little green twigs. Here and there!
Look at me! I'm a very old tree!

Resources

DVD

Unit 2, The tree song

Teacher's Resource Book

Extension worksheet 1, page 25



Recognising the changing elements of a tree.

Curricular link: Science

Language Objectives

Vocabulary: flower, fruit, leaves (light green, dark green, red), nuts

Structures: I've got/I haven't got.

Resources: CD; poster (side A); flashcards (flower, fruit, leaves, nuts); poster pop-outs; student's pop-outs Materials: an autumn leaf, music to play "Pass the leaf" and slips of paper.

Preparation: Write the words summer, spring. autumn and winter on the slips of paper (1 per child)

CHANGING PARTS OF A TREE

Presentation





Use side A of the poster and point to the diagram of the tree. Point to the different elements in the permanent structure and ask: What's this?

Show the children the flashcards of the leaves, flowers, fruit, and nuts. Name the elements as you show them and place them around the tree.

Point to the tree in winter (use the pop-out) and say: It's winter (mime shivering). Ask: Are there any leaves on the tree? Point to the flashcard of the leaves. SS: No! Repeat for: fruit, flowers and nuts

Repeat the procedure for the other seasons, each time pointing to a different tree.

Note: Some trees have flowers before leaves but the fruit is always formed after the flowers. You can also explain that some trees have leaves in the winter. They are evergreen. Explain that some trees produce fruit and others produce nuts.

Then, ask: Which picture is (spring)? Point to the leaves. Explain that the new leaves are light green.

Ask: Which is summer? What colour are the leaves now? S1: Green. Explain that the leaves are now dark green. Ask: Which is autumn? What colour are the leaves now? S2: Brown.

Ask: Can you see the fruit? Which season is it? S1: Summer!

Play Track 1.14. Point at the flashcards to illustrate the new vocabulary.

Ask four volunteers to come to the board.

Play Track 1.14 again. The children point to the leaves, the fruit, the flowers and nuts as they hear them.

Work with the book



Student's Book, page 15, Activity 4

Say: Open your books at page 15. Look at Activity 4. Tell the children to look at the pictures of the characters. Ask the children to identify the characters in the picture. Tell the children to find their pop-outs.

Hold up the student pop-outs and ask: What can you see in this pop-out? SS: Fruit and leaves! T: So, what season is it? SS: Summer!

Say: We're going to listen to Dotty, Stretch, Flo and Smiley

Play Track 1.14 again. Stop after each character has spoken and ask the children to hold up the correct pop-

Play Track 1.14 again. The children glue the pop-outs on the characters.

Hand out the slips of paper with different seasons on

Students describe themselves following the model in Track 1.14. The other students have to guess the season.

Transcript



Track 1.14 Activity

See page 73.

Optional Activity Book exercises

See page 73.

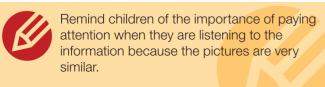
Practice

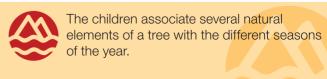
Play some music and give the first child in row 1 a leaf. The children pass the leaf around the class, while you look

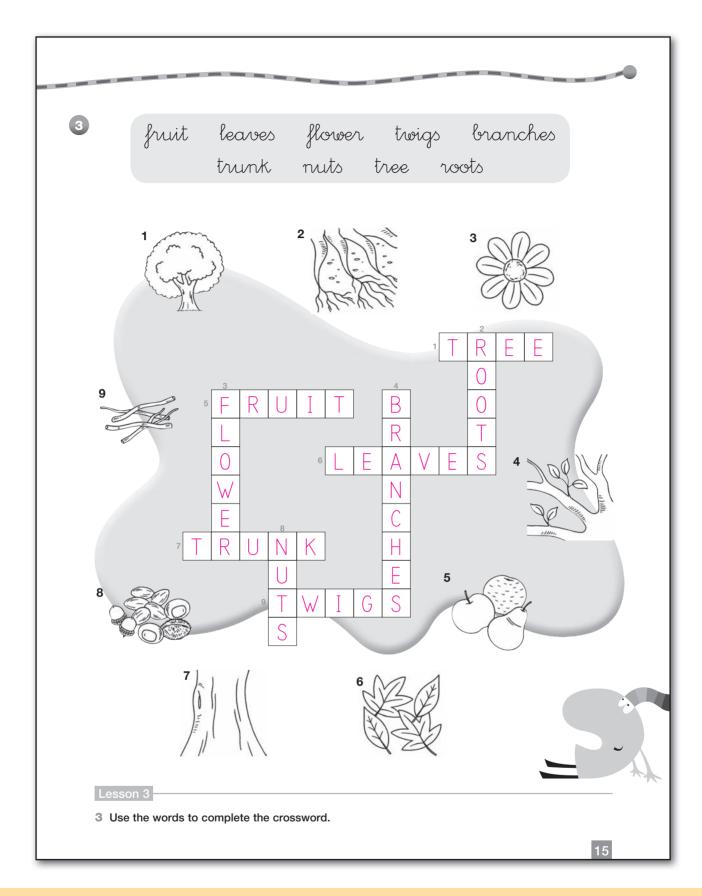
When you stop the music, try to guess who has the leaf. T: (Ana)! Show me your hands! S1: I haven't got it! Continue trying until the child with the leaf says: I've got it.

Collect the children's books and correct their work.











Explain to the children how they need to use the numbers, pictures and words in order to complete the crossword.

Page 15, Activity 3

Say: Open your books at page 15. Look at Activity 3. Read out the vocabulary from the box at the top. Tell the children to point to the corresponding pictures in their books as you say them. The children do the crossword.



Let's play!

Hidden drawing

Hide a flashcard behind a book and start showing it little by little. Encourage the children to try to identify the flashcard. The child who names it correctly takes on the role of the teacher. Repeat several times with different flashcards.

Transcript



Track 1.14 Activity

Narrator: *Listen to Dotty.*

Dotty: I've got flowers and new green leaves but I haven't got fruit.

Narrator: Now, listen to Stretch.

Stretch: I've got fruit and lots of green leaves. I haven't got flowers.

Narrator: Now, listen to Flo.

Flo: I've got red, yellow and brown leaves and I've got nuts. I haven't got flowers or green leaves.

Narrator: Listen to Smiley

Smiley: I've got branches and twigs but I haven't got leaves, flowers or fruit.

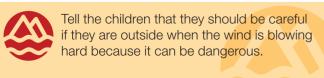
Resources

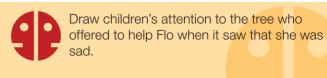
Multi-ROM

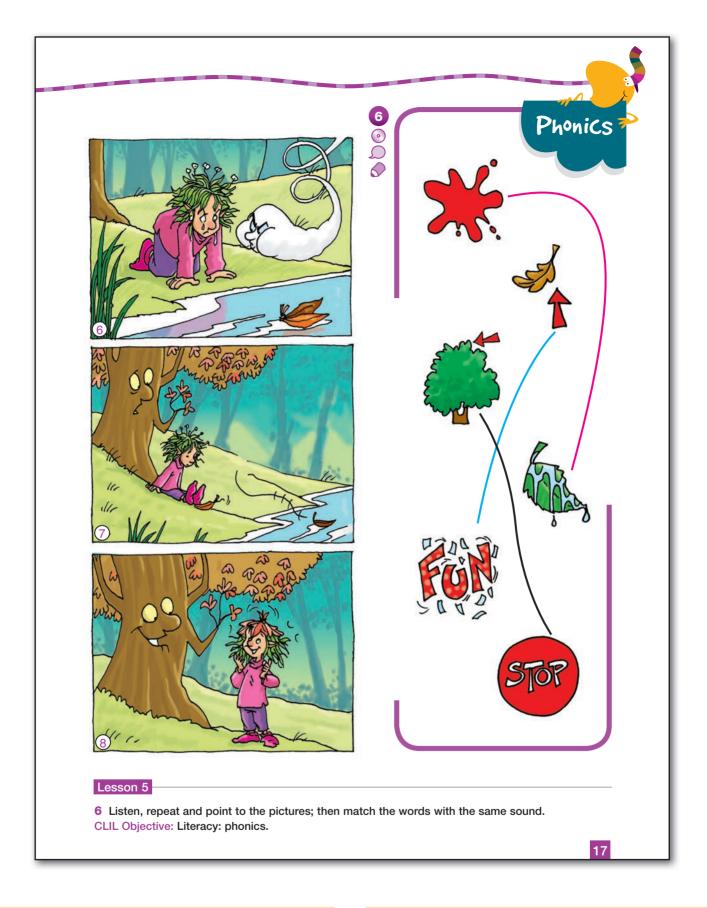
Unit 2, Activity 2













The children should imitate the pronunciation of the sounds confidently and without worrying about making mistakes.



As the children are acting out the story, encourage them to have fun and to pay attention as they wait for their turn to act.

CLIL Objective

Sequencing actions through the movement of the hat.

Curricular link: Literacy; Science

Language Objectives

Story language: I've got... Please, don't do that! Join-in language: Blow and blow. Now I've got your hat. Come on! Up, up you go! Please Wind! Please don't do that! Don't take my new autumn hat!

Resources: CD; poster (side B); story pop-outs

Transcript



Track 1.15 Story: Flo's new autumn hat

See page 79.

Optional Activity Book exercises

See page 79.

Story: FLo's NEW AUTUMN HAT

Presentation





Sav: It's story time!

Show the children the poster. Say: Flo's got a new hat. Hold up the pop-outs of Flo and the hat. Ask questions: How many leaves are there? SS: Four! T: And how many leaves are there now? SS: Three! T: And now? SS: Two! T: And now? SS: One!

Say: Let's listen to the story.

Play Track 1.15. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime to support meaning. Ask five children to come to the poster and give them each a pop-out. Play Track 1.15 again. The children enact the story using the pop-outs. Encourage all the children to join in.

Practice



Divide the class into groups of three. Assign a child to be Flo. another to be the Wind, and another to be the Tree. Play Track 1.15. Children raise a hand when they hear their part of the story.

Play Track 1.15 again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Work with the book



Student's Book, pages 16 and 17, Activity 5

Say: Open your books at pages 16 and 17.

Play Track 1.15 again. Children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? SS: It's Flo's new hat.

Each time the hat loses a leaf ask: How many leaves are there now? Show the children the pop-out.

The children join in with the rhymes.

CLIL Objective

Literacy: phonics e (wet, red) or (stop, top), u (fun, up)

Curricular link: Literacy (Phonics)

Language Objectives

Story language: I've got... Please, don't do that! Join-in language: Blow and blow. Now I've got your hat. Come on! Up, up you go! Please Wind! Please don't do that! Don't take my new autumn hat!

Resources: CD; poster (side B); story pop-outs;

story cards

Materials: crayons (three colours)

PHONICS

Re-tell the story





Show the children the poster and ask: Do you remember the story?

Ask questions about the pop-outs to help the children recall the story. Ask: Is Flo happy? SS. Yes. T: Has Flo got a new hat? SS: Yes. T: Is Flo happy now? SS: No! T: How many leaves are there in Flo's hat? SS: Three.

Play Track 1.15. Children listen to the story.

Play Track 1.15 again. Children join in with: Ha ha ha! I blow and I blow! Now I've got your hat! Oh come on Flo! This is fun! Up, up you go! Please Wind! Please don't do that! Please don't take my new autumn hat!

Work with the book



Student's Book, page 17, Activity 6

Clap your hands to ensure that the children are watching

Write the letter e several times on the board.

Point to each letter as you say: e... e... e... red. Repeat several times. Articulate the /e/ sound very clearly by opening your mouth and producing the sound from the back of your throat.

Children repeat: e... e... e... red.

Repeat with wet.

Write the letter o several times on the board.

Point to each letter as you say: o... o... top. Repeat several times. Articulate the /o/ sound very clearly by pushing your mouth forward.

Children repeat: o... o... top.

Repeat with stop.

Write the letter *u* several times on the board.

Point to each letter as you say: u... u... up. Repeat

several times. Articulate the /u/ sound very clearly by dropping down your jaw and opening your mouth to produce the sound.

Children repeat: u... u... up.

Repeat with fun.

Tell the children to look at Activity 6 on page 17. Play Track 1.16. The children listen and point to the pictures in the right-hand column.

Play Track 1.16 again. The children listen and repeat the key sounds and words.

The children match the pictures which contain the same sound, using a different colour for each sound.

Ask for volunteers to say the words that contain the sound /e/.

Ask for volunteers to say the words that contain the sound /o/.

Ask for volunteers to say the words that contain the sound /u/.

Ask the children if they can think of any more words in English that contain the sound /e/, /o/ or /u/.

Transcript



Track 1.16 Phonics

See page 81.

Optional Activity Book exercises

See page 81.

Act out the story

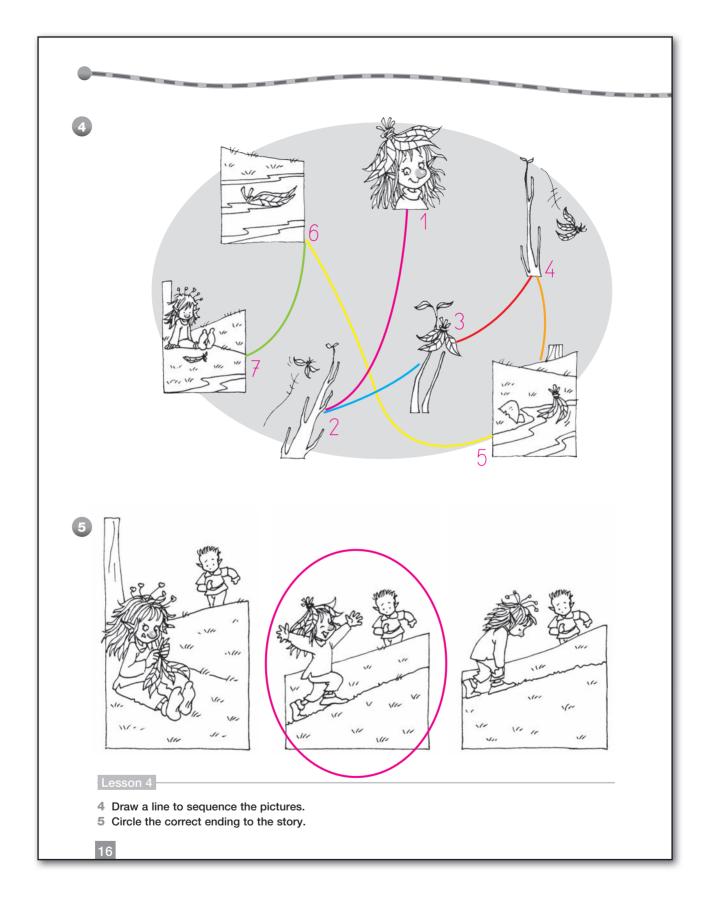


Divide the class into groups of three. Assign a character to each child

Play Track 1.15 again. The children join in with their lines. Tell the children to close their eyes. Play a random piece of the story and ask the children to tell you which picture it describes. Do this several times.

Tell the groups to come to the centre of the class to act out the story. Use the recording if necessary.

Collect the children's books and correct their work.





The children draw on their knowledge and memory of the story in order to sequence the pictures chronologically.

Page 16, Activity 4

Say: Open your books at page 16. Look at activity 4. Ask: Do you remember what happened to Flo's new autumn hat?

Explain that the pictures are all mixed up. Tell the children to draw a line from the first picture to the last one, following the chronological order of the story.

Page 16, Activity 5

Say: Look at Activity 5. Ask: Do you remember how Flo felt at the end of the story? Point to the first picture and ask the children what they think Flo is doing and how they think she feels. Repeat with the other pictures. Then, tell the children to draw a circle around the picture that represents the end of the story.



Let's play!

Read it

Hand out the key vocabulary pop-outs to the children. Tell them to choose three and to place them face up on their desks. On the board, write the name of one of the objects from the pop-outs. Tell the children to read out the word. The children who have the corresponding pop-out hold it up. Continue playing until all the children have had a chance to show their pop-outs.

Resources

Multi-ROM Unit 2, Story



Transcript



Track 1.15 Story: Flo's new autumn hat

Narrator: Look at Flo's new autumn hat! Isn't it beautiful? Flo wants to show her new hat to Smiley.

Flo: I've got a new autumn hat!
Red and yellow and brown.
I've got a new autumn hat!
It's the best hat in town!

Flo: Oh no! My new hat! Please, Wind! Please don't do that! Please don't take my new autumn hat!

Wind: I blow and I blow! Now, I've got your hat! Oh, come on Flo! This is fun! Up, up you go!

Narrator: The wind blows Flo's new autumn hat to the top of a big tree.

Wind: I blow and blow! Now, I've got your hat! Oh, come on Flo! This is fun! Up, up you go!

Flo: Please, Wind! Please don't do that! Please don't take my new autumn hat!

Narrator: Then the wind blows Flo's new autumn hat down again.

Wind: I blow and blow! Now, I've got your hat! Oh, come on Flo! This is fun! Down, down you go!

Flo: Please, Wind! Please don't do that! Please don't take my new autumn hat!

Narrator: Then, the wind blows Flo's new autumn hat into the river.

Wind: I blow and blow! Now, I've got your hat! Oh, come on Flo! This is fun! In, in you go!

Flo: Please, Wind! Please don't do that! Please don't take my new autumn hat!

Wind: I blow and blow! Oh, come on Flo! This is fun!
Flo: Oh, no it isn't! It isn't fun at all! Stop! Stop! Stop! Look
at my new hat! You horrible wind!

Wind: Oh! I'm sorry Flo!

Tree: What's the matter Flo?

Flo: Look at my hat. It's broken and it's wet. Boo Hoo! Now I haven't got a new autumn hat to show Smiley!

Tree: Shhh! Hush now! Don't cry. I've got a good idea. Stand up and close your eyes.

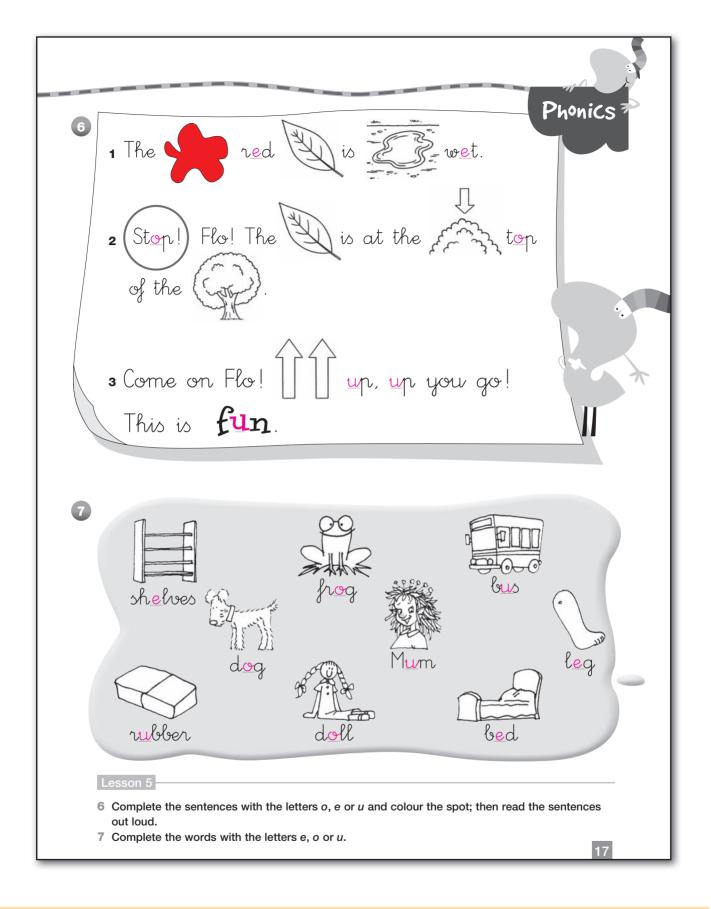
Tree: There! Now you've got another new autumn hat!

Flo: Oh, thank you, Tree!
I've got a new autumn hat!

Red and yellow and brown.

I've got a new autumn hat!

It's the best hat in town!





The children have to use the picture clues to complete the words. Then, they read the sentence out loud.

Page 17, Activity 6

Say: Open your books at page 17. Look at Activity 6. Tell the children to look at the first sentence and help them complete the words.

Do the same with the other two sentences. Read out the sentences, emphasising the sounds /e/,

Read out the sentences, emphasising the sounds /e//o/ and /u/. Tell the children to repeat the words that have those sounds.

Page 17, Activity 7

Tell the children to look at the pictures in Activity 7. Write the letters *e*, *o* and *u* on the board. The children complete the words using the letters from the board. Ask volunteers to pronounce the words for the rest of the class. Correct their pronunciation if necessary.

Transcript



e e e red

e e e wet

o o o top

o o o stop

иииир

u u u fun



Let's play!

Sound hunt

Divide the class into two teams. Assign a sound to each team. The teams have to collect objects or flashcards which have that sound.

Resources

Multi-ROM

Unit 2, Phonics

CLIL Objective

Associating the clothes we wear with different seasons.

Curricular link: Science; Social Science

Language Objectives

Vocabulary: clothes: skirt, trousers, wellies, T-shirt, shorts, hat, dress, jumper

Structures: I've got...

Resources: flashcards (skirt, trousers, wellies, T-shirt,

shorts, hat, dress, jumper)

Materials: a selection of real clothes and a large, black

rubbish bag

CLOTHES AND SEASONS

Presentation

Use the flashcards to remind the children of the clothes vocabulary they learnt in Level 1. T: What are these? SS: Wellies. T: What's this? SS: A hat.

Place the other flashcards up on the board. Point to each item of clothing and say: Look! These are (trousers). This is a (dress).

Note: *Trousers* and *shorts* are always plural.

Point to one of the flashcards and ask: Who's got a (dress) on today? The children who have got this item of clothing raise their hands. Then ask: Who's got (trousers) on today? The children who have got this item of clothing raise their hands.

Ask for 2 volunteers to come to the board. Remove two of the flashcards and hand them to the volunteers. Ask: *What have you got?* S1: *I've got a (skirt).* S2: *I've got (trousers).* Do the same with other volunteers.

Work with the book

Student's Book, page 18, Activity 7

Say: *Open your books at page 18.*Tell the children to look at the picture.

Say: Look at Flo. What has she got? SS: A skirt and

trousers.

Repeat for the other characters.

Play the Guessing game. Say: I've got a dress and a

jumper. Who am I? SS: Dotty.

Repeat for the other characters. The children take turns describing the clothes and guessing the characters.

Student's Book, page 18, Activity 8

Place the flashcards in a column on the board in the same order as they appear in the book. Write the words: *spring, summer, autumn* and *winter* across the top. Point to the skirt and ask: *What's this?* SS: *A skirt.* Then ask: *Is the skirt for spring?* Continue asking about the other seasons and complete the chart.

Note: the children will probably disagree. Encourage them to discuss this.

The children fill in the chart in their books.

Optional Activity Book exercises



See page 85.

Practice

Continuous assessment

Children can name the clothes.

Play Guess the clothes.

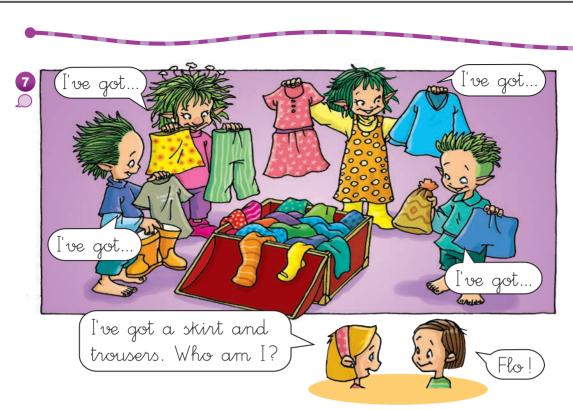
Put some different clothes in a large bag. Ask the children to put their hands into the bag and to feel a piece of clothing. They have to guess what it is.

S1: It's a T-shirt! Tell the child to take the garment out of the bag to check.

SS: Yes, it's a T-shirt. / No, it's a dress. Repeat with different children.

Collect the children's books and correct their work.

Note: Tell the children that for the next lesson they need to bring in things they can collect from outside which are associated with autumn, such as leaves (different colours), acorns, twigs, seed pods, nuts, mushrooms, etc. Tell the children to be very careful with mushrooms; they must wash their hands after handling them and must NOT eat them.



Model answer

8		spring	summer	autumn	winter
	skirt 🤙		X		
	trousers			Х	X
	wellies			X	·
	T-shirt	X	X		
	shorts 🔊		X		
	hat				X
	dress J	X	X		•
	jumper 🌇		·	Х	X

Lesson 6

- 7 Play a guessing game.
- 8 Classify and talk about the clothes: The skirt is for summer...
- CLIL Objective: Associating the clothes we wear with different seasons.

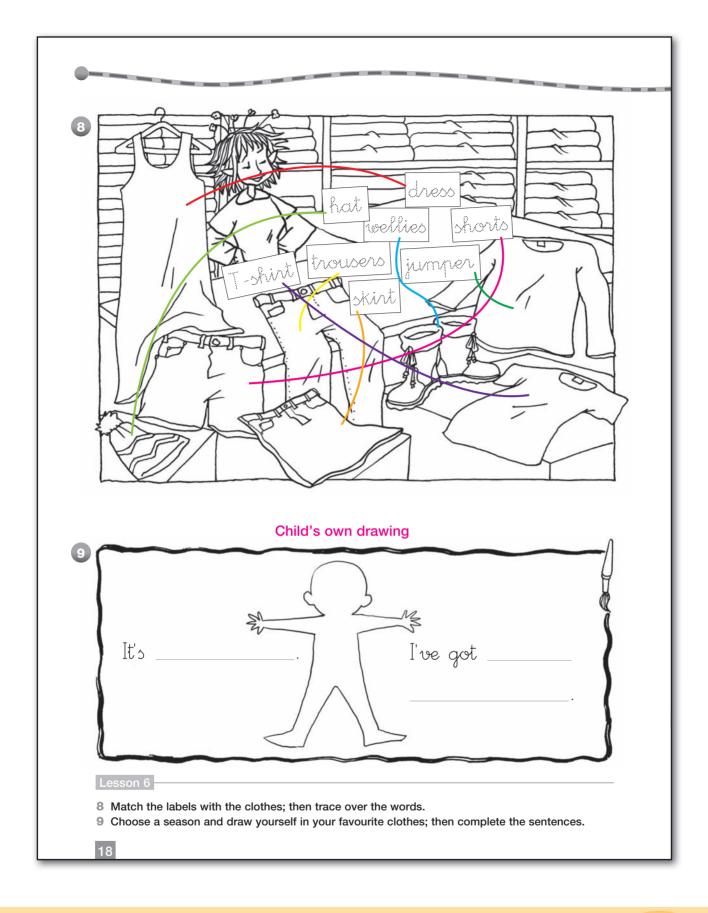
18



Tell the children that the climatic changes that the seasons bring affect our choice of clothing. Remind them that it is important to dress adequately.



Explain to the children that there is not always one clear answer for any given question. Also, explain that not everyone will complete the table the same way.





Remind the children to think carefully about how they are going to do the drawing of themselves before they start it.

Page 18, Activity 8

Say: Open your books at page 18. Look at Activity 8. Ask: What is (Antonio) wearing? The children name all the items of clothing that their partner is wearing. Tell the children to describe other classmates' clothing. The children look at the picture of the clothes shop and match the items of clothing with the corresponding words. Then, they trace over the words.

Page 18, Activity 9

Tell the children to look at the silhouette and ask: What is your favourite season? Do you wear (a scarf) in (spring)?

Tell the children that they have to draw themselves in the same clothes that they usually wear in their favourite season. Complete the sentences with the correct information.



Let's play!

Teacher

Divide the class into five groups. Assign the role of teacher to one of the children in each group and give them a stick puppet. Hand out several key vocabulary pop-outs to each group. Each group revises the vocabulary using the pop-outs and the puppets. Continue playing until all the children in each group have had a chance to be the teacher.

Resources



Unit 2, Activity 3

Sparks DVD

Unit 2, Real Kids

Teacher's Resource Book

Unit 2, DVD worksheet, page 10



CLIL Objective

Making an autumn tray.

Curricular link: Science

Language Objectives

Vocabulary: leaves, nuts, twigs, mushrooms

Resources: poster (side A), poster pop-outs

Materials: a selection of objects associated with autumn, collected from the park or countryside, plasticine, labels, glue, toothpicks, white card

Preparation: Make an autumn tray to show the class.

BUSY HANDS: AN AUTUMN TRAY

Present the project



Continuous assessment

Children can name the changing elements in a tree.

Show the children the poster with the poster pop-outs of the different trees for each season. Point to each picture and ask the children to name the elements of the tree. Then point to the autumn tree and ask: Are there any flowers? Are there any leaves? Etc.

Say: Today we're going to make something. We're going to make an autumn trav.

Show the children the tray you have already made. Remind them of the names of the different things: leaves, nuts, twigs.. Name any new items you have included: acorns, mushrooms, pine cones...

Ask the children to place the things they have brought in on their desks and ask them to say what they have got: I've got a red leaf...

Give children who have forgotten or who only have very few items some of the items you have brought in.

Work with the book

Student's Book, page 19, Activity 9

Say: Open your Student's Book to page 19. Read the title of the project out loud: An autumn tray. Point to the pictures of the materials and say: This is what we need. Ask the children to identify the pictures. Point to the stages one by one and explain using the materials you have brought to class to clarify meaning.

Hand out the materials.

Follow the stages to make the autumn tray and get the children to copy each stage.

Prepare the labels.

Stick the labels to the tray using the toothpicks and the plasticine

Student's Book, page 19, Activity 10

Say: Now look at Activity 10.

The children take turns describing their tray: I've got red leaves, nuts, twigs and mushrooms on my autumn tray.

Optional Activity Book exercises



See page 89.

Dispay the project

Encourage children to come to the front to look at each other's work. Ask volunteers to describe their trays and see if the rest of the class can guess which tray it is: I've got 3 red leaves and 1 brown leaf. I've got 2 nuts, 4 acorns and 2 twigs. SS: That one!

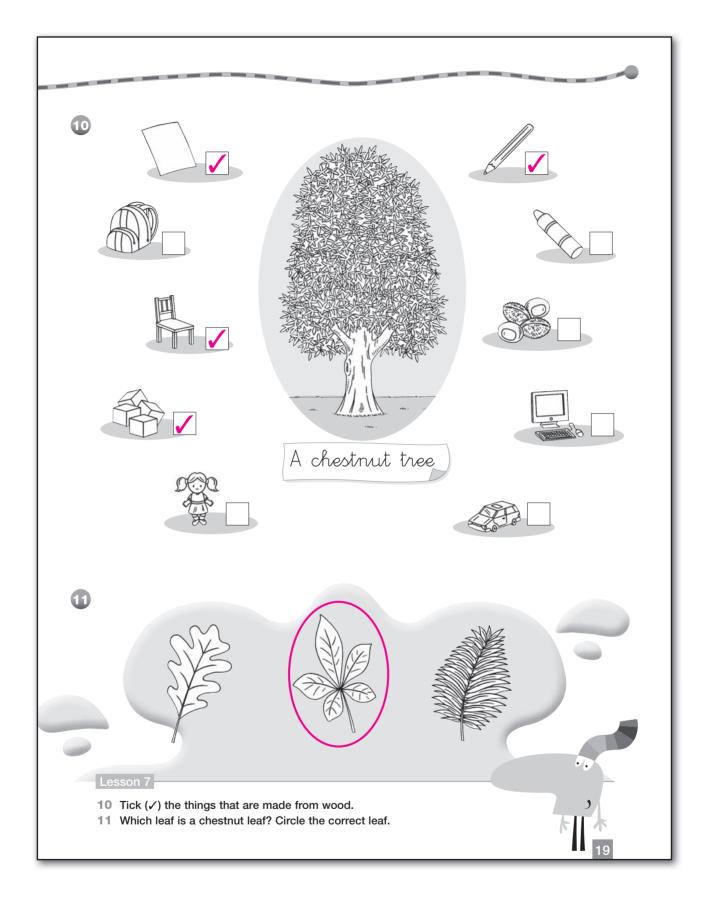




The children can have fun and express themselves creatively while they are making the collage with the natural elements.



Remind the children of the importance of washing their hands after touching things that they have picked up off the floor. Also, remind them that they should never put things from the floor into their mouths.





This activity will help children appreciate trees and understand that they give us wood, which is a very useful material that can be used to make many everyday objects.

Page 19, Activity 10

Say: Open your books at page 19. Look at activity 10. Explain that we can make a lot of useful things with the wood from trees. Ask the children to give you examples of objects that are made of wood.

Ask: *Are (computers) made of wood?* They look at the picture and tick the things that come from trees.

Page 19, Activity 11

Tell the children to look carefully at the three types of leaves. Ask: *Have you ever seen a chestnut leaf?* Tell the children to look at the leaves from the trees in Activity 10 and to circle the correct leaf.



Let's play!

Pelmanism

Tell the children to play in pairs. Hand out 12 key vocabulary pop-outs to each pair and tell them to place them face down on their table. Explain that they have to turn over two of the pop-outs in turns. If the two pop-outs they turn over are the same, they keep them. If not, they put the popouts back in the same place. Continue playing until the children have formed all the pop-out pairs.



Resources

Teacher's Resource Book

Ready to write worksheet, page 96 Extension worksheet 2, page 26 Ready to read worksheet, page 54

Objective

Assessment.

Curricular link: Science; Social Science

Language Objectives

All the language for Unit 2.

Resources: poster (side A); flashcards; stickers

BUSY MINDS

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 2.

Say: Do you remember the tree song? Play Track 1.13. Sing the song and ask the children to join in. Point to the different parts of the tree on the poster.

Remind the children of the different seasons. Say: I've got brown leaves. Which tree am I? SS: Autumn! T: I've got green leaves and flowers. Which tree am I? SS: Spring! Hold up the flashcards and ask the children to identify the

Ask: What's this?/What are these? SS: (Trousers)! Practise with all the clothes flashcards.

Work with the book

Student's Book, page 20, Activity 11

Children open their books at page 20.

Show the children the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 2. Then, they trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Write the following words on the board: autumn and spring. Tell the children to look at the left-hand side of the tree. Ask: Is it spring or autumn? SS: It's spring. Repeat with the other side. The children complete the sentences.

Student's Book, page 20, Activity 12

Point to the pictures and say: Let's think about clothes. Look at Stretch.

Point to the first picture and say: Look at Stretch's shorts and T-shirt.

Write the words: summer and winter on the board.

Then ask: Is it summer or winter? SS: It's summer.

T: Good! Now look at Smilev's coat and hat, Is it summer or winter? SS: It's winter.

The children complete the sentences.

Walk around checking and correcting as they work.



Optional Activity Book exercises

See page 93.

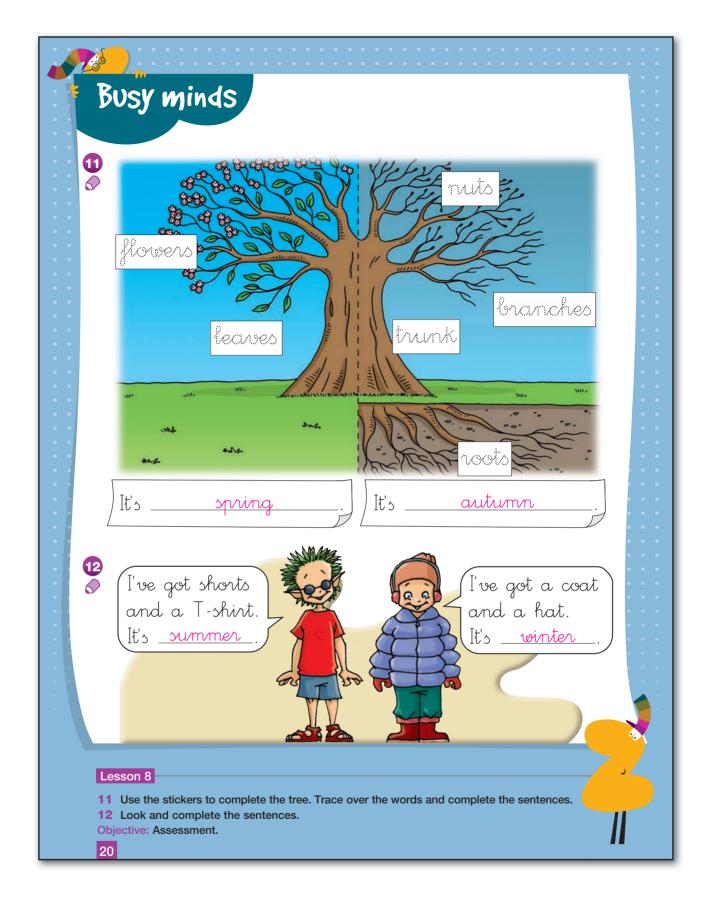
Round up

Draw the structure of a tree on the board. Point to the roots and ask: What are these? SS: Roots. Repeat for the other main elements: trunk, branches, twigs.

Say: Let's imagine it's spring. Ask a child to come to the board to draw the elements associated with spring (some leaves and flowers).

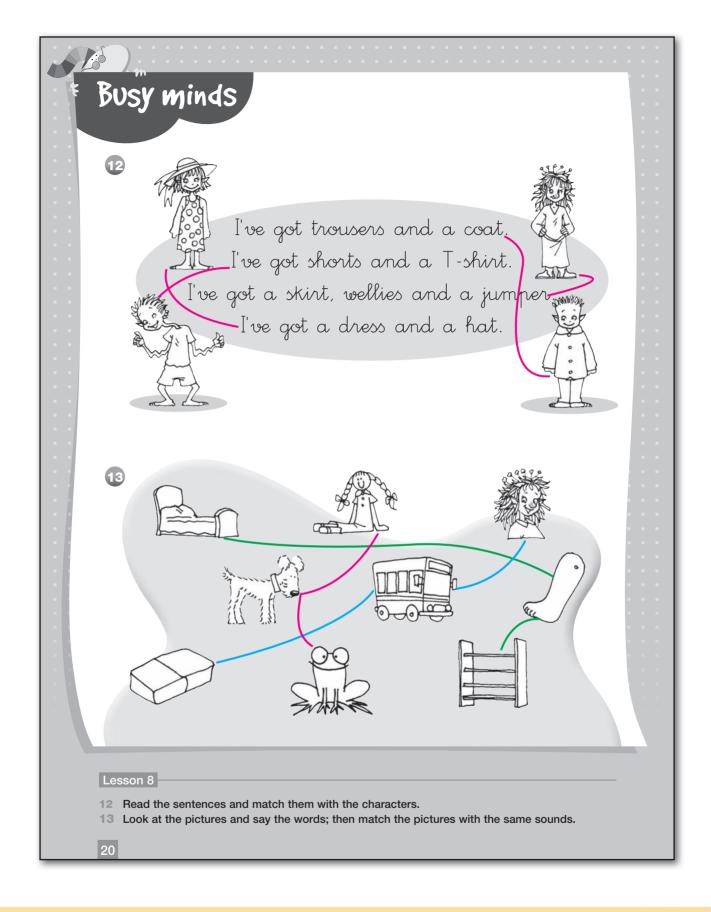
Do the same for summer and autumn.

Collect the children's books and correct their work.





Remind the children of the importance of taking the necessary precuations when it is really cold or really hot.





The children read and match the sentences to the pictures of the characters.

Page 20, Activity 12

Say: Open your books at page 20. Look at Activity 12. Point to one of the characters and ask: Who is this? What is (Dotty) wearing? Read out the four sentences and tell the children to draw a line between each sentence and the corresponding character.

Page 20, Activity 13

Tell the children to look at the pictures. Emphasize the sounds /e/, /o/ and /u/ as you are naming the objects, exaggerating the pronunciation of (beeeed) if necessary. The children repeat it with you. The children match the objects that have the same sound.



Let's play!

Mistake

The children play in pairs or in small groups. One child holds the puppet and points to a flashcard or object and deliberately says the wrong word. The other child has to correct the puppet.

Resources

Multi-ROM

Unit 2, Activity 4

Teacher's Resource Book

Unit 2, Test, pages 71 and 72



See Transcript Track 1.17

Transcript



Track 1.17. Unit 2 Test. Activity 1

Listen and number the trees.

Narrator: One.

Tree: I've got new, green leaves and flowers.

Narrator: Two.

Tree: I haven't got any leaves or flowers or fruit.

Narrator: Three.

Tree: I haven't got any flowers or fruit. My leaves are falling.

Narrator: Four.

Tree: I've got leaves and lots of fruit.

ASSESSMENT CRITERIA

CLIL Objectives

Children can recognise the changes in nature associated with the four seasons of the year. They relate this information to the changes that occur to trees and the different types of clothing to different seasons of the year.

Language Objectives

The children can name the parts of a tree and the changes that occur to trees during each season. They can also name the seasons of the year, and the types of clothing that are necessary for each season.

LOOK WHAT I CAN DO!

People and human activities

CLIL Objective

Recognising changes as we grow.

Curricular link: Maths: Social Science

Language Objectives

Vocabulary: revision: numbers

Estructuras: How old are you? I'm (7) years old.

I'm ... tall. I'm / he's / she's...

Resources: CD; poster (side A); pop-outs Materials: a sheet of continuous paper

Preparation: Draw a vertical line on the sheet of continuous paper. Mark the line off into 10cm sections

with small lines for each centimetre.

Work with the book n



Student's Book, page 21, Activity 1

Say: Open your books at page 21. Can you see Sally? SS: Yes! T: Who else can you see? SS: Ben, Lola, Stretch, Belinda and Charlie.

Play Track 1.18 again. Stop after each character and ask: How old is (Sally)? How tall is (she)?

Play Track 1.18 again. The children listen and complete the sentences. Stop the recording after each character to give them time to complete the information.

Correct the activity with the whole class.

T: How old is Sally? SS: She's one year old. T: Good! And how tall is she? SS: She's 20 cm tall. Continue with the other characters.

LOOK WHAT I CAN DO!

Presentation





Present the main topic. Say: Today we are going to talk about growing up.

Show the children the poster. Point to the giraffe's neck and the numbers.

Point to numbers at random and ask the children to count in 10s from 10 to 100.

Explain that these numbers represent centimetres. There are 100 centimetres in 1 metre. We use centimetres and metres to measure how tall we are.

Show the children the pop-outs. Say: Sally is Stretch's baby sister. Can you find Sally?

Repeat for the other pop-outs: Lola (Dotty's sister), Belinda (Smiley's sister), Ben (Smiley's brother), Charlie (Flo's brother) and Stretch.

Point to the marks on the giraffe's neck and say: This is how tall all the children are.

Play Track 1.18 and place the pop-outs as they are mentioned.

Point to the characters as they speak and add gestures to clarify meaning.

Remove the pop-outs. Ask five children to come to the poster. Play Track 1.18 again. The children place the popouts.

Repeat with five different children. Play Track 1.18 again. This time, encourage the children to join in and give them the pop-outs so that they can place them in the correct place on the poster.

Transcript



Track 1.18 Activity

See page 97.

Optional Activity Book exercises

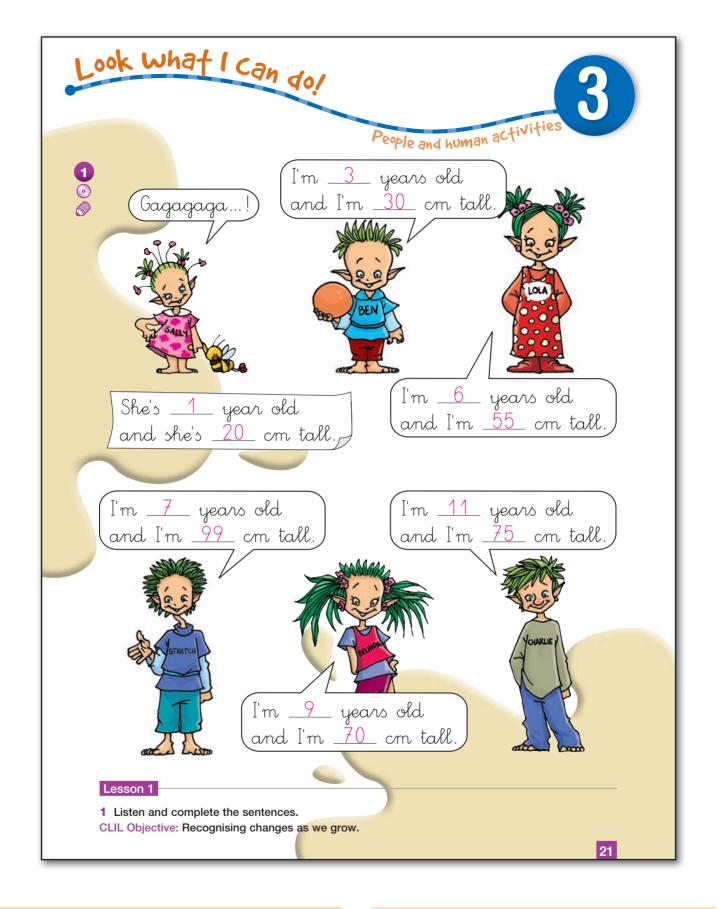
See page 97.

Practice

Put the sheet of paper with the measuring line on the wall. Ask the children to come and be measured. Write their names next to the line indicating their height and say: Stand against the wall! (130) cm. You are tall!

Collect the children's books and correct their work.







The topic of this lesson introduces height measurement. The children practise writing numbers from 1 to 99.



Explain to the children that they should never refer to someone's physical features or height with the intention of offending them.

Look what I can do!

3

Child's own answer

1

In my family there are ___ people.

I am ___ years old.

I am 1m __ cm tall.

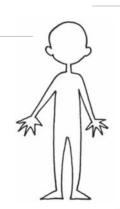
My _____ is ___ years old.

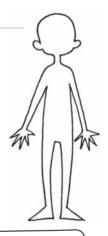
My _____ is ___ years old.

My _____ is ___ years old.

Child's own drawing







I'm 1m ___ cm tall. ____ is __ cm tall and ____ is __ cm tall.

Location

- 1 Complete the information about your family.
- 2 Draw yourself and two of your friends; then write the names and complete the sentences.

21



The children can think and speak about their family.



The children practise using measuring tape and measuring the heights of several people, making a note of the results.

Page 21, Activity 1

Say: Open your books at page 21. Look at Activity 1. Ask questions about the children's families. Tell them to complete the box with the information about their age and height, as well as the ages of members of their family. The children complete the sentences. Ask volunteers to read out their answers.

Page 21, Activity 2

Tell the children to look at the silhouettes. Tell each child to choose two classmates. They write their classmates' names and their own name. The children ask their classmates: *How tall are you?* Then, they write the answers and complete sentences in the box.



Let's play!

Bingo

Hand out three key vocabulary pop-outs to each child. Tell the children to place their pop-outs face up on their desks. Explain that when you name one of the pop-outs that the children have, they must turn it over. The first child to put all their pop-outs face down says *BINGO* and is the winner.

Resources

Multi-ROM
Unit 3, Activity 1



Transcript



Track 1.18 Activity

Nurse: Next, please Charlie: Hello

Nurse: What's your name? Charlie: I'm Charlie. Nurse: How old are you? Charlie: I'm eleven.

Nurse: Go and stand against the wall. 75 cm. You are tall!

Nurse: Next, please.
Belinda: Hello

Nurse: What's your name? Belinda: I'm Belinda. Nurse: How old are you?

Belinda: I'm nine.

Nurse: Go and stand against the wall. 70 cm. You are tall!

Nurse: Next, please.

Lola: Hello

Nurse: What's your name?

Lola: I'm Lola.

Nurse: How old are you?

Lola: I'm six.

Nurse: Go and stand against the wall. 55 cm. You are tall!

Nurse: Next, please.

Ben: Hello.

Nurse: What's your name?

Ben: I'm Ben.

Nurse: How old are you?

Ben: I'm three.

Nurse: Go and stand against the wall. 30 cm. You are tall!

Nurse: Next, please. Baby: Gagagaga...

Nurse: What's your name? Stretch: She's Sally. Nurse: How old is she? Stretch: She's one.

Nurse: Go and stand against the wall. 20 cm. You are tall!

Nurse: Next, please.
Stretch: Hello.

Nurse: What's your name? Stretch: I'm Stretch. Nurse: How old are you?

Stretch: I'm seven.

Nurse: Go and stand against the wall. 99cm. Now, you

really are tall!

CLIL Objective

Recognising that skills develop as we grow.

Curricular link: Science

Language Objectives

Vocabulary: read, write, talk, sit, stand, walk, jump, skip, hop, swim

Structures: I can (run). Can vou (run). No. I can't. Yes. I can. (She) can't (run). Can you do it, too?

Resources: CD; poster (side A); flashcards (action verbs: read, write, talk, sit, stand, walk, jump, skip, hop, swim, run)

Put the flashcards up on the board. Put a tick next to the corresponding flashcard as you listen to the track again. Check the activity. Say: Can Sally (read)? SS: Yes, she can. / No. she can't!

Transcript



Track 1.19 The I can do it song

See page 101.

Optional Activity Book exercises

See page 101.

ABILITIES DEVELOP AS WE GROW

Presentation





Use the flashcards to review and present the action verbs (read, write, talk, sit, stand, walk, jump, skip, hop, swim, run).

Put the flashcards on the board. Point to a flashcard and say: I can read! Can you read? SS: Yes!

Repeat for all the verbs. Use actions to clarify meaning where necessary.

Ask two volunteers to come to the front of the class. Ask: Can you run? SS: Yes, Look! The children perform or mime the actions to show that they can. Repeat with other volunteers.

Explain that these are all things that we are able to do as we get older. Some things such as sitting and standing come naturally and other things such as swimming and reading are things we have to learn.

Say: Let's learn a song. Play Track 1.19. Hold up the correct flashcards as they are mentioned in the song. Play Track 1.19 again. Children join in with the key language.

Work with the book



Student's Book, page 22, Activity 2

Children open their books at page 22 and look at the pictures.

Ask: Who can you see in the picture? SS: Stretch and Sally. Say: Is Sally big or small? Is she a baby? Can she (run)? What do you think?

Ask the children to speculate about what Sally can do. Play Track 1.19 again. The children listen and tick the pictures that represent the things that Sally can do.

Practice

Continuous assessment

The children can name the things we learn as we grow.

Draw two columns on the board. Write the words Can and Can't at the top of the columns.

Ask: Can Sally read? SS: No, she can't. Write the verb read in the Can't column. Then ask: Can she sit? SS: Yes. she can. Write the verb sit in the Can column. Then, place the flashcards on the board around the columns and ask the children to come to the board to write the words in the correct columns according to their own abilitities. They make sentences and read them out to the rest of the class: I can run. I can't swim.

Explain that these are all things that we learn how to do. We cannot do them when we are born.

Collect the children's books and correct their work.

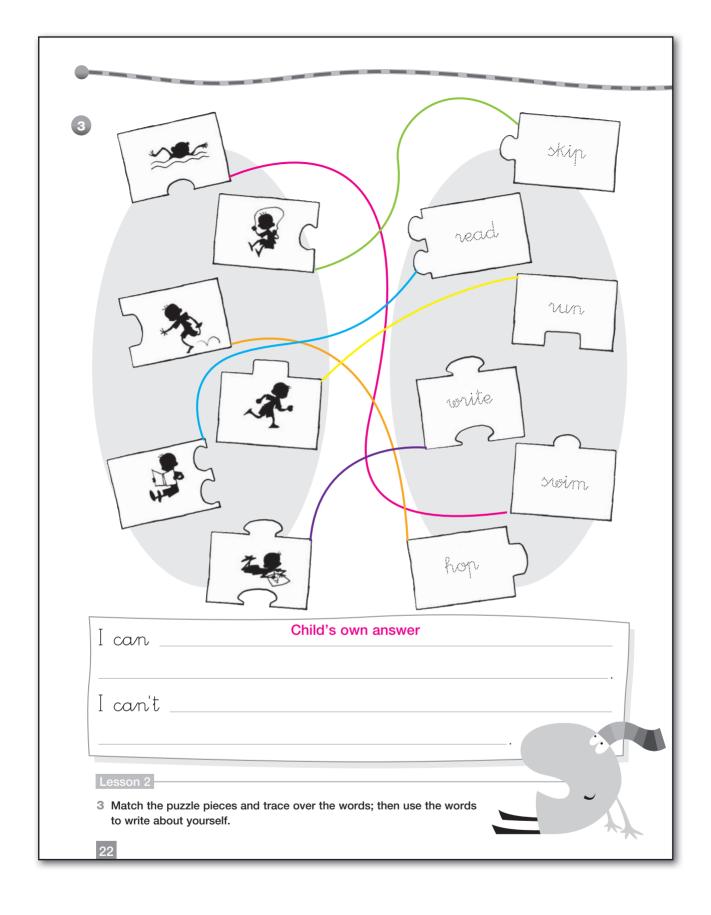




Explain that we are helpless when we are born (the same as many animals), and as a result, we have to learn how to do many things.



The children join in and have fun singing the song.





Explain to the children that if they don't know how to do an exercise, they should never give up because it's just a question of practice.

Page 22, Activity 3

Say: Open your books at page 22. Look at Activity 3. Point to the words and the pictures in the puzzle pieces, explaining that they are actions. The children match the illustrations with their corresponding words. Ask: (Antonio), can you (read)?

The child answers. Ask other children more questions. The children complete the box, writing the actions that they can and cannot do.



Let's play!

What is it?

Ask a volunteer to come to the middle of the class. Give the child a flashcard and tell the child to mime the word on it. The rest of the class has to identify the flashcard. The child who guesses correctly can mime the next flashcard. Continue playing until everyone has had a turn miming a flashcard.

Transcript



Track 1.19 The I can do it song

I can swim and I can skip.
Can you do it too?
No, you can't! No, you can't!
So, what can you do?

I can run and I can hop.
Can you do it too?
No, you can't! No, you can't!
So, what can you do?

I can read and I can write.
Can you do it too?
No, you can't! No, you can't!
So, what can you do?

I can sit and I stand.
Can you do it too?
Yes, you can! Yes, you can!
You can do it too!

Resources

Multi-ROM

Unit 3, Song Unit 3, Activity 2



CLIL Objective

Recognising that some skills have to be learnt.

Curricular link: Social Science

Language Objectives

Vocabulary: play the piano, play chess, ski,

ice-skate, climb, dive

Structures: Can (Flo) ski? No. (she) can't. Yes, (she)

Resources: CD; poster (side A); stick puppets;

student pop-outs

Check the activity by asking: What can (Flo) do? Repeat for the other characters. Children alue the pop-outs in place.

Then ask: What can you do? The children draw themselves and tick the chart.

Ask volunteers to say what they can do: I can (play chess) and (dive).

Student's Book, page 23, Activity 4

The children look at the chart in Activity 4.

Ask: Can Flo ski? SS: No she can't. T: Can Flo play chess? SS: Yes she can.

Tell the children to take turns asking and answering questions with a friend.

TALKING ABOUT ABILITIES

Presentation





Say: Today we are going to learn about other activities. Show the children the poster. Point to the activities one at a time and say: I can/can't (play the piano). Can you (play the piano)? The children who know how to do this raise their hands.

Write the names of the activities across the top of the board.

Write your name on the left-hand side and say: I can/can't (play the piano). Each time put a tick next to the activities at the top of the board that you can do.

Point to a child and ask: Can you (play the piano)? Put a tick next to the activities at the top of the board that they can do. Continue asking children and marking their replies on the board.

Ask volunteers to come to the front of the class to ask auestions.

Then, hold up the Flo stick puppet and ask: Can Flo play the piano? Say: I don't know!

Repeat for other characters and activities. Encourage the children to reply: I don't know!

Say: Let's listen and find out.

Play Track 1.20. Hold up the stick puppets and point to the activities on the poster as they are mentioned.

Work with the book



Student's Book, page 23, Activity 3

Say: Open your books at page 23. Look at Activity 3. Say: Every day the Twiggles go to an after-school club. They go to different classes and they do different things. Tell the children to find their pop-outs.

Play Track 1.20. The children place the pop-outs of the characters on the chart.

Transcript



Track 1.20 Activity

See page 105.

Optional Activity Book exercises

See page 105.

Practice

Continuous assessment

Children can name special skills.

Say: We can all do special things. What can you do? Prompt the children by asking questions, for example: Can you ride a bike? Can you play the guitar? Etc. You can also focus on other languages, especially if you know that there are children in the class whose home language is not the same as the other members of the class.

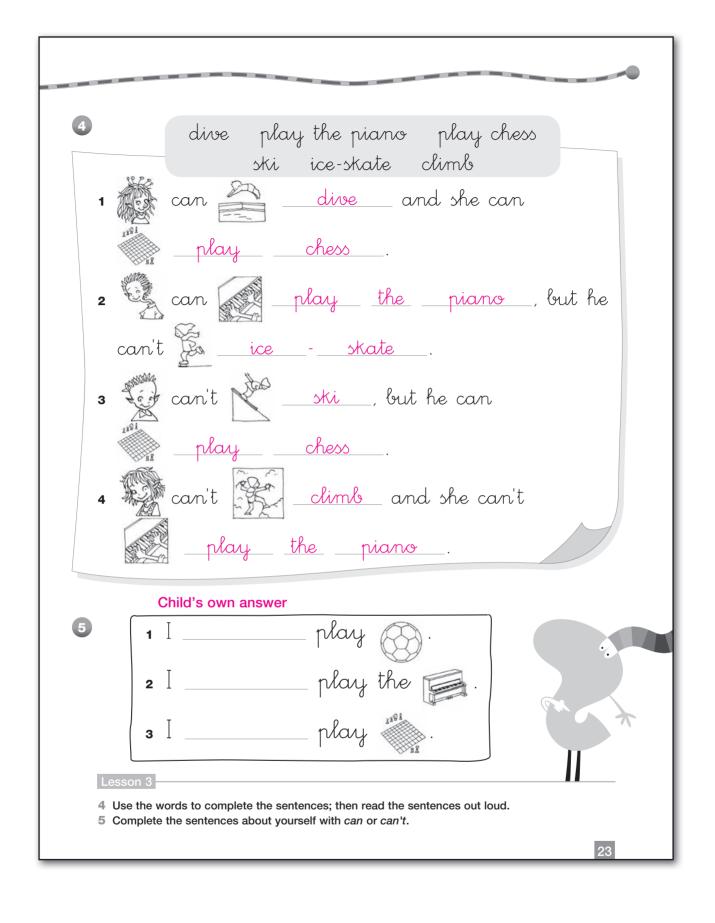
The children may want to tell you about other things they can do. Encourage them to do this supplying the language they need.

Collect the children's books and correct their work.





The children use the information from the audio CD in order to complete the graph. Then, they use the information in the graph to ask questions about the characters's abilities.





Help the children understand that we all know how to do something. They should think about their own skills and all the things that they can do and the things that they would like to learn how to do.

Page 23, Activity 4

Say: Open your books at page 23. Look at Activity 4. Ask a volunteer to read the actions in the box. The rest of the class look carefully at the sentences illustrated in the activity. Ask: Do you think (Smiley) can (play the piano)? The children reply. Ask more questions until the children have discovered the actions that the four characters can do. The children complete the illustrated sentences.

Page 23, Activity 5

Tell the children to look at Activity 5. They complete the sentences with *can* or *can't* according to their own abilities with respect to the illustrated activities.



Let's play!

Jump!

Name a flashcard. Then, show all the flashcards one by one. When the children see the flashcard that you named, they have to jump. Repeat several times with different flashcards.



Resources

Multi-ROM

Unit 3, Activity 1

Transcript



Track 1.20 Activity

The Twiggles all go to after school clubs. They go to different classes and they can do different things. Flo can dive and she can play chess.

Stretch can play the piano and he can climb.

Dotty can ice-skate and she can ski.

Smiley can play chess and he can ice-skate.







Lesson 4

5 Listen to the story.

CLIL Objective: Literacy: identifying abilities in different characters.

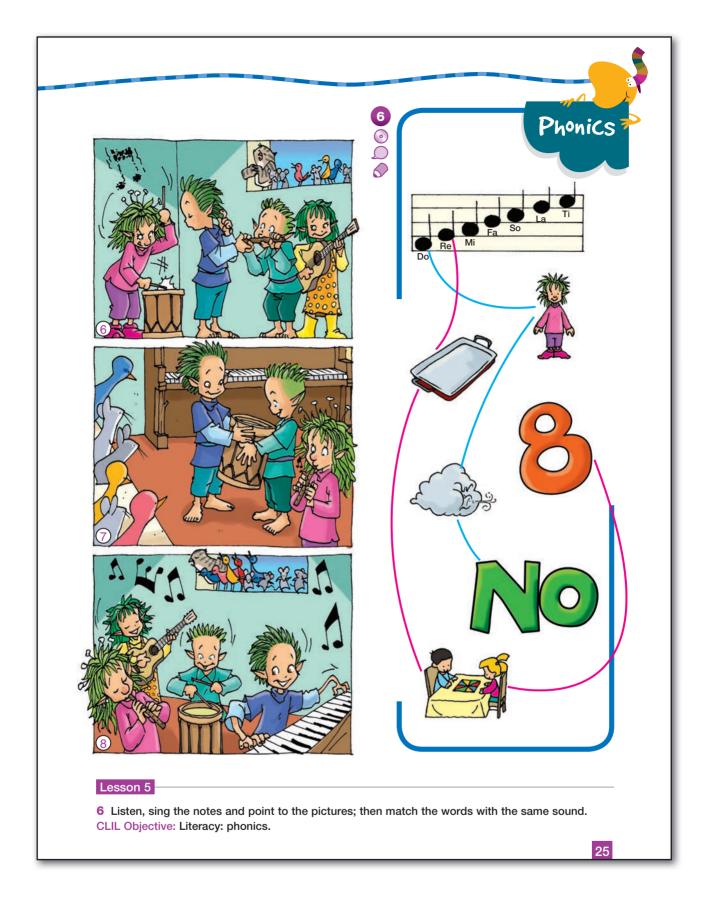
24



Explain that we all have something that we can do well: Stretch knows how to play the piano. He helps his friends think of something that they can do well too.



The story helps the children learn about the notes in a musical scale.





The children are shown the musical scale and can practise it. At the same time, they practise the pronunciation of various sounds.

Literacy: Identify features in different characters.

Curricular link: Literacy; Music

Language Objectives

Story language: recorder, drum, piano, guitar. Can you play the (drum)? Are you all ready? Remember! That's terrible!

Join-in language: Ok Stretch. Thanks! Remember! Try and try and try again. You can do it if you try!

Resources: CD; poster (side B); story pop-outs (quitar, drum, recorder).

Transcript



See page 111.

Optional Activity Book exercises

See page 111.



Story: The Christmas song

Presentation





Say: It's story time!

Show the children the poster. Ask questions to help them predict the story. T: Is this Flo's classroom? Is it the music room?

Point to the characters and ask the children to name them. T: What's her name? SS: Flo.

Point to the Christmas decorations and say: It's Christmas. Point to Stretch and say: Stretch is organising the Christmas concert.

Say: Let's listen to the story.

Play Track 1.21. Enact the story using the pop-outs and the poster. As the instrument pop-out items are named place them next to the correct character. Add mime and facial gestures to support meaning.

Ask three children to come to the poster and give them each a pop-out (quitar, drum, recorder). Play Track 1.21 again. Children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book



Student's Book, page 24, Activity 5

Say: Open your books at page 24.

Play Track 1.21 again. Children look at the pictures. Ask the children to join in with: Try and try and try again. You can do it if you try! Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: What's this? It's a (guitar). Ask: Can Dotty play the guitar? SS: No, she can't! Continue with the other instruments and the other characters. Ask the children to look at the last picture and ask: Can Dotty play the recorder? SS: Yes, she can! Continue with the other instruments and the other characters.

Practice



Divide the class into groups of four. Assign a child to be Stretch in each group. The other children in each group are the other characters.

Play Track 1.21. The children raise a hand when they hear their part of the story.

Play Track 1.21 again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics oa (Do, Flo, no, blow), ay (Re, tray, eight, play)

Curricular link: Literacy (phonics); Music

Language Objectives

Story language: recorder, drum, piano, quitar. Can you play the (drum)? Are you all ready? Remember! That's terrible!

Join-in language: Ok, Stretch. Thanks! Remember! Try and try and try again. You can do it if you try!

Resources: CD; poster (side B) Materials: crayons (two colours)

PHONICS

Re-tell the story





Show the children the poster and ask: Do you remember the story?

Ask questions about the pictures to help the children remember the story. Ask: Can Dotty play the guitar? Can she play the recorder? Can Smiley play the recorder? Can he play the drums? What instrument can Flo play? What instrument can Stretch play?

Play Track 1.21. Children listen to the story.

Play Track 1.21 again. Children join in with: *Try and try* again. You can do it if you try.

Work with the book



Student's Book, page 25, Activity 6

Clap your hands to ensure that the children are watching you.

Write the names of the notes on the board: do, re, mi, fa, so. la. ti.

Point to each note and sing it. Point out to the children that some of the notes have the same sound: do and so; mi and ti; fa and la. Write the notes do and so and repeat the sound several times. Articulate the sound very clearly by pushing your lips forwards.

Children repeat. Do, so. Do, so.

Repeat with the other notes. Say: Do, Re, Mi, Fa, So, La, Ti. Then, repeat them individually: Do. Do. Do. The children repeat the sound.

Say: Look at Activity 6 on page 25.

Play Track 1.22. Children listen and sing the notes.

Tell the children that there are three words which have the same sound as the notes Do and Re.

Ask: Which words sound like Do? SS: Flo, blow, no.

Repeat for Re (tray, play, eight).

Play Track 1.22.

Tell the children to join the words with the same sounds using a different colour for each group of words.

Ask volunteers to name the words that have the sound

Ask volunteers to name the words that have the sound /av/.

Tell the children to think of other words in English that have the sounds /oa/ or /ay/.

Ask volunteers to sing the note and to name the words that have the same sound: Do, do do, Flo, blow, no.

Transcript



Track 1.22 Phonics

See page 113.

Optional Activity Book exercises

See page 113.

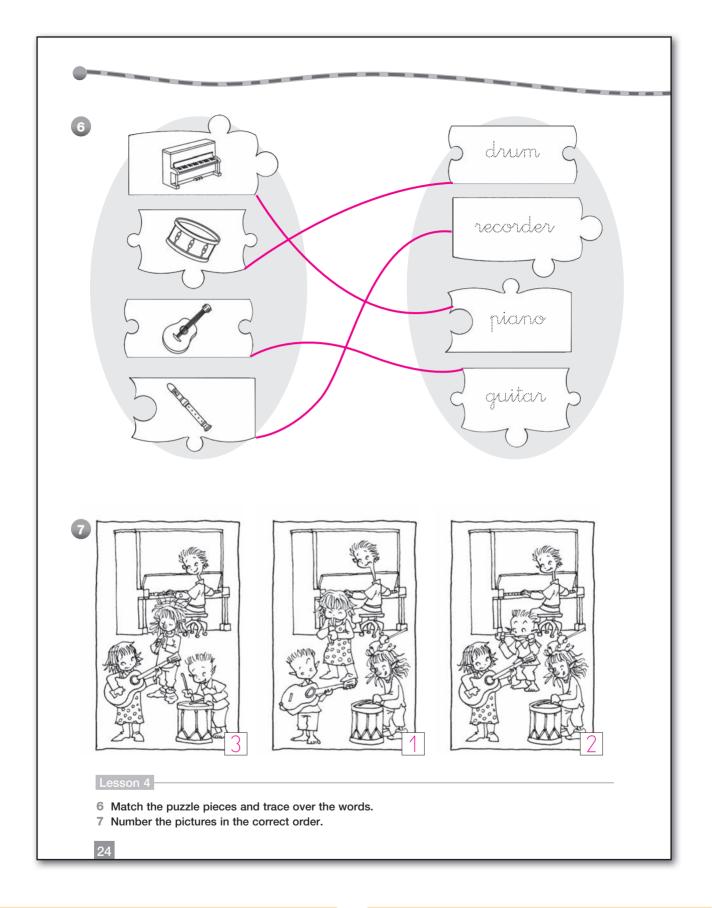
Act out the story



Divide the class into groups of four. Assign a character to each child

Play Track 1.21 again. Children join in with their lines. Ask groups to come to the front the classroom to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





The children match the puzzle pieces of musical instruments. You could bring some real instruments to class so the children can appreicate the differences in shape and sound.



The children look at the pictures of scenes from the story and order them chronologically according to the story.

UNIT 3 LESSON 4 OPTIONS

Activity Book

Page 24, Activity 6

Say: Open your books at page 24. Look at Activity 6. Point to the words and the pictures in the puzzle pieces. The children match the illustrated pieces with their corresponding words and trace over the words.

Page 24, Activity 7

Ask the children: Do you remember The Christmas song story? Encourage the children to tell the story using their own words. If they can't remember the story, help them by asking questions with the story cards: How does (Stretch) feel at the end? Which instrument does (Dotty) play (first)? The children look carefully at the pictures and then number them according to the order in the story. They can colour them once they have ordered them correctly.



Let's play!

Families

Give each child a flashcard. Tell the children to walk around the class looking for other children who have flashcards from the same semantic group as them. They form a group with those children. In order to hurry things along, you could set a time limit for the children to get into groups.

Resources



Unit 3, Story

Teacher's Resource Book

Extension worksheet 1, page 27



Transcript



Track 1.21
Story: The Christmas song

Picture 1

Stretch: Listen, everybody! Listen to me! Let's practice for our Christmas show. I can play the piano. Dotty, you play the recorder.

Dotty: Ok, Stretch. Thanks!

Picture 2

Stretch: *Smiley, you play the guitar.* **Smiley:** *Ok, Stretch. Thanks.* **Stretch:** *And Flo you play the drum.*

Stretch: And Fio you play the dru

Flo: Ok, Stretch. Thanks!

Stretch: Good! Are you all ready? One, two, three!

Picture 3

Stretch: No, no, no! That's terrible! Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try! Ready? One, two, three!

Picture 4

Stretch: No, no, no! Stop! Oh dear! Dotty, can you play the guitar?

Dotty: Mmm. I think so.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Picture 5

Stretch: Oh dear, Smiley, can you play the recorder?

Smiley: Mmm. I don't know.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Are you all Ready? One, two, three!

Picture 6

Stretch: No, no, no! Stop! Dotty, that's very good. Oh dear! Flo, can you play the recorder?

Flo: Mmm. I think so.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Picture 7

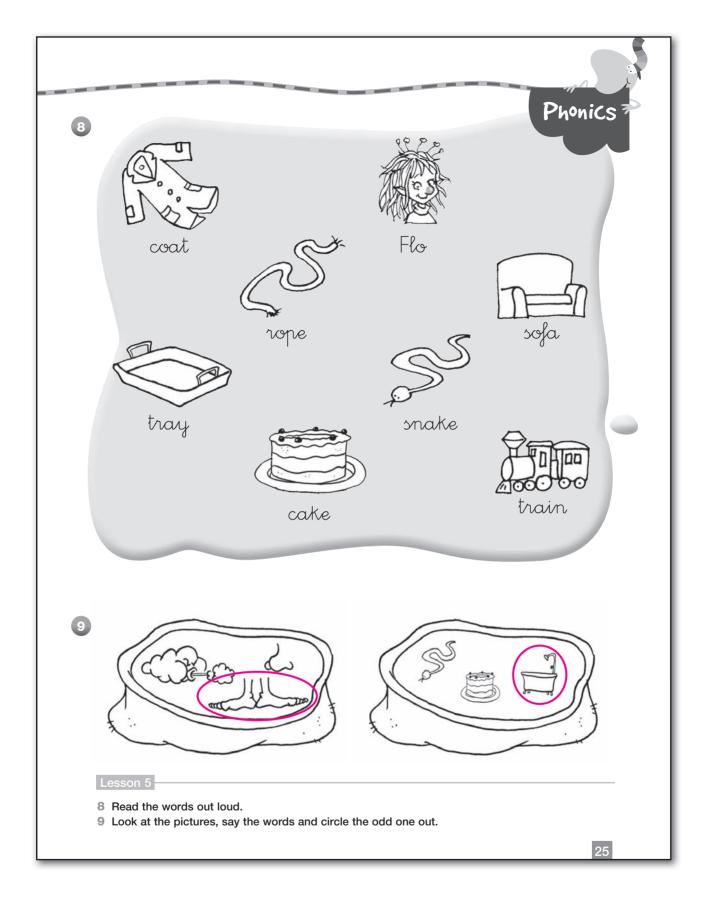
Stretch: *Smiley, can you play the drum?*

Smiley: Mmm. I think so.

Stretch: Remember! Do, Re, Mi, Fa, So, La, Ti. Ti, La, So, Fa, Mi, Re, Do. Try and try and try again. You can do it if you try!

Picture 8

Stretch: Are you all ready? One, two, three!





Explain how to do the two exercises. The children focus on the pronunciation, keeping their mouths in the same position in order to produce the same sound for all the words.

Page 25, Activity 8

Say: Open your books at page 25. Look at Activity 8. Tell the children to look at the pictures and to read the words. Say: (Antonio), look at the (first) picture and read the word. Repeat with another child and with the next picture or word.

Page 25, Activity 9

Say: Look at Activity 9. Say the words as the children look carefully at the corresponding pictures. Exaggerate the pronunciation of the sounds /oa/ and /ay/. Ask: Which is the odd one out? The children draw a circle around the pictures whose phonemes include a different sound.

Transcript



Track 1.22 Phonics

Do Re Mi Fa So La Ti Do Re Mi Fa So La Ti

Do Do Do Flo Do Do Do blow

Do Do Do no

Re Re Re tray Re Re Re play

Re Re Re eight





Let's play!

Instructions

Explain to the children that they have to follow the instructions that you are going to give them. For example: If your name starts with F, touch your left ear.

Make sure you mention all the letters that correspond to the first names of all the children in the class.

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Resources

Multi-ROM

Unit 3, Phonics

Teacher's Resource Book

Ready to read worksheet, page 55

Recognising that physically-impaired people can do many things.

Curricular link: Science

Language Objectives

Vocabulary: blind, wheelchair, steps, ramp, messy, tidy, light, sound, use, Braille, read, move, cross, shelf, high, low, double, single, door

Structures: Can (he) (read the letters)? Yes, (he) can/No. (he) can't.

Resources: CD; poster (side A); pop-outs **Materials:** red sticky notes or stickers; empty medicine boxes with Braille on them; a blindfold

SKILLS OF THE DISABLED

Presentation

Say: Some people cannot do some of the things we do every day. But they can do lots of special things. Explain that some people cannot see. They are blind. Some people cannot walk. They move around in wheelchairs.

Explain that this does not mean that they cannot do anything!

Say: Blind people learn a special way to read. They learn Braille. They read by touching dots on the paper.
Call a child to the front and blindfold him/her. Ask the rest of the class: Can (he) see? SS: No! T: Can (he) read?
SS: Yes!

Show the children the empty medicine boxes and let them feel the Braille.

Ask several questions to point out that blind people can do most of the things that sighted people can do.

Work with the book

Student's Book, page 26, Activity 7

Say: Open your books at page 26. Look at the pictures. When the children have had enough time looking at all the pictures, say: Look at Katie! (point at the character in the book). Can Katie see? SS: No, she can't!

Say: Look at the library door. Read the notice out loud to me. Can Katie read it? SS: No! T: Mmm... that's a problem.

T: Look at the messy classroom. Can Katie see the schoolbags on the floor? SS: No! T: Mmm... that's a problem, too.

T: Look at the lights on the zebra crossing. Can Katie see the lights? SS: No!

T: Mmm... that's a problem, too.

Say: Now look at the other pictures, can you find the solutions?

Encourage the children to find the pictures that offer solutions: *Picture c – Katie can read Braille.*

Then, say: Look at Tom. Can Tom walk? SS: No, he can't. Say: Look at the steps. Can Tom go up and down the steps? SS: No! T: Mmm... that's a problem.

T: Look at the single door. Can Tom's wheelchair go through the single door? SS: No! T: Mmm... that's a problem, too.

T: Look at the books on the high shelf. Can Tom reach the books (use gestures to help clarify meaning). SS: No! T: Mmm... that's a problem, too.

Say: Now look at the other pictures, can you find the solutions?

Encourage the children to find the pictures that present solutions: *Picture b –Tom can use a ramp.*

Optional Activity Book exercises

See page 117.



Practice

Continuous assessment

Children recognise that physically impaired people can do many things.

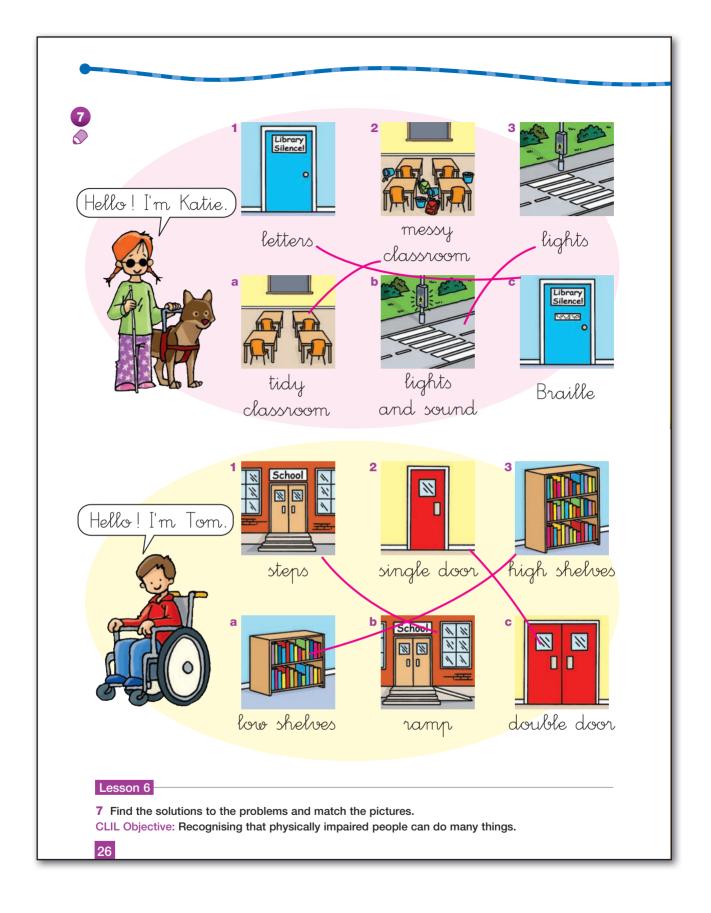
Explain to the children that they are going to look at their classroom and see if they can find any problems for a blind student or a student in a wheelchair.

Hand out the red stickers or sticky notes. Tell the children to walk around the classroom, looking carefully at the objects in the classroom. They put a red sticky note or sticker to indicate a problem.

Some possible examples are: bookshelves, board and poster too high up, narrow aisles, narrow doorways, obstacles, steps.

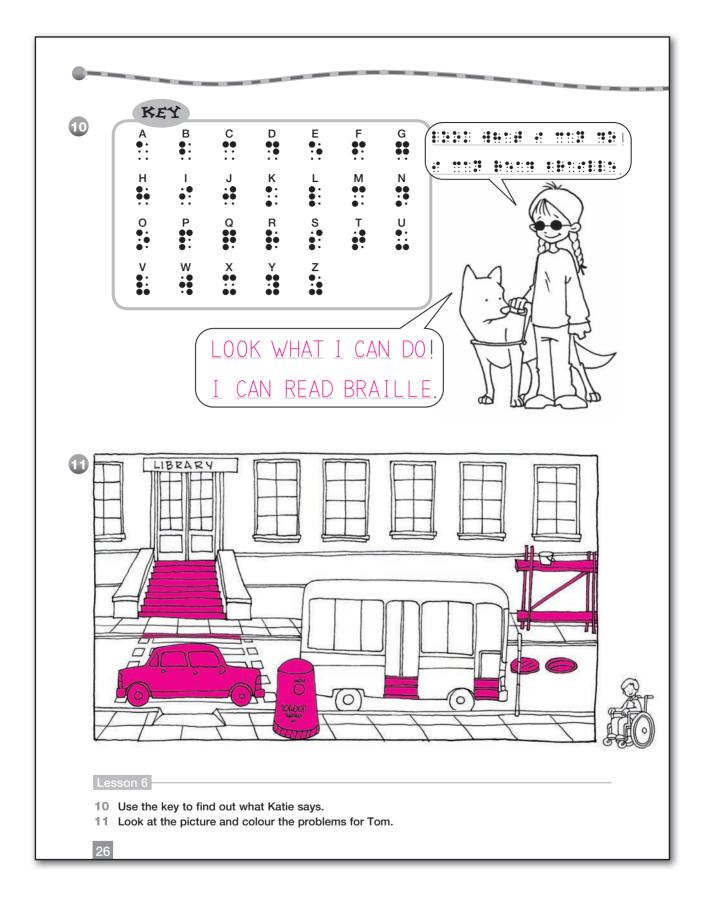
Discuss what you can do to improve the situation.

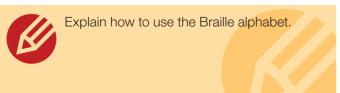
Collect the children's books and correct their work.

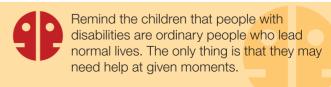




Explain to the children that they should respect and appreciate people with hearing or physical disabilities. They should learn to empathise with other people's problems.







Page 26, Activity 10

Say: Open your books to page 26. Look at Activity 10. Point to the girl with her dog and explain that she can't see because she is blind, and that's why she reads using Braille. The children look at the key. Explain that they have to discover what Katie is saying in Braille. The children decipher the message and they write it in the speech bubble.

Page 26, Activity 11

Point to the child in the wheelchair in Activity 11. Explain that Tom can't walk and that's why he could bump into obstacles in the street. Tell the children to give examples of his potential difficulties and to talk about it. Then, the children colour the obstacles that are in Tom's path in the picture.



Let's play!

Flash!

Show a flashcard and turn it around really quickly so the children only see it briefly. Tell the children to tell you what the flashcard is. If they don't get it, turn the flashcard around again, but this time do it a bit more slowly. Keep doing this until the children can identify it. Repeat several times with different flashcards.

Resources

Multi-ROM

Unit 3, Activity 3

Teacher's Resource Book

Ready to write worksheet, page 97



Making a poster to show the relationship between age and ability.

Curricular link: Art; Social Science

Language Objectives

Vocabulary: verbs: read, write, talk, sit, stand, walk, jump, skip, hop, swim, play the (piano), dive, ski, ice-skate, climb.

People: Babies, children, teenagers, adults, elderly people.

Structures: (Babies) can see but they can't talk.

Materials: glue, scissors, magazine photos of people of different ages, large sheets of cardboard

Busy hands: Look what we can do! Present the project

Say: Today we are going to make a poster. Write on the board: Group 1; Group 2; Group 3; Group 4; Group 5.

Under each group write one of the categories of people: babies, children, teenagers, adults, elderly people. Ask the children to identify the age groups: How old are (babies)? Write the approximate ages underneath - 0-1, 2-12, 13-19, 20-65, 66 + - in each column.

Ask: Have you got a baby brother or sister? SS: Yes. / No. Ask the children to put their hands up if they have a baby brother or sister. Ask one of them: Can he/she talk? S1: Yes he/she can. / No he/she can't.

Ask: Who has got an elderly grandad or granny? Ask questions, for example: Can he/she run very fast? Can he/she read?

Work with the book

Student's Book, page 27, Activity 8

Children look at page 27 of their Student's Books. Read the title of the project out loud: *Look what we can do.* Point to the pictures of the materials and say: *This is what we need.* Ask children to identify the pictures.

Point to the stages one by one and explain using the materials you have brought to class to clarify meaning. Divide the class into five groups and assign an age group to each group.

The children find a picture for their age group. Then, they make a list of all the things this age group can and can't do. Hand out the materials.

Tell the children to make their posters.

Student's Book, page 27, Activity 9

Say: Babies can see but they can't talk.

Ask a spokesperson from each group to show the poster and talk about what the people in this group can and can't do.

Optional Activity Book exercises

See page 121.



Dispay the project

Continuous assessment

Children can distinguish between what people can and cannot do.

Collect the finished posters and display them. Encourage children to come to the front to look at each other's work.

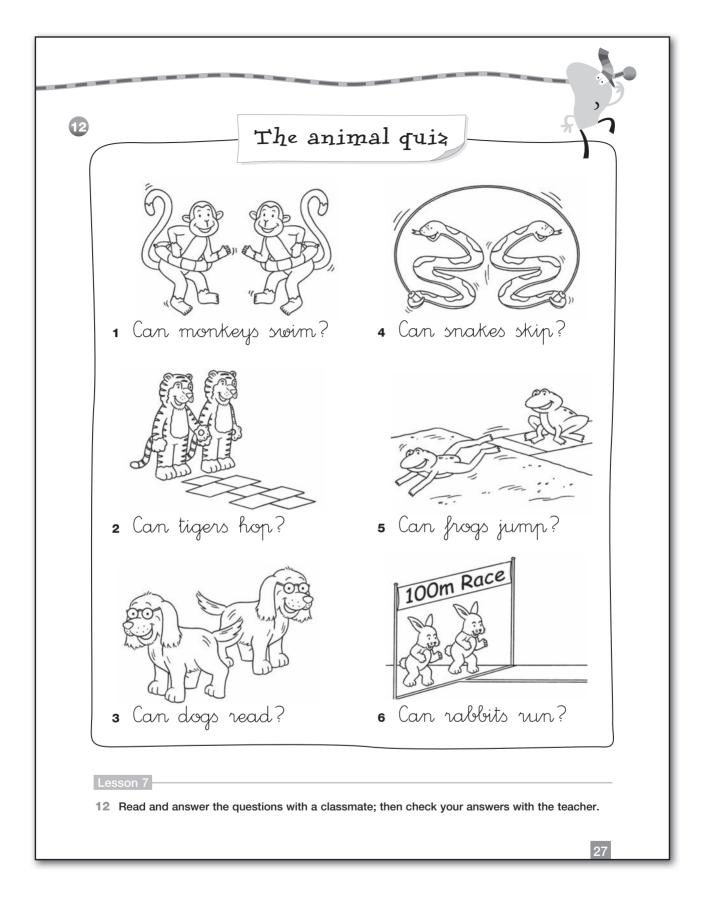
Point to the different groups and ask: Can children drive? Can babies swim? Can elderly people skip? Encourage the children to ask each other questions.







This activity provides children with an opportunity to think about different ages and what we are capable of doing at those ages.





Explain that human beings are capable of doing and experiencing many things; other animals can't do all the things that we can do. However, animals also have abilities that are beyond our capabilities.

Page 27, Activity 12

Say: Open your books at page 27. Look at Activity 12. Tell the children to work in pairs. They read the sentences and discuss their answers. Each group shares their answers with the rest of the class.



Resources

Teacher's Resource Book

Unit 3, DVD Real Kids Extension worksheet 2, page 28



Let's play!

Action!

Place four flashcards of the same semantic field (food, animals, classroom objects, etc.) in the playground or in the classroom. Tell the children to go towards one of the groups of flashcards doing actions: walking, jumping, hopping on one leg, etc.

The first children to get to the group of flashcards that you called out have to name each of the flashcards. Repeat several times.

Assessment.

Curricular link: Maths

Language Objectives

All the vocabulary for unit 3.

Resources: CD; flashcards (read, write, talk, sit, stand, walk, jump, skip, hop, swim, run); stickers (jump, skip, swim, walk, stand, hop)

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 3.

Say: Do you remember the song we sang about what we can do? What was it about?

Prompt them by holding up the flashcards. Ask: Can you

Say: Shall we sing the song again?

Listen to Track 1.19 again (The I can do it song, page 101). The children join in with actions and words.

Work with the book

Student's Book, page 28, Activity 10

Children open their books at page 28. Show the children the stickers in the middle of the Student's Book. Children find and place the stickers for unit 3. Then, they trace over the words. Check the activity by asking the children to name the

stickers they have placed.

Student's Book, page 28, Activity 11

Ask the children to identify the characters. Say: Who's this? The characters are: Flo, Dotty's mum, Stretch's dad, Smiley's brother, (Ben), Flo's grandma, Dotty's sister (Lola). Write the heights up on the board.

Ask: Who is the smallest? Gesture with your hands to clarify meaning. Ask a child to come to the board to write the smallest height on a new line. Then ask: Who is the next one? Continue until the children have sequenced the heights from the smallest to the tallest.

Then ask: Who is 30 cm tall? SS: Ben!

Repeat for the other heights and characters.

Check the activity by asking: How tall is (Flo)?

Optional Activity Book exercises

See page 125.

Round up

Ask: What can I do? Mime the following actions: reading a book, skipping, jumping, hopping, swimming. SS: You can read. You can skip. You can jump... etc.

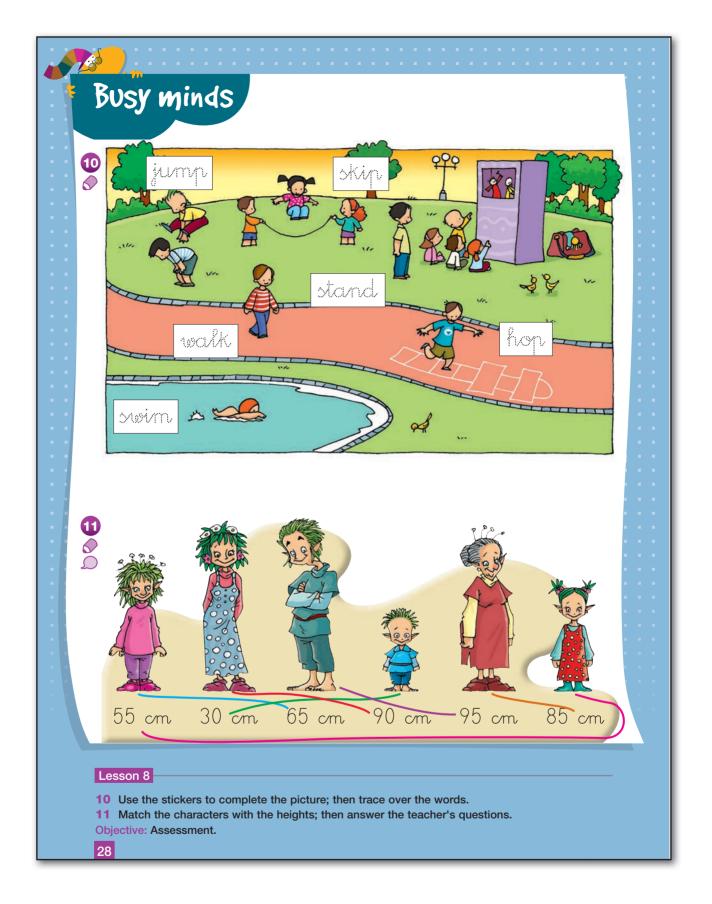
Play a chain game. Say: I can swim. Point to the first child in row 1 and tell them to add to the sentence: S1: I can swim and I can run.

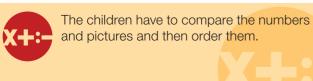
The next child adds another action and so on. Continue until a child repeats an action, makes a mistake or cannot think of another action.

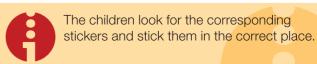
Start the chain again.

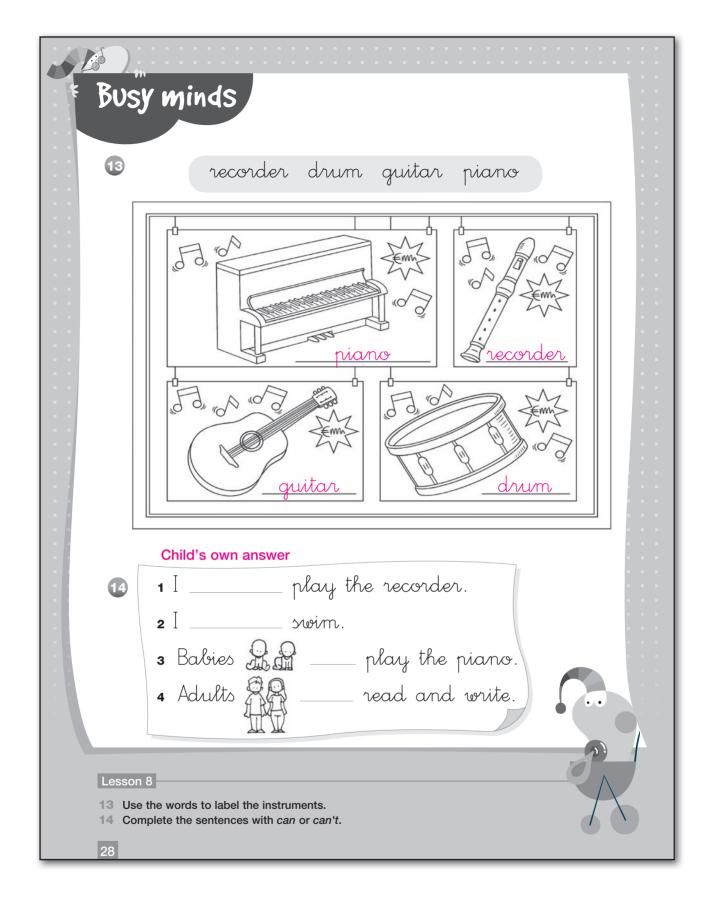
Play the same game but this time say: I can't (speak Chinese).

Collect the children's books and correct their work.











The children go over what they have written and check whether they have done it well or not. The children should get used to ensuring that their work is neat and tidy.

Page 28, Activity 13

Say: Open your books to page 28. Look at Activity 13. Ask: Do you play an instrument? Tell the children to look at the pictures of the instruments and to write the words in their correct places.

Page 28, Activity 14

Tell the children to look at the sentences from Activity 14. They complete the sentences with *can* or *can't*. Ask questions about the activities that the children can or can't do.



Let's play!

The puppet says..!

Play this game in small groups. The game is similar to *Simon says...*, but the children use the stick puppet instead. For example: (Flo) says, "Sit down"). The children in each group take turns using different stick puppets.

Transcript



Track 1.23. Unit 3 Test. Activity 1

Listen and number the trees.

Narrator: Flo! What can your mum do?

Flo: Well... my mum can play the piano and she can play

the drum. She can skip, but she can't swim. **Narrator:** Dotty! What can your mum do?

Dotty: Well... my mum can play the piano, but she can't play the recorder. She can hop and she can swim.

ASSESSMENT CRITERIA

CLIL Objective

Children recognise that they are growing up and all that this implies: improved abilities and personal development.

Language Objectives

Children can associate their age with their height and can describe the things they can and cannot do.

Resources

Multi-ROM

Unit 3, Activity 4

Teacher's Resource Book

Unit 3, Test Activity, pages 73 and 74



See Transcript Track 1.23

THE WORLD AROUND ME

Landscapes and habitats

CLIL Objective

Recognising the impact of human activities on the landscape.

Curricular link: Geography

Language Objectives

Vocabulary: shops, playground, street, houses

Structures: Hip, hip hoorray! The Twiggles are building..., There is a /are some...

Recursos: CD; poster (side A); poster pop-outs

THE WORLD AROUND ME

Presentation





Say: Today we are going to talk about Twiggle Town. Show the children the poster.

Point to the poster and say: Look at this landscape. Can you see any (trees) on the poster? SS: Yes! Repeat the question with the other natural elements in the poster. Hold up the pop-outs, but do not place them on the poster yet. Ask: Can you see any (streets) on the poster? SS: No! Repeat the question with the other artificial elements in the pop-outs.

Then say: The Twiggles are building their town today. Use the pop-outs to remind the children of the vocabulary. Hold up each pop-out and ask: What's this? / What are these?

Play Track 1.24 and place the pop-outs as they are mentioned.

Remove the pop-outs. Ask four children to come to the front and play Track 1.24 again. The children place the pop-outs.

Repeat with four different children. Play Track 1.24 again. This time encourage the children to join in.

Work with the book





Student's Book, page 29, Activity 1

Say: Open your books to page 29. Look at the first picture. Are there any houses? SS: No! T: Is there a street? SS: Yes. Continue asking about the other pictures. Tell the children that this time they are going to listen, look at the pictures and add the missing words.

Play Track 1.25. Pause after each verse and help the children reproduce the verse.

The children trace over the words in their book and match the words to the pictures.



Practice

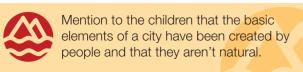


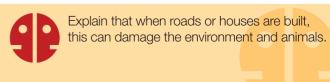
Point to the poster with the pop-outs in place. Ask the children to name other objects that they would expect to see in a town.

Prompt them by asking: Is there usually a (school) in a town? Repeat with other elements such as: library, bus station, toy shop, sweet shop, hospital, supermarket. Write the words on the board around the poster and ask the children to come and point to the place where they would like to put these new elements.

Collect the children's books and correct their work.







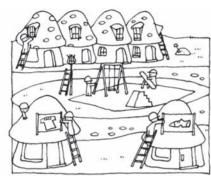
The world around me

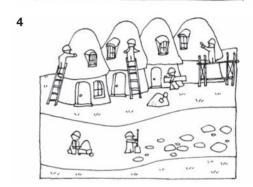
4

1



3





In this picture there is a street.

In this picture there is a street and there are some houses.

4

In this picture there is a street, a playground and there are some houses.

1

In this picture there is a street, a playground and there are some houses and some shops.

3

Lesson 1

1 Look at the pictures and number the sentences.

29



Use this as an opportunity to awaken children's interest in their surroundings and area where they live.

UNIT 4 LESSON 1 OPTIONS

Activity Book

Page 29, Activity 1

Say: Open your Activity Books to page 29. Look at Activity 1.

Read out the first sentence. Tell the children to identify the picture that you are describing.

Repeat with the other sentences.

Tell the children to read the sentences again and to write the number of the picture in the boxes at the end of each sentence.

Ask volunteers to read out their sentences and to say what picture they correspond to.



Let's play!

Picture memory!

Show the class a mural or some flashcards for two or three minutes. Then, take away the mural or the flashcards and tell the children to name the things that they can remember. Repeat with other flashcards.

Resources

Multi-ROM

Unit 4, Song

DVD

Unit 4, The building song



Transcripts



Track 1.24 The building song

The Twiggles are building their town today. Let's help the Twiggles! Hip, hip, hooray! The Twiggles are building their town.

The Twiggles are building a <u>street</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there is a <u>street</u>.

The Twiggles are building some <u>houses</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there are some <u>houses</u>.

The Twiggles are building a <u>playground</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there is a <u>playground</u>.

The Twiggles are building some <u>shops</u> today. Let's help the Twiggles! Hip, hip, hooray! Now there are some <u>shops</u>.

Track 1.25 Song activity

Let's help the Twiggles! Hip, hip, hooray.
The Twiggles are building their town.

The Twiggles are building a	_ today.
Let's help the Twiggles! Hip, hip, hoc	oray!
Now there is a	

The Twiggles are building some	today
Let's help the Twiggles! Hip, hip, hooray!	
Now there are some	

The Twiggles are building a	today.
Let's help the Twiggles! Hip, hip,	hooray!
Now there is a	

The Twiggles are building some _____ today. Let's help the Twiggles! Hip, hip, hooray!

Identifying the natural elements of a landscape.

Curricular link: Geography

Language Objectives

Vocabulary: mountain, valley, river, tree, lake, rock,

Structures: Is there a / are there any? Yes, there is/ are. No there isn't/aren't.

Resources: CD; student's pop-outs; flashcards

(mountain, river, rock, forest)

Materials: glue

NATURAL ELEMENTS OF THE LANDSCAPE

Presentation

Draw a background scene of a natural landscape on the board. Include a mountain and a valley. Describe as you draw saying: Look! There is a mountain and there is a vallev.

Show the flashcards of the natural elements so that the children can name them.

Draw small pictures of other natural elements to one side of the main picture and name them as you draw them: river, trees, rock, lake...

Ask a child to come to the board, to choose one of these elements and to draw it in the main picture. Say: Very good. Now there is a mountain, a valley and a (river). Continue until all the elements have been drawn into the main picture.

Ask questions about the final picture: Are there any trees? SS: Yes! T: Is there a river? SS: Yes! T: Are there any shops? SS: No! T: Are there any houses? SS: No! Ask two children to come to the board to ask questions about the picture. Prompt them so that they use any in the questions. The rest of the class answers using the full form: No, there (aren't). Yes, there (is).

Work with the book



Student's Book, page 30, Activity 2

Children open their books to page 30 and look at the picture.

Say: Look at Flo's picture. Is there a mountain? SS: Yes! Ask other questions to elicit Yes, there is and No, there

Then ask: What can you see in the picture? SS: There is a (river). Say: Listen. Play Track 1.26. The children listen to the first four questions about Flo's picture and join in with the answers.

Pause the recording and explain that they now have to answer on their own. Pause after each question to give them time to answer.

Student's Book, page 30, Activity 3

Ask the children to look at Flo's picture again and ask questions using the vocabulary from the pop-outs: Is there a (supermarket)? SS: No, there isn't. T: Is there a mountain? SS: Yes, there is.

Tell the children to find their pop-outs and make two piles: one pile for the things they can see in Flo's picture; and another pile for the things they cannot see.

Tell the children to glue their pop-outs into the corresponding column. Ask volunteers to use the completed chart in order to describe Flo's picture: There is a mountain. There isn't a supermarket...

*Note: The children will also be using this picture in the next lesson to establish the contrast between natural and artificial elements in a landscape.





Track 1.26 Activity

See page 133.

Optional Activity Book exercises

See page 133.

Practice

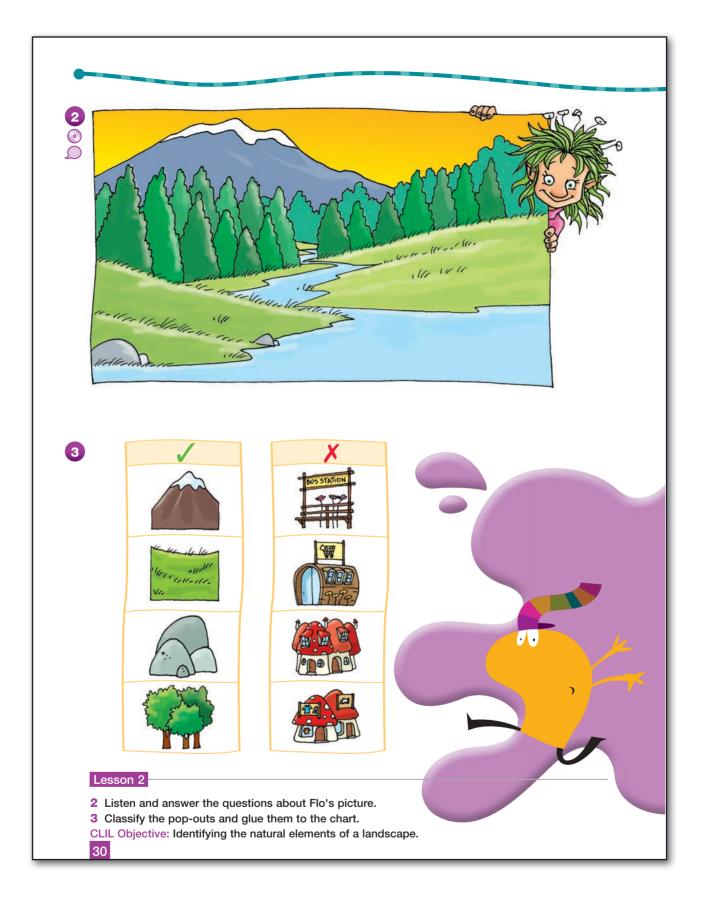
Continuous assessment

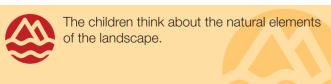
Children can identify the natural elements of a landscape.

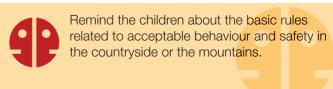
Write a list of natural elements on the board: mountain, valley, river, lake, trees, rocks, flowers, forest. Ask the children to choose three of the elements and to draw a picture of the countryside.

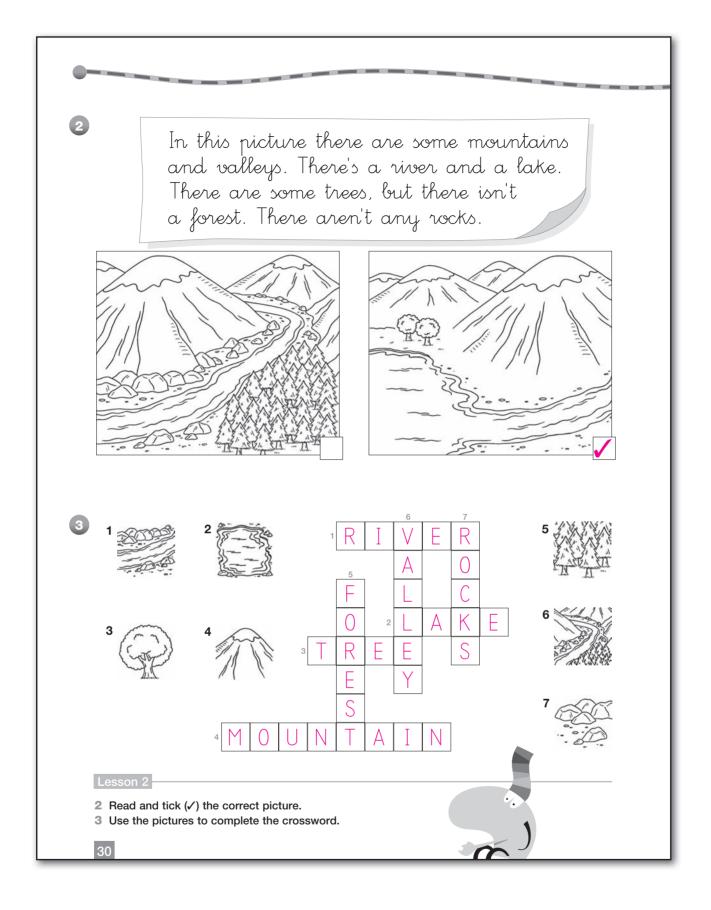
When they have finished, ask them questions. T: Is there a lake in your picture? S1: Yes, there is. / No, there isn't. Continue asking other children. Then ask volunteers to describe their picture. S1: In my picture there is a mountain, there is a river and there are some trees.













Explain to the children that with exercises like this, they should read the complete description before choosing the answer.

Page 30, Activity 2

Say: Open your Activity Books to page 30. Look at Activity 2.

Say: Listen very carefully and tell me which picture I am describing. Read out the text. The children choose the picture that corresponds to the text and tick the box. Ask four volunteers to read out the four sentences.

Page 30, Activity 3

Say: Now look at Activity 3.

Explain that the pictures are clues to help them do the crossword. Ask: *What can you see in picture 1?* SS: *A river*. Tell them to find number 1 in the crossword and to write the word *river*.

Tell the children to complete the crossword.

Explain to the children that if they can't remember how to write the words, they can find them in the text at the top of the page.



Let's play!

Board game

Divide the class into groups of four. Hand out four key vocabulary pop-outs to each child. Tell each group to place their pop-outs face up on the floor so that they make a big 4 x 4 square, with four rows and four columns. This acts as a board for a game.

The children in each group take turns to throw the dice and move the corresponding number of squares on the board. The children have to name the popout that they have landed on. If they name it correctly, they can throw the dice again. If not, it is someone else's turn. The first child to get to the end of the board is the winner.

Resources

Multi-ROM

Unit 4, Activity 3

Sparks DVD

Unit 4, Real Kids

Teacher's Resource Book

Unit 4, DVD worksheet, page 12



Transcript



Track 1.26 Activity

Narrator: Look at Flo's picture. Is there a mountain?

Children: Oh yes, there is!

Narrador: Is there a supermarket?

Children: Oh no, there isn't.
Narrator: Are there any rocks?
Children: Oh yes, there are.
Narrator: Are there any houses?
Children: Oh no, there aren't.

Narrator: Is there a valley?
Narrator: Is there a bus station?
Narrator: Are there any trees?
Narrator: Are there any shops?

Identifying the artificial elements of a landscape.

Curricular link: Geography

Language Objectives

Vocabulary: road, bridge, building, railway line, wall,

Structures: there's a / there isn't a / there are / there

aren't any

Resources: poster (side A); pop-outs; flashcards (road, bridge, building, railway line, wall, gate,

playground)

Materials: crayons (two colours)

ARTIFICIAL ELEMENTS OF THE LANDSCAPE

Presentation



Present the new vocabulary using the flashcards. Place the pop-outs on the poster. Then, hold up the flashcards one by one and ask: Is there a (railway line) here? SS: No! Encourage the children to use: No, there isn't.

When you have introduced the new words, ask the students about the immediate surroundings near the school. Ask: Is there a railway line near the school? SS: Yes, there is. / No, there isn't.

Work with the book

Student's Book, page 31, Activity 4

Say: Open your books to page 31. Look at Activity 4. Say: Look at Stretch's picture. Is there a mountain? SS: Yes, there is! T: Is there a railway line? SS: Yes, there is! Ask other questions so the children answer: Yes there is and No there isn't.

Then, tell the children to describe the picture: What can you see in the picture? S1: There's a (bridge). Say: Let's compare Flo's picture and Stretch's picture. Are they the same? SS: No! The children compare the two pictures and write same (S) or different (D) next to the elements on Stretch's picture.

Student's Book, page 31, Activity 5

Prompt the children to make statements about Flos' and Stretch's pictures. Say: Look at Flo's picture. Is there a railway line in Flo's picture? S1: No, there isn't. Go through the activities again by asking questions: T: Is there a (mountain) in both pictures? SS: Yes, there is. T: Are there (houses) in both pictures? SS: No, there aren't.

Optional Activity Book exercises



See page 137.

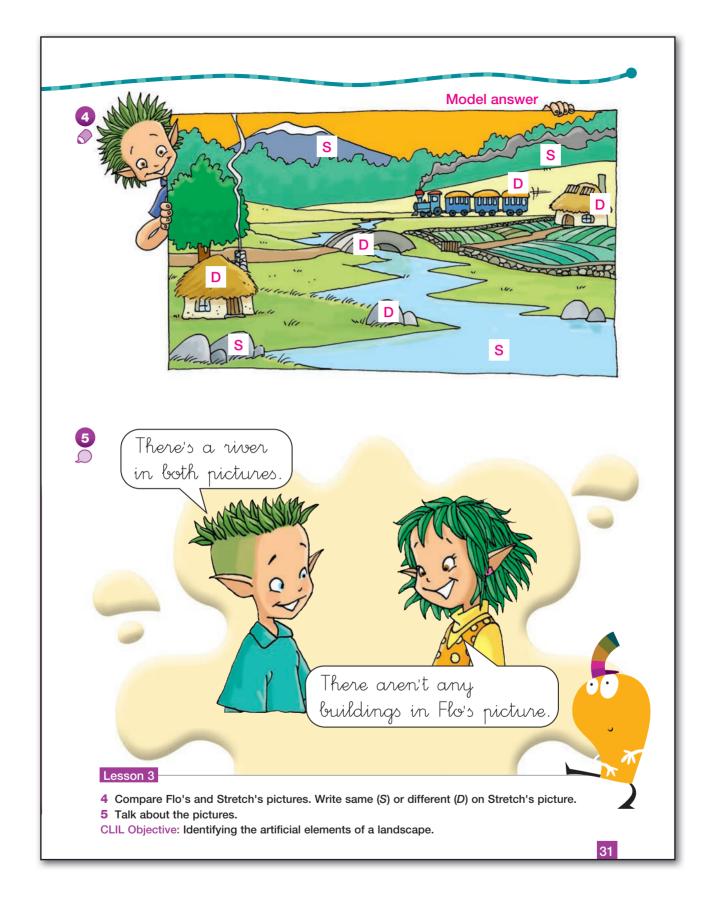
Practice

Continuous assessment

Children can identify the artificial elements of a landscape.

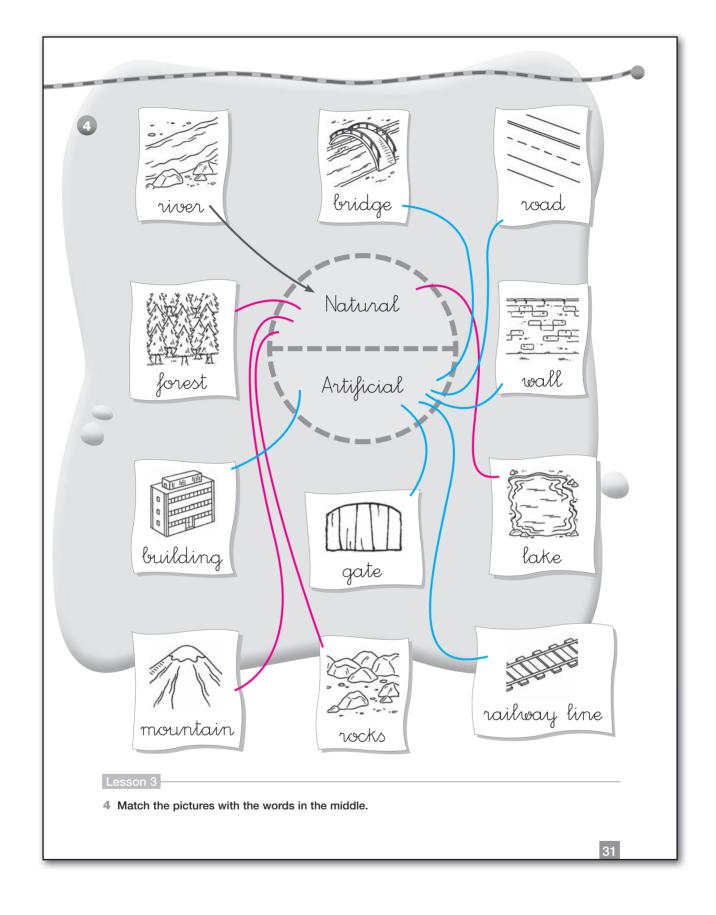
Write the word Artificial as a heading on the board. Ask the children to think about the things in their school. Ask volunteers to come to the board to write words. Help them with unknown words or spellings. Challenge the children to think about the difference between artificial and natural.

Collect the children's books and correct their work.





This activity provides children with an opportunity to compare the natural and man-made elements of a landscape and to reflect on the impact of these things on the environment.





Explain to the children that when an area of the countryside is taken over by humans, the animals lose their natural habitat.

Page 31, Activity 4

Say: Open your Activity Book to page 31. Look at Activity 4.

Read the words in the circle in the middle of the page. Say: *Natural. Look at the pictures. Which things are natural?* SS: forest, mountain, etc.

Then, say: Artificial. Which things are artificial? SS: railway line, building, etc.

The children classify the elements and match them to the corresponding words in the circle.

Tell the children to use one colour for the natural elements and another colour for the artificial elements. Correct the activity by asking the children to name the elements that they have matched with each word.



Multi-ROM

Unit 4, Activity 1

Teacher's Resource Book

Extension worksheet 1, page 29

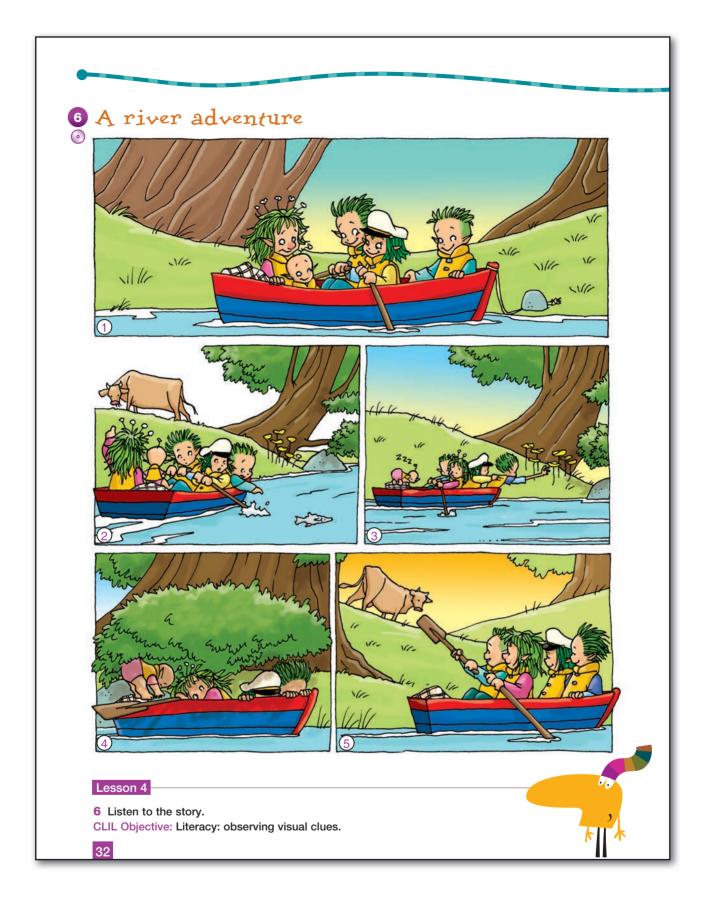




Let's play!

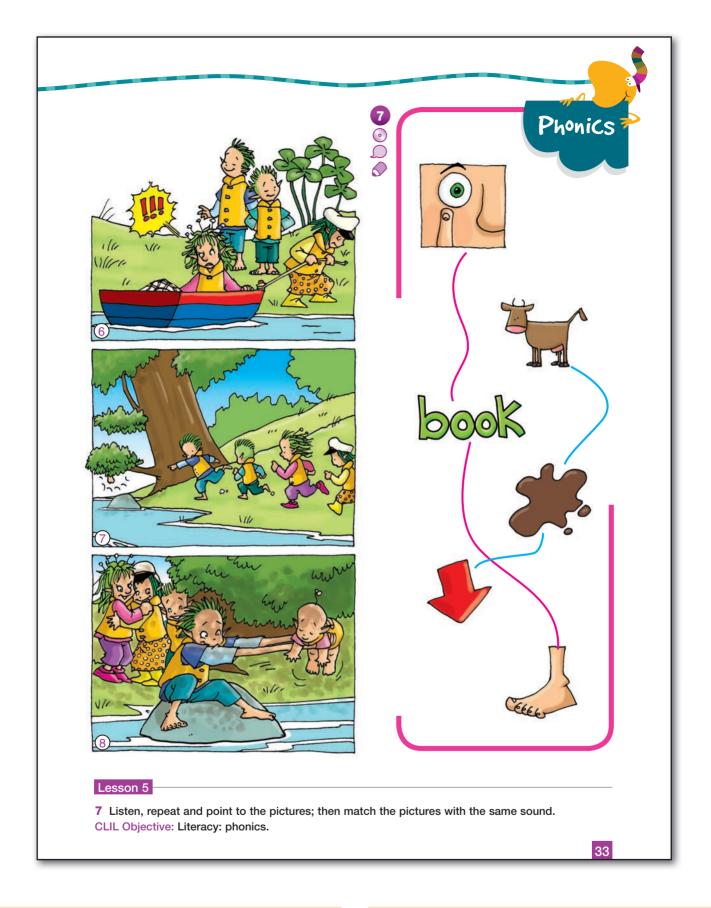
Top secret!

Tell the children to choose one of the key vocabulary pop-outs, but to keep it a secret. Make sure that all the children can name the picture on the pop-out. Tell the children to walk around the class as they say the word from their pop-out out loud. Each child must find other children who are saying the same word and form a group with them. At the end, tell each group to show their pop-outs to the class as they name the corresponding word.





In the story, the characters wear life-jackets in the boat. Remind children of the importance of personal safety and being careful when they are near water.





The children should repeat the sounds confidently and without worrying about making mistakes.



As the children are acting out the story, encourage them to have fun and to pay attention as they are waiting for their turn to act.

Observing visual clues.

Curricular link: Literacy

Language Objectives

Story language: Look! There's a (fish)!

Be careful! Don't fall in.

Join-in language: Row, row, row the boat./Steady and slow./Down the river we float and float./Down the

Resources: CD; poster (side B); story pop-outs (Dotty and Stretch rowing; Flo and Smiley rowing; Smiley and Stretch; Flo and Dotty; the baby)

STORY: A RIVER ADVENTURE

Presentation





Say: It's story time!

Show the children the poster. Ask guestions to help them predict the story. T: What can you see in the poster? SS: A river! T: Can you see a rock? SS: Yes! T: And can you see a tree? SS: Yes.

Ask: Is there a cow in the picture? SS: Yes, there is. T: Are there any flowers in the picture? SS: Yes, there are. T: Is there a fish in the river? SS: Yes, there is. Ask a volunteer to come to the board, to describe the picture and to point to the elements. S1: There's a river. There's a tree. There's a fish. There's a cow.

Say: The Twiggles are going to have a picnic by the river. Where are the Twiggles today? SS: In a boat./On the river. Say: Let's listen to the story.

Play Track1.27. Enact the story using the pop-outs and the poster. Add mime and facial gestures to support meaning. Ask five children to come to the poster and give each one a pop-out. Play Track1.27 again. The children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book



Student's Book, pages 32 and 33, Activity 6

Say: Open your books at pages 32 and 33. Play Track1.27 again. The children look at the pictures. Tell the children to join in with: Row, row, row the boat. Steady and slow. Down the river we float and float. Down the river we go. Stop the recording at random and tell the children to supply the next line. Tell the children to look at the pictures in the book. Describe a picture and ask them to tell you which picture it is. Say: There's a river. There's a tree. There's a cow. There's a fish. There's a boat and

there are some flowers. SS: Picture 2.

Continue with the other pictures. Then, ask a volunteer to describe a picture. S1: There are 2 trees. There's a river.

There's a boat and there's a cow.

SS: Picture 5

Continue with other volunteers.

Transcript



Story: A river adventure

See page 143.

Optional Activity Book exercises

See page 143.

Practice



Divide the class into groups of six. Tell four children in each group to be one of the characters. The other two children play the parts of the baby and the narrator.

Play Track1.27 again. The children raise their hands when they hear their part of the story. Play Track1.27 again. The children participate with their lines. Encourage them to add facial gestures and to model suitable expressions.

Literacy: phonics oo (look / foot / book); ow (brown / cow / down)

Curricular link: Literacy (Phonics)

Story language: Look! There's a (fish)!

Be careful! Don't fall in.

Join-in language: Row, row, row the boat./Steady and slow./Down the river we float and float./Down the river we go.

Resources: CD; poster (side B)

PHONICS

Re-tell the story





Show the children the poster and ask: Do you remember the story?

You can also use the story cards. The children order them according to the order in the story.

Ask questions about the pictures to help the children remember the story.

Play Track1.27. The children listen to the story. Play Track1.27 again. The children join in saying: Row, row, row the boat. Steady and slow, Down the river we float and float. Down the river we go.

Work with the book



Student's Book, page 33, Activity 7

Clap your hands to ensure that the children are watching you. Write the following words on the board: look, foot, book, brown, cow and down.

Point to each word and repeat it. Point out to the children that some of the words have the same sound. Point to the words look, foot and book, and repeat the sound several times. Articulate the sound very clearly. The children repeat: 00... 00... 00... look, 00... 00... foot, 00... 00... 00... book.

Point to the words brown, cow and down, and repeat the sound several times. Articulate the sound very clearly. The children repeat: ow... ow... brown. ow... ow... ow... cow. ow... ow... down.

Say: Look at Activity 7 on page 33.

Play Track1.28. The children listen and point to the pictures.

Play Track1.28 again. The children repeat the sounds and ioin in with the words.

Tell the children to match the pictures that have the same sounds. They use a different colour for each sound. Ask volunteers to name the words that have the /oo/

Ask volunteers to say the words that have the /ow/ sound. Ask the children to think of other words in English that have the sounds /oo/ or /ow/

Transcript



Track 1.28 Phonics

See page 145.

Optional Activity Book exercises

See page 145.

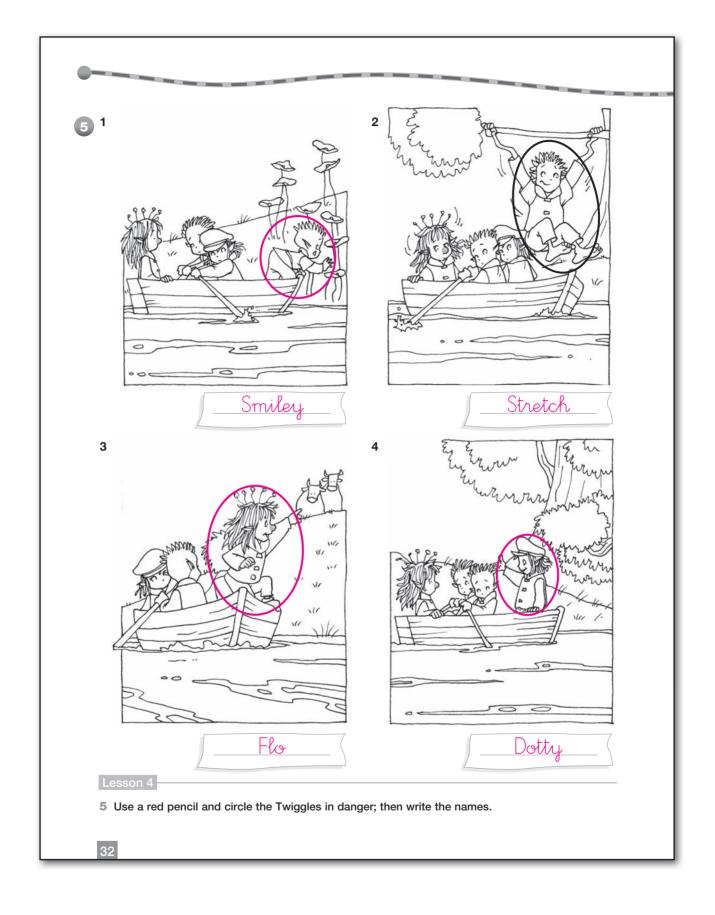
Act out the story



Divide the class into groups of six. Assign a character to each child, including the narrator and the baby. Play Track **1.27**. The children join in with their lines.

Ask groups to come to the front of the classroom to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.





Draw the children's attention to the dangerous behaviour of the characters. This will help the children think about what you should or should not do in a boat or when you are near water.

Page 32, Activity 5

Say: Open your Activity Books to page 32. Look at Activity 5.

Say: Look at picture 1. Look at Smiley! Be careful, Smiley! Don't fall in!

Say: Now look at picture 2. Ask a volunteer to continue:

S1: Look at Stretch! Be careful, Stretch!

Don't fall in!

Repeat with the other pictures and the other characters. Ask the children to circle the Twiggles who are in danger and to write their names.



Let's play!

Charades

Mime a word or action. The children have to try to guess the word or action.

The child who guesses correctly can mime the following word or an action.

Repeat several times.



Resources

Multi-ROM

Unit 4, Story

Transcript



Track 1.27

Story: A river adventure

Picture 1

Narrator: Today the Twiggles are going on a boat trip.

Dotty: Ready, Stretch? **Stretch:** Yes! Let's go! Row, row, row the boat.

Steady and slow.

Down the river we float and float.

Down the river we go.

Picture 2

Narrator: First, Dotty and Stretch row the boat.

Row, row, row the boat.

Steady and slow.

Down the river we float and float.

Down the river we go.

Flo: Look! There's a brown cow!

Baby: Cow!

Smiley: And look! There's a fish! Dotty: Be careful! Don't fall in.

Picture 3

Narrator: Then, Smiley and Flo row the boat

Row, row, row the boat.

Steady and slow.

Down the river we float and float.

Down the river we go.

Stretch: Look! There are some flowers!

Dotty: Be careful! Don't fall in.

Picture 4

Narrator: The boat floats under a big branch.

Dotty: Be careful with the branch. **Stretch:** Heads down, everyone. **Narrator:** Flo and Smiley row on.

Row, row, row the boat.

Steady and slow.

Down the river we float and float.

Down the river we go.

Picture 5

Narrator: Finally, they reach a perfect place for a picnic.

Dotty: Look! Let's have the picnic by the tree.

All: Yes, let's!

Picture 6

Narrator: Dotty ties up the boat on the river bank and

then.

Flo: Where's the baby? She isn't in the boat.

Picture 7

Narrator: Stretch and Smiley run back along the river

bank.

Flo: Quick! Run!

Stretch: Look at that tree!

Dotty: Can you see her?

Smiley: Yes! I can see her foot.

Picture 8

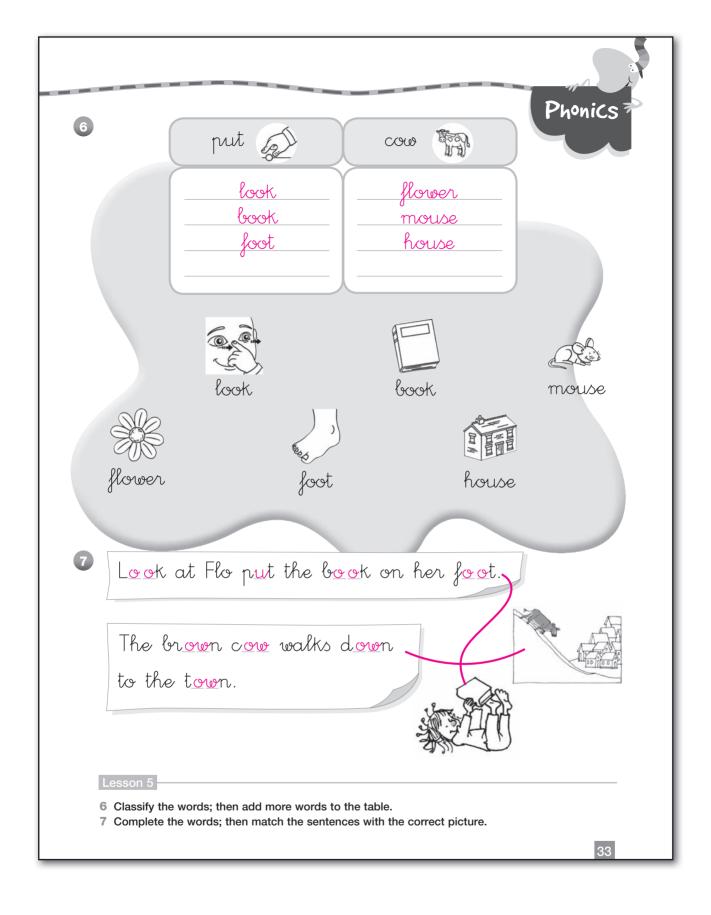
Narrator: Stretch sits on the rock in the river.

Flo: Can you reach her, Stretch?

Stretch: Yes, I can! I've got her now. Safe and sound!

Baby: Safe and sound!

Others: Hurray!





Remind the children that in English there are several ways of writing the same sound. They should say the words out loud so they can hear what they sound like and check if they are similar to other words.

Activity Book

Page 33, Activity 6

Say: Open your Activity Books to page 33. Look at Activity 6.

Read the word at the top of the first column. Ask: Can you find any other words that have the same sound as <u>put?</u> Help the children find the words: book, look, foot. Repeat the process with cow: house, mouse, flower. Encourage the children to think about some other words with the same sounds. You can prompt them by writing the following words on the board and telling the children to classify them according to their principal sound: bush, mountain.

Page 33, Activity 7

Say: Now look at Activity 7.

Tell the children to look carefully at the first picture and to write what they can see. Then, ask if anyone can complete the words in the sentence. Repeat with the second picture. The children complete the words with the letters that are missing and match the pictures to the sentences.



Let's play!

Jump to it

Take the children to the playground. Draw big circles on the ground with a piece of chalk.

Write the letters of the sounds you have been studying in each circle. Say a sound out loud. The children have to jump inside the circle that has the letters that correspond to that sound. Continue playing until you have named all the sounds.

Resources

Multi-ROM

Unit 4, Phonics

Teacher's Resource Book

Ready to read worksheet, page 56



Transcript



Track 1.28 Phonics

oo oo oo look oo oo oo foot oo oo oo book ow ow ow cow ow ow ow down ow ow ow brown

Identifying appropriate behaviour in a park.

Curricular link: Social Science

Language Objectives

Vocabulary: park, path, bush, lake, tree, fountain, bin, bench, flower

Structures: Let's (pick some flowers). Yes, let's! Don't

do that!

Resources: CD; poster (side A)

BEHAVIOUR IN A PARK

Presentation



Say: Today we are going to talk about the things we can see in our towns and parks. Ask: Are there any trees in x (x being the name of the town/city)? SS: Yes. Ask: Are there any fountains in (x)? SS: Yes/No. T: Is there a lake in (x)? SS: Yes./No.

Explain that a lot of the natural things we can finding a city are in parks. Ask: Is there a park in (x)? SS: Yes, there is. Present the new vocabulary using the poster.

Point to the first picture and ask: Is there a fountain in the park? SS: Yes, there is. / No, there isn't. Repeat the question with the other pictures. Ask the children: Do you go to the park?

Work with the book n



Student's Book, page 34, Activity 8

Say: Open your books at page 34. Look at the pictures. When the children have had time to look at all the pictures, ask: Are there any flowers?

SS: Yes! T: Is there a football? SS: Yes! T: Are there any benches? Repeat the question with: trees, bushes, lake. Then, say: Now look carefully at the children.

Oh dear! Some children are not behaving very well (shake your head disapprovingly).

Play the first part of Track 1.29. Tell the children to point to the objects as they hear them. Play the first part of **Track 1.29** again.

The children join in with the responses. This time, the children number the objects in their books as they listen. Play the second part of Track 1.29 and tell the children to supply the responses this time.

Student's Book, page 34, Activity 9

Say: Look at Activity 9. The children use the key to put a cross or tick in the boxes next to the pictures.





Track 1.29 Activity

See page 149.

Optional Activity Book exercises

See page 149.

Practice

Continuous assessment

Children can express their disagreement with certain actions.

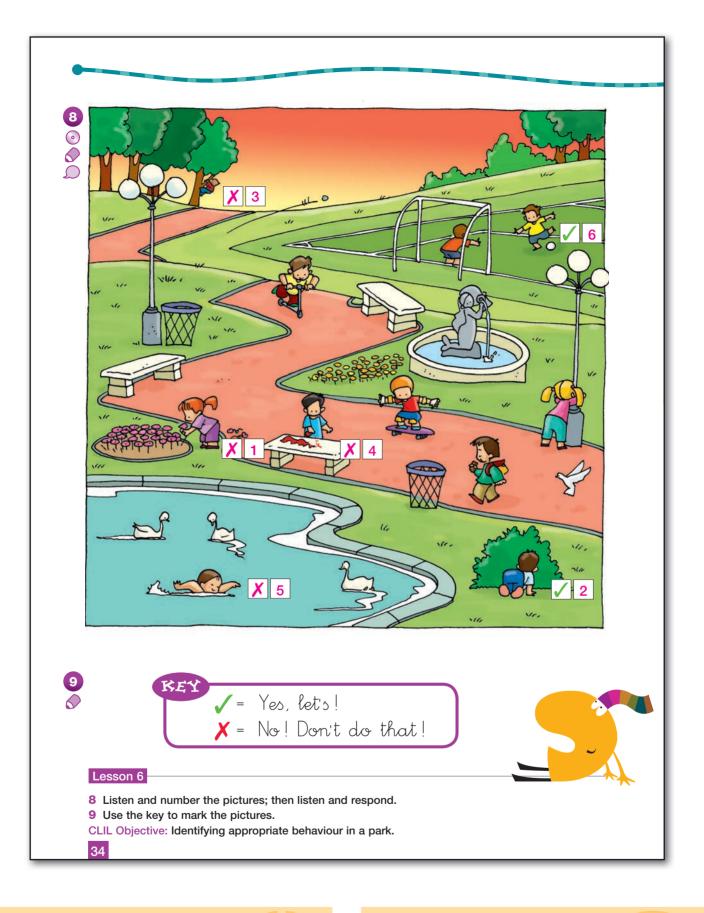
Explain to the children that we must behave in a certain way in public places. Focus on the school.

Mime an action that is not acceptable, such as dropping litter on the floor. Ask the children to respond accordingly: Don't do that!

Supply the language that they need: That's right. Don't drop litter.

Other possibilities include: Don't write on the furniture! Don't write on the walls! Don't push the small children! Don't play with a ball inside! Don't run down the corridors! Don't shout!

Collect the children's books and correct their work.

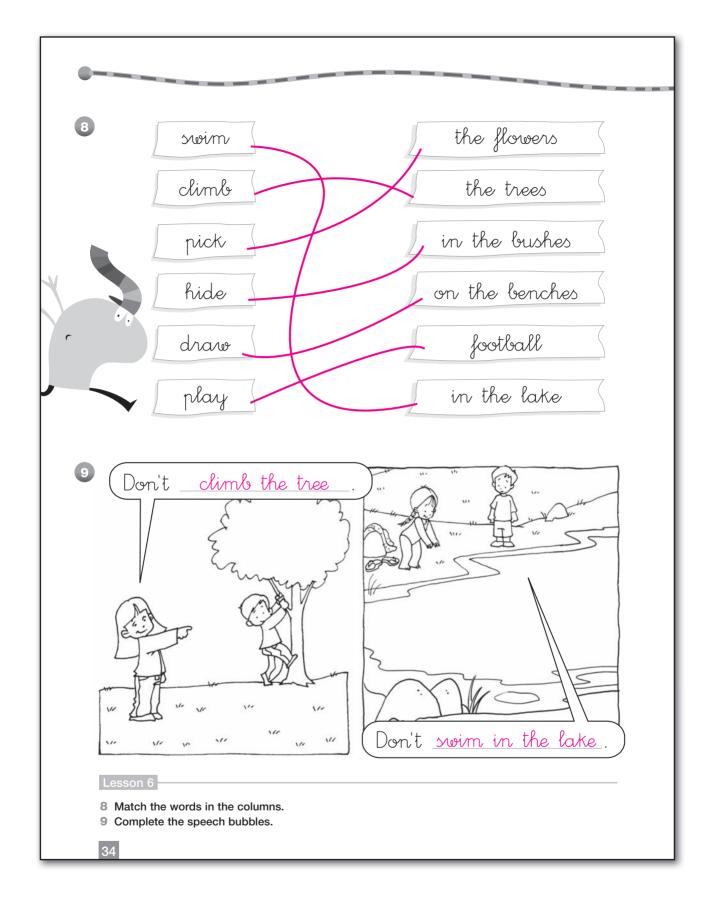




Explain that parks and other public places have rules and regulations that we should all comply with so that everyone can enjoy the park.



Mention to the children that by recognising the bad behaviour of the children in the picture, the children will be able to understand how to behave correctly in the park.





Explain that with an activity like this the children should start by looking at one of the verbs and reading all the options before they match the verb to the expression.

Activity Book

Page 34, Activity 8

Say: Open your Activity Books at page 34. Look at Activity 8.

Read out the first verb: *Swim*. Tell the children to read the text in the right-hand column and to find the rest of the expression.

Help them by offering incorrect suggestions: Swim (on the benches)! Is that right? SS: No!

Repeat this process until the children have found all the correct sentences.

Tell the children to read the text again and to match the verbs to the words on the right.

Page 34, Activity 9

Say: Now look at Activity 9.

Point to the boy in the first picture and shake your head disapprovingly. Say: Oh dear! That's not good. What's she saying to him? SS: Don't climb the trees!

Repeat with the second picture.

Tell the children to complete the speech bubbles. They can use the previous sentences to help them spell the words.



Let's play!

Odd one out!

Place six flashcards on the board. Five of them from the same semantic field and one other flashcard from a different semantic field. Tell the children to identify the odd one out. Repeat the game with other flashcards.

Resources

Teacher's Resource Book

Extension worksheet 2, page 30



Transcript



Track 1.29 Activity

What can we do in the park?
Let's pick the flowers!
No! Don't do that! Don't pick the flowers!
Let's hide in the bushes!
Yes, let's! Let's hide in the bushes!
Let's climb the trees!
No! Don't do that! Don't climb the trees!
Let's draw on the bench!
No! Don't do that! Don't draw on the bench!
Let's swim in the lake!
No! Don't do that! Don't swim in the lake!
Let's play football!
Yes, let's! Let's play football!

Now you respond.
Let's pick some flowers!
Let's hide in the bushes!
Let's climb the trees!
Let's draw on the bench!
Let's swim in the lake!
Let's play football!

Making a poster of a park and classifying objects.

Curricular link: Geography; Art

Language Objectives

Vocabulary: bench, bin, fountain, path, bridge, tree,

flower, lake, bush, river

Structures: there is, there are Resources: poster (side A)

Materials: crayons, a pen, paper, coloured paper,

clipboard

BUSY HANDS:

MY FAVOURITE CORNER OF THE PARK

Present the project



Say: Today we are going to make a checklist about our favourite corner of the park.

Draw two columns on the board. At the top of one, write Natural, and at the top of the other, write Artificial. Using the poster, ask questions about the things you can find in a park. Point to the fountain and ask: Is a fountain artificial? SS: Yes, it is. T: Is a bench natural? SS: No, it isn't. Write fountain and bench in the column marked: Artificial. Ask: Are flowers natural? SS: Yes, they are, T: Is a bush artificial? SS: No, it isn't. Write flowers and bush in the column marked: Natural.

Work with the book

Student's Book, page 35, Activity 10

Tell the children to look at page 35 of their Student's Books. Read the title of the project out loud: My favourite corner of the park.

Point to the pictures of the materials and say: This is what we need. Tell the children to identify the pictures.

Go through the steps, one by one, and explain using the materials that you have brought to class to help them understand.

Hand out the materials.

Tell the children to make a checklist of natural and artificial elements that you can find in a park.

Then, take the children to the local park, let them choose a corner in the park. They mark off their checklist the elements that they find; or, tell them to work from memory.

Student's Book, page 35, Activity 11

Say: Now look at Activity 11.

Say: Use your checklist to talk about your favourite corner of the park.

The children use the example in the book to help them. S1: In my favourite corner of the park there are some trees. There is a river. There isn't a bridge.

Ask volunteers to tell the rest of the class about their

favourite corner of the park.

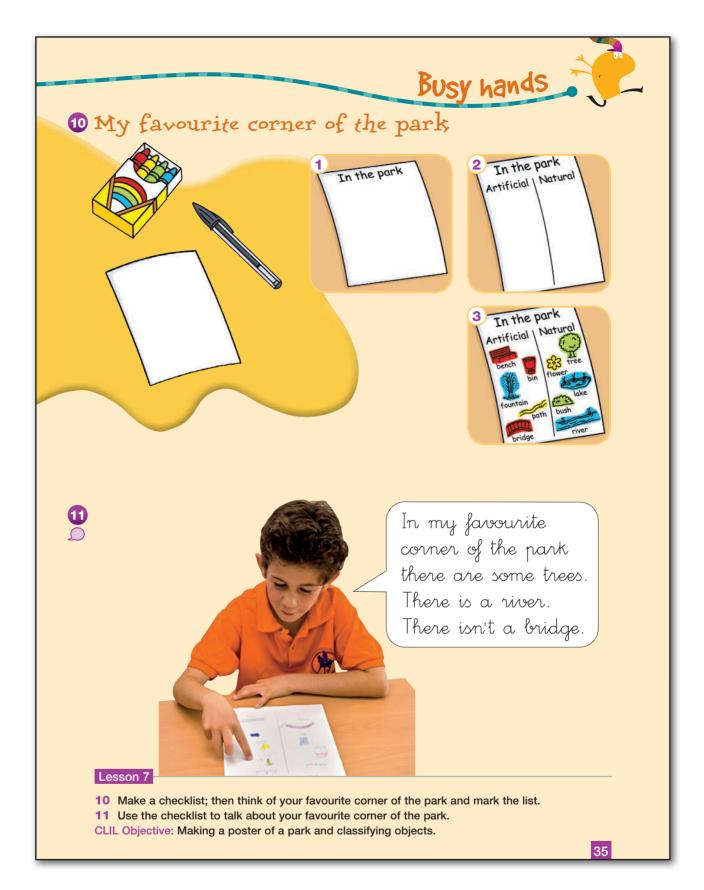


Optional Activity Book exercises

See page 153.

Display the project

Collect the finished checklists and display them. Encourage the children to come to the front to look at each other's work. Point to the different checklists and ask: Are there trees in (David's) favourite corner of the park? SS: Yes./No. T: Is there a bridge in (David's) favourite corner? SS: Yes./No.

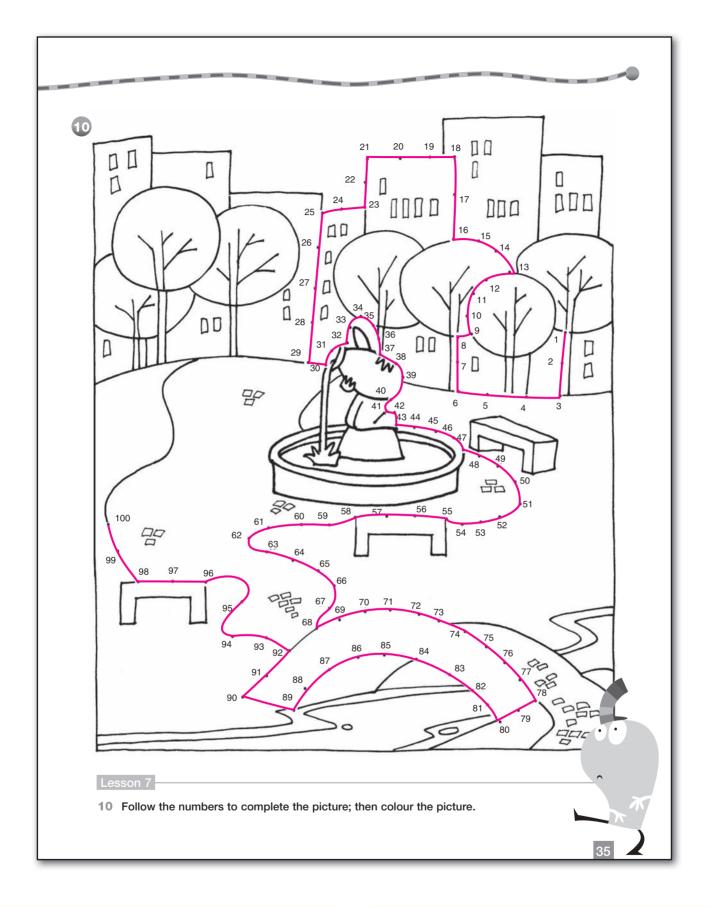


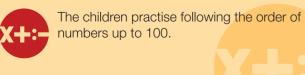


The children have to organise and present the information as a list.



The children think about their own preferences and the elements of a park that they like the most.







Explain that with a *dot-to-dot* exercise like this they should follow the order of the numbers. Remind the children that they have to look carefully to find the following dot before drawing the line.

Activity Book

Page 35, Activity 10

Say: Look at the picture. Can you see the numbers? Tell the children to count out loud with you the numbers from 1 to 100.

Tell the children to join the dots by following the order of the numbers.

The children colour their pictures.

Tell the children to describe what they can see in their pictures.



Multi-ROM

Unit 4, Activity 7

Teacher's Resource Book

Ready to write worksheet, page 98





Let's play!

Noughts and crosses

Draw a 3 x 3 table on the board. In each square, draw or stick a picture. Divide the class into two teams: the "noughts" and the "crosses" . Tell a child from one of the teams to name one of the pictures. If the child says it correctly, they get a nought or a cross in this square.

The first team to get three noughts or crosses in a row is the winner.

Assessment.

Curricular link: Geography; Social Science

Language Objectives

All the vocabulary for Unit 4.

Resources: poster (side A); flashcards; stickers (buildings, bridge, trees, wall and gate, road, rocks)

BUSY MINDS

Let's remember!

Say: Today we are going to remember all the work we have done in Unit 4.

Hold up the flashcards and identify the things. Ask: What's this? SS: It's a road.

Work with the book

Student's Book, page 36, Activity 12

The children open their books at page 36. Show the children the stickers in the middle of the book.

The children find and stick the stickers for Unit 4. Then. they match the words with the stickers and trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 36, Activity 13

Ask the children to look at the pictures. Ask them if they remember the rules for the park. Write on the board: Let's and Don't.

Point to the first picture and ask: What do we say? Let's play football or Don't play football in the park? SS: Let's play football. Repeat with the other pictures. Tell the children to write Let's or Don't in the correct places. Ask volunteers to read their sentences out loud and correct the activity.

Optional Activity Book exercises

See page 157.



Round up



Divide the board into two halves. Ask the children to call out elements which are natural and write the words on both sides of the board in random order. The same words should be on both sides of the board. Do the same for artificial elements. Prompt the children where necessary using the poster and the flashcards.

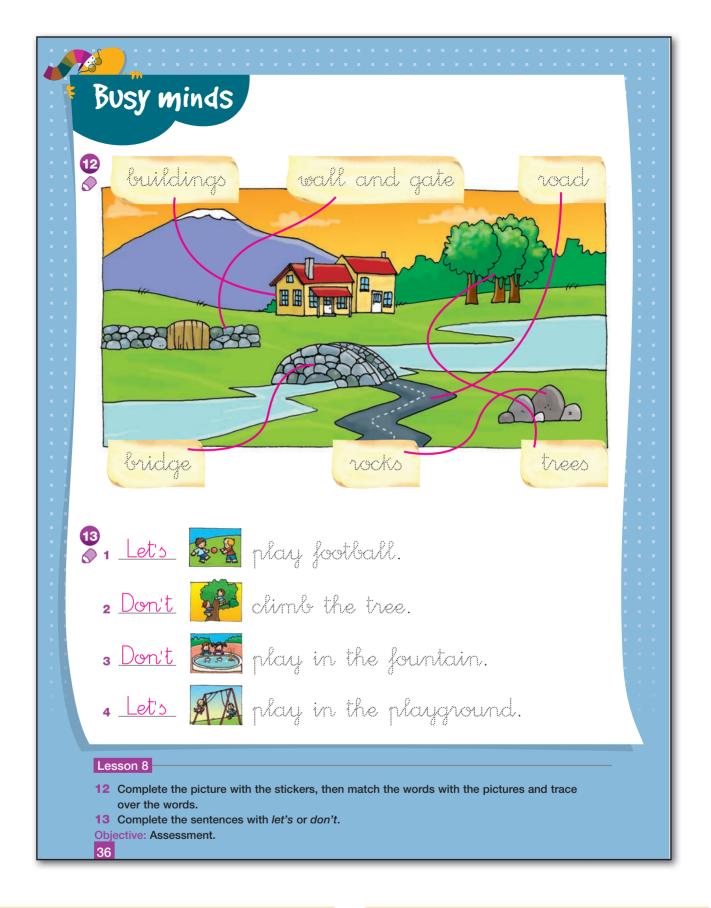
Divide the class into two teams.

Shout: Natural! A member from each team comes to the board to circle a natural element.

The first child to circle a correct word wins a point for their

Repeat the procedure until all the words are circled. The team with the most points is the winner.

Collect the children's books and correct their work.

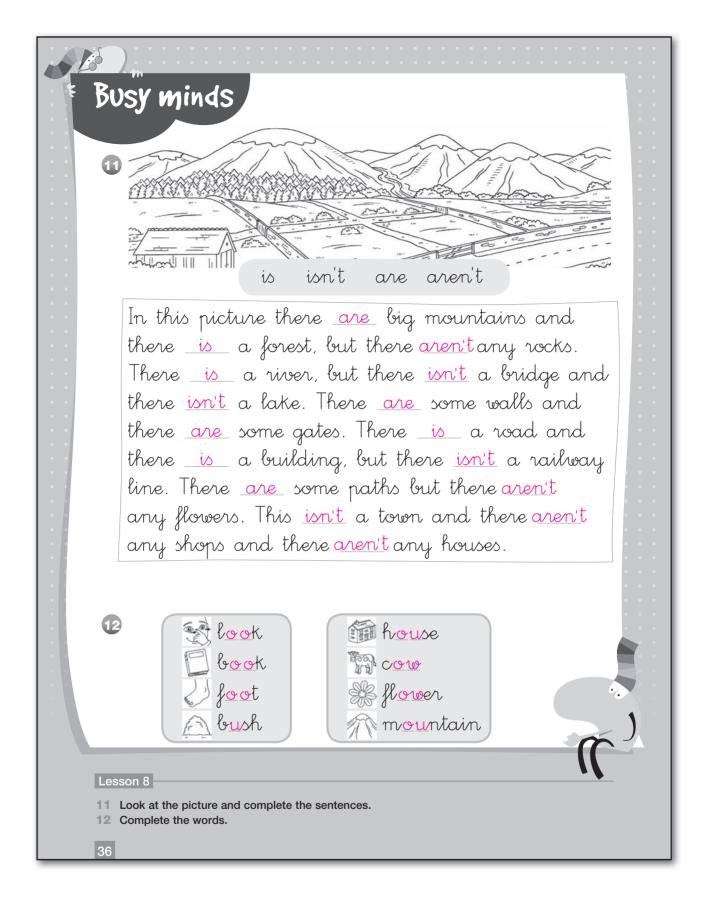




The children use the words and the shapes to find the correct stickers.



The children remember the rules of behaviour for the park.





Explain to the children that before completing the description, they should read each sentence carefully.

UNIT 4 LESSON 8 OPTIONS

Activity Book

Page 36, Activity 11

Say: Open your Activity Books at page 36. Look at Activity 11.

Tell the children to look at the picture. Ask questions: Are there any mountains? Is there a railway line? Explain that they are going to complete a text with the words: is, isn't, are or aren't. Write the words on the board.

Start reading the text and stop where there is a blank space. Tell the children to say the missing word. Correct them if necessary. Continue reading until you have finished the text.

Tell the children to read the text again and to write in the missing words.

Page 36, Activity 12

Say: Now look at Activity 12.

Tell the children to say the complete words out loud. Correct any pronunciation errors. Tell the children to write the missing letters in order to complete the words.



Let's play!

Stories

The children can use the stick-puppets to tell stories to one another. They should try to speak in English only. Divide the class into groups. Hand out a puppet to each group. Tell the children to use the puppets to tell the stories to one another. Walk around the class to make sure that all the children are joining in and that they are speaking in English.

If necessary help them by supplying the necessary vocabulary.

Resources



Multi-ROM

Unit 4, Activity 4

Teacher's Resource Book

Unit 4, Test, pages 75 and 76



See Transcript Track 1.30

Transcript



Track 1.30. Unit 4 Test. Activity 1

Listen and match the characters to their favourite corner of the park.

Narrator: Tell me about your favourite corner of the park, Flo.

Flo: Well... in my favourite corner of the park, there are three trees and there are lots of flowers. There's a river and a bridge over the river, and a bench.

Narrator: What about you, Smiley?

Smiley: In my favourite corner of the park there are three trees and lots of flowers, too. There's a fountain and a bench.

Narrator: What about you, Stretch?

Stretch: In my favourite corner of the park there is a river

and a lake. There are two trees and a fountain.

Listen again and draw the missing picture.

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise the impact of human activities on the landscape. They can identify the artificial elements of the landscape and appropriate behaviour in a park and the countryside.

Language Objectives

Children can describe the elements in a landscape and classify them. The children can also distinguish between singular and plural forms of nouns and verbs.

The human body

CLIL Objective

Recognising that our bodies need food and liquid

Curricular link: Science: Social Science

Language Objectives

Vocabulary: tired, cross, happy, hungry, thirsty, tea Structures: Go away! I'm (tired). What's the matter?

Resources: CD; poster (side A); pop-outs

I'M HUNGRY!

Presentation





Tell the children that you are going to talk about the importance of food and drink. Show the children the popouts of the characters and ask: Is (Flo) happy? SS: No! Say: That's right. (Flo) is very cross! Use gestures to clarify the meaning of cross.

Repeat for the other characters. Then, ask: What's the matter?

Ask the children if they feel happy when they're hungry. Show the children the pop-out of the Twiggles having tea. Ask: Is (Flo) cross now? SS: No! Repeat with the other characters and say: That's right. The children aren't cross now because they are having tea.

Point to the food on the table. Ask: What can you see on the table? SS: Juice, sandwiches and biscuits.

Help the children to remember the vocabulary if necessary. Play Track 2.1 and place the pop-outs of the Twiggles on the poster. Play Track 2.1 again and encourage the children to join in with: Go away! I'm tired and I'm cross and I don't want to play.

Ask six children to come to the board and hand each one a pop-out. Play Track 2.1 again. The children put the different Twiggles in the right place on the poster. Repeat with six more children. The rest of the class joins in with: Go away! I'm tired and I'm cross and I don't want to

Work with the book



Student's Book, page 37, Activity 1

Say: Open your books to page 37. Ask the children to look at the pictures.

Point to the pictures one by one and ask about the characters: Are the children happy here? SS: Yes! T: That's right. They are having their tea. I think they're very hungry! Play Track 2.2. The children number the pictures. Play Track 2.2 again but this time pause after the questions in pictures 1 and 2.

Encourage the children to provide the answers.

Transcripts



Track 2.1 Activity

See page 161.



Track 2.2 Activity

See page 161.

Optional Activity Book exercises

See page 161.

Practice

Explain to the children that Flo, Dotty, Stretch and Smiley are cross and tired because they are hungry and thirsty. They need their tea. Explain that if we go for long periods of time without food and drink we get cross and tired. Make sure the children understand that tea is the snack that we have in the afternoon. It is also a drink (a cup of tea) which people have at any time of the day, but in this context it is the snack.

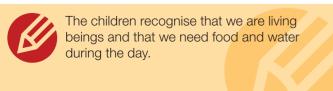
Ask: What do you have for tea? Help the children name the food and drink that they usually have for tea. Write the words on the board.

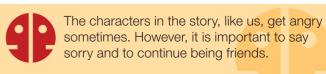
Tell the children to draw and label their favourite tea. Ask volunteers to show the rest of the class their pictures and to describe their favourite tea:

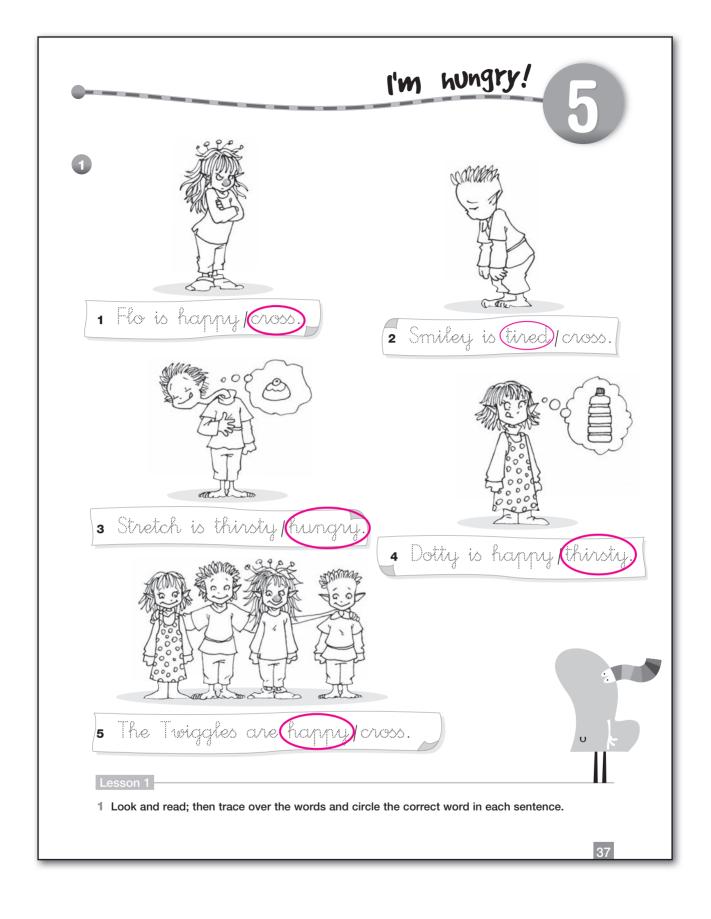
My favourite tea is a (cheese) sandwich, a glass of (milk) and a banana.

Collect the children's books and correct their work.











Explain to the children how to do this type of exercise: they should read the sentence and choose the correct word from the two options.

Activity Book

Page 37, Activity 1

Say: Open your Activity Books at page 37.

Look at Activity 1.

Point to the picture of Flo and ask: Is Flo happy?

SS: No! T: Is she cross? SS: Yes!

Tell the children to trace over the words and to circle the correct word.

Repeat with the other pictures. Ask for volunteers to read out the complete sentences.



Let's play!

Snap!

Hand out key vocabulary pop-outs, but make sure all the children have exactly the same pop-outs. Put the children into pairs. Each pair shuffles their pop-outs. At the same time, they both place their cards down on the table on by one. If they both put down the same card, they say *SNAP!* The first child to say *SNAP!*, keeps all the cards that there are on the table. The winner is the person who gets all the cards.

Resources

Multi-ROM Unit 5, Song



Transcripts



Track 2.1 Activity

Narrator: It's playtime, but the Twiggles aren't very happy.

Narrator: What's the matter Flo?

Flo: I don't know. Go away! I'm tired and I'm cross and

I don't want to play.

Narrator: Oh!

Narrator: What's the matter Smiley?

Smiley: I don't know. Go away! I'm tired and I'm cross

and I don't want to play.

Narrator: Oh!

Narrator: What's the matter Stretch?

Stretch: I don't know. Go away! I'm tired and I'm cross

and I don't want to play.

Narrator: Oh!

Narrator: What's the matter Dotty?

Dotty: I don't know. Go away! I'm tired and I'm cross

and I don't want to play.

Narrator: I know! The Twiggles are hungry and they're

thirsty.

Mum: Teatime!

Narrator: Now, the Twiggles are happy.

Narrator: They aren't hungry and they aren't thirsty now.

Flo: Come on everybody! Let's Play!

All: Hooray!



Track 2.2 Activity

Narrator: What's the matter Flo? What's the matter

Smiley?

Flo and Smiley: We don't know. Go away! We're tired and

we're cross and we don't want to play.

Narrator: Oh!

Narrator: What's the matter Dotty? What's the matter

Stretch?

Dotty and Stretch: We don't know. Go away! We're tired

and we're cross and we don't want to

play.

Narrator: Oh! Mum: Teatime!

Narrator: Now, the Twiggles are happy.

Narrator: They aren't hungry and they aren't thirsty now.

Flo: Come on, everybody! Let's Play!

All: Hooray!

Classifying food into types.

Curricular link: Science

Language Objectives

Vocabulary: meat, fish, vegetables, fruit, cereals, sweet food, dairy: chicken, sausages, tuna fish, sardines, beans, potatoes, apples, bananas, rice, bread, cake, biscuits, milk, cheese.

Structures: eat/don't eat

Resources: poster (side A); flashcards (chicken, sausages, tuna fish, sardines, beans, potatoes, apples, bananas, rice, bread, cake, biscuits, milk, cheese); student's pop-outs (chicken, sausages, tuna fish, sardines, beans, potatoes, apples, bananas, rice, bread, cake, biscuits, milk, cheese)

Explain that a good meal involves a balance of different food types. The children write their lunch menus. Ask volunteers to read the menus to the rest of the class.

Optional Activity Book exercises

See page 165.



FOOD TYPES

Presentation



Say: Today we are going to talk about different types of food.

Point to the food on the poster and say: These are all different types of (meat). Show the flashcards and ask the children to name them. Help with with any words that they have difficulty with. Once they have named each flashcard, place them next to the corresponding group of food on the poster.

Play a game. Say: sausages, chicken and green beans. Which is the odd one out? SS: Green beans! Say: That's right! Why? SS: Sausages and chicken are meat. Green beans are vegetables.

Repeat with other food items.

Work with the book

Student's Book, page 38, Activity 2

Say: Open your books to page 38. Say: Find your pop-outs for Unit 5. Now, look at the picture of the shop. Tell the children to read the names of the types of food in the pictures. Then, ask them to name possible examples of these food types.

Tell the children to look at their pop-outs. Name the food items out loud and tell them to hold up the corresponding pop-out. Then, ask: Where do you put the (sausages)? SS: On the (meat) shelf.

Tell the children to glue their pop-outs in the correct places. Tell the children to choose food to complete their lunch menu. Ask the children to tell you what they have chosen for their lunch menu before they write anything.

Practice

Continuous assessment

Children can name the different food types.

Make a copy of the school menu for the week and write it on the board. Ask the children to classify the food on the menu into types. Say: Come and circle the (meat) in (red) chalk.

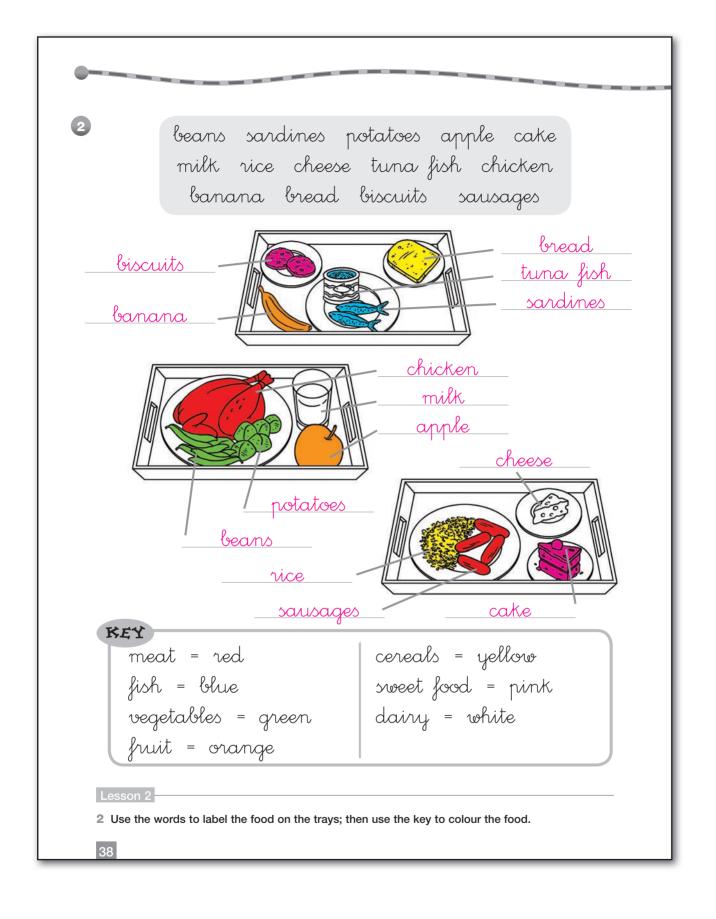
Tell them to count the number of times per week that they have the different food types. Make a small chart on the board with the headings: *Meat, fish, vegetables, fruit, cereals, dairy, sweet food.* Ask the children to copy the chart and to write the appropriate numbers in the correct columns. Then, ask the children to choose their favourite meal from the week's menu.

Collect the children's books and correct their work.





Explain to the children that there are several types of food and that for a healthy and balanced diet we need a combination of all of them.





The children classify the food into the different food groups. They can see what a healthy and balanced diet consists of.

Activity Book

Page 38, Activity 2

Say: Open your Activity Books at page 38. Look at Activity 2.

Tell the children to name the items of food that they can see on the trays

Tell the children to use the words to label the items of food

Explain the meaning of the key to the children.

The children should colour the food according to the key. Correct the activity by asking questions such as: What colour is the (chicken)? SS: Red.

Resources

Multi-ROM

Unit 5, Activity 1

Multi-ROM

Unit 5, Activity 2

Teacher's Resource Book

Extension worksheet 1, page 31





Let's play!

Surprise bag!

Put some items of food (such as pieces of different fruit, a potato, a packet of biscuits, etc.) in a bag without letting the children see.

Ask a child to come to the front to feel one of the objects in the bag without looking inside it. The child tries to guess what type of food it is. Repeat several times with other volunteers.

Expressing food preferences

Curricular link: Social Science

Language Objectives

Vocabulary: rice, beans, sausages, bananas, sardines, apples, cheese, milk, cake, healthy diet Structures: Do you like ...? I like ... I don't like ...

Resources: CD; poster (side A)

FOOD PREFERENCES

Presentation



Continuous assessment

Children can name different items of food.

Use the poster to explain to the children your food preferences. Use facial expressions and gestures so that they understand. Point at the (banana) and say: Mmmm. I like bananas. Point at the (sardines) and say: I don't like (sardines). Say: I like (bananas). The children who like bananas stand up and say: I like bananas, too! Ask for volunteers to come to the board to pick something they like. The rest of the class has to discover what they have chosen by asking questions: Do you like (bananas)? S1: No, I don't. S2: Do you like sausages? S1: Yes, I do!

Work with the book n



Student's Book, page 39, Activity 3

Say: Open your books at page 39. Look at Activity 3. Tell the children that they are going to hear what Smiley likes and doesn't like.

Play **Track 2.3**. Tell the children to put a tick $(\sqrt{})$ or a cross (x) in Smiley's column on the chart.

Listen to Track 2.3 again and encourage the children to join in with: Eat your (rice)!

Ask questions: Does Smiley like (sardines)?

Tell the children to draw themselves and two friends in the silhouettes. The children have to put a tick or a cross in their column according to their preferences. Then, they ask their friends what they have drawn and about their preferences. They mark the results in the chart.

Student's Book, page 39, Activity 4

Say: Now look at Activity 4.

Ask the children questions: Do you like (sardines)?

SS: Yes./No.

Ask: How many people like (sardines)?

Explain that it is important to eat food that is good for you. Explain that sometimes we have to eat food that we don't like because it is good for us. Say: (Apples) are not my favourite (fruit), but I eat (apples) because they are good for





Track 2.3 Activity

See page 169.

Optional Activity Book exercises

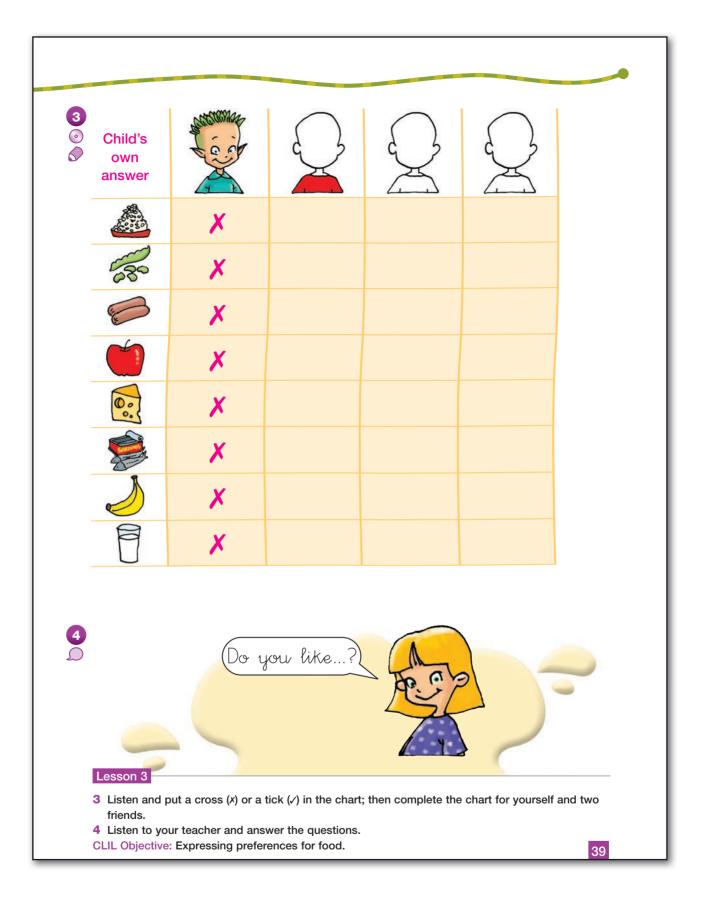
See paga 169.

Practice

Start by saying to the first child in the front row: I like (sardines). Do you like (sardines)? S1: Yes, I do./No, I don't. This child then repeats the statement and asks a question, choosing a different food item, to the child sitting next to them. The children continue asking and answering in a chain around the class.

Collect the children's books and correct their work.







The children can express what they like with regard to food, and fill in the table with their personal preferences.

I like sausages, beans, rice, and cake.
I don't like sardines, apples or milk.

I like sausages, beans, apples, and milk.

I don't like sardines, cake or rice.

I like sardines, rice, cake, and milk.

I don't like sausages, beans or apples.

I like sausages, sardines, and cake.

I don't like beans, apples, rice or milk.

	Stretch	Dotty	Flo	Smiley
331	•••	\odot	\bigcirc	\odot
	\bigcirc		•••	\odot
		\odot	\odot	•••
***			\odot	
	\odot	<u>•</u>	•••	
00000000000000000000000000000000000000	\odot	\odot	•••	\odot
8	\odot	•••	\odot	

Lesson 3

3 Read the speech bubbles and look at the chart; then match the bubbles with the characters.

39



Explain to the children how to read and understand the table with the faces that represent preferences.

UNIT 5 LESSON 3 OPTIONS

Activity Book

Page 39, Activity 3

Say: Open your Activity Books at page 39. Look at Activity 3.

Tell the children to look at the table and to find Flo's favourite food. Ask questions: Does Flo like (sausages)? SS: Yes! Repeat with the other items of food and then summarise the information: So, Flo likes sausages, beans, apples and milk. She doesn't like sardines, rice or cake. Can you find Flo's speech bubble? Tell the children to read the speech bubbles and to match Flo with the corresponding speech bubble. Repeat with the other characters.



Let's play!

Memory

Show the class the food flashcards or bring in real pieces of food. Show the flashcards or items for two or three minutes. Then, take the flashcards or food away and tell the children to name the things that they can remember.

Resources



Unit 5, Activity 3

Teacher's Resource Book

Extension worksheet 2, page 32

Transcript



Track 2.3 Activity

Narrator: It's lunch time and Smiley's mum is cross!

Smiley is such a fussy eater.

Mum: Come on, Smiley eat your lunch! Smiley: Oh, but Mum! I don't like rice.

Mum: You need a healthy diet. Eat your rice!

Smiley: Ohh!

Mum: Come on, Smiley eat your lunch!
Smiley: Oh, but Mum! I don't like beans.
Mum: You need a healthy diet. Eat your beans!

Smiley: Ohh!

Mum: Come on, Smiley, eat your lunch!
Smiley: Oh, but Mum! I don't like sausages.
Mum: You need a healthy diet. Eat your sausages!

Smiley: Ohh!

Mum: Come on, Smiley eat your lunch!
Smiley: Oh, but Mum! I don't like apples.
Mum: You need a healthy diet. Eat your apple!

Smiley: Ohh! Finished!

Mum: Let's see. Yes! Good boy! Now, you can play with

your friends.

Narrator: Now, it's dinner time and Smiley's mum is very

cross! Smiley is such a fussy eater.

Mum: Come on, Smiley eat your dinner!
Smiley: Oh, but Mum! I don't like cheese.
Mum: You need a healthy diet. Eat your cheese!

Smiley: Ohh!

Mum: Come on, Smiley eat your dinner!
Smiley: Oh, but Mum! I don't like sardines.
Mum: You need a healthy diet. Eat your sardines!

Smiley: Ohh!

Mum: Come on, Smiley eat your dinner!
Smiley: Oh, but Mum! I don't like bananas.
Mum: You need a healthy diet. Eat your banana!

Smiley: Ohh!

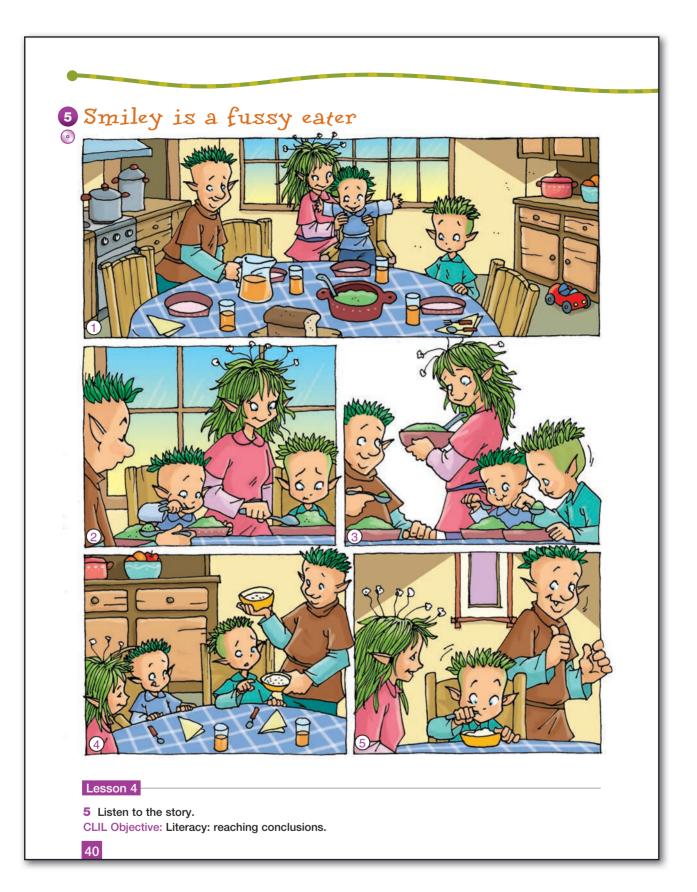
Mum: Come on, Smiley drink your milk! **Smiley:** Oh, but Mum! I don't like milk.

Mum: You need a healthy diet. Drink your milk!

Smiley: Ohh! Finished!

Mum: Let's see. Yes! Good boy! Now, you can play with

your brother.

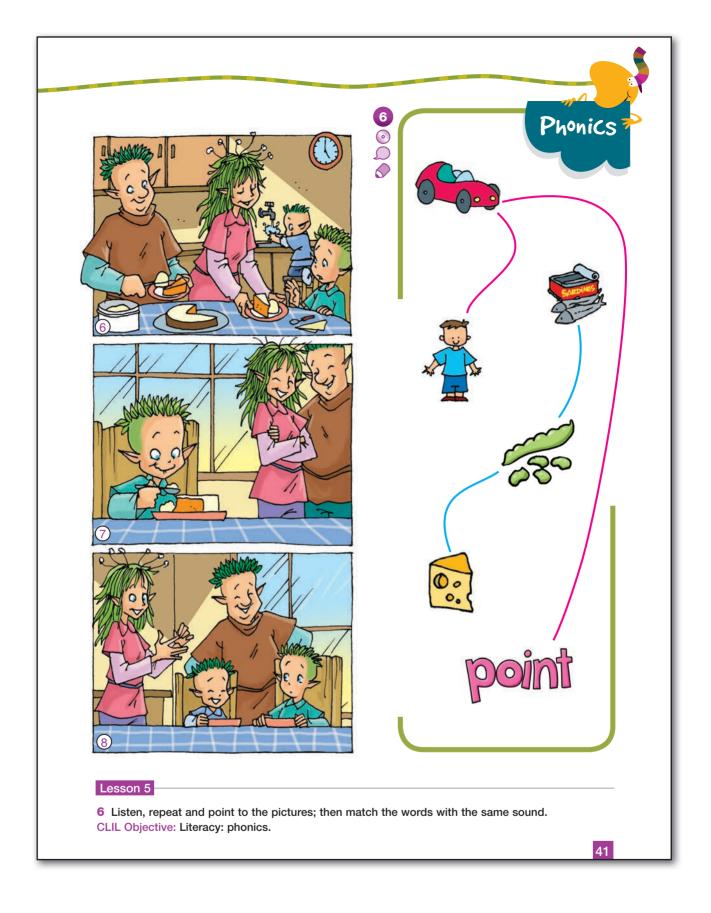




Comment on some of the basic rules of hygiene and behaviour that are associated with eating at the table.



Explain that we all have differnet tastes when it comes to food, but it is important to try new things and not to say, "I don't like it" as Smiley did.





The children should repeat the sounds and words confidently and without worrying about making a mistake.

Reaching conclusions.

Curricular link: Literacy

Language Objectives

Story language: Remember, Mum! I don't like (beans). Yes, yes Smiley, I remember. Here you are, here's some (soup). This (soup) is delicious! So you see you like beans, after all. I suppose I do.

Join-in language: I like (rice) after all.

Resources: CD; poster (side B); story pop-outs

Transcript



Track 2.4
Story: Smiley is a fussy eater

See page 175.

Optional Activity Book exercises

See page 175.



STORY: SMILEY IS A FUSSY EATER

Presentation





Say: It's story time!

Show the children the poster. Hold up the pop-outs of Smiley and Ben. Ask: *Who's this?* SS: (Smiley).

T: That's right. And who's this? SS: (Ben).

T: That's right. Ben is Smiley's brother. Where are they? SS: In the kitchen!

Hold up the pop-outs of the food and identify the different dishes. Say: *What's this?* SS: *Soup.*

Red the title of the story: Smiley is a fussy eater.

Say: Smiley doesn't like many things. He says, Mum! I don't like (sardines)! Oh dear, Smiley is a fussy eater. Say: Let's listen to the story.

Play **Track 2.4**. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime and facial gestures to support meaning.

Ask 6 children to come to the poster and give four of them a pop-out of the different food and the other two the popouts of Ben and Smiley.

Play **Track 2.4** again. The children enact the story using the pop-outs. Encourage all the children to join in with: *I like (rice), after all.*

Work with the boook

Student's Book, pages 40 and 41, Activity 5

Say: Open your books at pages 40 and 41.

Play **Track 2.4** again. The children look at the pictures in their books.

Tell the children to join in with as much of the recording as they can. Stop the recording at random and ask the children to supply the next line. Tell the children to look at the pictures in their books. Describe a picture and ask them to tell you which picture it is. Say: *Smiley doesn't like beans*. SS: *Picture 2*. Continue with the other pictures.

Practice



Divide the class into groups of 4. Assign one child to be Dad, one to be Mum, one to be Smiley and the other to be Ben.

Play **Track 2.4**. The children raise a hand when they hear their part of the story.

Play **Track 2.4** again. Children join in with their lines. Encourage the children to add facial gestures by modelling suitable expressions. All the children should join in with the song.

Literacy: Phonics: oi (boy, toy, point) / ee (cheese, beans, sardines)

Curricular link: Literacy (phonics)

Story vocabulary: Remember, Mum! I don't like (beans). Yes, ves Smilev, I remember, Here vou are here's some (soup). This (soup) is delicious! So you see you like beans, after all. I suppose I do.

Join-in vocabulary: I like (rice) after all.

Resources: CD; poster (side B); story pop-outs

Transcript



Track 2.5 Phonics

See page 177.

Optional Activity Book exercises

See page 177.



PHONICS

Retell the story **f**





Show the children the poster and ask: Do you remember the story?

You can also use the story cards. The children can order them according to the order in the story.

Ask questions about the poster to help them remember

Ask: Does Smiley like beans? SS: No. T: Does he like bean soup? SS: Yes. Ask: Does Smiley like carrots?

SS: No. T: Does he like carrot cake? SS: Yes.

Play Track 2.4. The children listen to the story. Play Track 2.4 again. The children join in with: I like (rice), after all.

Act out the story



Divide the class into groups of four. Assign a character to each child. Play Track 2.4. The children join in with their corresponding parts.

Tell the children to close their eyes. Play a part of the story at random and tell them to try to guess which picture it is describina.

Tell the groups to come to the board to act out the story. Use the recording to help them if necessary.

Collect the children's books and correct their work.

Work with the book



Student's Book, page 41, Activity 6

Clap your hands to ensure that the children are watching you. Say: oi... oi... boy. Repeat several times.

Articulate the /oi/ sound very clearly by pushing your mouth forward as you produce the sound.

The children repeat: oi... oi... oi... boy.

Repeat with tov and point.

Say: ee... ee... beans. Repeat several times. Articulate the /ee/ sound very clearly.

The children repeat: ee... ee... ee... beans.

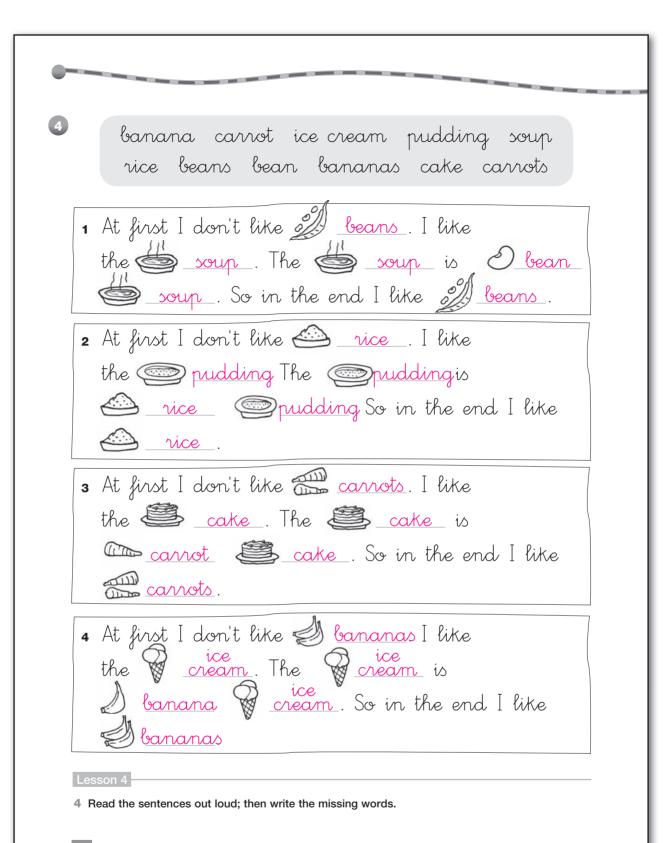
Repeat with cheese and sardines.

The children look at Activity 6 on page 41.

Play Track 2.5. The children listen and point to the pictures in the right-hand column.

Play Track 2.5 again. The children listen and repeat the key sounds and words. Then, they match the pictures of the words that have the same sounds.

Ask for volunteers to list the items that contain /oi/. Ask for volunteers to list the items that contain /ee/. Ask the children if they can think of any more words in English that contain these sounds.





Explain to the children that they should be careful when writing because some of the words are very similar, for example: banana, bananas.

UNIT 5 LESSON 4 OPTIONS

Activity Book

Page 40, Activity 4

Say: Open your Activity Books at page 40. Look at Activity 4.

Explain to the children that they are going to summarise the story about Smilev and the food.

Start reading the text and stop when you get to the picture. Tell the children to say the missing word. Emphasise the expression, *So, in the end...* so they realise that it is a conclusion.

Tell the children to complete the text with the missing words.

Ask volunteers to read out the complete sentences.



Let's play!

Right side

Divide the board into two halves. Write Yes, it is. on one side, and No, it isn't. on the other side. Then, hold up a flashcard and ask: Is it a ...?

The children put themselves on the side of the board that corresponds to the correct answer to the question. Ask a volunteer to come forward to take on the role of the teacher. They show the flashcard to the rest of the class and ask a question. Continue playing until all the children have had a chance to hold up a flashcard and ask a question.

Resources

Multi-ROM

Unit 5, Story



Transcript



Track 2.4 Story: Smiley is a fussy eater

Narrator: Ilt's lunch time at Smiley's house. Smiley is such a fussy eater.

Mum: Put away your toys, boys! It's lunch time. Come and wash your hands.

Bem: Yum, yum! I'm hungry! Mum: Good! Sit on your chair. Smiley: I'm not hungry, mum.

Dad: Don't be a silly boy, Smiley! Wash your hands and sit

down

Smiley: Remember, Mum! I don't like beans and I don't like...

Mum: Yes, yes, Smiley, I remember. Here you are! Here's some soup.

Smiley: Yum! This soup is delicious, Mum. I like soup!

Mum: Good! That's bean soup, Smiley. So you see, you like beans. after all.

Smiley: Oh! Yes, I suppose I do. I like beans, after all.
Smiley: But remember, Dad! I don't like rice, and I don't like...

Mum: Yes, yes, Smiley, I remember. Here you are! Here's some pudding.

Smiley: Yum! This pudding is delicious, Dad. I like pudding!

Dad: Good! That's rice pudding, Smiley. So you see, you like rice, after all.

Smiley: Oh! Yes, I suppose I do. I like rice, after all. **Narrator:** INow, it's teatime at Smiley's house.

Smiley: But remember! I don't like carrots and I don't like bananas, and I don't like...

Mum: Yes, yes, Smiley, we remember. Here you are! Here's some cake.

Dad: And some ice cream.

Smiley: Yum! This cake is delicious. I like cake!

Mum: Good! That's carrot cake, Smiley. So you see, you like carrots, after all.

Smiley: Oh! Yes, I suppose I do. I like carrots, after all.
Smiley: And this ice cream is delicious! I like ice cream.
Mum: Good! That's banana ice-cream, Smiley. So you see, you like bananas, after all.

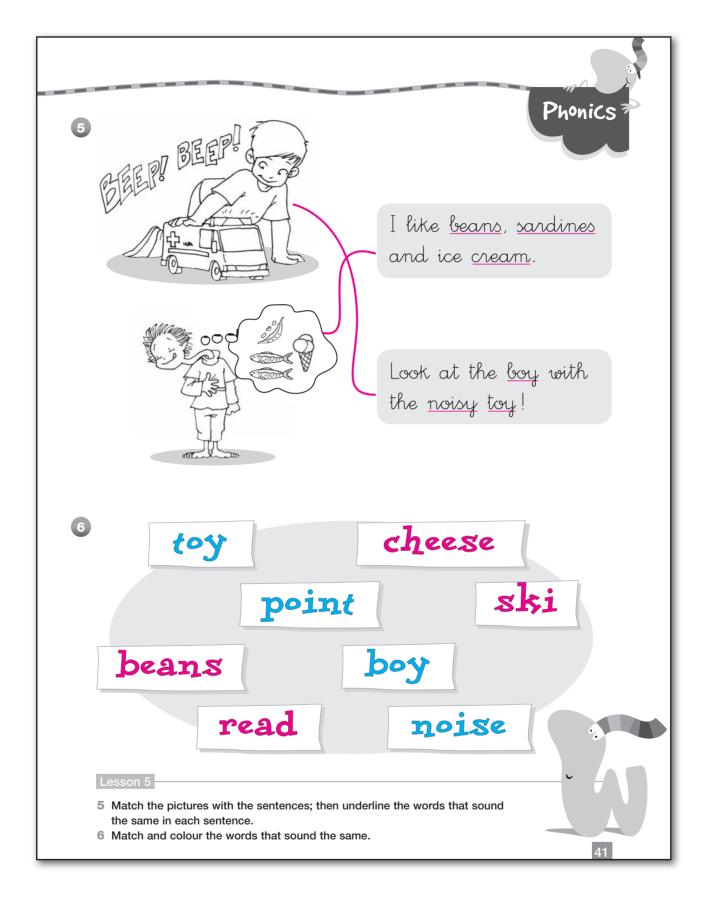
Smiley: Oh! Yes, I suppose I do. I like bananas, after all.

Mum: So, Smiley, you like beans, you like carrots, you like rice and you like bananas.

Smiley: Yes, I suppose I do.

Mum: What a silly boy you are Smiley!

Smiley: Yes, Mum. I suppose I am! I am a silly boy! Can I have some more please?





The children think carefully about the shape and position of their mouth as they pronounce the words that have the same sound, even though they are written differently.

Activity Book

Page 41, Activity 5

Say: Open your Activity Books at page 41. Look at Activity 5.

Read out the first sentence, emphasising the sounds of the vowels. Tell the children to find the picture that goes with the sentence and to match them. Then, the children underline the words that have the same sound. Repeat with the other sentence. Ask for volunteers to read out the sentences. Correct their pronunciation.

Page 41, Activity 6

Say: Now look at Activity 6.

Ask for volunteers to read the words. Correct their pronunciation. Tell the children to identify the four words with the same sound /oi/. Then, do the same with the sound /ee/.

The children colour the words that have the /oi/ sound with one colour and the words that have the /ee/ sound in another colour.



Let's play!

Same as me

Divide the children into small groups and hand out several flashcards to each group. Say a word and hold up the corresponding flashcard. The children have to show you a flashcard whose name contains or starts with the same sound as the word that you have just said.

Repeat several times with different sounds.

Resources

Multi-ROM

Unit 5, Phonics

Teacher's Resource Book

Ready to read worksheet, page 57



Transcript



Track 2.5 Phonics

oi oi oi boy oi oi oi toy oi oi oi point ee ee ee beans ee ee ee cheese ee ee ee sardines

Undersanding that fruit and vegetables are important for a balanced diet.

Curricular link: Science

Language Objectives

Vocabulary: beans, potatoes, apples, bananas, tomatoes, strawberries, carrots, peas, spinach, oranges

Structures: eat / don't eat

Resources: CD; poster (side A); flashcards (bananas,

apple, potatoes, beans)

THE IMPORTANCE OF FRUIT AND VEGETABLES

Presentation





Ask: Is it healthy to eat lots and lots of sweets? SS: No, it isn't.

T: Is it healthy to eat vegetables? SS: Yes, it is. T: Is it healthy to eat fruit? SS: Yes, it is.

Say: Today we're going to sing a song about a healthy diet: The five a day song.

Explain that it is important to eat five pieces of fruit and vegetables a day.

Point to the food on the poster and hold up the fruit and vegetable flashcards (bananas, apple, potatoes, beans). Ask two children to come and place the flashcards on the correct part of the poster. Then, point to the vegetables, one by one, and ask: What's this? / What are these? Play Track 2.6. The children listen to the song. Play Track 2.6 again. The children join in with the food

words.

Work with the book n



Student's Book, page 42, Activity 7

Say: Open your books at page 42.

Tell the children to look at the pictures on the page. Go through the vocabulary with the children. Ask questions like: What vegetables are (green)? What fruit is (yellow)? Play Track 2.6. The children sing the song and tick the correct picture.

Tell the children to look at the key. Say: Now circle all the fruit in red. And all the vegetables in green

*Note: Tomatoes are a fruit, but we normally refer to them as a vegetable.

Ask: What have the other children got? SS: Sweets and chocolate. Ask: Which children are happy? Point to the picture with the happy children.

Transcript



Track 2.6 The five a day song

See page 181.

Optional Activity Book exercises

See page 181.

Practice

Talk about the different colours of the fruit and vegetables and explain that the colours can help us balance our diet: the brighter the colour, the healthier the food.

Play a game. Say a colour and then a fruit or vegetable word. The children call out the corresponding answer.

T: Yellow fruit. SS: (Banana)!

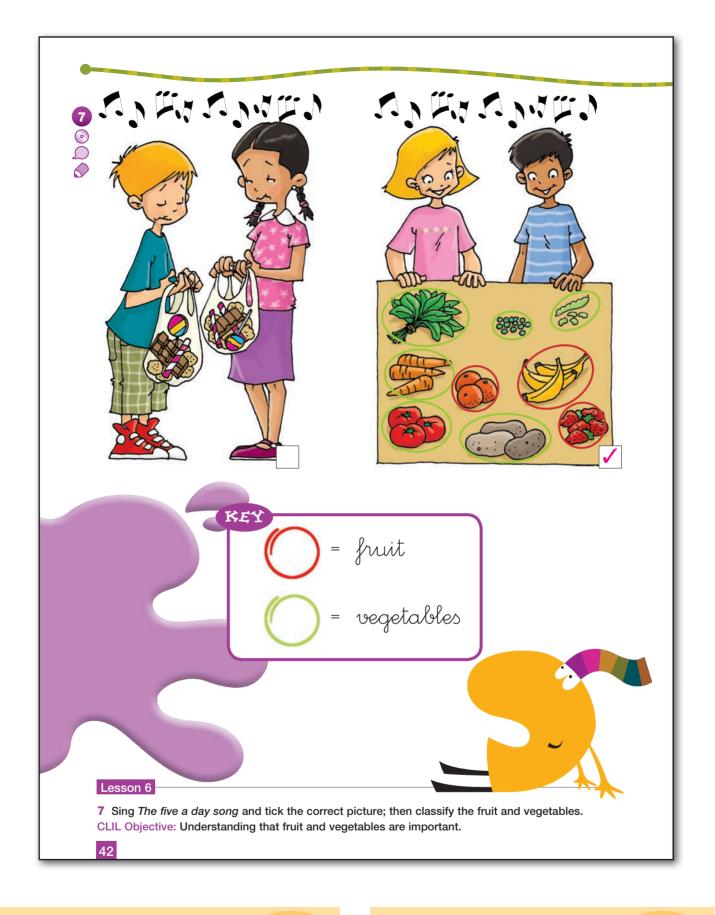
T: Green vegetable. SS: (Beans)! Ask for volunteers to read out other descriptions.

Make a list of the fruit and vegetables that you ate yesterday (make sure that the list includes at least five different pieces of fruit or vegetable).

Draw two columns on the board and write *Vegetables* and Fruit at the top of the columns. Ask for volunteers to come to the board and to write the fruit and vegetables that they ate yesterday. Supply any words that they might need.

Collect the children's books and correct their work.

*Note: Ask the children to bring items of fruit and vegetables to the next class. To ensure that there is a good variety of food, give the children a list of the food that you'd like them to bring, for example: an apple, a kiwi, two spoonfuls of peas, a carrot, etc. Give a different list to each child. They should bring the items of fruit or vegetables washed and cut up in a plastic bag. Make sure they bring fresh produce and not frozen food.

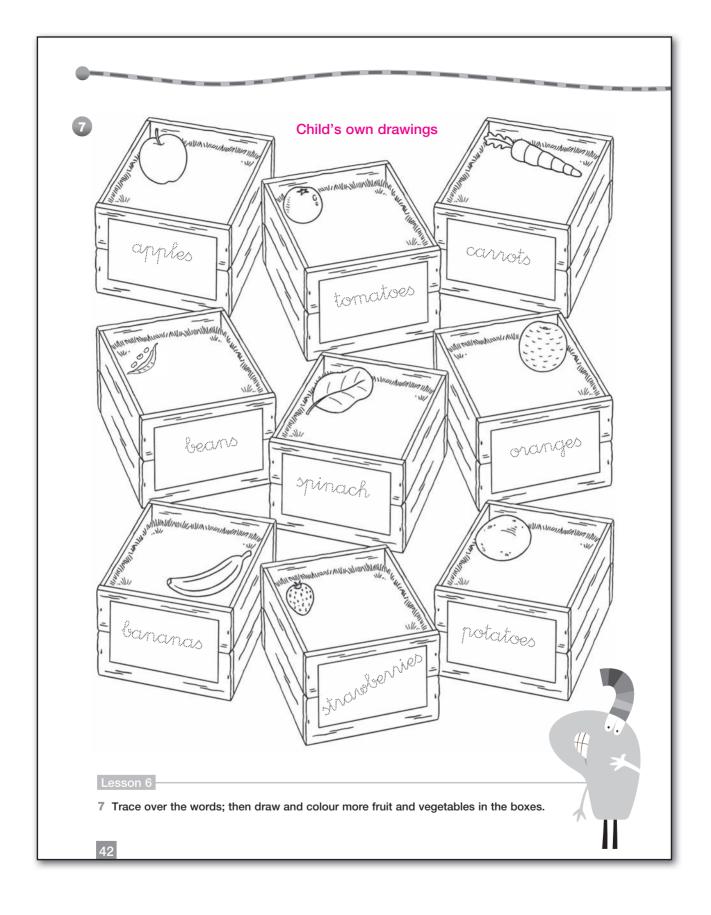




Explain to the children the importance of eating fruit and vegetables in their diet. They are natural and they should be eaten every day. This isn't the case with sweets.



The children should start to learn the difference between healthy and unhealthy food. Encourage them to be responsible when it comes to choosing their food.





In order to draw the fruit and vegetables, the children should look carefully at the examples and try to copy them in terms of their size and shape.

Page 42, Activity 7

Say: Open your Activity Books at page 42. Look at Activity 7.

Ask: What fruit can you see? SS: Apples, oranges, etc. Then, ask: What vegetables can you see? SS: Spinach, carrots, etc.

Ask questions about the fruit and the vegetables: What colour are oranges? SS: Orange!

Tell the children to draw more pictures of fruit and vegetables and to colour them.

Transcript



Track 2.6 The five a day song

Eat five a day, seven days a week.

Don't stuff your face with nasty sweets!

Yellow, orange, red and green.

Tomatoes and carrots and long, green beans.

Spinach and potatoes and tiny, green peas.

Oranges, bananas and strawberries.

Five a day! Seven days a week!



Let's play!

Memory chain

Tell the children to form a circle. Ask a volunteer (S1) to say a sentence. The child who is next to this child, S2, says the same sentence, but adds another item, for example: S1: I like soup; S2: I like soup and apples.

Continue like this until all the children have had a turn.



Resources

Teacher's Resource Book

Ready to write worksheet, page 99

חעם

Unit 5, The five a day song

Making a tasting table.

Curricular link: Science

Language Objectives

Vocabulary: fruit and vegetables

Structures: Do you like peas? Yes, I do. They're

delicious.

Materials: portions of a variety of fruit and vegetables,

paper plates, coloured pencils, white paper

Preparation: Make a tasting table to show the class.

BUSY HANDS: TASTING TABLES

Present the project n



Say: Today we are going to make a tasting table. Show the children the portions of fruit and vegetables. Remind the children of The five a day song.

Play Track 2.6 again (page 181) and sing the song with the children.

Explain to the children that five pieces of fruit or vegetables does not mean one pea or one bean, etc.. A portion of fruit is a piece of fruit such as an apple or an orange or two spoonfuls of strawberries. For peas and beans they should calculate about 2 spoonfuls as being a portion.

Work with the book

Student's Book, page 43, Activity 8

Say: Open your books to page 43. Look at Activity 8. Read out the title of the project: Tasting tables. Point to the pictures of the materials and say: This is what we need. Ask the children to identify the pictures. Point to the stages one by one and explain how to do it. Use the materials you have brought to class to clarify meaning.

Divide the class into groups of 4. Put plates on each group's table and tell the children to put their fruit and vegetables on the plates.

Tell each child to make a chart with all the fruit and vegetables on their table and to include a column in the chart where they can draw a face to express their opinion of the fruit or vegetable. The children make their tasting tables and taste the fruit and vegetables.

Encourage the children to pass each other the plates, asking: Can I have the (beans), please?

Student's Book, page 43, Activity 9

Say: Now look at Activity 9.

The children in each group ask one another questions: S1: Do you like (peas)? S2: Yes, I do. They're delicious!

Optional Activity Book exercises



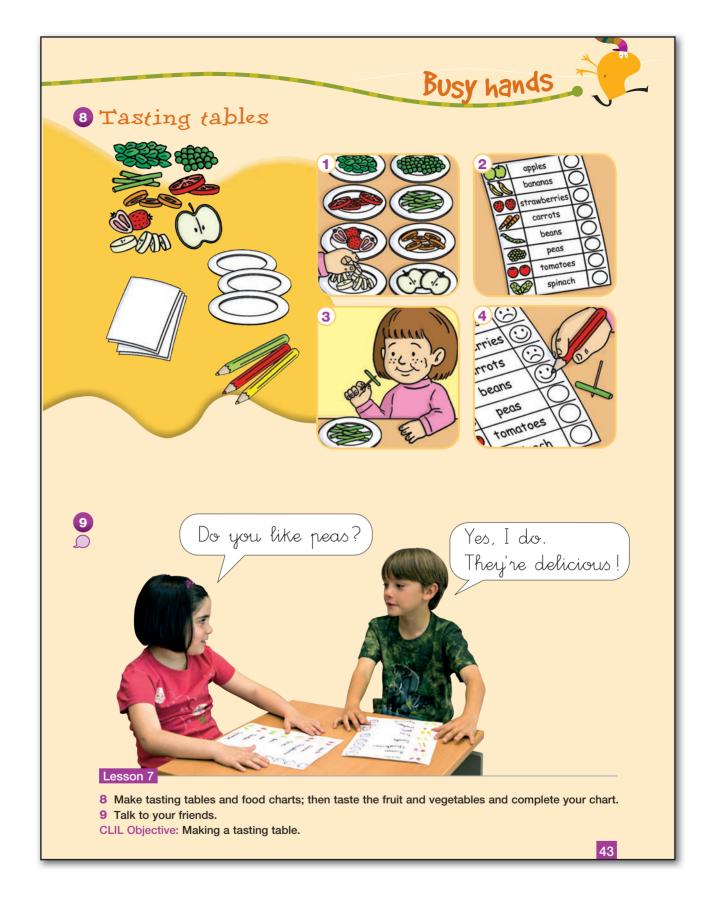
See page 185.

Display the project

Continuous assessment

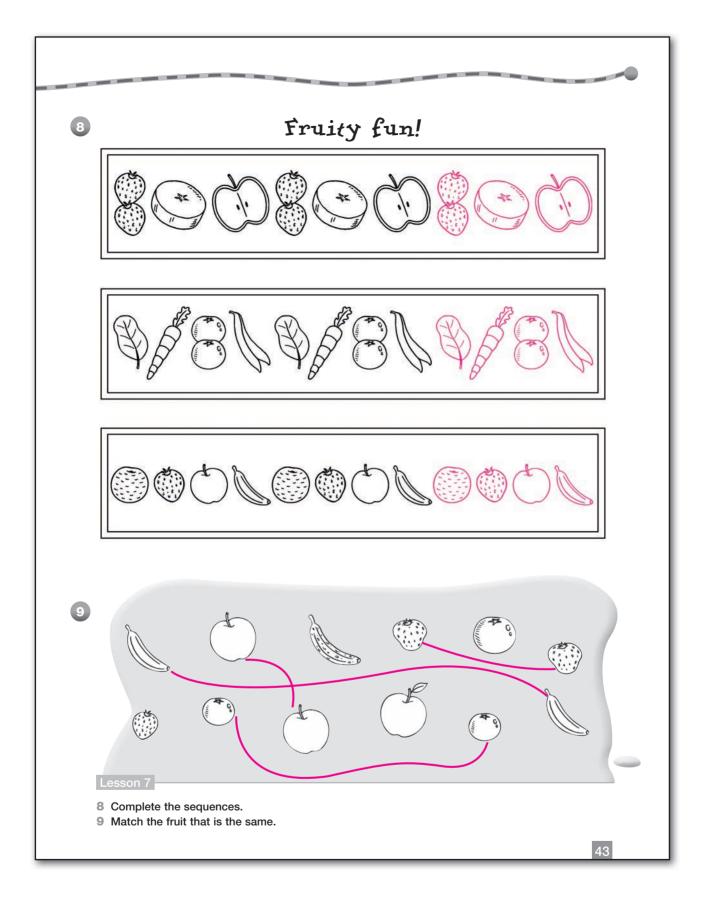
Children can express their food preferences.

Tell the children to come forward with their lists. Ask questions: Do you like (kiwis)? Who doesn't like (beans)?





The children work in groups, which is good for developing a sense of companionship. It also reinforces the concept of cooperation. Remind the children of the rules of hygiene with regard to handling food.





The children have to understand a sequence formed by pictures and complete it.

Page 43, Activity 8

Say: Open your books at page 43. Look at Activity 8. Tell the children to look at the three sequences of fruit in the boxes and ask: What is the (first) fruit? Then, ask about the other pieces of fruit. Explain that the sequence of pictures is repeated in the same order. Ask: Which fruit comes after the apple? The children answer and complete the sequences.

Page 43, Activity 9

Say: Now look at Activity 9.

Tell the children to say the names of the pictures of the

fruit. Ask: How many apples are there?

The children answer. Explain that among each variety of fruit there is one piece of fruit that is different. They have to match the two pieces that are the same.

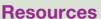


Let's play!

Hot hands

Draw four big hands on the board. Assign a food group to each big hand, for example: vegetable, meat, dairy, cereal.

Divide the class into two teams and give a number (1-12) to each child so that each child has a partner in the other team. Call out a word and a number (sausages, four!). The first child to put their hand on the big hand on the board that corresponds to the correct food group gets a point for their team. The team that has the most points at the end of the game is the winner.



DVD

Unit 5, Real Kids

Teacher's Resource Book

Unit 5, DVD worksheet, page 13



Assessment.

Curricular link: Science

Language Objectives

All the vocbaulary for Unit 5.

Resources: poster (side A); flashcards; stickers

BUSY MINDS

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 5.

Say: Do you remember The five a day song? Let's sing it again (page 181).

Play Track 2.6. The children sing The five a day song. Use the flashcards and the poster to remind the children how to classify the different types of food.

Place the flashcards on the board and ask the children to come and write examples of food items under each category.

Then, point to the words and ask questions: Do you like (vegetables)? S1: Yes, I do. T: What (vegetables) do you like? S1: I like (peas and beans).

Work with the book

Student's Book, page 44, Activity 10

The children open their books to page 44. Show the children the stickers in the middle of the Student's Book. The children find and stick the stickers for Unit 5 in order to complete the picture. Then, they write the words. Check the activity by asking the children to read out the words for each group. Write the words eat and don't eat on the board. Say: Look at the sentences in your books. Now use these words to complete the sentences. Ask for volunteers to read out the complete sentences. Walk around the class checking and correcting while the children are working.

Optional Activity Book exercises

See page 189.



Round up

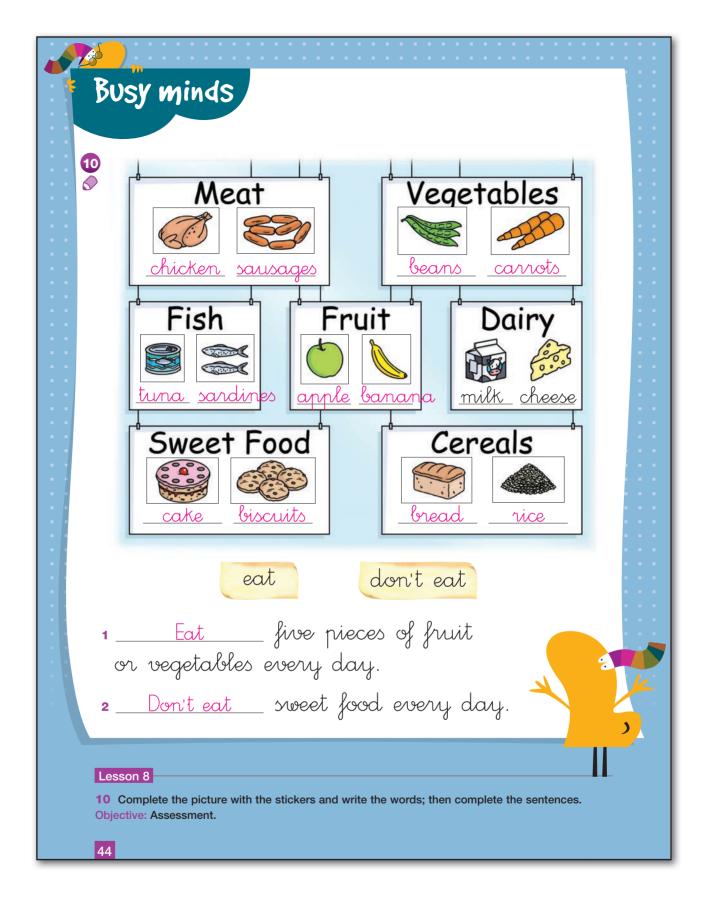
Write the title A healthy diet on the board.

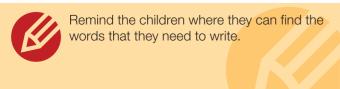
Tell the children to name the food groups. Write them on

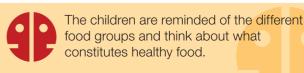
Say: To have a healthy diet we need to eat vegetables. Tell the children to give you examples and write them on the board. Repeat with all the food groups, leaving the group that has sweets in it until last.

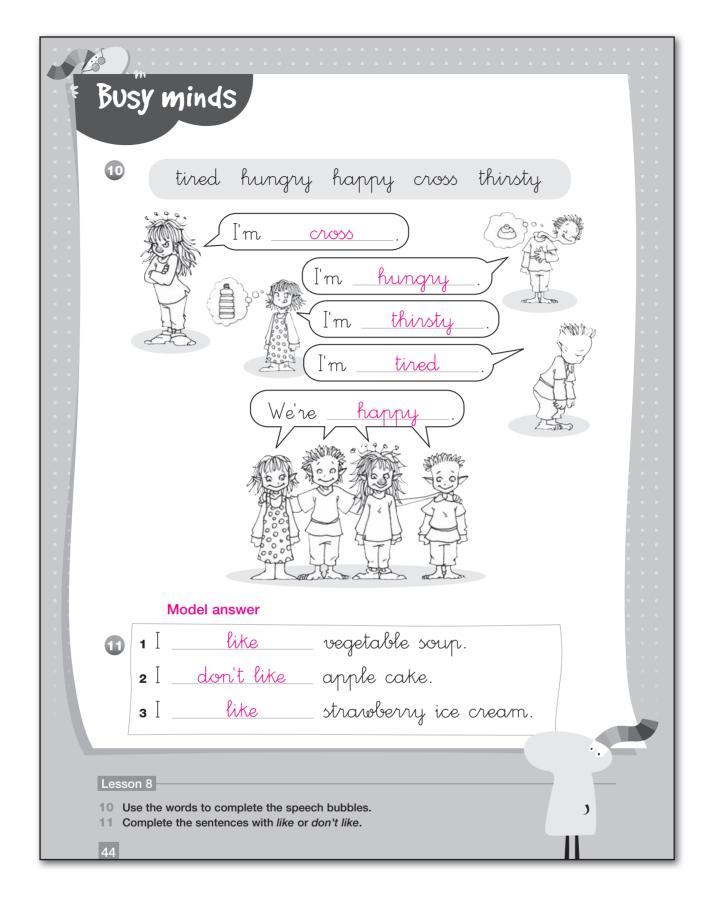
Point to the words sweet food and ask: Do we need to eat a lot of sweet food? SS: No! Tell the children to give you examples. Write these on the board, reminding the children that we should only eat a little bit from this food group.

Collect the children's books and correct their work.











The children think about the things that make them happy and what they like to eat and drink.

UNIT 5 LESSON 8 OPTIONS

Activity Book

Page 44, Activity 10

Say: Open your Activity Books at page 44.

Look at Activity 10.

Ask a volunteer to read out the words at the top of the

page: tired, cross, etc.

Say: Now look at the pictures and use these words to

complete the speech bubbles.

Ask volunteers to read out the sentences. Correct them

if necessary.

Page 44, Activity 11

Say: Now look at Activity 11.

Read out the complete sentences, adding your own personal information. Say: I like vegetable soup. Then, point to a child and ask: Do you like vegetable soup? S1: Yes, I do./No, I don't.

Repeat with the other sentences.

Tell the children to complete the sentences according to their own personal preferences.



Let's play!

Stick it on

Tell the children to stick the key vocabulary pop-outs on a piece of paper or card. Tell them to write the following beside each pop-out: *It's a...*

They complete the sentence with the correct word. Then, once they have finished, ask some of the children to show their work to the rest of the class and to read out the sentences.

Recursos

Multi-ROM

Unit 5, Activity 4

Teacher's Resource Book

Unit 5, Test, pages 77 and 78



See Transcript Track 2.7

Transcript



Track 2.7. Unit 5 Test. Activity 1

Listen and match the characters to the food.

Narrator: What do you like Flo?

Flo: *I like sausages, beans, rice and cake.* **Narrator:** *What about you, Smiley?*

Smiley: I like sausages, sardines and cake.

Narrator: What do you like Dotty?

Dotty: I like sardines, rice, cake and milk. **Narrator:** And what do you like Stretch?

Stretch: I like sausages, beans, apples and milk

ASSESSMENT CRITERIA

CLIL Objective

Children learn and recognise that the human body needs food and drink; they can classify the different types of food, and understand why it is important to eat fruit and vegetables every day.

Language Objectives

Children can describe the food and classify it; they can distinguish between what they like and what they don't like.



Culture and civilization

CLIL Objective

Observing the differnce between day and night.

Curricular link: Maths; Science; Social Science

Language Objectives

Vocabulary: dark, light, bedtime, breakfast time **Structures:** It's bedtime! It's breakfast time!

Resources: CD; poster (side A); pop-outs; flashcards

(day, night, breakfast)

Play **Track 2.9** again. The children number the pictures and then match the sentences to the pictures. Check the answers. Ask: *Is it light or dark in picture 1?* SS: *It's light*. T: *Is it bedtime or breakfast time?* Repeat for picture 2. Then, say: *Look at picture 1. It's bedtime but it's light. So, is it summer or winter?* SS: *Summer.* Say: *Now look at picture 2. It's breakfast time but it's dark. So, is it summer or winter?* SS: *Winter.*

MY DAY

Presentation





Tell the children that you are going to talk about the day and the night, in summer and winter. Show the day and night flashcards. Ask: Is it light or dark during the day? If necessary, switch the light on and off to clarify the meaning of light and dark. Then, ask: Is it light or dark at night? Is it the same in summer and winter? Help the children understand and remember that there is a difference in the length of the day in the summer and the winter.

Place the flashcard showing breakfast time on the board. Ask: Is it light or dark when you have breakfast in the summer? What about in the winter?

Show the children the poster and the pop-outs of Flo, Stretch, Dotty and Smiley. Ask the children to identify the characters. Point to the parents and ask:

Is this (Flo's) (dad)? SS: Yes, it is./No, it isn't.

Place the characters on the poster to show that they are playing outside. Say: *The Twiggles are playing outside. But it's getting late.*

Play **Track 2.8** and move the characters inside their houses as their parents call them.

Play **Track 2.8** again and encourage the children to join in with: *Oh! Is it day or is it night? It isn't dark, it's still light.*Ask four children to come to the board and hand each one a pop-out. Play **Track 2.8** again. The children put the Twiggles to bed on the poster.

Repeat with four more children. The rest of the class joins in with either: Oh! Is it day or is it night? It isn't dark, it's still light or But it's bedtime!

Work with the book

Student's Book, page 45, activity 1

Say: Open your books to page 45.

Tell the children to look at the pictures. Say: Look at the first picture. Is it dark or light? SS: It's dark. T: Look at the second picture. Is it dark or light? SS: It's light.

Play Track 2.9. The children point to the right picture.

Transcripts



Track 2.8 Activity

See page 193.



Track 2.9 Activity

See page 193.

Optional Activity Book exercises

See page 193.

Practice

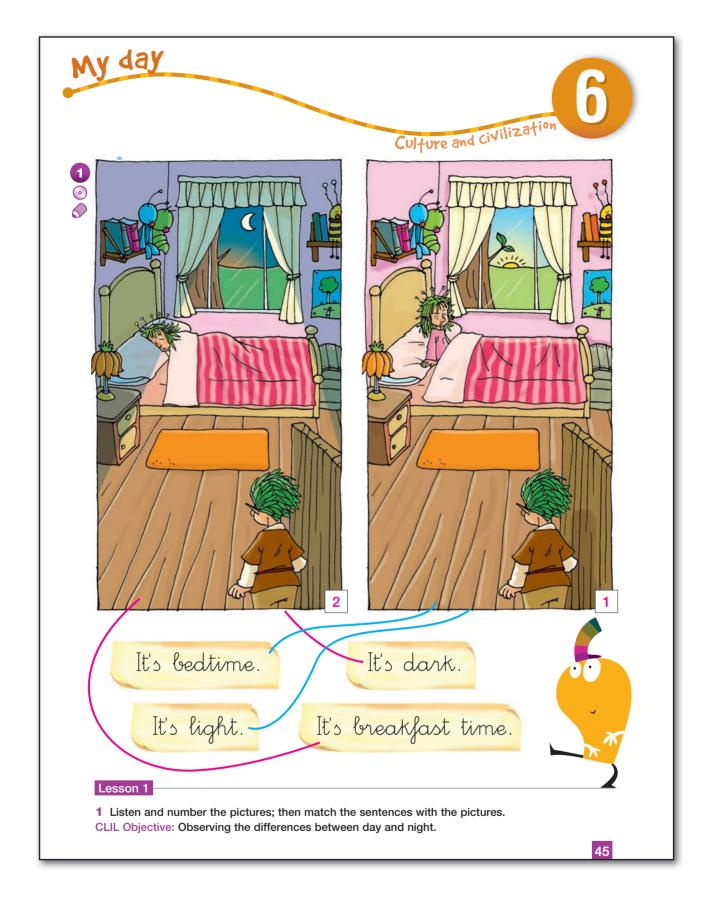
Say: It's light and it's bedtime. Ask: Is it summer or winter? SS: It's summer. Say: It's dark and it's bedtime. Ask: Is it summer or winter? SS: It's winter.

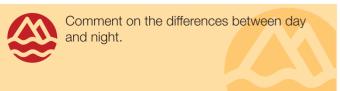
Say: It's light and it's breakfast time. Ask: Is it summer or winter? SS: It's summer. Say: It's dark and it's breakfast time. Ask: Is it summer or winter? SS: It's winter. Explain to the children that it is very important to get enough hours sleep at night. Ask: How many hours do you

sleep? Explain that children need 10 hours sleep every night. This is why they have to go to bed in the summer even if it is still light!

Collect the children's books and correct their work.

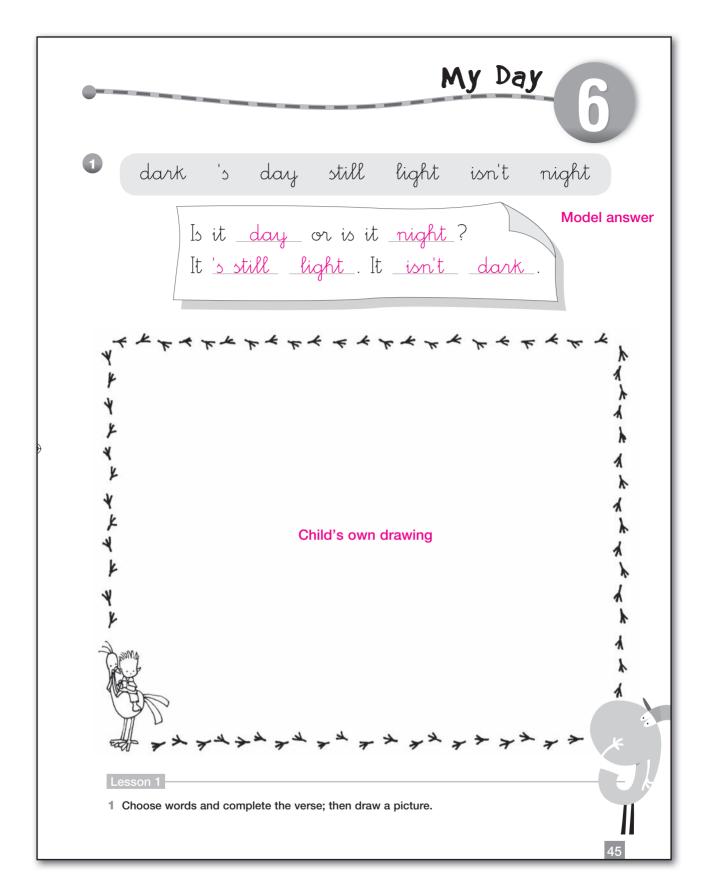








Explain to the children about the importance of getting enough sleep at night in order to rest well and be prepared for the following day.





Encourage the children to memorise the rhyme and to recite it in front of their relatives and friends. This will help develop their self-esteem and encourage them to learn other rhymes and poems.



The children use their sense of creativity to draw a picture to represent the rhyme.

Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1.

Remind the children about the rhyme in the activity from the poster in which they had to join in saying: *Is it day or*

is it night? It isn't dark, it's still light.

Then, tell them to remember what Flo said in winter: Is it

day or is it night? It's still dark, it isn't light.

Tell them to choose one of the rhymes and to complete it on the page. Ask for volunteers to read out the rhyme. Then, tell the children to do a drawing to illustrate the

rhyme.



Let's play!

Guess the drawing!

Start drawing a picture on the board.
Tell the children to try to guess what it is.
Continue drawing it bit by bit and ask:
What's this?

Try not to make the picture too obvious at first. When a child guesses it correctly, this child starts drawing another picture.

Resources

Multi-ROM

Unit 6, Song



Transcripts



Track 2.8 Activity

Narrator: It's summer. The Twiggles are outside, but it's getting late. It's bed time.

Dad: Flo! Bedtime!

Flo: What! I'm not tired. I don't want to go to bed.

Dad: It's late.

Flo: Oh! Is it day or is it night?
It isn't dark, it's still light.

Dad: But it's bedtime!

Flo: (grumpily) Ohh, all right!

Mum: Smiley! Bedtime!

Smiley: What! I'm not tired. I don't want to go to bed.

Mum: It's late.

Smiley: Oh! Is it day or is it night? It isn't dark, it's still light.

Mum: But it's bedtime!

Smiley: (grumpily) Ohh, all right!

Dad: Stretch! Bedtime!

Stretch: What! I'm not tired. I don't want to go to bed.

Dad: It's late.

Stretch: Oh! Is it day or is it night?

It isn't dark, it's still light.

Dad: But it's bedtime!

Stretch: (grumpily) Ohh, all right!

Mum: Dotty! Bedtime!

Dotty: What! I'm not tired. I don't want to go to bed.

Mum: It's late.

Dotty: Oh! Is it day or is it night? It isn't dark, it's still light.

Mum: But it's bedtime!

Dotty: (grumpily) Ohh, all right!



Track 2.9 Activity

Dad: Flo! Bedtime!

Flo: What! I'm not tired. I don't want to go to bed.

Dad: It's late.

Flo: Oh! Is it day or is it night? It isn't dark, it's still light.

Dad: But it's bedtime! **Flo:** Oh, all right!

Narrator: Now, it's winter.

Dad: Flo! Time to get up!

Flo: What! I'm still tired. I don't want to get up.

Dad: It's late.

Flo: Oh! Is it day or is it night?
It's still dark, it isn't light.

Dad: But it's breakfast time!

Dau. Dut it s breaklast till

Flo: Oh all right!

Recognising the divisions of the day.

Curricular link: Maths

Language Objectives

Vocabulary: morning, afternoon, evening, night, sleep, work, school, have breakfast, have lunch, watch TV, play, do homework

Structures: *I (have breakfast) in the (morning). I sleep (at night).*

Resources: poster (side A); student's pop-outs; flashcards (day, night, sleep, breakfast, lunch, watch TV, play, do homework)

DIVISIONS OF THE DAY

Presentation



Say: Today we are going to talk about the divisions of the day.

Point to the times of the day on the poster and say: Look! It's morning. What do we do in the morning? Hold up a flashcard showing breakfast and say: We have breakfast in the morning. Place the flashcard next to the picture on the poster. Point to the next division of the day and ask: What do we do in the afternoon? Hold up the flashcard showing lunch and say: We have lunch in the afternoon. Place the flashcard next to the picture on the poster.

Repeat for the other times of the day using the flashcards. Ensure that the children notice that we say: *in the morning, afternoon* and *evening*, but *at night*.

Point to the divisions of the day and explain that we have special greetings for these times: *Good morning, good afternoon* and *good evening*. Explain that we only say good night when we are going to bed or saying goodbye at night.

Point to each division and ask the children to call out the appropriate greeting.

*Note: The only fixed boundary betwen the divisions of the day are between morning and afternoon. This changes at 12 o'clock midday. The other divisions are not fixed, but tend to depend on a combination of the time and the amount of light.

Work with the book

Student's Book, page 46, Activity 2

Say: Open your books to page 46. Say: Find your pop-outs for Unit 6. Now, look at the chart.

Ask: What do you do in the morning? Ask for volunteers to hold up two pop-outs and say: In the morning I...

Repeat for the other times of the day and pop-outs.

Stick the pop-outs in their correct place and ask questions about the completed charts: Do you (play) in the (morning)?

SS: Yes, I do./No, I don't. Encourage the children to ask each other questions.

Optional Activity Book exercises



See page 197.

Practice

Continuous assessment

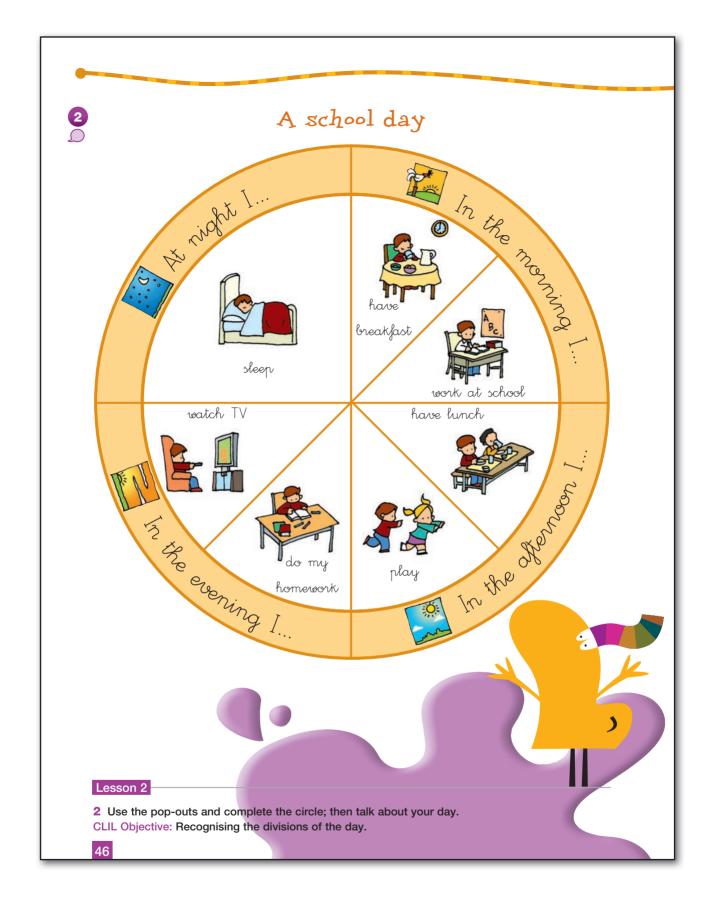
Children can name routine actions and the parts of the day.

Say: Let's think about the other things we do on school days.

Draw a chart on the board similar to the one in the Practice Book, page 46. Along the top of the columns write examples of other daily actions, for example: play with friends, go home, go on the bus, play in the park, have tea. etc.

Ask volunteers to come to the board to tick the chart to show when they do these things. Then, ask them to tell the rest of the class: *I have tea in the afternoon.*

Collect the children's books and correct their work.





Explain to the children that a day is cyclical and is made up of several stages that take place from the time when the sun rises until it sets. Each stage corresponds to a moment of the day when we do different things.

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	I ho I ho	eep we bre	ich <u>in</u>	nigf in th	t em aftern	orning		
Model	answe	r play	go to	go home		do my homework	sleep	
**	the ining in the	✓	✓			✓		
	noon in the			√	✓			
at		sentences.					✓	



The children reflect on their routines and all the activities that they do during the day.

Page 46, Activity 2

Say: Open your Activity Books at page 46. Look at Activity 2.

Read and complete the first sentence out aloud. Ask for volunteers to do the same with the other sentences. Tell the children to use the words to complete the sentences in their books.

Page 46, Actvity 3

Say: Now look at Activity 3.

Tell the children to think about the days that they have school and not about the weekends.

Ask questions: Do you (play) in the afternoon? Do you sleep in the morning?

Tell the children to tick the table to show when they normally do those things.

Ask for volunteers to talk about the table.

Resources

Multi-ROM
Unit 6, Activity 3





Let's play!

Noughts and crosses!

Draw a table with squares (3 x 3) on the board. Draw or stick a picture in each square. Divide the class into two teams: the Noughts and the Crosses.

Ask a child to name one of the pictures. If they name it correctly, they get a nought or cross in this square.

The first team to get three noughts or crosses in a row wins.

Sequencing the days of the week.

Curricular link: Maths

Language Objectives

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, school days, play, have lunch, go out, family, friends **Structures:** At the weekend I have lunch with my

family. On school days I have lunch with my friends.

Resources: CD; poster (side A)

SEQUENCING THE DAYS OF THE WEEK

Presentation





Point to the days of the week on the poster and read them out loud. Say: These are the days of the week. What day is it today?

Write a day of the week on the board and say: *This is* (Wednesday). Which day is next?

Write all the days of the week on the board. Tell the children to close their eyes while you rub one out. Ask: Which day is missing?

Write the days of the week on the board in random order and ask the children to come and number them in the correct order.

Walk around the classroom touching the children on the head and saying a day of the week.

Play **Track 2.10**. Tell the children to stand up when they hear their day.

Play **Track 2.10** again and encourage the children to join in.

Work with the book n



Student's Book, page 47, Activity 3

Say: Open your books to page 47. Look at Activity 3. Play **Track 2.10**. Tell the children to listen to the song and to join in.

Point to the key and read the words out loud. Ask: *Is Monday a school day or the weekend?* SS: *A school day*. Repeat for the other days of the week.

Tell the children to use the key to colour in the letters.

Student's Book, page 47, Activity 4

Say: Now look at Activity 4.

Read the beginning of the first sentence out loud: At the weekend I play... Ask: Do you play with your family or friends at the weekend? The children may give different answers.

Repeat for the other sentences.

Tell the children to match the sentences in their books. Ask for volunteers to read their sentences out loud.

Transcript



Track 2.10 The days of the week song

See page 201.

Optional Activity Book exercises

See page 201.

Practice

Continuous assessment

Children can name the days of the week in sequence.

Tell the children to draw seven columns and to write a day of the week at the top of each column.

Ask questions about the things they do on these days.

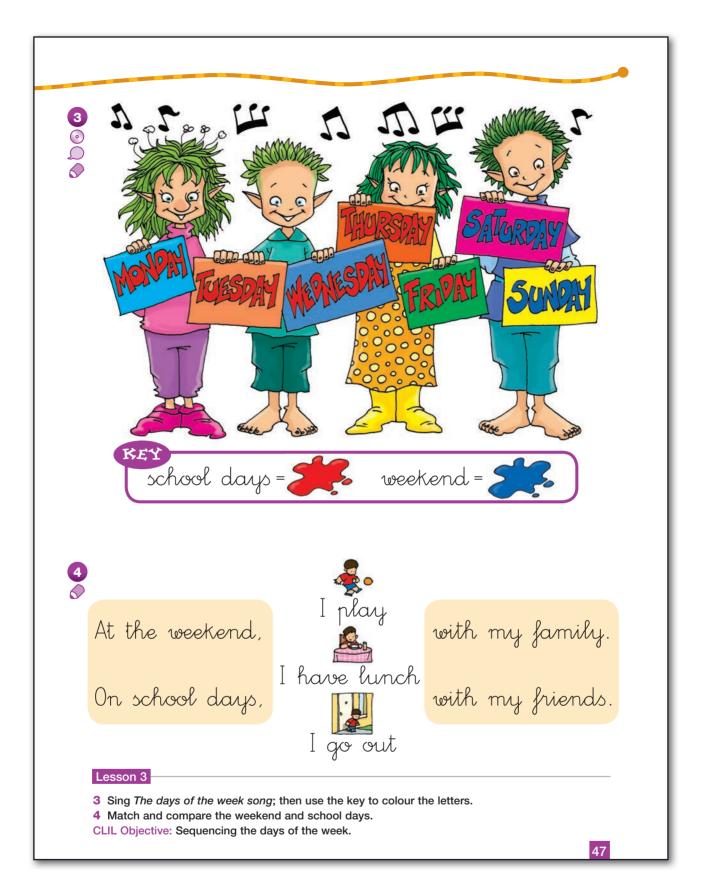
Ask: Do you play basketball on Monday?

Tell the children to draw small pictures to show what they do on three days of the week.

Ask for volunteers to show their charts to the rest of the class and to say what they do.

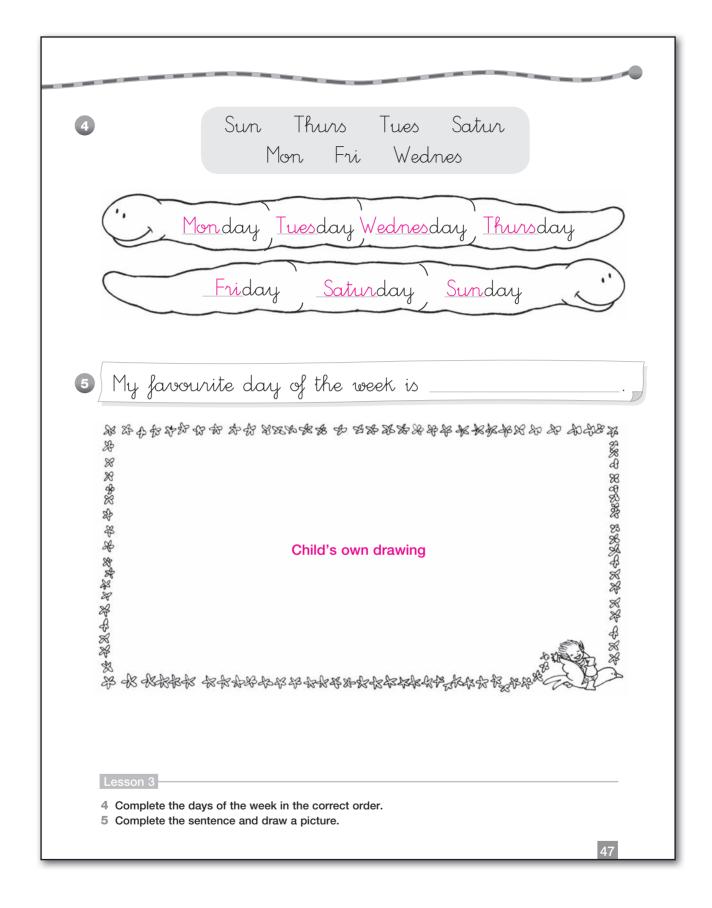
Supply any extra language the children ask for.

Collect the children's books and correct their work.





The children learn the order of the days of the week and understand that the weeks are also cyclical.





The children think about the day of week that they like the most and what it is about it that they like.

Page 47, Activity 4

Say: Open your Activity Books at page 47. Look at Activity 4.

Tell the children to name the days of the week out loud with you in the correct order, starting from Monday. Tell the children to write the words in the snake.

Page 47, Activity 5

Say: Now look at Activity 5.

Ask the children what their favourite day of the week is. Say: My favourite day of the week is Saturday because I have lunch with my family.

Tell the children to do a drawing of their favourite day, showing what they do on this day and completing the sentence.

Ask for volunteers to show their drawing to the rest of the class and to read their sentence out loud.

Transcript



Track 2.10 The days of the week song

I go to school on Monday, on Tuesday, on Wednesday. I go to school on Thursday and Friday, too. I stay at home on Saturday. I stay at home on Sunday. I stay at home at the weekend. I don't go to school.



Let's play!

What's different?

Place several flashcards in a row on the board. Tell the children to close their eyes. When they have done so, change the position of one of the flashcards. Tell the children to open their eyes again and to name the flashcard that is in a different position. Repeat several times.



Resources



Unit 6, The days of week song

Multi-ROM

Unit 6. Activity 1

Teacher's Resource Book

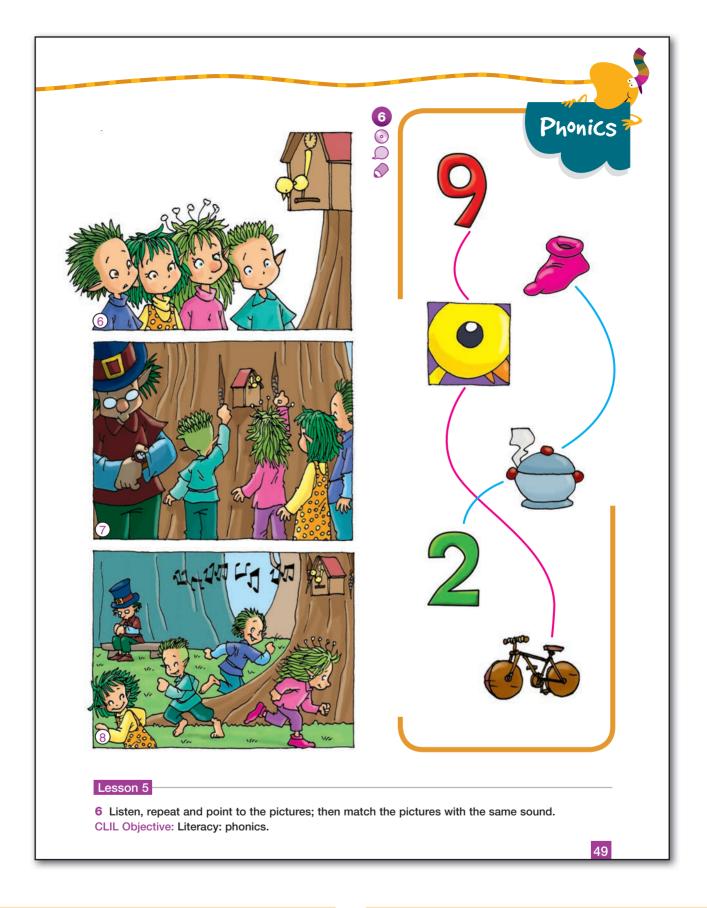
Ready to write worksheet, page 100







Remind children of the way that the characters in the story help the cuckoo. Use this example of friends helping one another to encourage the children to help others.





The children pronounce the sounds confidently and without worrying about making mistakes.



As they are acting out the story, encourage the children to have fun and to pay attention as they are waiting for their turn to act.

Sequencing.

Curricular link: Literacy; Maths

Language Objectives

Story language: Don't be late. We're late! We aren't

late! Dinner is at eight.

Join-in language: Dinner is at eight, don't be late.

Resources: CD; poster (side B); story pop-outs

Transcript



Track 2.11 Story: The cuckoo clock

See page 207.

Optional Activity Book exercises

See page 207.



STORY: THE CUCKOO CLOCK

Presentation





Say: It's story time!

Show the children the poster. Hold up the pop-outs of Smiley, Dotty, Stretch, Flo and Flo's dad. Ask: Who's this? SS: (Smilev).

Hold up the pop-out of the cuckoo clock and say: This is a cuckoo. Cuckoo, cuckoo! The cuckoo lives in the clock (point to the clock on the poster). It tells the time.

Say: Let's listen to the story.

Play Track 2.11. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime and facial gestures to support meaning.

Ask five children to come to the poster and give them each a pop-out of the different characters.

Play Track 2.11 again. The children enact the story using the pop-outs. Encourage all the children to join in with the counting.

Work with the book



Student's Book, pages 48 and 49, Activity 5

Say: Open your books at pages 48 and 49.

Play Track 2.11 again. The children look at the pictures in their books. Stop the recording at random and ask the children to supply the next line. Each time the children hear the numbers, they join in.

Practice



Divide the class into groups of seven. Assign a character from the story to each child.

Play Track 2.11. The children raise a hand when they hear their part of the story.

Play Track 2.11 again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

Literacy: phonics /oo/ (soup, shoe, two), /ie/ (bike, eve, nine)

Curricular link: Literacy (Phonics); Maths

Language Objectives

Story language: Don't be late. We're late! We aren't late! Dinner is at eight.

Join-in language: Dinner is at eight, don't be late.

Resources: CD; poster (side B); story pop-outs;

story cards

Materials: plasticine

Phonics

Retell the story





Show the children the poster and ask: Do you remember the story?

You can also use the story cards so the children can order them according to the order in the story.

Ask questions about the poster to help the children recall the story. Use the plasticine to make the cuckoo's nuts. and put them on the shelf beside the clock so that the children can count off the hours.

Play Track 2.11. The children join in counting the hours. Encourage them to join in with other story language.

Work with the book



Student's Book, page 49, Activity 6

Clap your hands to ensure that the children are watching you. Write the word shoe on the board. Say: oo... oo... oo... shoe.

Repeat several times. Articulate the vowel sound very clearly by pushing your mouth forwards as you produce the sound.

The children repeat: oo... oo... shoe.

Repeat wtih the other words with the same sound:

Write the word bike on the board. Say: ie... ie... ie... bike. Repeat several times. Articulate the vowel sound very clearly by changing the position of your mouth as you produce the sound.

The children repeat: ie... ie... ie... bike.

Repeat with the other words with the same sound: eve. nine.

Tell the children to look at Activity 6 on page 49.

Play Track 2.12. The children listen and point to the pictures in the right-hand column.

Play Track 2.12 again. The children listen and repeat the key sounds and words.

Then, they match the pictures which contain the same

Ask for volunteers to name the pictures that have the /oo/ sound.

Ask for volunteers to name the pictures that have the /ie/ sound.

Tell the children to think of other words in English that have those sounds.

Transcript



Track 2.12 Phonics

See page 209.

Optional Activity Book exercises

See page 209.

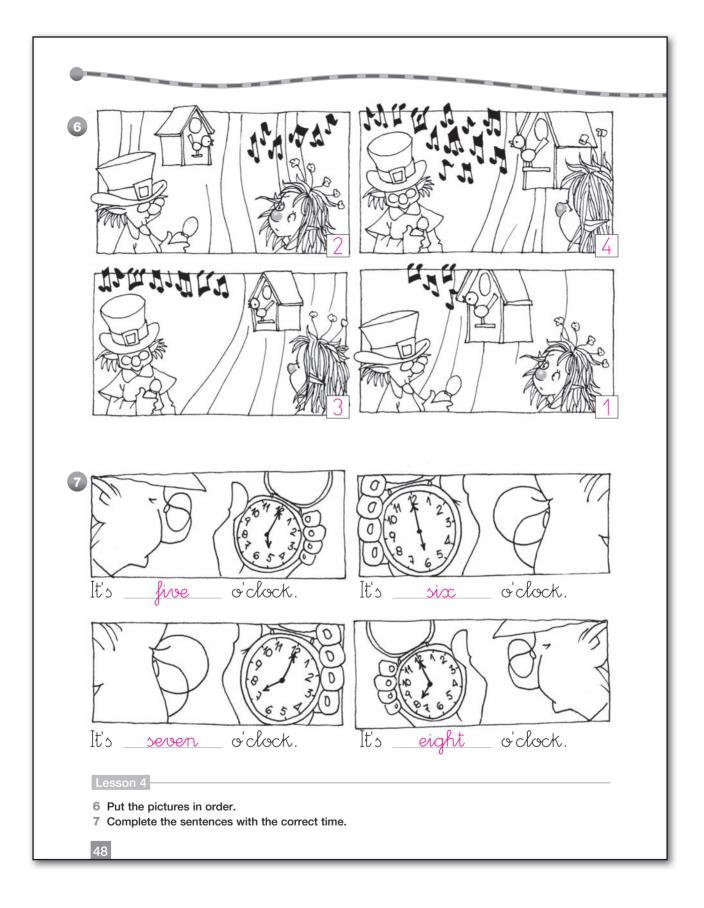
Act out the story



Divide the class into groups of seven. Assign a character to each child.

Play Track 2.11 again. The children join in with their lines. Play or read out a random piece of the story and ask the children to look at their books. They tell you which picture is being described. Do this several times.

Ask for volunteers to come to the front of the class to act out the story. Help them if necessary.





This activity provides children with an opportunity to practise how to tell the time.

Page 48, Activity 6

Say: Open your Activity Books at page 48.

Look at Activity 6.

Tell the children to place the pictures in order and to write the number in the box.

Página 48, actividad 7

Say: Now look at Activity 7.

Tell the children to look at the first watch. Ask: What

time is it? SS: 5 o'clock.

Repeat with the other pictures and the other times.

Tell the children to complete the sentences.



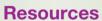
Let's play!

The teacher says!

Play Simon says but use your own name: T: (Susan) says, "Stand up" (the children carry out the instruction and stand up); T: Brush your hair (they don't carry out the

instruction).

Make sure all the children have a chance to give an instruction to the rest of the class.



Multi-ROM

Unit 6, Story



Transcript



Picture 1

Narrator: Flo and her friends are always late for dinner. So one day, Flo's dad buys a cuckoo clock.

Dad: Listen to the cuckoo clock. **Children:** One, two, three, four.

Flo: It's four o'clock!

Dad: That's right! Now remember. Dinner is at eight. Don't be late.

Picture 2

icture 2

Narrator: The friends play outside and then... **Children:** One, two, three, four, five, six.

Flo: It's six o'clock. It isn't late.

Dotty: That's right! Dinner is at eight!

Smiley: But...

Stretch: Let's play! Hurray.

Picture 3

Narrator: The friends play and play. Then, suddenly... **Children:** One, two, three, four, five, six, seven, eight,

nine.

Flo: Oh no. It's nine o'clock!

Dotty: We're late. Dinner is at eight!

Smiley: But...
Picture 4

Narrator: The friends run home.

Flo: Sorry I'm late, Dad. What's for dinner?

Dad: It's soup. But it's only 6 o'clock! You aren't late.

Flo: Oh, but...

Dad: Remember. Dinner is at eight!

Picture 5

Narrator: The children go outside again.

Smiley: It's very strange.
Flo: It isn't eight. We aren't late.
Stretch: Hurray! We can play.

Narrator: Then they hear the cuckoo clock again.

Children: One, two, three, four, five, six, seven, eight, nine,

ten, eleven, twelve, thirteen.

Smiley: Thirteen!!! Thirteen o'clock!

Flo: That's not right.

Picture 6

Narrator: The friends go and talk to the cuckoo.

Flo: Excuse me, but... can you count?

Cuckoo: Oh dear! Oh dear! This is my first job and it's very

difficult.

Smiley: What's the problem?

Cuckoo: Well... I can't remember the numbers.

Picture 7

Narrator: The children help the cuckoo. They give it twelve

nuts.

Flo: What's the time, Grandad?

Grandad: It's 7 o'clock.

Flo: Put seven nuts on the right... Smiley: ...and five nuts on the left.

Flo: Every hour, move a nut to the right. Then count the

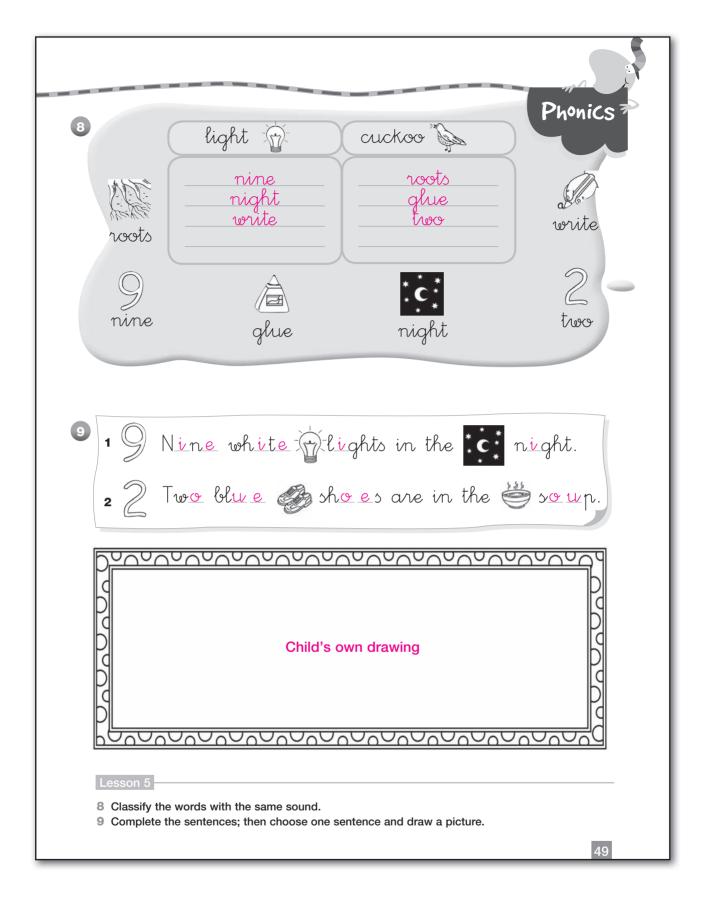
nuts on the right. **Cuckoo:** OK. Thanks.

Picture 8

Narrator: The Twiggles wait and wait. Then... **Cuckoo:** Move a nut to the right and count.

Children: One, two, three, four, five, six, seven, eight.

Flo: It's 8 o'clock. Is that right, Grandad Grandad: Yes, it is. Now don't be late!
All: Yes! Dinner is at eight! Goodbye!





It is a very positive sign that the children make an effort to say the tongue twister confidently and without worrying about making mistakes.

Page 49, Activity 8

Say: Open your Activity Books at page 49. Look at Activity 8.

Write the words *light* and *cuckoo* on the board. Say the words as you write them, emphasising the *oo* part of *cuckoo*.

Tell the children to look at the other words.

Ask for volunteers to choose a word. They write it on the board under another word with the same vowel sound.

Continue until all the words have been classified. Then, ask other volunteers to read out the lists of words. Make sure they reproduce the vowel sound exactly. Tell the children to classify the words in their books.

Page 49, Activity 9

Say: Now look at Activity 9.

Read out the sentences. Tell the children to help you complete the words. Write the words on the board as you say them.

Tell the children to complete the words in their books.
Tell the children to choose one of the sentences and to do a picture to illustrate it.

Ask for volunteers to read out their sentences and to show their pictures to the rest of the class.

Resources

Multi-ROM

Unit 6, Phonics

Teacher's Resource Book

Extension worksheet 1, page 33



Transcript



Track 2.12 Phonics

oo oo oo shoe oo oo oo soup oo oo oo two ie ie ie bike ie ie ie eye ie ie ie nine



Let's play!

Shout out

Say a sound, for example, oo. Tell the children to say words that have that same sound. Repeat several times with different sounds.

Telling the time.

Curricular link: Maths

Language Objectives

Vocabulary: numbers, o'clock, half past, a quarter to,

a quarter past

Structures: What's the time? It's...

Resources: student's pop-outs 2 (clock hands)

Materials: card (5cm x 15cm); Blu-Tack

Preparation: Make two clock hands from the card. Cut one shorter than the other and cut each end into an

arrow shape.

TELLING THE TIME

Presentation

Say: Today we're going to learn to tell the time. Draw a circle on the board. Draw a line through the centre (from top to bottom) and explain that we now have two halves.

Draw another line from the centre of the circle (from left to right) and explain that we now have four quarters. Ask children to come to the board to shade in the segments following your instructions: Shade in one half. Shade in two quarters. Is it the same? SS: Yes, it is. Rub out the shading, but leave the four lines that divide the clock into quarters.

Write the number 12 at the top. Ask a child to come to the clock to write the number 6 in the correct position. Repeat for 3 and 9. Then, ask other children to complete the numbers in the clock.

Place the small hand at number 4 and the big hand at number 12. Say: Look, it's 4 o'clock. Keep the big hand at 12 and put the small hand on another number. Ask the children: What's the time? Repeat several times with other numbers. Do the same with: half past, a quarter past, and

Ask for volunteers to come and place the hands (always in these four positions, but using different numbers) and ask: What's the time?

Work with the book n



Student's Book, page 50, Activity 7

Sav: Open your books at page 50.

Tell the children to look at the picture of the cuckoo clock

Play Track 2.13. The children listen and place the pop-out clock hands on the clock.

Stop the recording. Say: Look at the person next to you. Is it the same? Check and correct.

Play Track 2.13 again and ask the children to choose a time for their clock.

Tell the children to glue the clock hand pop-outs in their correct places. Ask individual children: What's the time?

Transcript



Track 2.13 Activity

See page 213.

Optional Activity Book exercises

See page 213.

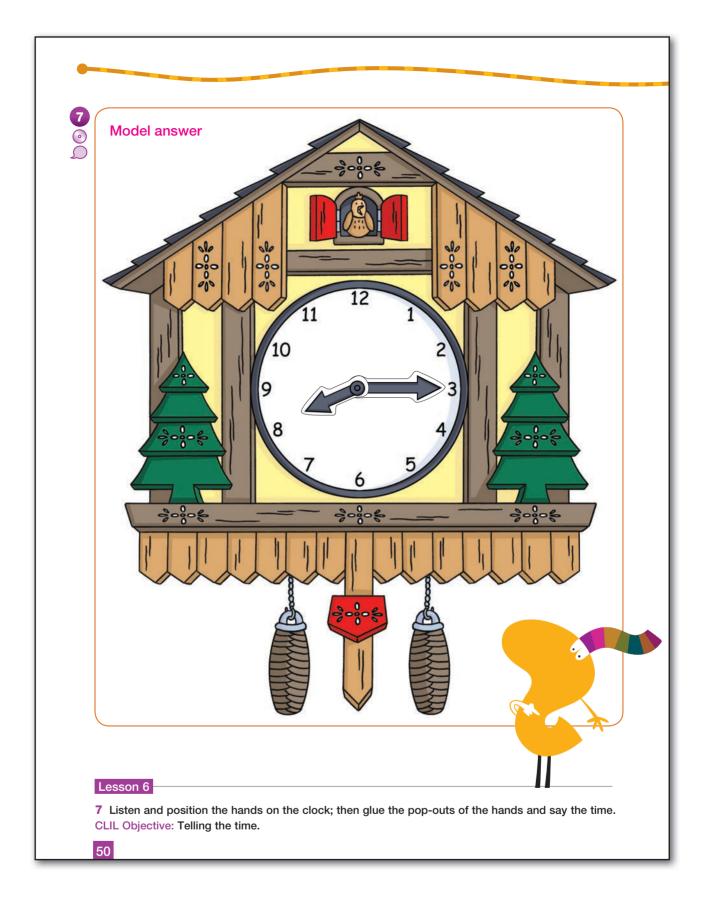
Practice

For this stage, either take the children outside or make a space in the classroom. Stand 12 children in a circle. Say: You are the numbers on the clock. Then, stand another two children in the middle of the circle. Say: You are the small hand and you are the big hand. Stand the small hand facing number 1. Tell the big hand to run around the edge of the circle and when they reach the small hand, this child moves to the next number.

Point out that this is what happens in a real clock. When the big hand has completed the full circle the small hand moves to the next hour.

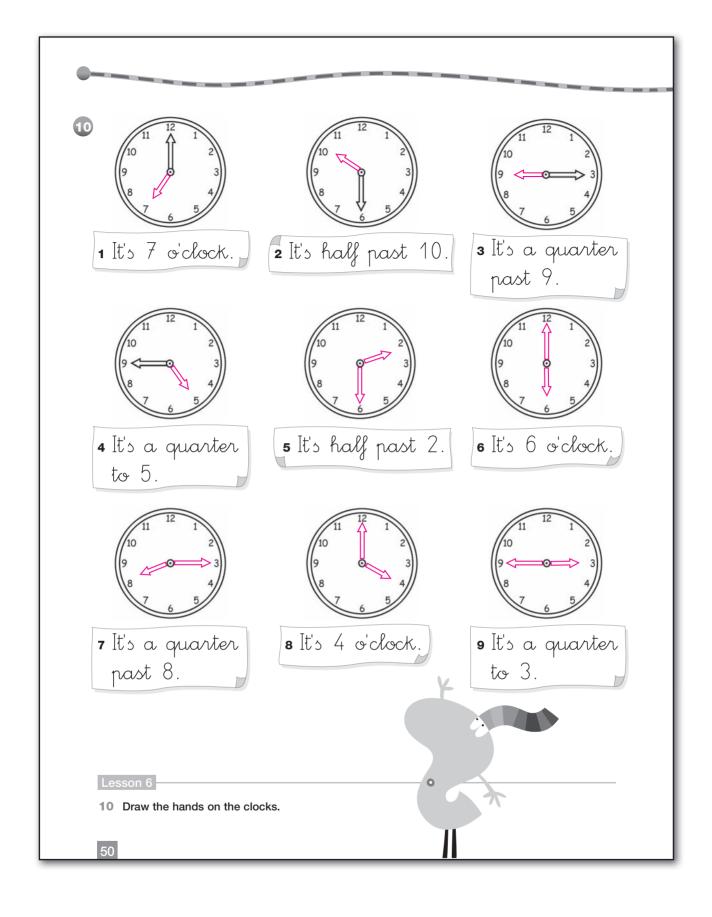
Call out different hours and tell the child playing the big hand to run around until the small hand reaches that time. The children who are the numbers can count out loud as the child playing the big hand runs.

Collect the children's books and correct their work.





The children are given a chance to practise telling the time.





The children practise reading the hands of the clock.

Page 50, Activity 10

Say: Open your Activity Books at page 50. Look at Activity 10.

Point to the clock that has been drawn on the board at the start of the lesson and make sure the children remember that the little hand shows the hours and the big hand shows the minutes.

Tell the time under the three first clocks. Ask a few children to come to the board to place the hands in the corresponding positions. Do the same with the other clocks. Tell the children to complete the clocks in their books.



Let's play!

Follow the order

Hand out six different key vocabulary popouts to each child. Name six popouts at random and tell the children to put those popouts on the table in the same order. The first child who manages to put all the popouts in the correct order can call out the following six popouts. Repeat several times.

Transcript



Track 2.13 Activity

Listen and say the times.

What's the time? It's 2 o'clock.

What's the time? It's 9 o'clock.

What's the time?

It's half past five.

What's the time? It's half past one.

What's the time?

It's a quarter past four.

What's the time?

It's a quarter past ten.

What's the time?

It's a quarter to three.

What's the time?

It's a quarter to seven.

Resources

Multi-ROM

Unit 6, Activity 2

Teacher's Resource Book *Extension worksheet 2*, page 34



Making a clock.

Curricular link: Art

Language Objectives

Vocabulary: numbers; o'clock, half past, a quarter past, a quarter to

Structures: What's the time? It's (3) o'clock.

Materials: card, plasticine, pencils, scissors, crayons,

ruler, split pins

Preparation: Make a cuckoo clock to show the class.

Busy hands: A cuckoo clock

Present the project

Continuous assessment

Children can tell the time.

Say: Today we're going to make a cuckoo clock. Show the children the cuckoo clock that you have already made.

Move the hands round to show different times on your clock (o'clock). Call out: cuckoo, cuckoo.... for each hour and ask: What's the time?

Work with the book

Student's Book, page 51, Activity 8

Say: Open your books at page 51. Look at Activity 8. Read the title of the project out loud: A cuckoo clock. Point to the pictures of the materials and say: This is what we need. Tell the children to identify the pictures. Point to the stages one by one and explain using the materials you have brought to class to clarify meaning. Draw a triangle (the cuckoo's hut). Draw a square inside the triangle and cut it out. Draw a large circle under the square. Cut out two hands. Write the numbers in the circle to make a clock. Make a cuckoo out of plasticine and stick it on a pencil.

Student's Book, page 51, Activity 9

Say: Now look at Activity 9. Tell the children to work in pairs. S1 moves the hands on their clock, calls: cuckoo. cuckoo.... and asks: What's the time? The children take turns asking and answering questions.

Optional Activity Book exercises

See page 217.



Display the project

Play What's the time Mr. Wolf?

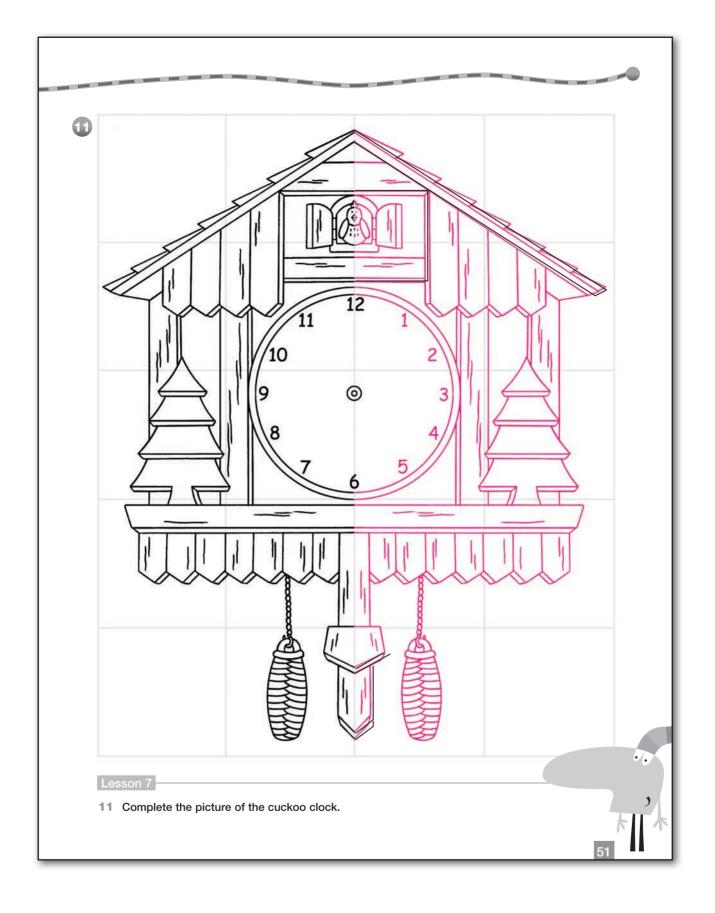
One child is the wolf and stands with their back to the other children. The other children stand about 5 metres from the wolf

These children say: What's the time Mr. Wolf? The wolf turns to face them and shouts out a time: It's (10) o'clock. The children take ten steps towards the wolf. Repeat the procedure until the group of children is very close to the wolf. This time when the children ask: What's the time Mr. Wolf? The wolf shouts: It's dinner time! and runs after the other children. The first child to be caught then has a turn at being Mr. Wolf.





The children use various materials to make a cuckoo clock.





Explain to the children what symmetry is and how the elements of the clock should be exactly the same on both sides.

Page 51, Activity 11

Say: Open your Activity Books at page 51.

Look at Activity 11.

Ask: What can you see in the picture?

SS: A cuckoo clock. T: Yes, that's right, but it's only part

of a cuckoo clock.

Tell the children to complete the other part of the cuckoo clock as carefully as they can and with as much detail as possible. When they have finished the cuckoo clocks, tell the children to choose a time and to draw it on the clock. Ask for volunteers to show their clocks to the rest of the class and to say: Look! It's (4) o'clock!



Let's play!

What's missing?

The children get into pairs and each child puts six key vocabulary pop-outs face up on the table. Each child looks at their partner's pop-outs for a while. Then, one of the children closes their eyes while the other one takes one of the pop-outs away. The child with their eyes closed then opens their eyes and has to say which pop-out is missing. The winner is the person who gets it right most times by the time you tell them to stop.

Resources



Unit 6. Real kids

Teacher's Resource Book

Unit 6, DVD worksheet, page 14 Ready to read worksheet, page 58



CLIL Objectives

Assessment

Curricular link: Science

Language Objectives

All the language for unit 6.

Resources: poster (side B), flashcards, stickers

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 6.

Say: *Do you remember* The days of the week song? (Track 2.8, page 201). Let's sing it again.

The children sing the song. Use the flashcards to remind the children of the activities we do at different times of the day. Hold up the flashcards and ask: When do we (do our homework)? SS: In the evening.

Ask the children questions like: *Is it dark when you do your homework in the winter? What about in the summer?*Draw a mountain shape on the board (similar to the one on page 52 of the Student's Book). Draw the sun low in the sky to the left-hand side of the mountain. Say: *Look. This is the position of the sun in the morning.* Draw the sun high in the sky just to the right of the mountain. Ask: *Is it morning, afternoon or evening now?* SS: *Afternoon.* Then, draw the sun low in the sky to the left of the mountain and repeat the question. Ask: *What about at night? Can you see the sun at night?* SS: *No.* T: *What can you see?* SS: *The moon and the stars.*

Work with the book

Student's Book, page 52, Activity 10

The children open their books at page 52. Show the children the stickers in the middle of the book. The children find and stick the stickers for Unit 6. Correct the activity by asking the children to name the stickers that they have placed.

Student's Book, page 52, Activity 11

Ask: Who can say the days of the week?

The children chant the days in the correct order.

Tell the children to write the days of the week in the diary that is in their books. They can use the words from the poster as a guide.

Ask: What do you do on school days?

Encourage the children to raise their hands and to give different answers.

Repeat the question for the weekends.

Tell the children to complete the sentences in their books. Walk around the class checking and correcting as they work.

Optional Activity Book exercises



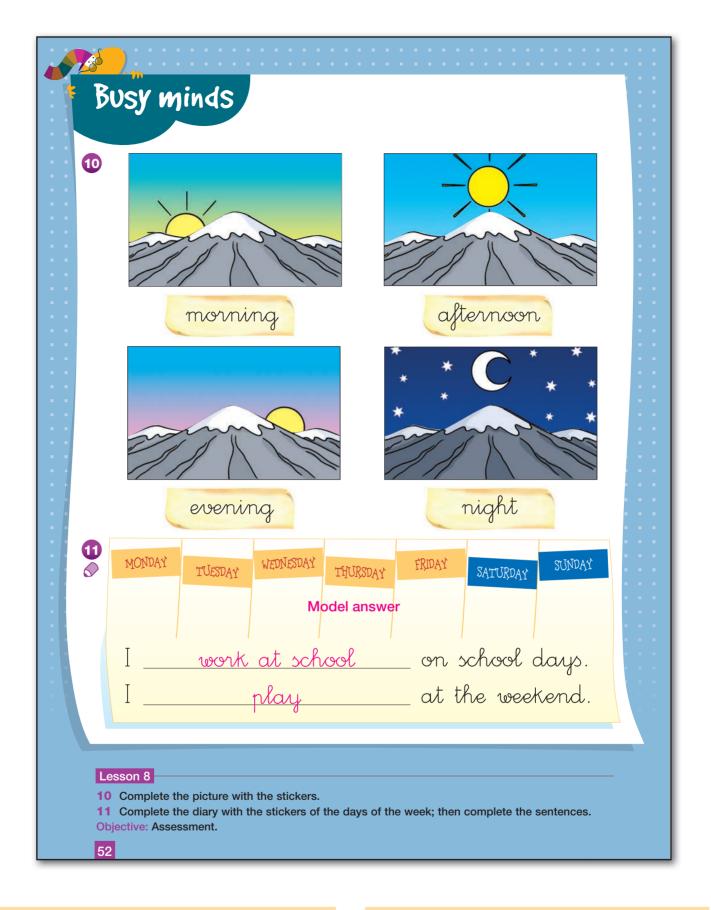
See page 221.

Round up

Draw a timetable on the board. Along the top, write the days of the week from Monday to Sunday. Down the side, write the hours of the day from 8 o'clock until 10 o'clock at night.

The children ask and answer questions about the timetable using the days of the week and the times of day.

Ask: When do you have breakfast on Monday? SS: At (8) o'clock. Continue asking about the meal times, when they play, when they watch television and when they go to bed. Point out the different times these activities take place at the weekends.

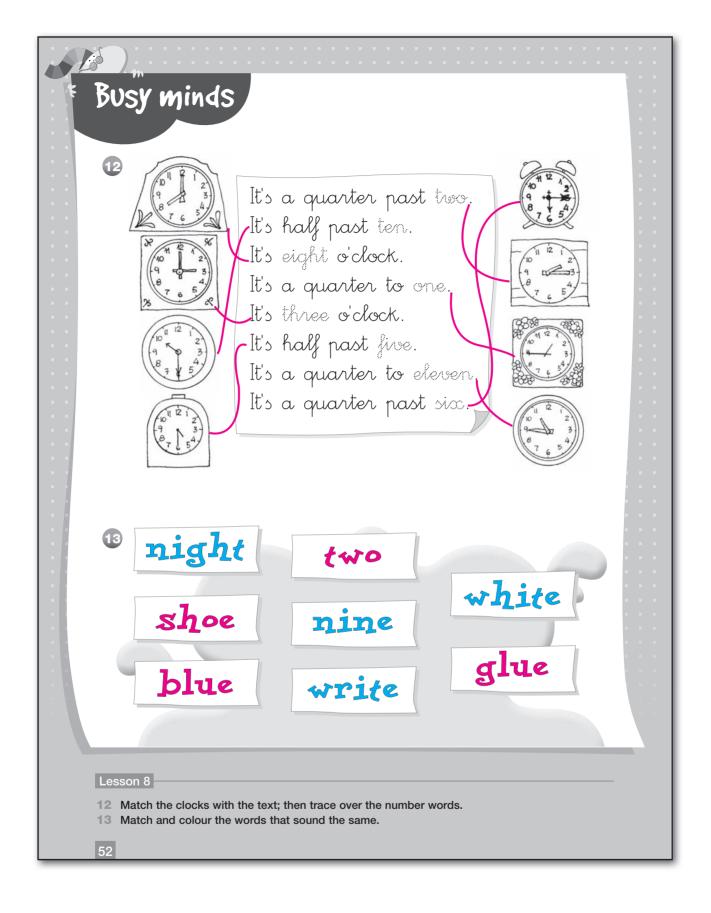




Explain to the children that in English some spelling rules are different to the spelling rules in Spanish. For example, in English, the days of the week are written with capital letters and in Spanish they are written with lower case letters.



Explain to the children that the sun changes position in the sky during the day.





The children go over telling the time and using the quarter hours.

Page 52, Activity 12

Draw a clock on the board as you did in lesson 6. Ask a child to come to the board and give them the clock hands. Ask for volunteers to read out the sentences. The child at the board has to place the clock hands in the corresponding position. Repeat with different times and different children.

Tell the children to read the sentences from their books and to match them with the corresponding clocks.

Page 52, Activity 13

Say: Now look at Activity 13.

Read out the first word. Ask: Which words have the same sound? SS: Write...

Tell the children to match and colour the words that have the same vowels. Then, ask volunteers to read out the two groups of words.



Let's play!

What's missing?

Mime a word or action. The children try to guess the word or action. The child who guesses it can mime the following word or action. Repeat several times.

Resources

Multi-ROM

Unit 6, Activity 4

Teacher's Resource Book

Unit 2, Test, pages 79 and 80



See Transcript Track 2.14

Transcript



Track 2.14. Unit 6 Test. Activity 1.

Listen and number the pictures.

One.

It's 10 o'clock. It's bed time.

Two.

It's half past eight. It's breakfast time!

Three

It's a quarter to seven. It's dinner time!

Four.

It's a quarter past four. It's tea time.

ASSESSMENT CRITERIA

CLIL Objective

Children distinguish between day and night, darkness and light, and associate them with daily routines. Children can recognise the parts of the day, sequence the days of the week and have learnt how to tell the time.

_iving things

CLIL Objective

Classifying wild and farm animals.

Curricular link: Science

Language Objectives

Vocabulary: bird, fish, rabbit, frog, cow, pig, donkey

Structures: What are these? It's only the...

Resources: CD; poster (side A); poster pop-outs

Work with the book n



Student's Book, page 53, Activity 1

Say: Open your books at page 53.

Tell the children to look at the picture to see what animals

they can find. Ask: What animals can you see?

Then, ask them to count the animals: How many (pigs) can

Play Track 2.15. The children point to the animals as they hear them and name them.

Play Track 2.15 again. The children circle the forest animals in green and the farm animals in red.

ANIMALS ON THE FARM

Presentation





Show the children the poster. Point to the forest and say: This is the forest.

Point to the farm and say: This is the farm. Explain that some animals live in the forest and some animals live on the farm.

Ask the children to say what kind of animals they expect to find in each habitat. Prompt them by using questions if necessary. Ask: Do pigs live in the forest?

Explain that pets do not live in either the forest or on the farm but live with us in our houses.

Show the children the pop-outs and ask them to identify the animals. Ask: What are these? SS: Birds!

Explain to the children that the animals make different noises in English. Birds go: tweet-tweet; frogs go: croakcroak; donkeys go: ee-aw ee-aw; cows go: moo-moo; pigs go: oink-oink.

Then, make the animal noises and ask the chidren to call out the name of the animal. T: (Ee-aw!) SS: (donkey!) Play Track 2.15 and put the pop-outs of the animals on the poster.

Call out the name of the animal as you place it on the poster. T: It's only the (birds)!

Point to the picture of the birds and repeat the key lines from the recording: Don't be scared! It's only the birds! Repeat with the other animals.

Ask five children to come to the board and hand each one a pop-out.

Play Track 2.15 again. The children put the different animals in the right place on the poster.

Repeat with five more children. The rest of the class joins in with the key phrases.

Ask a volunteer to come to the board. Point to the birds and ask: Are the birds forest animals or farm animals? SS: Forest animals. Say: Yes, that's right. Birds are forest animals. Repeat with the other animals and other volunteers.

Transcript



Track 2.15 Activity

See page 225.

Optional Activity Book exercises

See page 225.

Practice

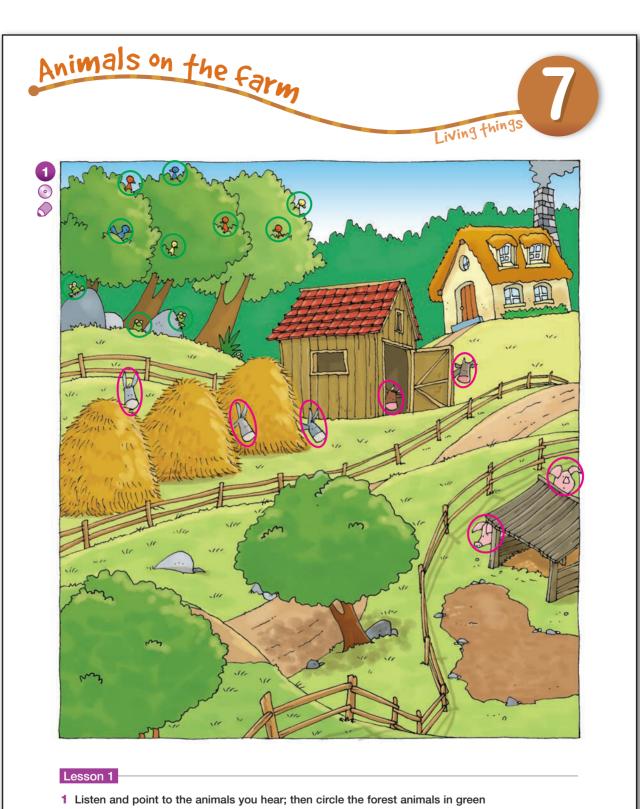
Play We're walking through the forest; we're walking through the farm.

Call 2 children to come to the front of the class. They walk around in circles saying: We're walking through the (farm). What's that sound? (Oink! Oink!) The rest of the class calls out: It's only the (pigs).

Ask other chidren to come to the front to take turns.







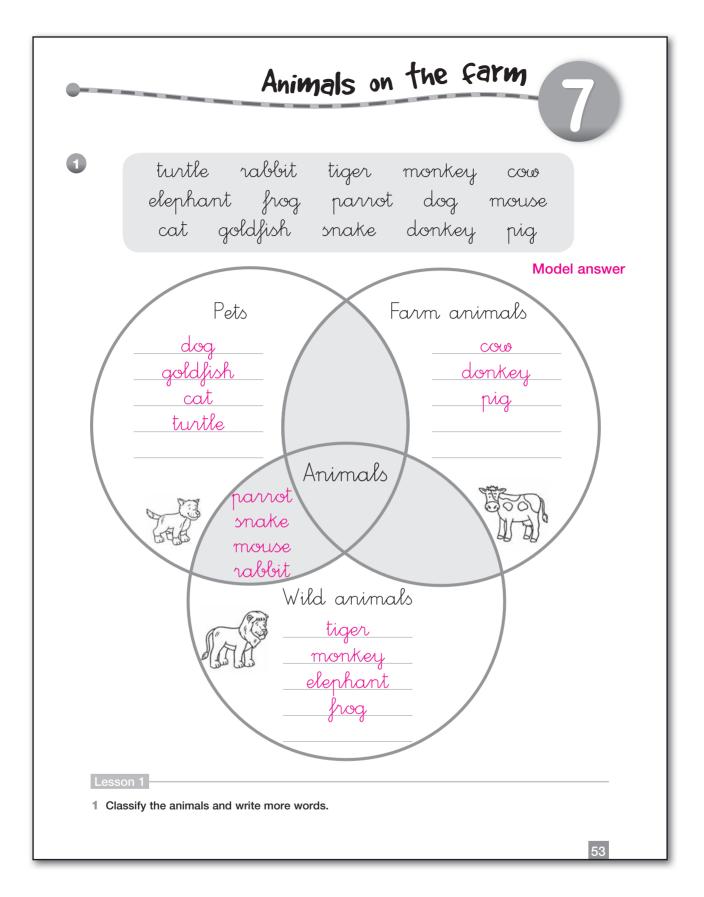
and the farm animals in red.

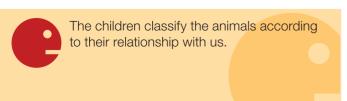
CLIL Objective: Classifying wild and farm animals.

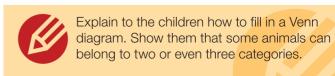
53



Explain to the children that there are animals that live in freedom in the forest, and others that are kept by humans.







Page 53, Activity 1

Say: Open your Activity Books at page 53.

Draw a Venn diagram on the board. Explain that this is how we classify things that can belong to more than one category.

Say: What about a parrot? Is it a farm animal? SS: No! T: Is it a pet? SS: Yes. T: Is it a wild animal? SS: Yes.

Write the word *parrot* in the overlapping space between the wild animals and the pets.

Repeat with the other animals in the list.

Rub the diagram off the board and tell the children to classify the animals in their books.

Tell the children to name the other animals. If necessary, supply words in English and write them on the board. Tell the children to classify those animals, too.



Let's play!

Word groups

Explain to the children that they are going to play a word game with semantic groups related to animals (pets, farm animals and wild animals).

Explain that when you name an animal from one specific group, they will have to do an action. For example: when you name a farm animal, they have to stand up; and when you name a wild animal, the children have to touch their heads.

Resources

Multi-ROM Unit 1, Song



Transcript



Track 2.15 Activity

Narrator: The Twiggles are walking through the forest to

Dottv's Grannv's farm.

Dotty & Flo: We're walking through the forest.

Tramp, tramp, tramp. The forest is full of sounds. Tramp, tramp, tramp.

The sounds are very scary. Tramp, tramp, tramp.

Narrator: Don't be scared, it's only the _

Dotty & Flo: We're walking through the forest.

Tramp, tramp, tramp. The forest is full of sounds. Tramp, tramp, tramp. The sounds are very scary.

Tramp, tramp, tramp.

Narrator: Don't be scared, it's only the ___

Dotty & Flo: We're walking to the farm.

Tramp, tramp, tramp. The farm is full of sounds. Tramp, tramp, tramp. The sounds are very scary.

Tramp, tramp, tramp.

Narrator: Don't be scared, it's only the ___

Dotty & Flo: We're walking to the farm.

Tramp, tramp, tramp. The farm is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp.

Narrator: Don't be scared, it's only the __

Dotty & Flo: We're walking to the farm.

Tramp, tramp, tramp. The farm is full of sounds. Tramp, tramp, tramp. The sounds are very scary. Tramp, tramp, tramp.

Narrator: Don't be scared, it's only the _

Granny: Hello, Dotty! Hello, Flo! Welcome to the farm! You

aren't scared, are you?

Dotty & Flo: No!

CLIL Objective

Understanding that we look after farm animals.

Curricular link: Science; Maths

Language Objectives

Vocabulary: cow, sheep, pig, chicken, horse, donkey,

dog, cat, hay, grain, leftovers

Structures: How many (cows) are there? What do

they eat?

Resources: CD; poster (side A); pop-outs

LOOKING AFTER FARM ANIMALS

Presentation M



Say: Today we are going to learn about farm animals. We are going to learn what they eat.

Use the poster. Hold up the pop-out of the cows.

Ask: What are these animals? SS: Cows. T: Do cows eat meat? SS: No! T: Do they eat grass? SS: Yes! Say: That's right. They eat grass and they eat hay. Explain that hay is dried grass.

Then, hold up the pop-out of the donkeys and repeat the questions.

Finally, hold up the pop-out of the pigs and say: Pigs eat hay, they eat meat, they eat everything!

Work with the book n



Student's Book, page 54, Activity 2

Say: Open your books to page 54. Say: Look at the picture of the farm. How many (donkeys) are there?

SS: (Three). Do the same with the other animals.

Ask for volunteers to ask the questions.

S1: How many (pigs) are there? SS: (Two). S2: How many (sheep) are there? SS: (Four).

Tell the children to count the animals and to write the numbers in the boxes.

Check the activity by asking the children: How many (donkeys) are there?

Student's Book, page 54, Activity 3

Tell the children to look at the pictures of the food in their books. Write the following words on the board: hay, grain and leftovers.

Ask: Do you remember which animals eat hay?

Point to the word *grain* and explain that this is small seeds. Ask: Can you think of an animal that eats grain? Encourage the children to guess.

Point to the word *leftovers* and explain that this is the food that we throw away.

Play Track 2.16. The children listen and match the food to the animals. Check the activity by asking: What do cows eat? SS: Hay. Repeat with the other animals.





Track 2.16 Activity

See page 229.

Optional Activity Book exercises

See page 229.

Practice

Continuous assessment

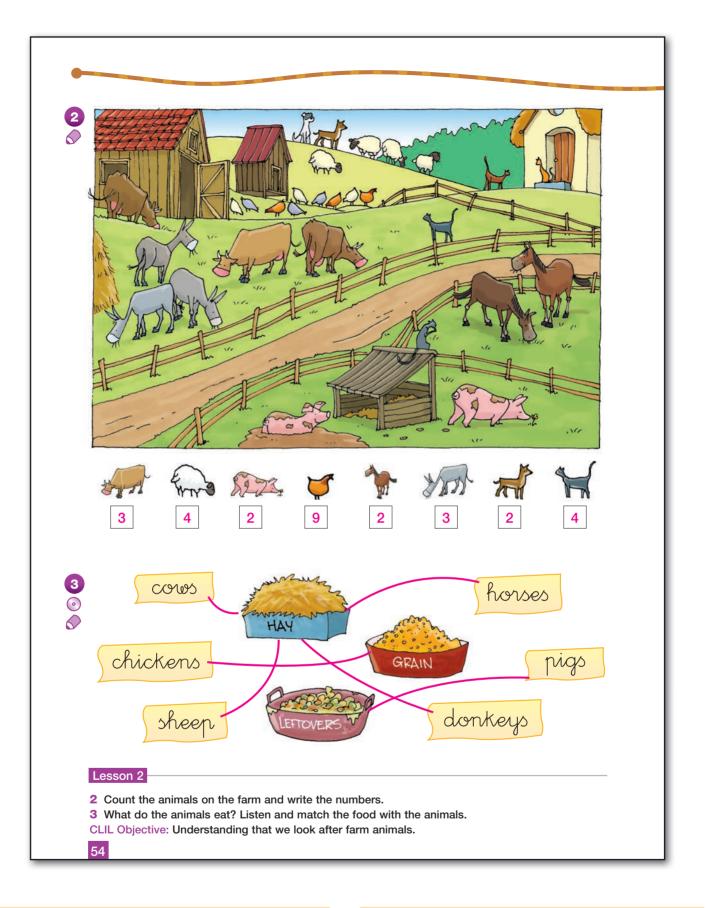
Children can name farm animals.

Tell the children to look at the farm animals on page 54. Draw two columns on the board. Say: We eat meat, don't we? So we eat animals.

Ask volunteers to come to the board. They write the names of the animals we eat in the first column and the names of the animals that we don't eat in the second column. Ask: What else do we eat? Do we eat hay? SS: No!

T: Do we eat grain? SS: Yes.

*Note: Some children may not associate grain with flour or rice, so you need to explain that people eat grain, but not raw grain - we eat it in bread, biscuits and cereal. All of these types of food are made with grain.

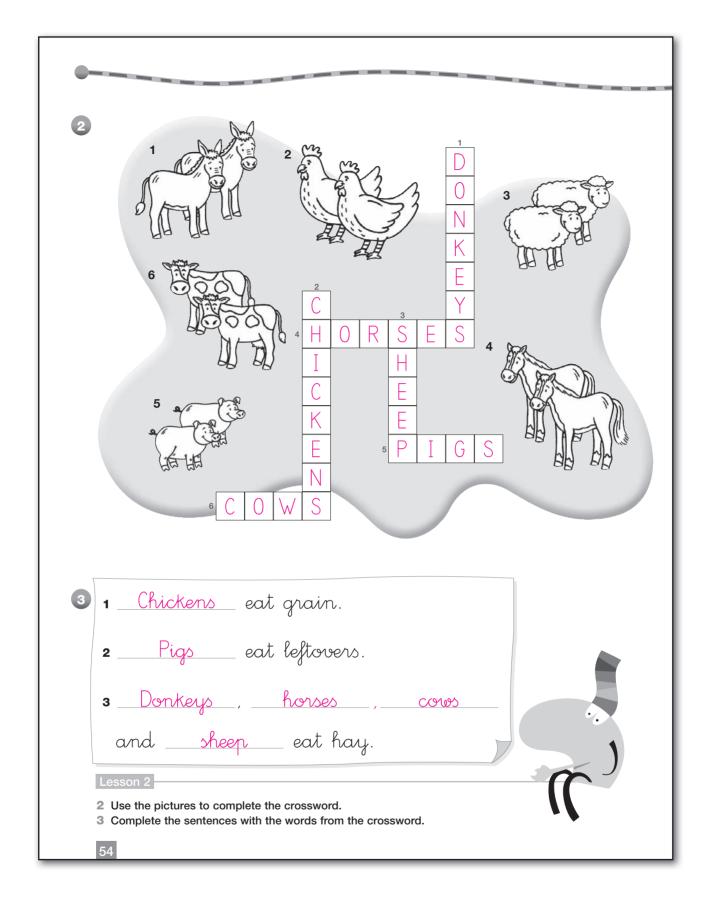




The children are going to count animals and write down the totals.



Explain to the children that all the animals have specific food that they eat and they don't all eat the same things.





The children use the pictures to help them solve the crossword.

Page 54, Activity 2

Say: Open your Activity Books at page 54. Look at Activity 2.

Tell the children to complete the crossword with the names of the animals. They can check the spelling in their Student's Book.

Page 54, Activity 3

Say: Now look at Activity 3.

Ask: Which animals eat grain? SS: Chickens. Repeat with the other two types of food and tell the children to complete the sentences using the words from the crossword.



Let's play!

What's next?

Read out a complete sentence. For example, T: (Horses) and (cows) eat (grass) and (hay). Explain to the children that you are going to read the sentence again, stopping in different places and that, this time, they have to say the following word.

Transcript



Track 2.16 Activity

Granny: Come on, Dotty! It's time to feed the animals.

Dotty: OK, Granny.

Dotty: *Granny!* What do cows eat? **Granny:** Hay, Dotty! Cows eat hay.

Dotty: OK!

Dotty: *Granny!* What do sheep eat? **Granny:** Hay, Dotty! Sheep eat hay.

Dotty: OK!

Dotty: Granny! What do pigs eat?

Granny: Leftovers, Dotty! Pigs eat leftovers.

Dotty: OK!

Dotty: *Granny!* What do chickens eat? **Granny:** *Grain,* Dotty! Chickens eat grain.

Dotty: OK!

Dotty: Granny! What do horses eat? **Granny:** Hay, Dotty! Horses eat hay.

Dotty: OK!

Dotty: *Granny!* What do donkeys eat? **Granny:** Hay, Dotty! Donkeys eat hay.

Dotty: OK!

Resources

Teacher's Resource Book

Extension worksheet 1, page 35



CLIL Objective

Recognising the products we obtain from farm animals.

Curricular link: Science

Language Objectives

Vocabulary: milk, butter, meat, cheese, eggs, yogurt,

wool, leather

Structures: We get (eggs) from (chickens).

Resources: flashcards (*milk, butter, meat, cheese, eggs, yogurt, wool, leather*); student's pop-outs

PRODUCE FROM FARM ANIMALS

Presentation

Write the names of the farm animals on the board. Ask: Are these pets? SS: No! T: Are they forest animals? SS: No! T: Are they farm animals? SS: Yes! Say: We get a lot of food from farm animals. Can you remember some of the food we get? Tell the children to name the food we get from farm animals and place the flashcards up on the board as they name the items. Prompt any items they do not mention by showing the flashcards and ask: What about (cheese)? Do we get (cheese) from animals?

Explain that we don't only get food from animals but we get other things too. Hold up the flashcards for wool and leather. Say: We get wool from animals and we get leather from animals. We make clothes with wool. What do we make with leather? SS: Shoes, bags, belts, etc.

Then, point to the flashcards on the board one by one and

ask: Which animals do we get (milk) from? Write the animal words under the flashcards. Repeat for all the products. Point out to the children that we get some of these products, such as milk, from different animals (cows and sheep).

Work with the book

Student's Book, page 55, Activity 4

Say: Open your books to page 55. Look at Activity 4. Tell the children to take out their pop-outs for unit 7. Tell the children to place their pop-outs next to the animals that give us these products.

Before they stick the pop-outs in their correct places, check the activity by asking: What do we get from chickens? SS: Eggs and meat. Tell the children to glue their pop-outs in place.

Optional Activity Book exercises

See page 233.

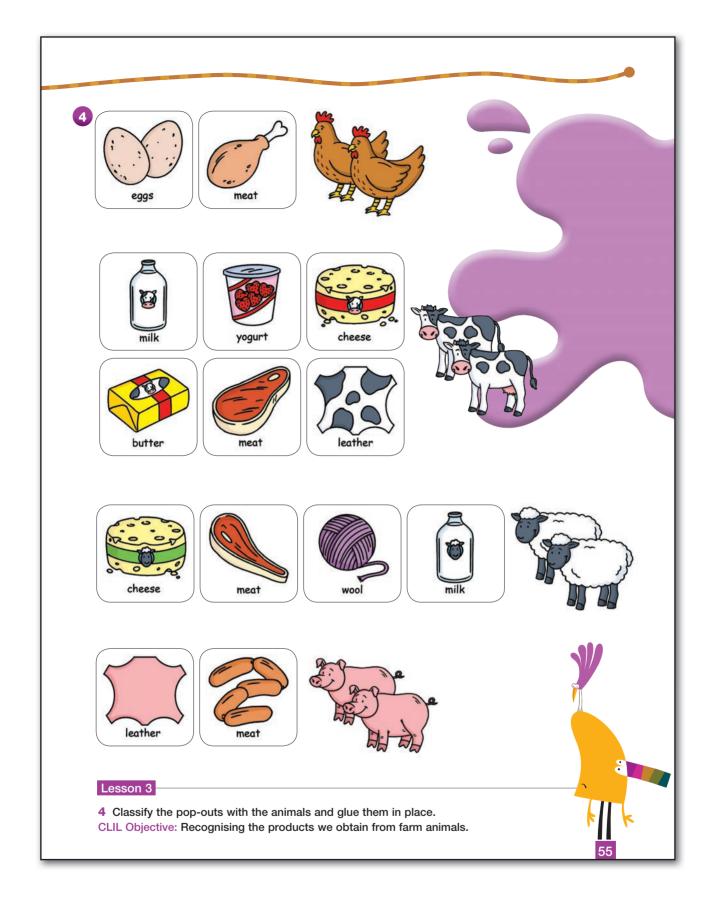


Practice

Point to your clothes and ask: What am I wearing? Write the names of the clothes on the board as you name them. Then, ask: Are any of my clothes made of wool or leather? Guide the children to the correct answer. You can also describe other materials such as cotton.

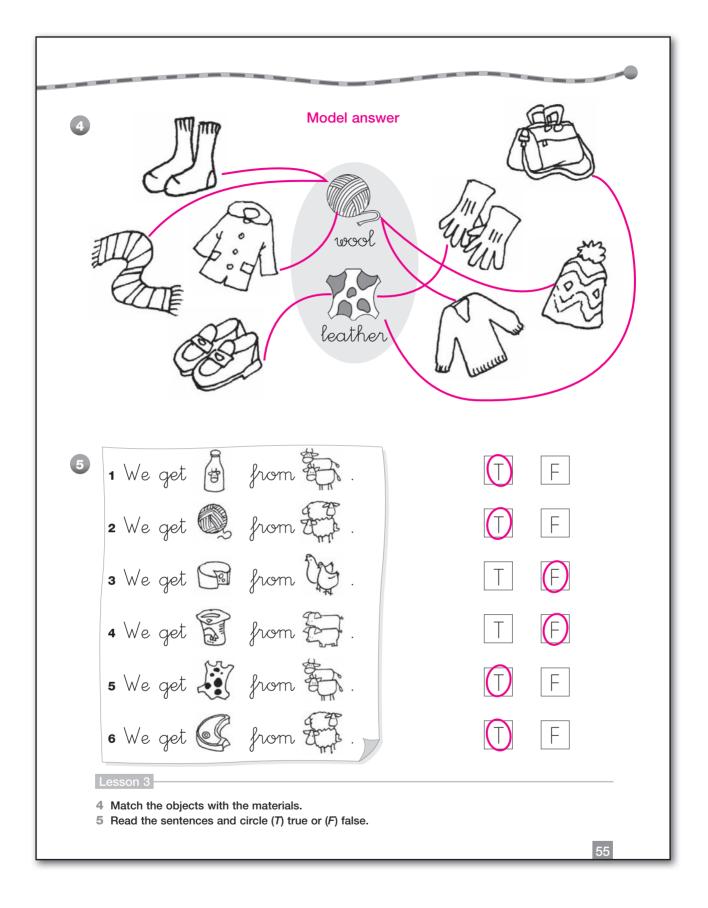
Then, ask volunteers to stand up. They point to their own clothes and say what they are made of.

Tell the children to think about their clothes at home and ask: *Do you have anything made of wool/leather?*





Tell the children that farm animals give us several highly useful products that we use on a daily basis.





Explain to the children how to do this type of true/false exercise.

Page 55, Activity 4

Say: Open your Activity Books at page 55. Look at Activity 4.

Ask for volunteers to name the objects that they can see. Then, hold up the wool and leather flashcards. Ask: *Do we make socks from wool or leather?*

SS: Wool!

Repeat with the other objects. Point out that there are two objects that can be made with either of the two materials: the coat and the gloves.

Tell the children to match the objects with the materials.

Page 55, Activity 5

Say: Now look at Activity 5.

Read out the first sentences: We get milk from cows. Ask: Is that true or false?

Ask for volunteers to read out the other sentences. As they do so, ask if the sentences are true or false. Tell the children to read the sentences again and to circle them *true* or *false*.



Let's play!

Guess

Show the children several flashcards and place them in a box or bag. Then, take out one of the flashcards (without letting the children see it) and tell the children to try to guess which one it is.

The child who guesses correctly takes out the following flashcard. Continue playing until all the flashcards have been taken out of the box or bag.



Resources

DVD

Unit 7, Real Kids

Teacher's Resource Book *Real Kids worksheet*, page 15













Lesson 4

5 Listen to the story.

CLIL Objective: Literacy: analysing information critically.

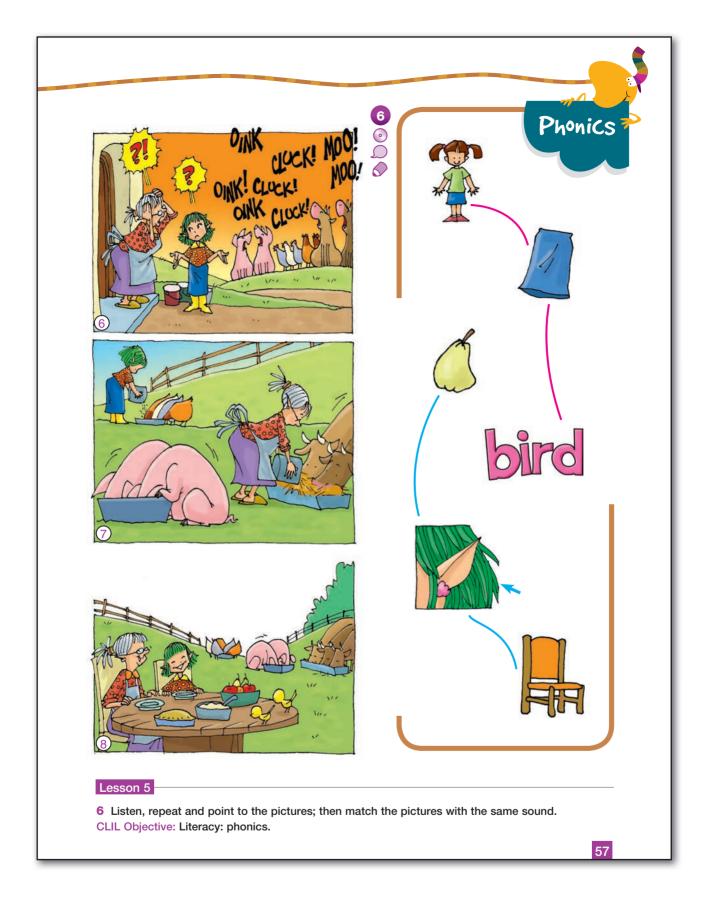
56



Explain to the children that we should respect and treat all animals well. The quality of the animals that we eat can have a direct effect on our health.



Discuss the things that Dotty did: she helped her granny but she didn't do it well. The children can suggest how Dotty could have done things better, by, for example, asking her granny again or by making a note of the information.





Remind the children that it is important to respect one another and other people and to wait patiently for their turn to act.

CLIL Objective

Literacy: Analysing information critically.

Curricular link: Literacy: Science

Language Objectives

Story language: Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!

Join-in language: Here's your food: Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!

Resources: CD; poster (side B); story pop-outs

Work with the book _____



Student's Book, pages 56 and 57, Activity 5

Say: Open your books to pages 56 and 57.

Play Track 2.17 again. The children look at the pictures. Stop the recording at random and tell the children to supply the next line

Show the children the pop-outs. Ask: What's this? SS: It's (grain).

Play Track 2.17 again. Each time the children hear Come on (chickens)! Eat your food! Eat up! It's good for you! they ioin in.

STORY: DOTTY FEEDS THE ANIMALS

Presentation





Sav: It's story time!

Show the children the poster. Hold up the pop-outs of Dotty and her Granny. Ask: Who's this?

SS: Dotty. T: That's right. And who's this? SS: Dotty's Granny. T: Good. And where are they? SS: On the farm. Hold up the pop-outs of the animals and ask questions: How many (cows) are there? SS: (Two). Place the cows on the poster and ask: Do cows eat leftovers? SS: No. T: What do cows eat? SS: Hay. Continue with the other animals

Say: Let's listen to the story.

Play Track 2.17. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are mentioned in the story and put them in their correct places on the poster. Add mime and facial gestures to support meaning. Ask three children to come to the poster. Give them each a pop-out of an animal and a pop-out of animal food. Give a fourth child the pop-out of the bowl of fruit and the

Play Track 2.17 again. The children enact the story using the pop-outs. Encourage all the children to join in with Come on (chickens)! Eat your food! Eat it up! It's good for you.

Transcript



Track 2.17

Story: Dotty feeds the animals

See page 239.

Optional Activity Book exercises

See page 239.

Practice



Divide the class into groups of five. Assign two children to be Dotty and the Granny, and the others to be the animals. Play Track 2.17. Tell the children to raise a hand when they hear their part of the story.

Play Track 2.17 again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: vowel sounds er (girl, skirt, bird) and air (hair, chair, pear)

Curricular link: Literacy (Phonics)

Language Objectives

Story language: Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!

Join-in language: Here's your food; Oh dear! You are hungry! Come on (cows), eat your food! Eat it up! It's good for you!

Resources: CD; poster (side B); story pop-outs

The children repeat: air... air... air... hair.

Repeat with chair and pear.

Tell the children to look at Activity 6 on page 57.

Play Track 2.18. The children listen and point to the pictures in the right-hand column.

Play Track 2.18 again. The children listen and repeat the sounds and the key words.

The children match the pictures with the same vowel sounds.

Ask for volunteers to name the pictures that have the /er/ sound.

Ask for volunteers to name the pictures that have the /air/sound.

Tell the children to think of other words in English that have those sounds.

PHONICS

Retell the story M





Continuous assessment

Children can name the food animals eat.

Show the children the poster and ask: Do you remember the story?

You can also use the story cards. The children can order them according to the order in the story.

Ask questions about the pop-outs to help the children remember the story. Ask: Do (cows) eat (leftovers)? SS: No. T: What do (cows) eat? SS: (Cows) eat (hay). Repeat with the other animals and food.

Play Track 2.17. The children listen to the story. Play Track 2.17 again. The children join in with: Come on (chickens)! Eat your food! Eat it up! It's good for you!

Work with the book



Student's Book, page 57, Activity 6

Clap your hands to ensure that the children are watching you.

Write the letters er several times on the board.

Point to the letters as you say: er... er... er... girl. Repeat several times. Articulate the /er/ sound very clearly.

Remember <u>not</u> to voice the *r* sound with your tongue.

The children repeat: er... er... er... girl.

Repeat with skirt and bird.

Write the letters air several times on the board.

Point to the letters as you say: air... air... air... hair. Repeat several times. Articulate the /air/ sound very clearly by smiling as you say it.

Transcript



Track 2.18 Phonics

See page 241.

Optional Activity Book exercises

See page 241.

Act out the story

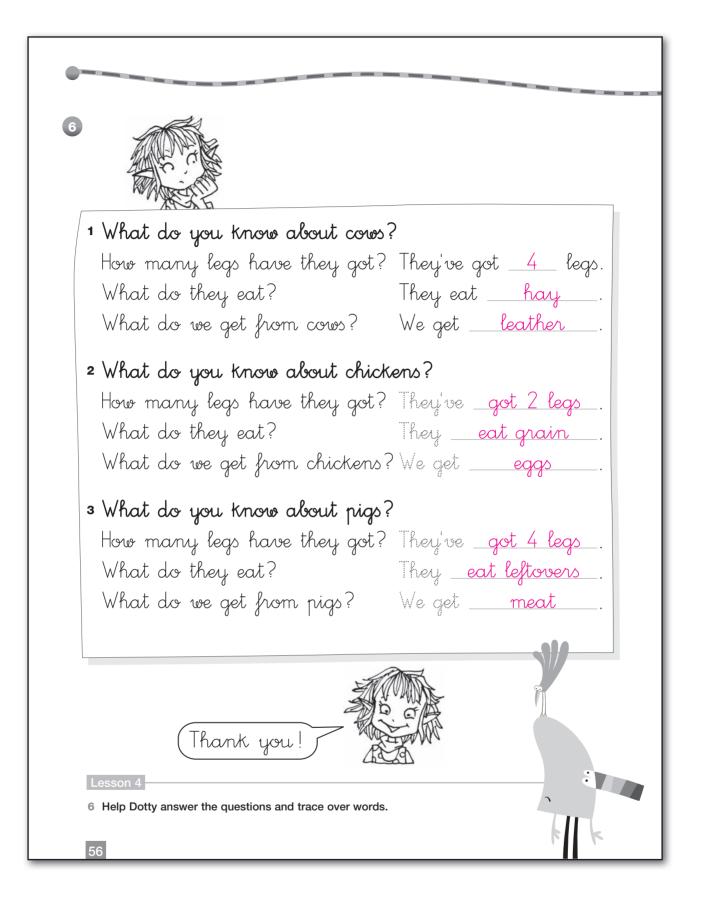


Divide the class into groups of five. Assign a character or animal to each child.

Play Track 2.17 again. The children join in with their corresponding parts.

Tell the groups to close their eyes. Play a part of the story at random. The children have to tell you which picture is being described.

Ask for volunteers to come forward to enact the story. Use the recording if necessary.





For this exercise, the children have to help Dotty. This will help develop the children's self-esteem and encourage them to try hard.



The children are reminded of a few facts related to farm animals.

Page 56, Activity 6

Say: Open your Activity Books at page 56. Look at Activity 6.

Say: Dotty doesn't remember what the animals eat, does she? She doesn't remember very much at all! Let's see if we can help her.

Read out the questions about the cows. Stop after each question and tell the children to call out the answers.

Repeat with the other animals.

Tell the children to read the questions again and to write the answers in their books. They also trace over the words.

Correct the activity, asking the questions again and asking volunteers to read out their answers.



Let's play!

Guess the card!

Tell the children to play in pairs. Hand out several key vocabulary pop-outs to each child. Tell each pair to gather all their cards together. One child in each pair shuffles the cards and places them in a pile face down on the desk.

One of the children in the pair has to guess what the first card is. If they are correct, they keep it. If not, they place it at the bottom of the pile. They continue playing in turns until there are no more cards on the table. The player who gets the most cards is the winner.

Resources

Multi-ROMUnit 7, Story



Transcript



Track 2.17 Story: Dotty feeds the animals

Granny: I am very busy today, Dotty. Can you feed the animals, please?

Dotty: Alright Granny!

Granny: Do you remember what the animals eat?

Dotty: I think so, Granny.

Granny: Good! Off you go then!

Dotty: Now, let's feed the cows. Mmm. What do cows eat? I know. They eat leftovers. Here's your food, cows!

Dotty: Oh dear, you are hungry! Come on, cows! Eat your food! Eat it up! It's good for you!

Dotty: Now, let's feed the chickens. Mmm! What do chickens eat? I know. They eat hay. Here's your food, chickens!

Dotty: Oh dear, you are hungry! Come on, chickens! Eat your food! Eat it up! It's good for you!

Dotty: Now, let's feed the pigs. Mmm! What do pigs eat? I know. They eat grain. Here's your food, pigs!

Dotty: Oh dear, you are hungry! Come on pigs! Eat your food! Eat it up! It's good for you!

Cows: We don't eat leftovers.
Chickens: We don't eat hav.

Pigs: we eat everything, but we like leftovers best!

Granny: Dotty! What a terrible noise! What's the matter with the animals?

Dotty: I don't know, Granny. The cows have got leftovers, the chickens have got hay and the pigs have got grain.

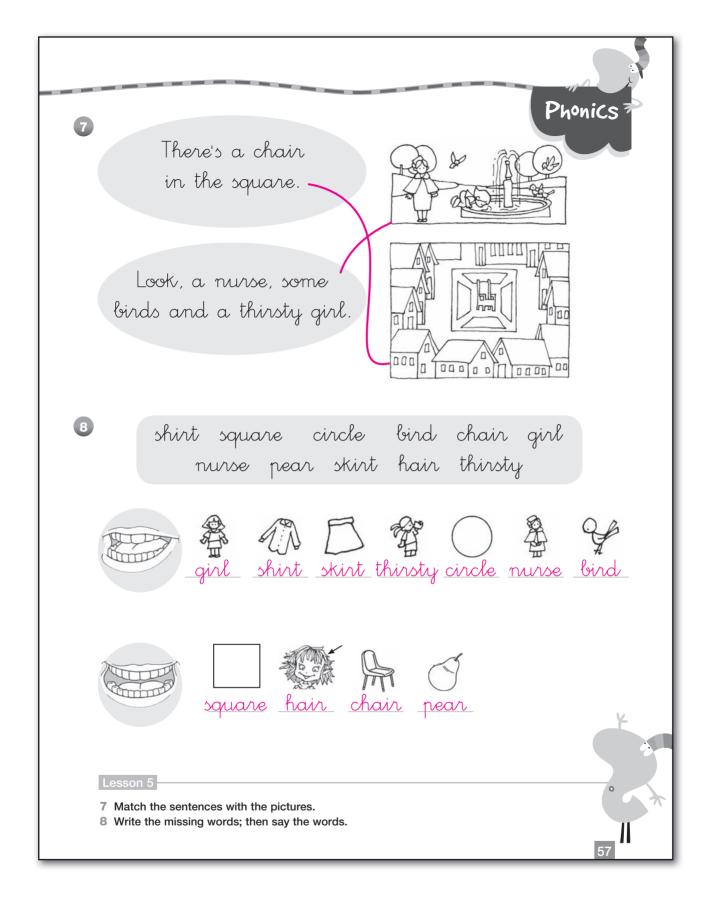
Granny: Oh, Dotty! You silly girl! That's not right! Cows don't eat leftovers; chickens don't eat hay and pigs...! Well, pigs eat everything, but they like leftovers best!

Granny: Come on, let's sort it out. - That's better **Granny:** Come on, Dotty, it's time for our food.

Dotty: Oh good. I'm hungry!

Granny: Here we are! Soup, fruit and cake! Come on Dotty! Eat your food! Eat your meal! It's good for you!

Dotty: Yum, yum! I eat everything, but I like cake best!





When the children pronounce the list of words, remind them about the correct position of their mouths.

Page 57, Activity 7

Say: Open your Activity Books at page 57. Look at Activity 7.

Ask a child to read out the first sentence. Make sure they pronounce the same vowel sound for the following words: *there's, chair, square.*

***Note:** The children may be reluctant to produce the same vowel sound when the spelling is different. Remind them that these vowel sounds are <u>exactly</u> the same.

Repeat the process with the second sentence. Tell the children to match the sentences with the pictures.

Page 57, Activity 8

Say: Now, look at Activity 8.

Tell the children to look carefully at the position of the mouth and to copy it by forming the same shape with their mouths. Ask for volunteers to read the rows of words. They do this without changing the position of their mouths so they can produce the same sound for each word.

Tell the children to write the words under the pictures. Ask for volunteers to read the rows of words. Make sure they maintain their mouths in the same position each time.

Resources

Multi-ROMUnit 7, *Phonics*



Transcript



Track 2.18 Phonics

er er er girl er er er skirt er er er bird air air air hair air air air chair air air pear



Let's play!

Find your family

Say a sound. Tell the children to point to an object in the classroom that starts with the same sound or which has that sound within the word. Repeat several times with different sounds.

CLIL Objective

Finding out about bees.

Curricular link: Science

Language Objectives

Vocabulary: bees, fly, collect, drink, put, nectar, honey,

hive

Structures: present simple: *They...*

Resources: CD

Materials: a jar of honey, plastic spoons (1 per child)

BEES

Presentation



Continuous assessment

Children can name the products we obtain from animals.

Write the names of the following animals on the board in a row: cows, sheep, pigs, chickens.

Ask: What do we get from (cows)? Tell the children to come to the board to write the products under each animal.

Then, hold up the jar of honey and ask: Where do we get honey from? Make the buzzing sound of a bee and say: We get honey from bees. Let's sing a song about bees. Play Track 2.19. The children listen to the song. Play Track 2.19 again. The children join in with the song

Play **Track 2.19** again. The children join in with the song and the actions (they wave their arms about in the air as if they are flying and they pretend to drink from a flower).

Work with the book

Student's Book, page 58, Activity 7

Say: Open your books at page 58.

Tell the children to look at the pictures on the page.

Play **Track 2.19** again. Tell the children to sing and point to the pictures.

Play **Track 2.19** again. This time, stop at the end of each verse and tell the children to find the picture and name it. Write the following sentences on the board:

Fly from the tree.

Drink nectar from the flowers.

Fly back to the hive.

Put the nectar in the hive.

Collect the honey from the hive.

Explain that this is how we obtain honey. Read the sentences out loud and ask the children to act out the process.

Play **Track 2.19**. The children sing along and act out the song.

Transcript





Track 2.19 The buzzy bee song

See page 245.

Optional Activity Book exercises

See page 245.

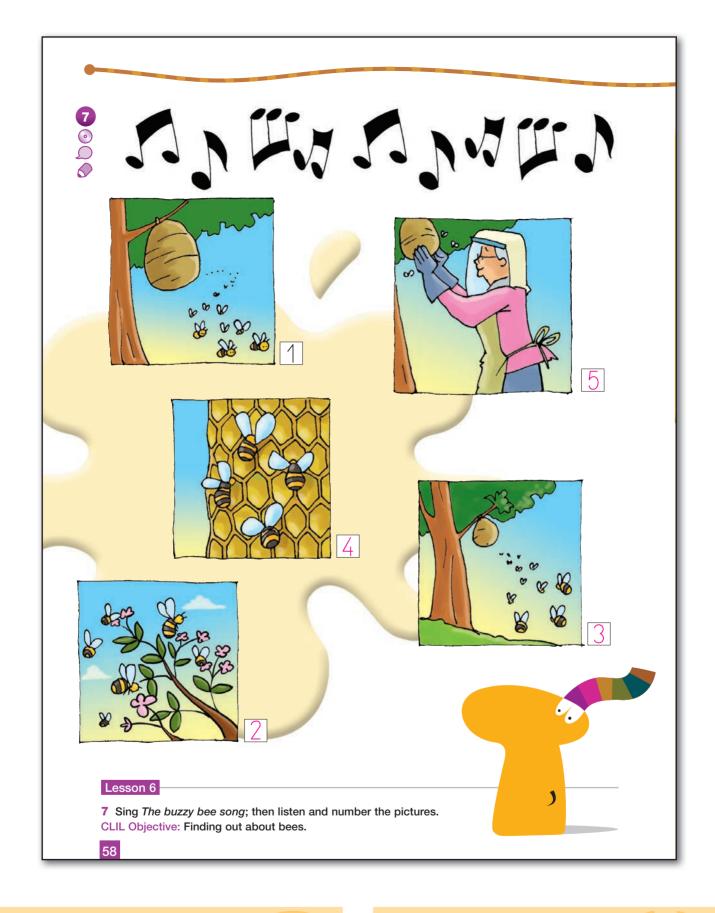
Practice

*Note: As part of this activity the children are going to taste honey. Any children in the class who have an allergy to honey or who are diabetic should <u>not</u> do this tasting experiment.

Hold up the jar of honey and ask: What's this? SS: honey. Invite the children to come to the front of the class to taste the honey. Ask questions: Is it sweet? Is it solid or liquid? What colour is it? Do you like it?

Ask the children if they eat honey at home. Ask how they eat it (on bread or toast, in yogurt).

Ask the children if they think honey is good for them. Explain that we get lots of energy from honey.

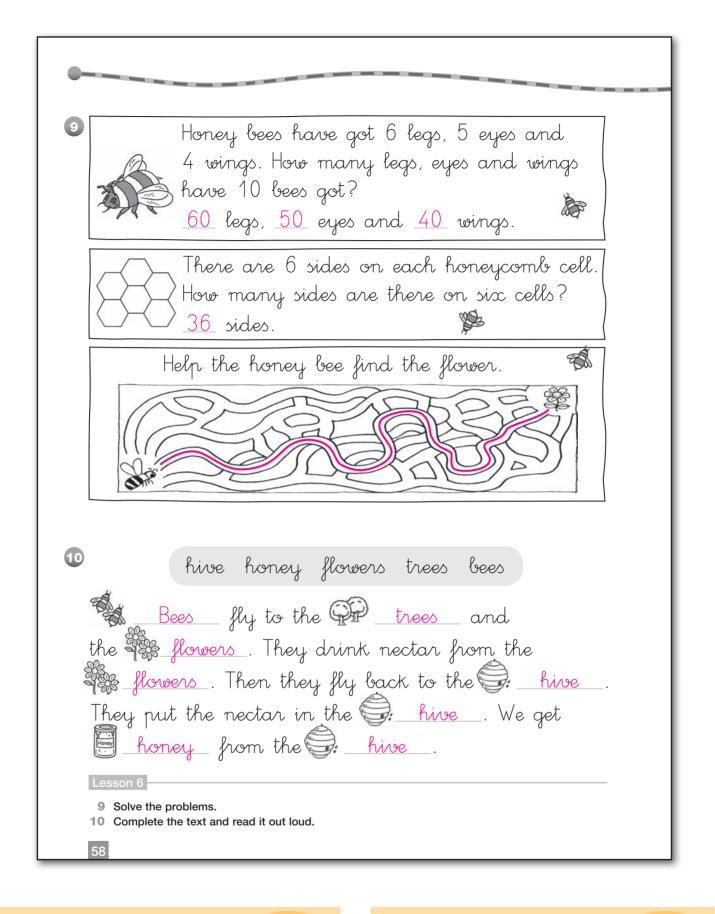




Remind children that bees are insects that produce a product that is highly useful to humans. Mention a few things about insects, such as the fact that they are the most abundant animals on the planet.



The children use the information from the pictures and the song in order to put the pictures in the correct order.





The children use multiplication to help them solve the problems.



Explain to the children that bees are important in nature because when they collect nectar they contribute to the pollination of flowers and plants.

Page 58, Activity 9

Say: Open your Activity Books at page 58.

Look at Activity 9. Let's solve the maths problems.

Tell the children to look at the picture of the bee.

Ask a child to read out the description. Write the names of the parts of the body on the board, including how many of each thing there are: 6 legs, etc.

UNIT 7 LESSON 6

Then, ask: So, if 1 bee has got 6 legs, how many legs have 10 bees got? SS: 60.

Tell the children to calculate the parts of the body of 10 bees and to write the numbers in their books.

Correct the activity by asking: How many (wings) have 10 bees got?

Ask the children if they can notice a pattern as they are multiplying by ten. Show them that in order to multiply by ten, they need to add a zero.

Explain that a honeycomb is formed of hexagonal wax cells (with six sides). Ask: So how many sides are there on 6 cells?

Ask a child to come to the board to write the sum they need to do in order to solve the problem: $6 \times 6 = 36$. Explain that they can find the answer to this sum or they can count the sides of the picture. Ask: Which way is quicker?

Tell the children to trace the route from the bee to the flower

Page 58, Activity 10

Say: Now look at Activity 10.

Ask for volunteers to read out the words at the top of the activity.

Ask five children to each read out one sentence from the text. Supply the missing words as they read.

Tell the children to write the words that are missing.

Ask a volunteer to read out the complete text.



Let's play!

Stick it on

Tell the children to stick their key vocabulary pop-outs on a piece of paper or on a piece of card. Next to each pop-out, the children write the corresponding word and say which animal it comes from. Once they have finished the activity, ask a few children to show their work to the rest of the class and to read out the information.

Resources

DVD

Unit 7, The buzzy bee song

Teacher's Resource Book

Ready to write worksheet, page 101



Transcript



Track 2.19 The buzzy bee song

Buzzy buzzy buzzy bees
Bees fly round from tree to tree
Buzzy buzzy buzzy bees
Bees make lots of honey.
Fly from the tree!

Drink the nectar from the flowers!

Fly back to the hive!

Put the nectar in the hive!

Collect the honey from the hive!

CLIL Objective

Making a farm animal scrap book.

Curricular link: Art; Science

Language Objectives

Vocabulary: cows, sheep, chickens, pigs, bees, hay, grain, left over, nectar, honey, eggs, milk, cheese, yogurt, butter, meat, leather, wool

Structures: What do (cows) eat? (Cows) eat (hay). What do we get from (cows)? We get (milk) from (cows).

Materials: stapler, card, glue, scissors, pencil, photos of farm animals and products that we obtain from them

Preparation: make a page for the farm animal scrap book to show the class. Collect pictures of farm animals, their food and the products we get from them.

Student's Book, page 59, Activity 9

Say: Now look at Activity 9.

The children take turns describing their scrap book page: We get (milk) from (cows). We get (cheese) from (cows). We get (yogurt) from (cows). We get (leather) from (cows). (Cows) eat (hay).

Optional Activity Book exercises

See page 249.



BUSY HANDS: A SCRAP BOOK

Present the project

Say: Today we are going to make a scrap book. We're going to make a scrap book of farm animals. Show the children the scrap book that you have already made. Remind them of the different food the animals eat and the products we obtain from the different animals.

Work with the book

Student's Book, page 59, Activity 8

Say: *Open your Student's Book at page 59.*Read out the title of the project: *A scrap book.*

Point to the pictures of the materials and say: *This is what we need.*

Ask the children to identify the pictures.

Point to the stages one by one and explain how to do it. Use the materials you have brought to class to clarify meaning.

Hand out the materials.

Prepare the photos and sort them into the correct groups. Follow the stages to make the animal scrap book and get the children to copy each stage.

Tell the children to choose an animal, to collect their pictures and to make their page for the scrap book.

Display the project

Place all the scrap book pages on your table and tell the children to come to the front of the class.

Select a page. Ask: Whose page is this? Then, ask the children whose page it is questions about the information on the page. Repeat with other pages.

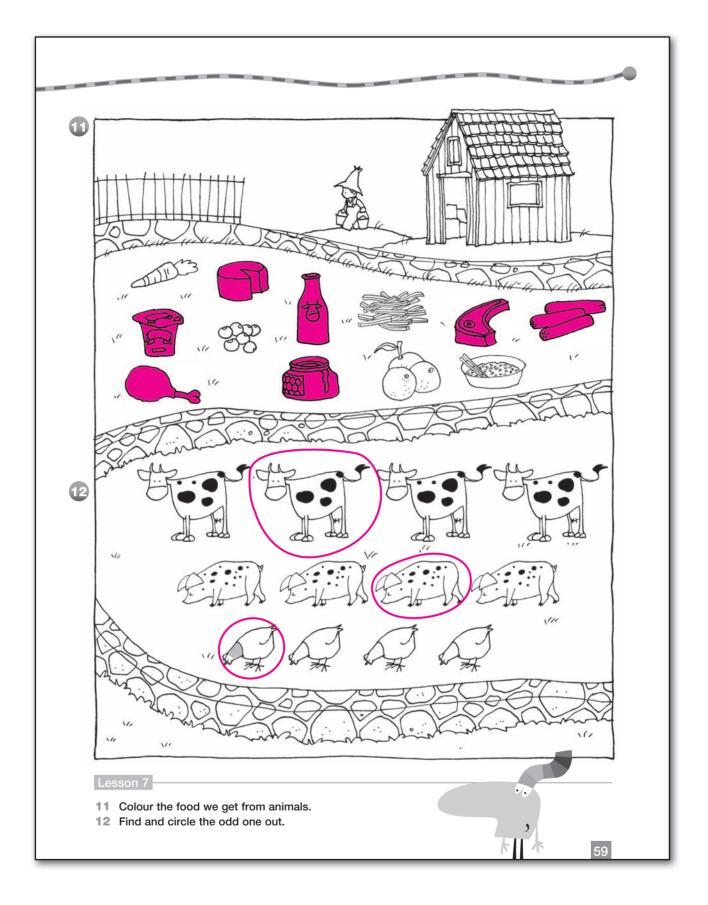
Ask the child about the products we obtain from each animal. Ask: What do we get from (cows)?

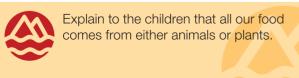
Praise the children on their work. Collect all the pages and staple them together to form a class scrap book.





The children use their sense of creativity to design their page in the book, displaying the photos and information however they want.







The children have to look very carefully at the pictures in order to find the differences between them.

Page 59, Activity 11

Say: Open your Activity Books at page 59. Look at the picture in Activity 11. Tell the children to colour the items of food that we get from animals.

Tell them to be careful as not all the types of food come from animals.

Correct the activity by asking the children to name the food that comes from animals: *meat*, *chicken*, *milk*, *vogurt*, *sausages*, *cheese* and *honey*.

Tell the children to name the food that does not come from animals: *carrots, beans, chips, rice* and *oranges*.

Page 59, Activity 11

Say: Now look at Activity 12.

Tell the children to look at the pictures of the cows and to identify the cow that is different. The children circle it. Do the same with the the pigs and the chickens.



Let's play!

Which one?

Put some flashcards on the board.

Describe one of the flashcards. The children have to guess which one it is. The child who guesses correctly can describe the following flashcard. Continue until all the children have had a go at describing a card.



Resources

Teacher's Resource Book

Extension worksheet 2, page 36 Ready to read worksheet, page 59

CLIL Objectives

Assessment.

Curricular link: Science

Language Objectives

All the vocabulary for Unit 7.

Resources: flashcards; stickers

BUSY MINDS

Let's remember!

Say: Today we are going to remember all the work we have done in Unit 7.

Ask: Do you remember the farm animals and the forest animals? Tell me the animals that live on the farm (cows. donkeys, horses, pigs, chickens, sheep). Ask: Do you remember the different sounds the animals make? Ask volunteers to make the animal noises and the rest of the class tries to guess the animal.

Then, ask: Do you remember what the animals eat? Ask: Do donkeys eat grain? SS: No. T: What do donkeys eat? SS: Donkeys eat hay. Continue with other animals. Ask: What do we get from (cows)? SS: We get (milk, cheese, yogurt, butter, meat and leather) from (cows). Practise with all the flashcards.

Work with the book

Student's Book, page 60, Activity 10

The children open their books to page 60. Show the children the stickers in the middle of the book. The children find and stick the stickers for unit 7. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 60, Activity 11

Point to the first sentence and ask: What animals can you see at the end of the sentence? SS: Cows. Then, ask: Who can complete the sentence? S1: We get (milk) from cows. Repeat with the other sentences.

The children complete the sentences in their books. Walk around checking and correcting as they work.



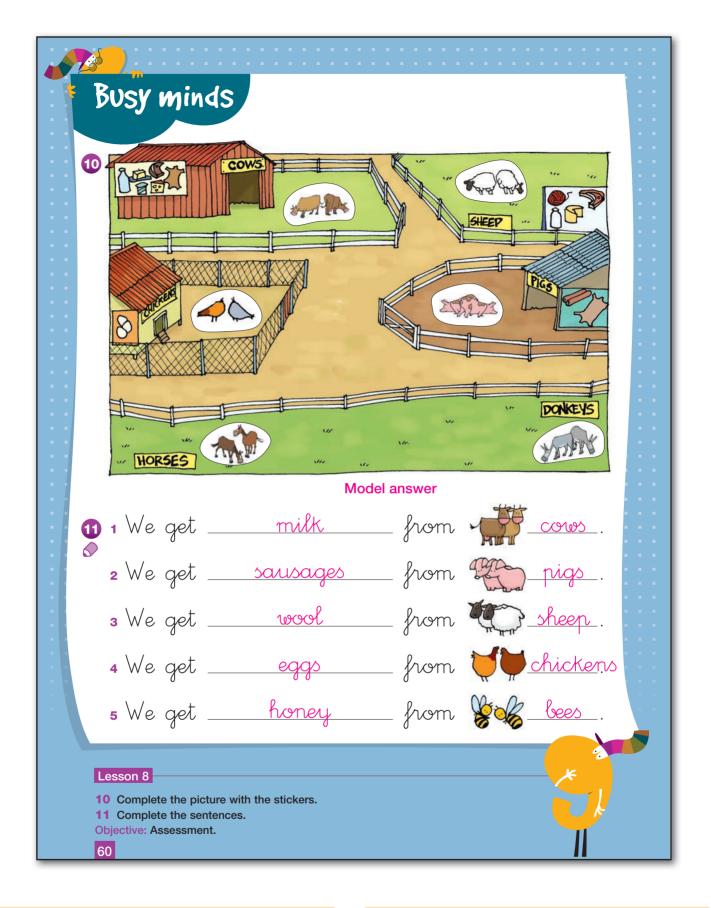
Optional Activity Book exercises

See page 253.

Round up

Call out the names of animals, including the following: bird, cow, fish, rabbit, sheep, frog, donkey, tiger, pig, monkey, chicken, snake, elephant, parrot, dog, mouse, turtle, cat, horse. The children clap their hands when they hear a farm animal.

Call out the name of products that we obtain from animals. Say: Milk! Where do we get milk from? SS: Cows/Sheep!





The children can see what they have learnt in the unit, and how they have progressed.



Remind the children that when they aren't sure how to write a word they should look for it in their books or ask the teacher.





The children should go over what they have written and check that it has been done well. It is important that the children get used to producing work that is neat and tidy.

Page 60, Activity 13

Say: Open your books at page 60. Look at Activity 13. Read out the first sentence. Act surprised and say: No, they don't! Cows eat hay!

Ask volunteers to read out the other sentences and to correct them.

Tell the children to correct the sentences in their books. Correct the activity by asking the children to read out the pairs of sentences.



Let's play!

Pass it on

Tell the children to sit down on the floor in three rows. The children in the first row turn around to the children behind them in the second row saying: S1: We get (milk) from (cows). What do we get from (sheep)? The children in the second row answer the question and then ask the children in the row behind them the same question. On getting to the end row, the children stand up. They answer the question and ask the children in the first row the same question.

Repeat several times with different questions.

Resources

Multi-ROM

Unit 7, Activity 4

Teacher's Resource Book

Unit 7 Test, pages 81 and 82



Transcript



Track 2.20. Unit 7 Test. Activity 1

Listen and number the pictures.

One

Two

Three

Four

Five

Six

Tools and machines

CLIL Objective

Identifying different types of transport.

Curricular link: Geography

Language Objectives

Vocabulary: bus, car, bike, boat, ferry

Structures: Where's the bus? I can hear it but I can't

see it. Come on, (Dotty). The bus is coming.

Resources: CD; poster (side A); pop-outs; flashcards

(car, ferry, bus, plane, train, bike, airport)

TRANSPORT

Presentation





Tell the children that you are going to talk about transport. Ask them to think of all the different means of transport that they know. Tell them to come to the board to draw pictures. Say: That's right! That's a (car). Place the corresponding flashcard next to the child's drawing to clarify meaning.

Show the children the flashcard of the ferry. Ask: What's this? They may answer boat. Explain that it is a special kind of boat. It is for transporting lots of people and cars and it's called a ferry.

Repeat with other words. If they do not mention some of the means of transport on the flahscards, hold them up and name them.

Show the children the poster. Ask: Can you see a means of transport in this poster? SS: No! Point to the bus stop and ask: What do you think stops here? SS: A bus!

Play Track 2.21 and place the pop-outs of the Twiggles and the bus on the poster. Call out the names of the Twiggles as you place them on the poster. Join in with the line: Come on, (Dotty)! The bus is coming!

Ask five children to come to the board. Hand each one a pop-out. Play Track 2.21 again. The children put the different Twiggles and the bus in the correct place on the

Repeat with five more children. The rest of the class joins in with: Come on, (Dotty)! The bus is coming!

Work with the book n



Student's Book, page 61, Activity 1

Say: Open your books at page 61.

Tell the children to look at the picture. Ask: Can you see any means of transport? Tell them to name the items: a bus, a car, a bike, and a boat.

Play Track 2.22. The children point to the Twiggles as they hear them. Play Track 2.22 again. The children number the characters in the correct order. Tell the children to circle the means of transport in the picture.

Say: The Twiggles are going to school. Are they going by boat? SS: No! T: Are they going by bike? SS: No! T: Are they going by car? SS: No! T: Are they going by bus? SS: Yes!

Transcripts



Track 2.21 Activity

See page 257.



Track 2.22 Activity

See page 257.

Optional Activity Book exercises

See page 257.

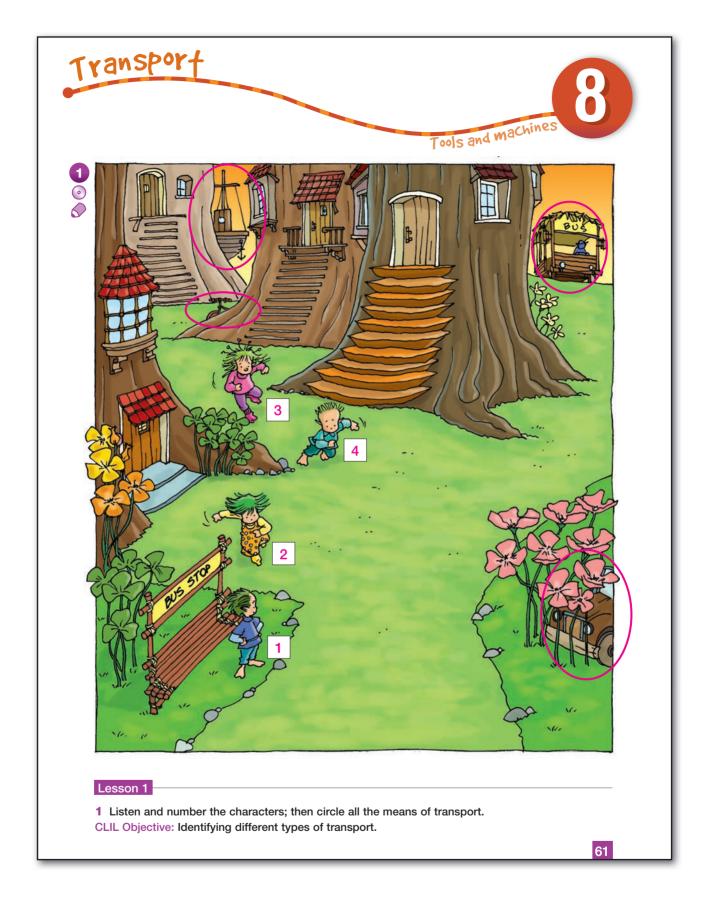
Practice

Place the flashcards on the board. Say: Now I want you to think of how we travel to different places. Remember sometimes we don't use transport, we go on foot. Mime walking and write on foot on the board.

Call out places, stopping each time and asking the children to offer suggestions. Say: How do we get to the (sweet shop)? SS: By bike! By car! On foot!

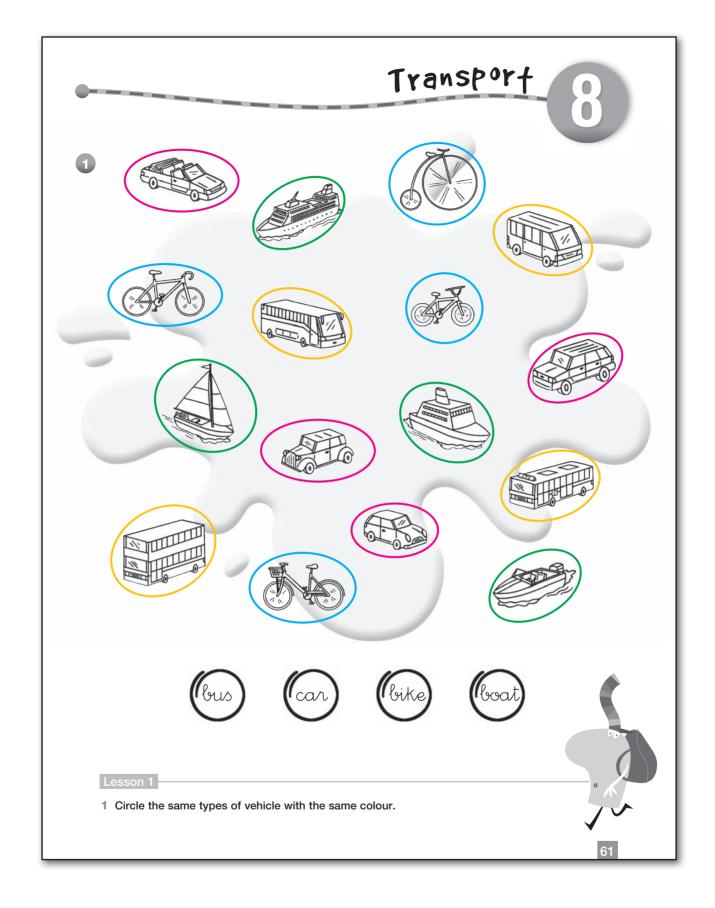
Call out the following places: school, the town centre, London, New York, The Canary Islands, etc. Name a selection of places in the children's neighbourhood and far away.

Collect the children's books and correct their work.





The children have to look carefully at the picture in order to find the hidden elements.





Explain that there are several different types of transport and various models of each type. Show them a few examples of old designs.

Page 61, Activity 1

Say: Open your Activity Books to page 61. Look at Activity 1.

Write the following words on the board: *car, bus, boat, bike*. Explain that there are many different types of vehicles in these categories.

Tell the children to look at the picture and to use a blue crayon to circle all the buses. Ask: *How many buses are there?* SS: *Four.* Repeat with other types of vehicles, circling them with a different colour.



Let's play!

Guess

Place a few children in two rows facing one another. Hand out flashcards from the same semantic field to the children in one row, and flashcards from another semantic field to the children in the other row. Tell the children to hold up their flashcards for ten seconds so the children from the row in front of them can see them. Then, tell the children to put the flashcards face down. In turns, each child has to name the flashcard that the child in front of them held up. For example: (Paula) has got an apple. Repeat several times, handing out different flashcards to each child.

Transcripts



Track 2.21 Activity

Narrator: He can see Dotty.

Stretch: Come on, Dotty. The bus is coming. Run!

Dotty: Where's the bus?

Stretch: I don't know. I can't see it, but I can hear it.

Listen.

Narrator: Then they see Flo.

Stretch & Dotty: Come on, Flo. The bus is coming. Run!

Flo: Where's the bus?

Stretch: I don't know. I can't see it, but I can hear it.

Listen.

Narrator: Then they see Smiley.

Others: Come on, Smiley. The bus is coming. Run!

Smiley: Where's the bus?

Stretch: I don't know. I can't see it, but I can hear it.

Listen.

Flo: Here's the bus.

Narrator: They get on the bus and go to school.



Narrator: It's Monday morning and it's time for school. Stretch is at the bus stop.

Stretch: Come on, Dotty. The bus is coming. Run!
Stretch & Dotty: Come on, Flo. The bus is coming. Run!
Stretch, Dotty and Flo: Come on, Smiley. The bus is
coming. Run!

Flo: Here's the bus!

Narrator: They get on the bus and go to school.

Resources

Multi-ROM Unit 8, Song



Discovering how people travel to school.

Curricular link: Geography: Maths

Language Objectives

Vocabulary: by bus/train/car/bike, on foot

Structures: How do you come to school? How do you go home? I come to school by (car). I go home on foot.

Resources: flashcards of the means of transport

GETTING TO SCHOOL

Presentation

Say: Today we are going to talk about how we come to school and go home.

Take out the flashcards of the different means of transport, place them on the board and ask the children to name the vehicles.

Place the flashcards on the board in a row. Point to children individually and ask: Do you come to school by train? S1: No! T: Do you come to school by car? S1: Yes! Then, point to other children and ask: How do you come to school? S1: I come to school on foot.

Tell the children to come and stand in a line in front of the means of transport they use.

Ask: How many children come to school by (bus)? Count the children in the line and say: (Ten) children come to school by (bus). Repeat with the other means of transport. Point out that there are some means of transport that nobody uses to come to school: nobody comes to school by plane because we live near.

Work with the book

Student's Book, page 62, Activity 2

Say: Open your books at page 62. Look at Activity 2. Tell the children to colour in a box at the bottom to show how they come to school. They use the colour key below. Then, ask a child: Do you come to school by (bus)? SS: Yes/No.

Once you have an affirmative answer, ask: Do you go home by (bus), too?

Point out that some children use two different means of transport to come to school and go home. Tell the children to ask nine classmates how they come to school and to colour their charts.

Optional Activity Book exercises

See page 261.



Practice

Continuous assessment

Children can name means of transport.

Make a chart on the board similar to the one on page 62 of the Student's Book, but with enough boxes for all the

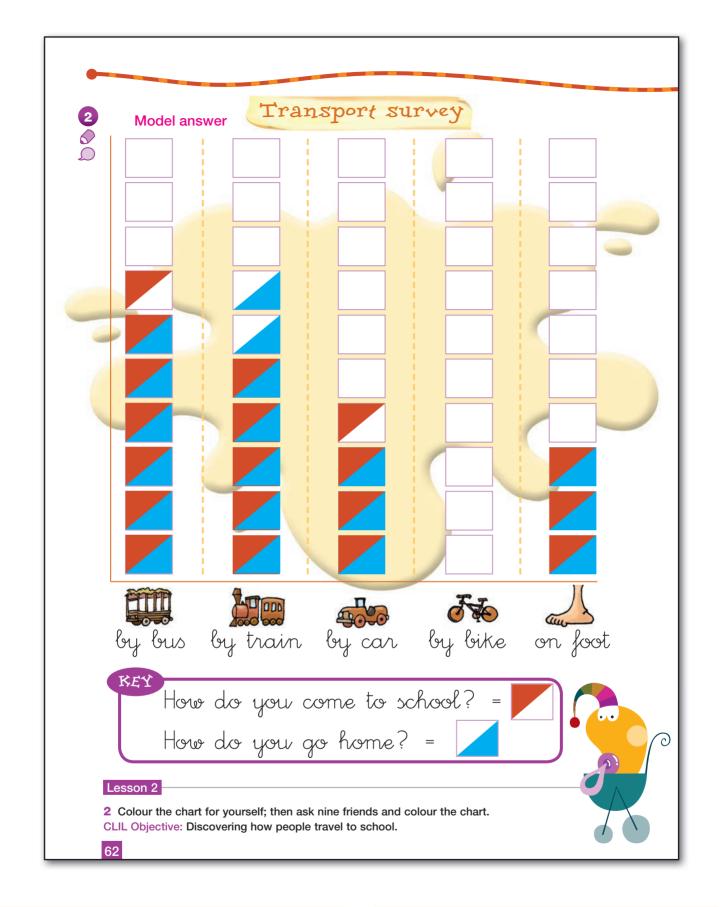
Ask the children to come to the board in pairs to colour in the boxes for themselves. They should say: I come to school by (bus). I go home (on foot) as they are colouring in the boxes.

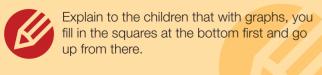
Sum up the results. Ask: How many children come to school by (bus)? Tell the children to include you as they write the number at the bottom of the column.

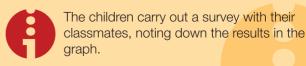
Repeat with the other means of transport and the other

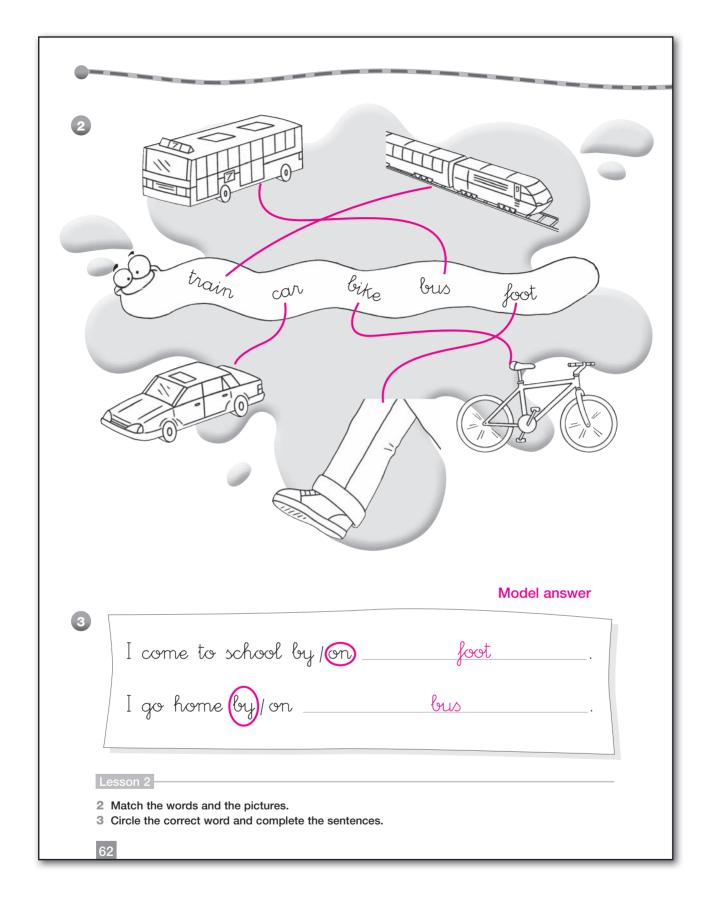
Ask the children to help you sum up: So,... (15) children come to school by (bus).

Collect the children's books and correct their work











This activity provides children with an opportunity to think about the things they do on a daily basis.

Page 62, Activity 2

Say: Open your Activity Books at page 62. Look at Activity 2.

Tell the children to name the types of transport that they can see in the pictures.

Tell the children to match the pictures with the words.

Page 62, Activity 3

Say: Now look at Activity 3.

Read out the sentences, completing them with your own personal information. Write the complete sentences on the board.

Tell the children to circle and complete the sentences with their own information.

Ask for volunteeers to read out their sentences.

Resources

Multi-ROM

Unit 8, Activity 2





Let's play!

Hot hands

Play this game as a way of revising words from the same semantic field. Draw four hands on the board. Assign a subject to each hand, for example: jobs, the family, clothes, etc. Divide the class into two teams and give each child a number (1-12) so that each child has a partner in the other team. Say a word and a number. The child who puts their hand on the corresponding big hand on the board first gets a point. The team with the most points at the end of the game is the winner.

Identifying public transport

Curricular link: Geography

Language Objectives

Vocabulary: plane, train, bus, ferry, airport, bus stop, train station, port, water, road, railway line, sky Structures: We get the (bus) at the (bus stop). We

travel on the (road).

Resources: poster (side A); flashcards; student's

pop-outs Materials: glue pop-outs face down and turn over three cards each time trying to make sets. If they have made a set, they describe what they have and keep the set. If not, they return the pop-outs face down to their original places. The child who has the most sets at the end of the game is the winner. Tell the children to work in pairs and to play the transport game.

Student's Book, page 63, Activity 4

Say: Now look at Activity 4.

Tell the children to choose two sets of pop-outs and to glue them in their books to make sentences.

Before they glue their pop-outs in place, ask volunteers to read their sentences out loud. Correct the sentences.

PUBLIC AND PRIVATE TRANSPORT

Presentation



Place the flashcards on the board. Point to the pictures one by one and ask questions: Where do planes travel? In the sky? (point up to the ceiling) or on the road? SS: In the

Repeat the procedure for the other flashcards, introducing the children to the concept that planes travel in the sky, buses on the roads, ferries on the water and trains on the railway lines.

Then, ask: Where do I get the bus? At the train station or at the bus stop? SS: At the bus stop. Repeat the procedure with the other flashcards, introducing the children to the idea that each means of transport has its own terminal: airport, port, bus stop and train station.

Point to the poster and ask: Is a (bus) public or private transport? Explain that public transport is used by lots of different people and that normally you need a ticket. Repeat with the other means of transport. Ask questions to help them think about the differences. Ask: Have you got a bike? SS: Yes! T: Have your parents got a car? SS: Yes. T: Have they got a plane? SS: No!

Work with the book

Student's Book, page 63, Activity 3

Say: Open your books to page 63. Look at Activity 3. Explain to the children that they are going to play a game about public transport. Tell them to take out the pop-outs for Unit 8. Explain that the pop-outs make up sets: bus, bus stop, on the road; train, station, on the railway line; ferry, port, on the water; plane, airport, in the sky. Tell them to look in their books at the pictures of the Twiggles playing the game. In pairs, the children place their

Optional Activity Book exercises



See page 265.

Practice

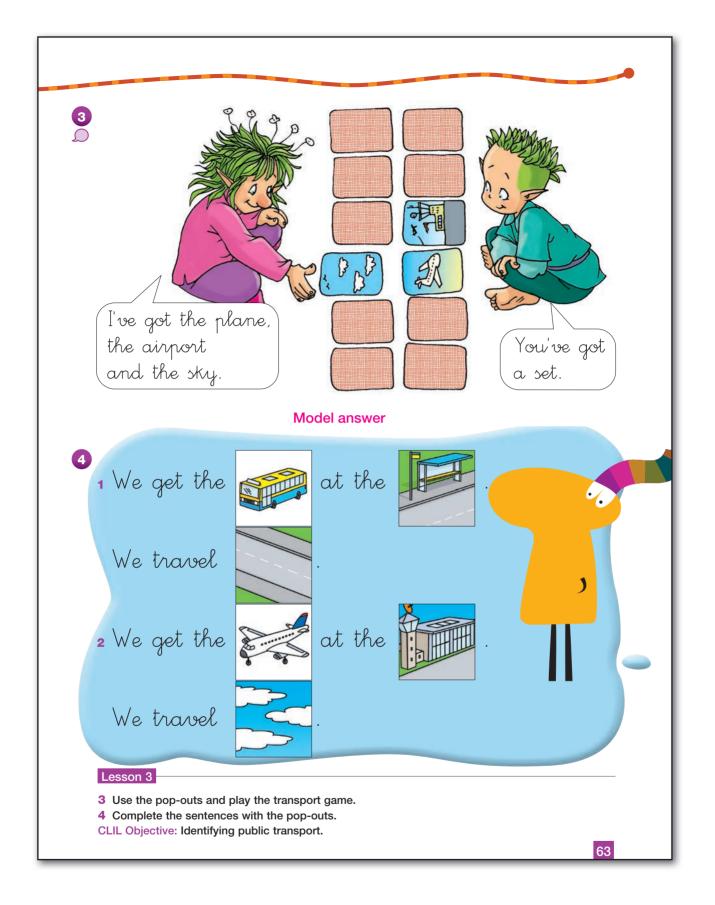
Continuous assessment

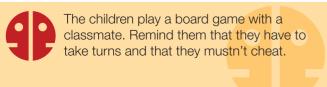
Children can name the terminals for the means of transport and can describe the means of travel.

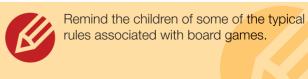
Ask the children questions about travellling using different means of public transport. Ask: Do you like travelling by (train)? Where do you get the train? Do you travel on the road when you travel by train?

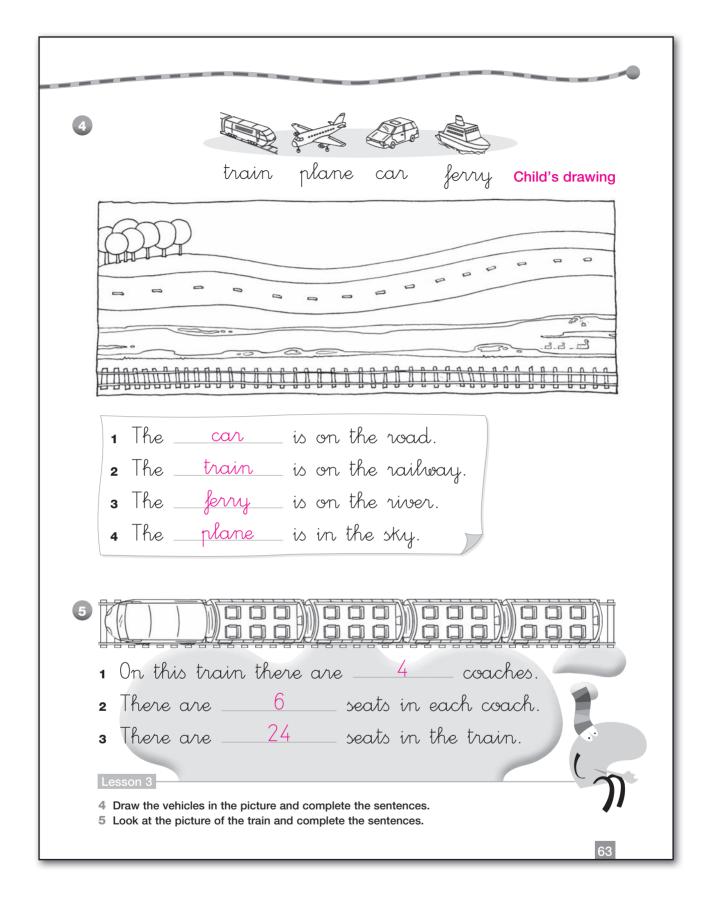
Put the flashcards on the board (train, bus, plane, ferry) and ask the children to come and point to their favourite means of public transport. Aks them to describe how they travel using this means: I like trains. I get the train at the train station and I travel on the railway line.

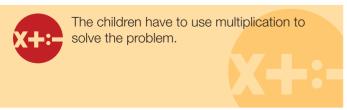
Collect the children's books and correct their work.













Explain that the different types of transport move in different ways on different surfaces.

Page 63, Activity 4

Say: Open your Activity Books at page 63. Look at Activity 4.

Tell the children to look carefully at the picture and to ask questions: Can you see a (road)? SS: Yes! T: What vehicle travels on the road? SS: A car. Repeat with the other elements and vehicles. Tell the children to draw the vehicles in the corresponding places.

Then, tell the children to complete the sentences. Ask for volunteers to read out their sentences and correct the activity.

Page 63, Activity 5

Say: Now look at Activity 5.

Draw a picture of a train on the board with an engine and four wagons. Point to the wagons and say: *This is a train. On this train there are 4 coaches. Inside each coach there are seats for the people travelling on the train.*

Tell the children to look at the picture of the train in their books

Ask questions: How many coaches are there on this train? SS: Four.

T: How many seats are there on each coach? SS: Six. T: So how many seats are there on the train? Ask a volunteer to come to the board to write the sum in order to calculate the total. We can calculate it by adding 6+6+6+6 or by multiplying 4×6 . Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences.



Let's play!

Show and tell

Tell the children to choose a key vocabulary pop-out. Each child describes their card to the rest of the class. For example: It is a car. It's red. It goes on the road. Encourage the children to include as many details as possible in their description.

Resources

Multi-ROM

Unit 8, Activity 1

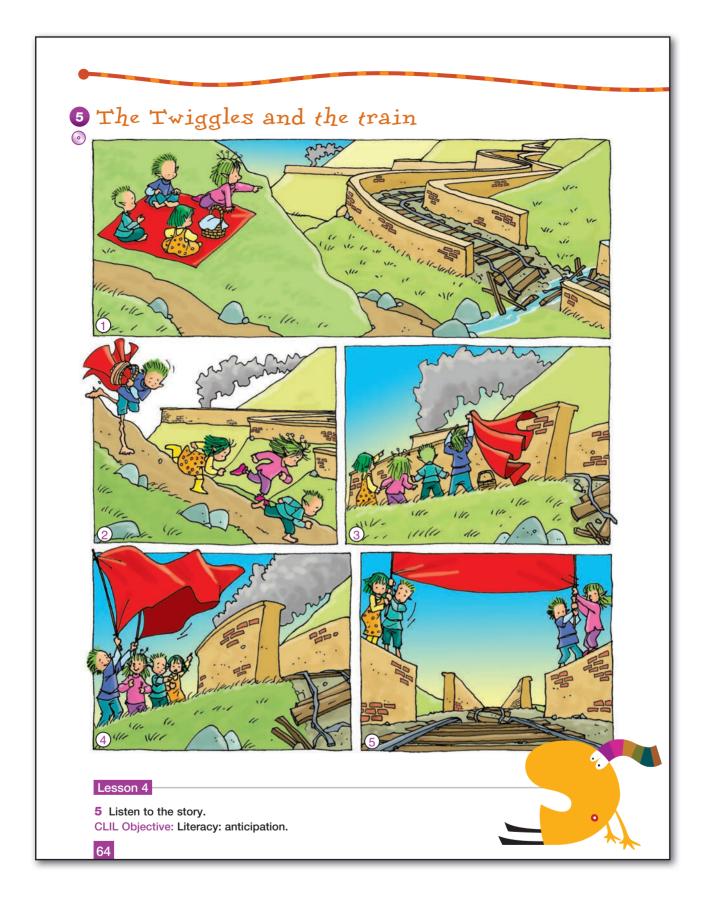
DVD

Unit 8, Real Kids

Teacher's Resource Book

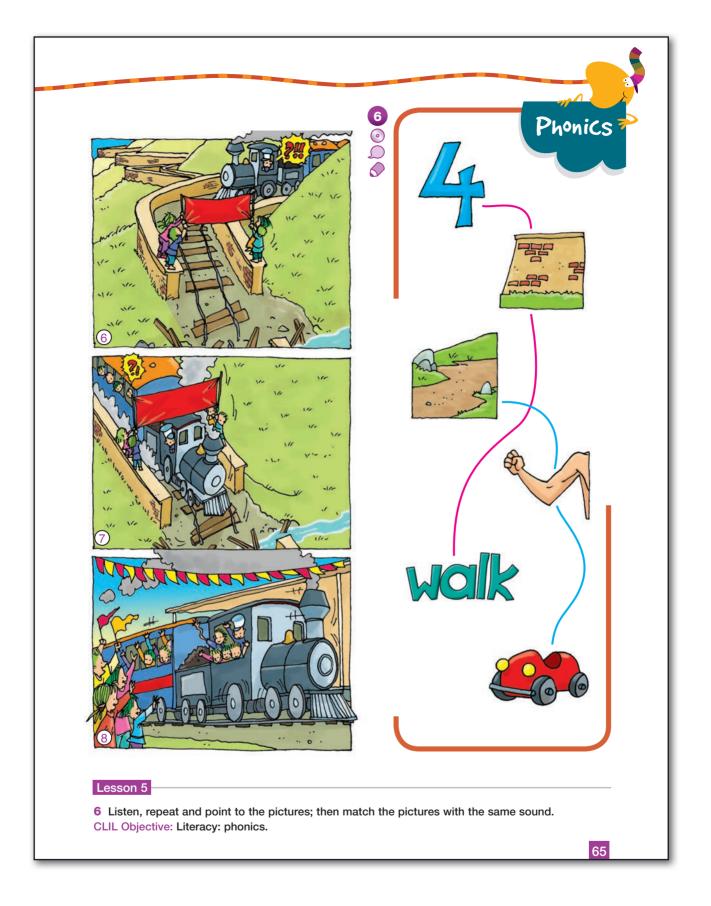
Unit 8, DVD worksheet, page 16







The children see how the characters help save the train. However, remind the children that they should never play next to a train line because it is extremely dangerous.





The children imitate the example of the sounds confidently and without worrying about making mistakes.



As the children are acting out the story, encourage them to have fun and to use gestures to make their parts more convincing.

Anticipating events in a story.

Curricular link: Literacy

Language Objectives

Story language: The train is closer. Warn the driver. Danger! Stop the train. Stop the train! I've got an idea! **Join-in language:** The train is closer. Warn the driver. Danger!; Stop the train.

Resources: CD; poster (side B); story pop-outs

Transcript



Track 2.23

Story: The Twiggles and the train

See page 271.

Optional Activity Book exercises

See page 271.

STORY: THE TWIGGLES AND THE TRAIN

Present the story





Say: It's story time!

Show the children the poster. Hold up the pop-outs of Flo, Stretch, Smiley and Dotty. Ask: Who's this? SS: (Dotty).

T: That's right. And who's this? SS: (Smiley).

Point to the poster and ask the children to help you describe the scene. Ask: Can you see a train station? SS: Yes!

Continue asking about the other elements in the picture. Point to the break in the railway line and say: Oh dear! The railway line is broken!

Say: Let's listen to the story.

Play Track 2.23. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime and facial gestures to support meaning.

Ask three children to come to the poster. Give each one a pop-out. Play Track 2.23 again. The children enact the story using the pop-outs. Encourage all the children to join in by singing along to the song: The train is closer. The train is closer...

Work with the book n



Student's Book, pages 64 and 65, Activity 5

Say: Open your books to pages 64 and 65.

Play Track 2.23 again. The children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Each time the children hear the song they sing along.

Practice



Divide the class into groups of five. Assign one child to be Flo. one to be Dotty, one to be Stretch, one to be Smilev and one to be the train driver.

Play Track 2.23 again. Tell the children to raise a hand when they hear their part of the story.

Play Track 2.23 again. The children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions. All the children should join in with the song.

Literacy: aw (four, wall, walk) / ar (arm, car, path)

Curricular link: Literacy (Phonics)

Resources: CD; poster (side B); story pop-outs; story

cards

Phonics

Retell the story





Show the children the poster and ask: Do you remember the story?

You can also use the story cards. The children put the cards in the order in which they appear in the story. Ask questions about the poster to help the children remember the story. Ask: Can you see the bridge? Can you see the Twiggles? Can you see the red flag?

Play Track 2.23. The children listen to the story. Play Track 2.23 again. The children join in by singing along to the song: The train is closer, the train is closer...

Work with the book n



Student's Book, page 65, Activity 6

Clap your hands to ensure that the children are watching you. Write the word four on the board. Say: aw... aw... aw...

Repeat several times. Articulate the sound very clearly by pushing your mouth forwards as you produce the sound. The children repeat: aw... aw... aw... four.

Repeat with the other words that have the /aw/ sound (wall, walk).

Write the word arm on the board. Say: ar... ar... ar... ar... Repeat several times. Articulate the sound very clearly by opening our mouth wide as you produce the sound.

The children repeat: ar... ar... ar... arm.

Repeat with the other words that have the /ar/ sound (car, path).

Tell the children to look at Activity 6 on page 65.

Play Track 2.24. The children listen and point to the pictures in the right-hand column.

Play Track 2.24 again. The children listen and repeat the kev sounds and words.

The children match the pictures of the words that have the same sounds.

Ask for volunteers to name the pictures that have the /aw/

Ask for volunteers to name the pictures that have the /ar/

Tell the children to think about other words in English that sound like four (door, more, board, tall, talk, autumn); and arm (star, half, scarf, park, dark, farm).

Transcript



Track 2.24 Phonics

See page 273.

Optional Activity Book exercises

See page 273.

Act out the story



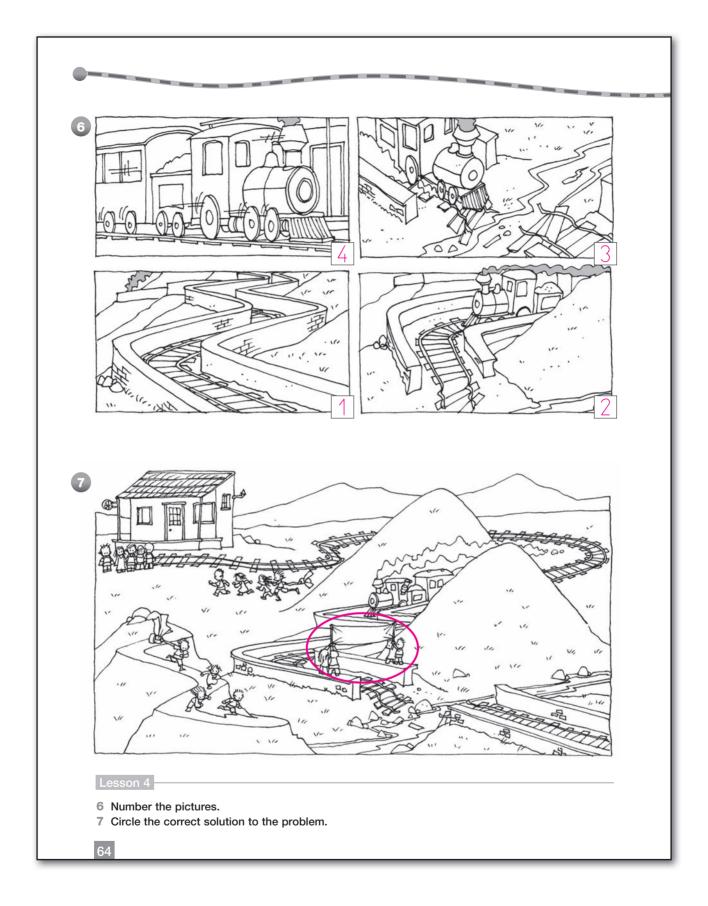


Divide the class into groups of six. Assign a character to each child.

Play Track 2.23 again. The children join in with their lines. Tell the children to close their eyes. Play a part of the story at random and tell the children to say which picture is being described. Do this several times.

Ask the groups to come forward to act out the story. Use the recording if necessary.

Collect the children's books and correct their work.





This activity provides children with an opportunity to sequence some pictures from the story.

Page 64, Activity 6

Say: Open your Activity Books at page 64. Look at Activity 6.

Tell the children to look at the four pictures. Tell the children to put the pictures in order according to the order in the story. Tell the children to number the pictures.

Page 64, Activity 7

Say: Open your Activity Books to page 64. Look at Activity 7.

Tell the children to look carefully at the picture and to find the groups of children. Tell the children to decide which group of children is helping the train and to circle this group.



Let's play!

Bingo

Hand out six key vocabulary pop-outs to each child.

Tell the children to place their pop-outs face up on the table. Explain that when you say the name of one of the pop-outs that they have, they must turn it over so it is face down. The first child to put all their six pop-outs face down says *BlNGO* and is the winner.

Resources



Unit 8, Story

Teacher's Resource Book

Extension worksheet 1, page 37



Transcript



Track 2.23

Story: The Twiggles and the train

Narrator: One day, the four friends go for a picnic. They walk up the path to a picnic spot. Then, Flo sees something...

Flo: Look! The bridge is down and the railway line is broken.

Smiley: The train! It's on its way. Stretch: Quick! Let's warn the driver.

Narrator: The Twiggles run down the path.

Flo: Where's the train, now?

Dotty: Listen!

Smiley: It's coming closer.

Song: The train is closer. The train is closer.
Warn the driver. Warn the driver.
Danger, danger! Danger, danger!
Stop the train. Stop the train.

Narrator: The train, the train driver and all the passengers

are in danger.

Dotty: How can we warn the driver? **Stretch:** I've got an idea. Red is for danger.

Flo: Quick, Stretch.
Smiley: It's coming closer.

Song: The train is closer. The train is closer. Warn the driver. Warn the driver. Danger, danger! Danger, danger! Stop the train. Stop the train.

Narrator: Stretch makes a red flag with the blanket.

Stretch: Look! It's a danger flag.

Flo: Brilliant!
Dotty: Listen!

Smiley: It's very close. Run!

Song: The train is closer. The train is closer. Warn the driver. Warn the driver. Danger, danger! Danger, danger! Stop the train. Stop the train.

Narrator: The Twiggles run to the railway line.

Flo: Dotty and Smiley, quick! Climb the wall on the right.

Stretch: Hold the flag up. Flo: And wave your arms.

Dotty: Listen!

Song: The train is closer. The train is closer.
Warn the driver. Warn the driver.
Danger, danger! Danger, danger!
Stop the train. Stop the train.

Narrator: The Twiggles shout and shout.

All: STOP!!!

Narrator: And at last, the driver sees the red flag.

Driver: What's that?

All: Stop the train! The bridge is down.

Driver: What???!!!

Narrator: The driver brakes... and at the last moment, the

train stops.

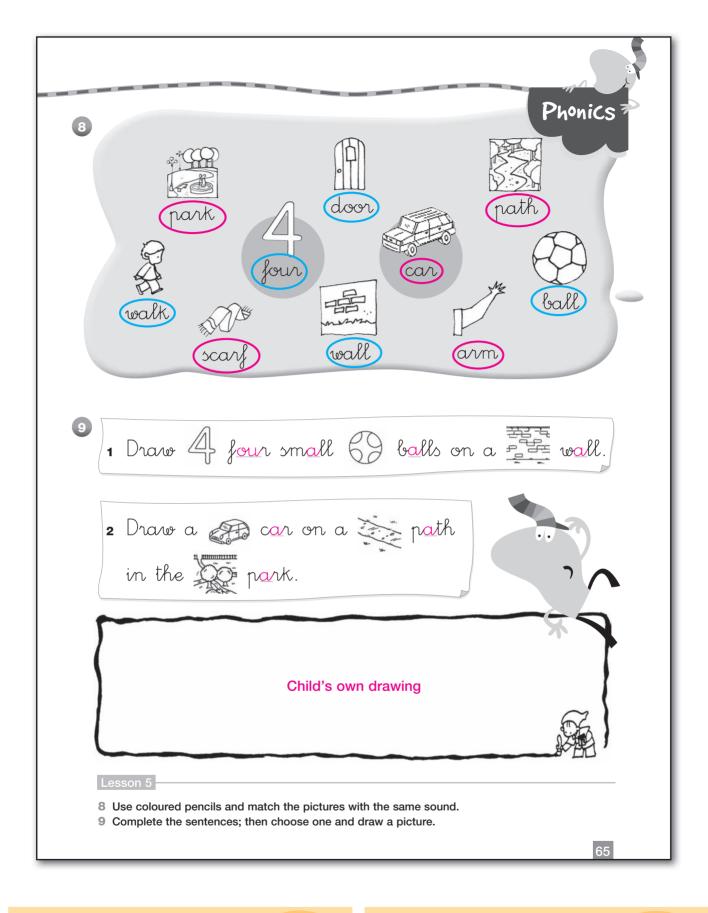
Twiggles: Hurray!! The train is safe. **Driver:** Let's go back to the station.

Narrator: There are a lot of people at the train station.

Everybody is very happy. **Station master:** Here comes the train.

People: Hurray for the four friends! Hurray! The Twiggles

save the day.





Draw the children's attention to the fact that a sound in English can be written in several different ways, but the pronunciation is the same.



The children use their imagination to illustrate one of the sentences.

Page 65, Activity 8

Say: Open your Activity Books to page 65. Look at Activity 8.

Say: Look at the pictures. Find the word car. Can you find other words with the same sound? SS: Park, scarf, arm, path.

Do the same for four (wall, walk, door, ball) Tell the children to choose two colours and to use them to match the words with the same sounds.

Page 65, Activity 9

Say: Now look at Activity 9.

Read out the sentences. Tell the children to help you complete the words. Write the words on the board as you say them.

The children complete the sentences in their books. Tell them to choose one of the sentences and to do a picture to illustrate it.

Ask for volunteers to read out the sentence they have chosen and to show the corresponding picture to their classmates.

Transcript

Track 2.24 Phonics

aw aw aw wall aw aw aw four aw aw aw walk ar ar ar path ar ar ar arm

ar ar ar car

Let's play!

Sound posters

Write the letters of the sounds that you have studied on a piece of continuous paper. Tell the children to do pictures of the objects that contain these sounds and to stick the pictures next to the corresponding letters. They can also stick photos of classmates whose names contain those letters or sounds.

Variation: Individually, children can prepare a sound mural on a piece of card.



Resources

Multi-ROM

Unit 8, Phonics

Understanding the rules for road safety.

Curricular link: Social Science

Language Objectives

Vocabulary: zebra crossing, traffic light, green/red man, left, right, cross

Structures: Cross the road! Don't cross the road!

Resources: CD

Say: Now listen to the song again and number the pictures. Play Track 2.25 again. The children number the pictures in their books.

Tell the children to look at the pictures again and ask: Can you see anything dangerous?

On the board, draw a picture of the children crossing between two cars. Draw a line through the picture and say: That's dangerous!

Tell the children to find the dangerous situations and to draw a red line through them.

ROAD SAFETY

Presentation



Say: Today we're going to sing a song about road safety. Draw a road on the board. Then, draw a zebra crossing and several cars on the road. Ask the children: Where is it safe to cross the road? Here? (point to a place where there is no zebra crossing), Here?, etc. Ask a child to come to the board to show you a place where it is safe to cross the road.

Write the words zebra crossing next to the zebra crossing and say: This is a zebra crossing. It's safe to cross the road

Then, draw a car close to the zebra crossing and ask: Is it safe to cross now? SS: No!

Say: That's right. Look left! Then, look right! If there is nothing coming, cross the road.

Say: Show me your left hands! Now look left! Show me your right hands! Now look right! Check that the children know the difference between left and right and correct them when necessary.

Then, draw a traffic light at each end of the zebra crossing. Draw a picture of a man like the ones on the pedestrian crossing lights. Say: I can cross the road when this man is... SS: Green! T: That's right! Green man, cross the road! Then, say: I can't cross the road when this man is...

SS: Red! T: That's right! Red man, STOP!

Play Track 2.25. The children listen to the song.

Play Track 2.25 again. The children join in by singing along to the song.

Work with the book

Student's Book, page 66, Activity 7

Say: Open your books to page 66. Tell the children to look at the pictures on the page.

Say: Cross the road at the traffic light! Can you find the picture? Tell the children to look for the picture and to point

at it with their finger.

Transcript



Track 2.25 The cross the road song

See page 277.

Optional Activity Book exercises

See page 277.



Practice

Draw a map of your immediate neighbourhood showing the school and the roads around the school. Ask: Are there any zebra crossings near our school? Are there any pedestrian crossings?

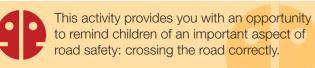
Explain that zebra crossings have no lights, and pedestrian crossings have traffic lights.

Tell the children to come to the board to mark on the map the different zebra crossings and pedestrian crossings in their corresponding positions.

Ask the children if they would like to have more zebra crossings. Ask them where they would like to have them. Make sure that the children understand that even when we use a zebra crossing or a pedestrian crossing, we still have to look and cross carefully.

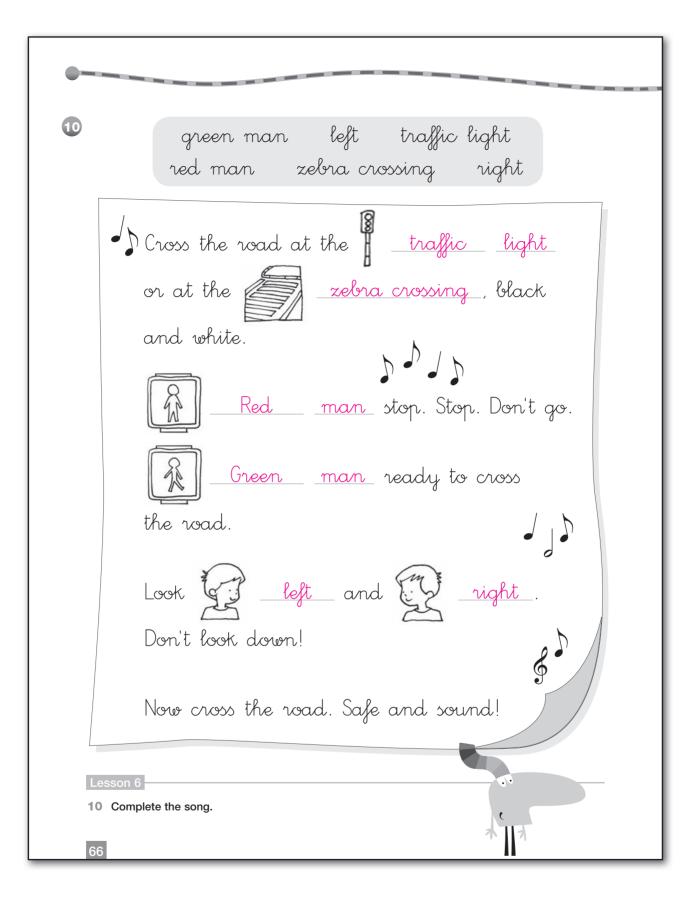
Collect the children's books and correct their work.

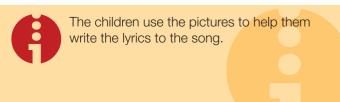


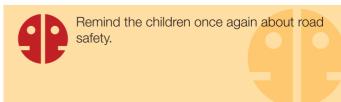




Encourage the children to learn the song as this will help them remember the road safety rules and how to cross the road safely.







Page 66, Activity 10

Say: Open your Activity Books to page 66.

Look at Activity 10.

Say: Let's see if we can remember the song.

Start reading out the text and stop when there is a blank space. Tell the children to call out the missing words. Tell the children to use the words at the top of the page

in order to complete the song.

Ask for volunteers to read out the lines from the song.

Resources

DVD

Unit 8, The cross the road song

Teacher's Resource Book

Ready to read worksheet, page 60



Let's play!

Flash

Hold up a flashcard for a short period of time and then hide it quickly so the children only get to see it very briefly. Tell the children to try to identify it. If they can't name it, turn the card around again. However, this time do it more slowly and bit by bit. Continue turning it over until they can identify it. Repeat several times with different flashcards.

Transcript



Track 2.25
The cross the road song

Cross the road at the traffic light,
Or at the zebra crossing, black and white.
Red man, stop. Stop. Don't go.
Green man, ready to cross the road.
Look left and right. Don't look down!
Now cross the road. Safe and sound!



Making road signs.

Curricular link: Geography

Language Objectives

Vocabulary: red, green, stop, go, right, left, zebra

crossing

Structures: Look left! Don't run!

Materials: scissors, white card, coloured paper,

lollipop sticks, sticky tape, white chalk

Preparation: Make road safety signs to show the

class.

BUSY HANDS: ROAD SAFETY SIGNS

Present the project

Say: Today we are going to make some road signs. We're going to make road signs for a zebra crossing. Show the children the road safety signs that you have prepared. Sing the song Cross the road again to explain the different actions and the different signs that they are going to make.

Work with the book

Student's Book, page 67, Activity 8

Say: Open your books at page 67.

Read out the title of the project: Road safety signs.

Point to the pictures of the materials and say: This is what we need. Tell the children to identify the pictures.

Point to the stages, one by one, and explain how to do it. Use the materials that you have brought to class to help clarify meaning.

Hand out the materials.

Follow the stages to make the road safety signs and get the children to copy each stage.

Stick the road signs onto the lollipop sticks.

Call out instructions at random and ask the children to hold up their signs.

Student's Book, page 67, Activity 9

Say: Now look at Activity 9.

Take the children to the playground or clear a space on the floor in the classroom.

Tell the children to help you draw four zebra crossings on the floor.

Divide the class into groups of four and assign a zebra crossing to each group.

Two children hold up road signs and give instructions to the other children who are crossing the zebra crossing.

Optional Activity Book exercises

See page 281.



Display the project

Continuous assessment

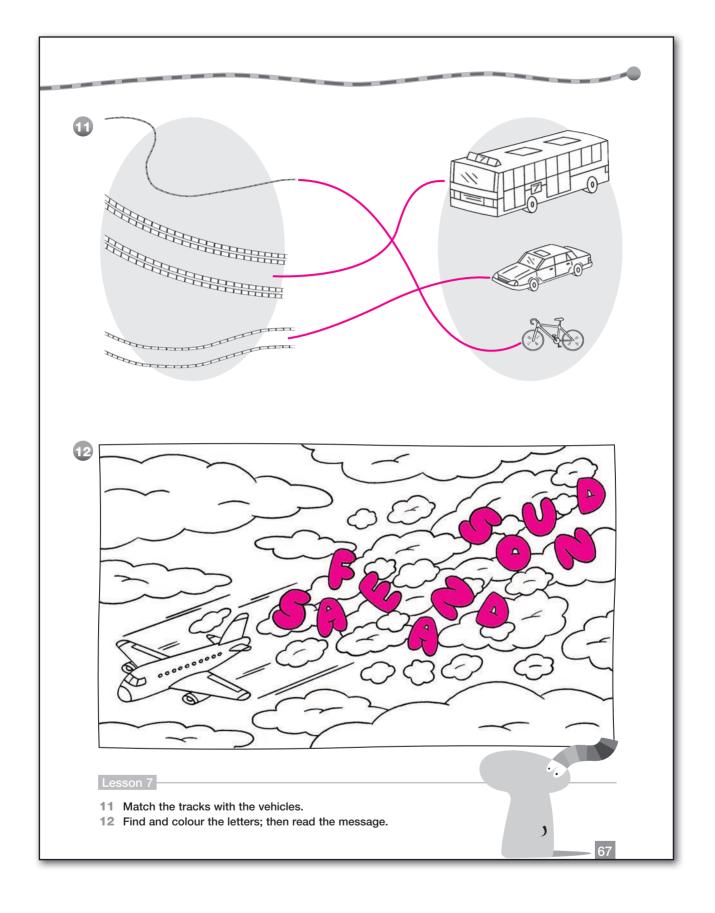
Children can describe how to cross a road safely.

Ask the children to take turns to come to the front of the classroom with their road safety signs. They call out instructions to the rest of the class and hold up their signs. The other children act out the correct movements.





The children create road safety signs for a zebra crossing by copying examples of real ones. They play a game by recreating a street scene complete with cars and a zebra crossing.





The children associate tyre tracks with the corresponding transport. They also look for hidden letters to interpret the phrase.

Page 67, Activity 11

Say: Open your Activity Books at page 67. Look at Activity 11.

Ask: How many wheels are there on a bus? SS: Lots of wheels! T: And on a car? SS: Four wheels! T: And on a bike? SS: Two wheels!

Then, ask: Are the wheels on a bus big or small? Repeat with the other two means of transport.

Tell the children to match the tyre tracks with the means of transport.

Page 67, Activity 12

Say: Now, look at Activity 12.

Say: Look at the plane! Where is it? SS: In the sky. Tell the children to look for the letters in the clouds and to colour them.

Then, say: Can you read the words? SS: Safe and Sound!



Let's play!

Colours

Think of an object that has one distinct colour. Say: I spy with my little eye something green. Tell the children to try to guess what the object is. For example: S1: A green pencil?; S2: A green book? The first child to guess the object thinks of the next object.

Resources



Unit 8, Activity 3

Teacher's Resource Book

Extension worksheet 2, page 38
Ready to write worksheet, page 102



Assessment.

Curricular link: Geography

Language Objective

All the language for Unit 8.

Resources: flashcards, stickers Materials: a slip of paper per child

Preparation: Make sets of words: bus, road, bus station; plane, sky, airport; train, railway line, train

station; ferry, water, port.

BUSY MINDS

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 8.

Ask: Do you remember the different means of transport? Tell me some means of public transport (plane, train, ferry, bus). Ask: Do you remember any means of private transport? (bike, car). If necessary, use the flashcards so the children remember the words. Then, ask: Do you remember the different ways we can come to school? Who comes to school by (bus)?

Ask: Where do we get a bus? SS: At the bus stop. Repeat with the other means of transport.

Ask: Do you remember the Cross the road song? Let's

sing it again. (Track 2.25. See page 277.) The children sing the Cross the road song.

Work with the book

Student's Book, page 68, Activity 10

The children open their books at page 68. Show the children the stickers in the middle of the Student's Book. The children find and stick the stickers for the means of transport from Unit 8. Then, they trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 68, Activity 11

Tell the children to stick the by car sticker next to the first sentence, and the on foot sticker next to the second

Say: I go to the library by car. I go to the park on foot. Ask for volunteers to say examples using the sentences and stickers.

Ask for volunteers to read their sentences out loud.

Optional Activity Book exercises

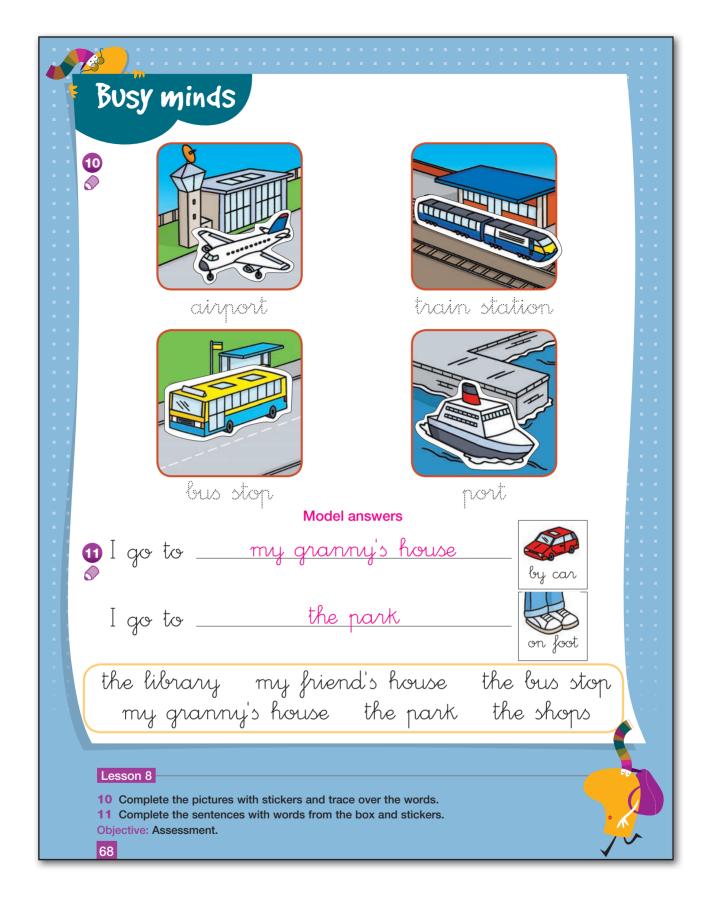
See page 285.

Round up

Play Find your partner.

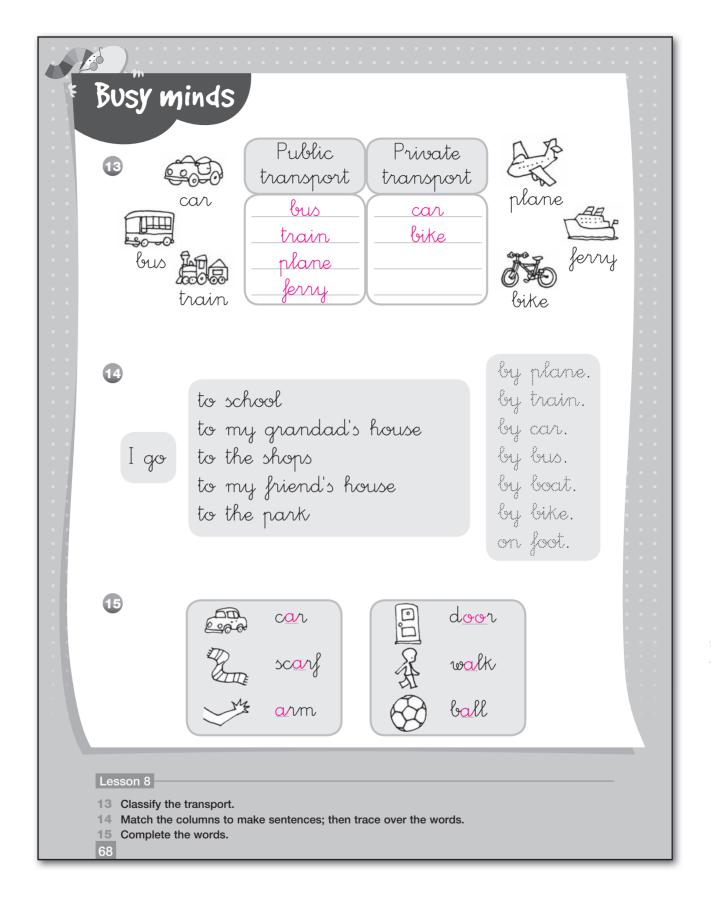
Give each child a slip of paper with a word from the ones you have prepared. Tell the children to make groups of threes by associating the means of transport with the element of the landscape on which it travels and its terminal, for example: bus, road, bus station. Once all the children are in groups, ask them to summarise their collective information: We travel by bus. We get the bus at the bus stop and we travel on the road.

Collect the children's books and correct their work.





The children match the means of transport with the corresponding terminal and think about how they travel to these places.





Encourage the children to look back through the book to see everything that they have learnt this year and how they have improved since the start of the course.

Page 68, Activity 13

Say: Open your Activity Books at page 68.

Look at Activity 13.

Ask: Is a car private or public transport? SS: Private.

Repeat with the bus.

The children classify the means of transport into two categories: public and private.

Ask volunteers to read out their lists. Correct the activity.

Page 68, Activity 14

Say: Now look at Activity 14.

Read out a complete sentence: I go to my friend's

house by bike.

Tell the children to match the words in order to form

sentences that are true for them.

Ask volunteers to read out their sentences.

Page 68, Activity 15

Say: Now look at Activity 15.

Tell the children to name the objects in the first list: car, scarf. arm.

Repeat with the other list.

Tell the children to complete the words.

Copy the lists on the board and tell the children to come

forward to complete the words.

Tell the children to correct any spelling mistakes.



Let's play!

What is it?

Ask a volunteer to come forward and give them a flashcard. Tell them to mime the word on the flashcard. The rest of the class tries to identify the flashcard.

The child who identifies it correctly mimes the following flashcard. Continue playing until all the children have had a turn.



Resources

Multi-ROM

Unit 8, Activity 4

Teacher's Resource Book

Unit 8, Test pages 83 and 84 See Transcript Track 2.26

End of year Test pages 85, 86 and 87

See Transcript Track 2.31

Transcripts



Track 2.26. Unit 8 Test. Activity 1

Listen and match the characters to the means of transport.

Flo: Oh, this is fun! Up, up in the sky!

Narrator: Where's Flo?

Smiley: Look! We are on a bridge.

Narrator: Where's Smiley?

Dotty: Oh, dear! I don't like it on the water.

Narrator: Where's Dotty?

Stretch: Can I have a ticket, please?

Narrator: Where's Stretch?



Track 2.31. Unit 8 End of Year Test. Activity 1

Listen and match the characters to the places in the

school.

Narrator: Where's Flo?

Teacher: Well done, Flo! You can jump very well.

Narrator: Where's Dotty?

Dotty: (quite loudly) Excuse me, Miss... **Librarian:** Shhh! Speak quietly, Dotty.

Dotty: (whispering) Sorry, Miss. Can I have a book

about animals, please?

Narrator: Where's Stretch?

Stretch: Can I have ten sausages, please? Lunch supervisor: (laughing) Alright, Stretch.

Narrator: Where's Smiley?

Teacher: Smiley! Come to the board and write the

days of the week, please.

Smiley: Yes, Miss!

ASSESSMENT CRITERIA

CLIL Objective

Children can identify all means of transport and distinguish between public and private transport and understand the road safety rules.

Language Objectives

Children can name all the means of transport, and can reply to questions on how they go to and return from school. They can give instructions on road safety.

Learning all about Halloween.

Curricular link: Art

Language Objectives

Vocabulary: pumpkin lantern, witch, bat, ghost,

monster, spider, cat, leaves Structures: It's Halloween!

Resources: CD

Materials: sheets of paper, brown card, orange card,

glue

*Note: You will need a lot of autumn leaves in a variety of colours. You can collect them or ask the children to bring them.

Presentation



Explain that at this time of the year children celebrate Halloween. Ask the children if they are doing anything special for Halloween in their other classes. Write the word Halloween on the board. Write the following words under the heading: Halloween pumpkin, ghost, spider, cat, bat, witch and monster. Ask for volunteers to come to the board. They choose a word and do a drawing of it underneath.

Hold up your book and point to the children. Say: Let's learn a Halloween song.

Play Track 2.27.

Play Track 2.27 again. Tell the children to listen carefully and to shout out Halloween.

Work with the book



Student's Book, page 69, Activity 1

Say: Open your books at page 69. Point to the picture of the children. Ask: How many Halloween pumpkins can you see? SS: Six!

Tell the children to find the children dressed as the characters/animals/objects that they drew on the board. Ask: Can you find a (monster)?

Play Track 2.27. The children sing along to the song.

Student's Book, page 69, Activity 2

Say: Let's make Halloween decorations.

Hold up the materials and show the children how to make the decoration.

Put the leaves on your desk and ask the children to come and look at the leaves. Discuss the different colours and

sizes. On the piece of card, draw a big circle with a little circle inside it. Cut out the small circle so there is a hole in the centre. Use the picture of the Halloween pumpkin as a template. Trace around it and draw it onto the orange card at least six times. Cut out the Halloween pumpkins. Stick the leaves on the card and put the Halloween pumpkins at intervals on the card to make the decoration. Collect all the decorations and place them around the

The children can take their decorations home at the end of the week

Transcript



Track 2.27 The Halloween song

See page 289.

Optional Activity Book exercises

See page 289.

Round up

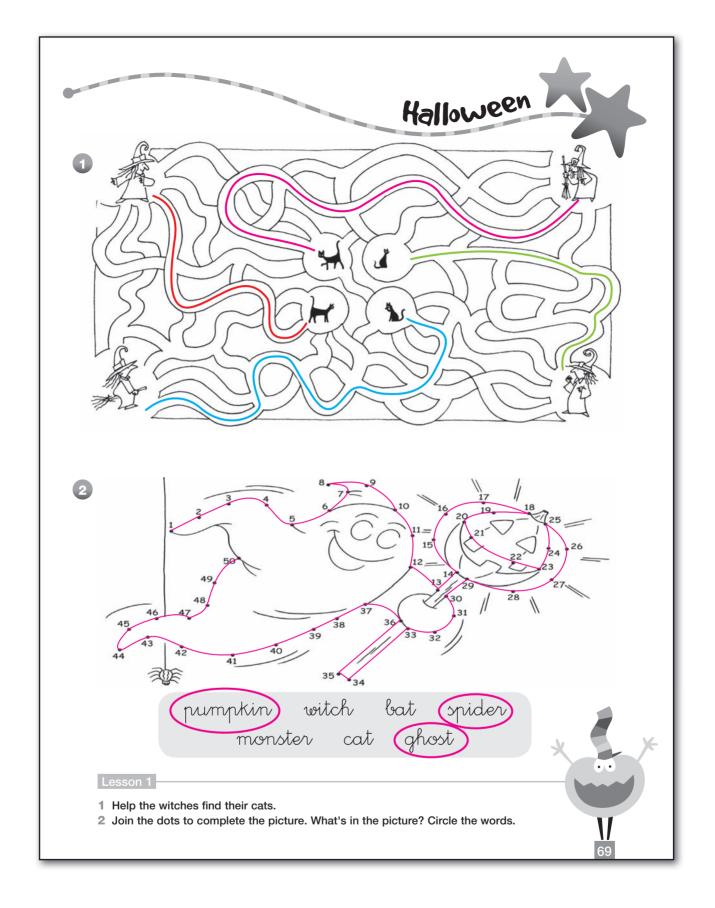
Sing The Halloween song again.

Halloween is celebrated on 31st October. It is not a public holiday and children celebrate after school if it falls on a school day. The children dress up in fancy dress and visit their neighbours' houses in a group. They knock on the door and shout Trick or treat! This means that the adults in the house have to give them sweets or the children will play a trick on them. Many houses have a pumpkin lantern in the window. This is made by cutting the top off a pumpkin and removing the seeds and flesh from the inside. A face (mouth, nose and eyes) is then cut into the skin. A candle is lit and placed in the centre so the face shines. Halloween vocabulary: witch, ghost or spook, monster, cat, bat, spider, spider's web, skeleton, pumpkin





The children have fun singing the song and making a decoration. They also have fun dressing up as characters for a Halloween party.





The children revise the numbers up to 50, recognising them and following the correct order.

HALLOWEEN LESSON 1 OPTIONS

Halloween

Activity Book

Page 69, Activity 1

Say: Open your Activity Books at page 69. Look at Activity 1.

Ask: How many witches are there? SS: Four! T: How many cats are there? SS: Four!

Tell the children to use their fingers to trace over the route from the witch to the cat. Once they are sure of the correct route, they can trace over it with a crayon.

Page 69, Activity 2

Say: Now look at Activity 2.

Tell the children to join the dots to complete the picture. When they have finished, read out the words in the box at the bottom and ask: *Is there a (pumpkin) in the drawing?* Tell the children to circle the words that correspond to the objects in the picture.

Transcript



Track 2.27 The Halloween song

It's Halloween! It's Halloween! The best night of the year! Pumpkin lanterns, witches and bats.

Ghosts, monsters, spiders and cats.

It's Halloween! It's Halloween! The best night of the year!

CLIL Objective

Learning all about Christmas.

Language Objectives

Vocabulary: Christmas tree, bells, stars, angels, tinsel, balls, candles, snowmen, holly, lights, decorate, Santa, Happy Christmas!

Resources: CD

Presentation



Write 25th December on the board. Ask the children if they know what day this is. Tell them that it is Christmas day. Explain that we will all be on holiday for Christmas day, but we are going to learn a Christmas song and do some activities.

Draw a Christmas tree on the board. Say: Let's decorate the Christmas tree. Draw a bell next to it and say: This is a bell. Ask three children to come to the board to draw two bells each on the tree.

Repeat the process with the following things: angel, ball, candle, star, snowman, holly and light.

Draw a line of tinsel zigzagging across the tree. Say: *This is tinsel.*

Say: Let's learn a Christmas song.

Play **Track 2.28**. Point to the objects on the tree as they are mentioned.

Work with the book



Student's Book, page 70, Activity 1

Say: Open your books at page 70.

Play **Track 2.28** again. The children listen and point to the objects on the tree. Then, they listen again. The children join in by singing along to the song.

Tell the children to identify the little pictures at the bottom of the tree.

Ask: How many bells are there? Count them.

Tell the children to write the number in the box next to the picture. Repeat the procedure for the other pictures.

Transcript



Track 2.28 The Christmas song

See page 293.

Optional Activity Book exercises

See page 293.

Round up

Sing The Christmas song again.

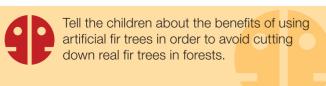
Collect the children's books and correct their work.

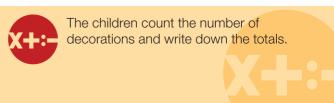
Christmas day (25th December) is when children receive their presents. Christmas Eve is not a public holiday and, generally speaking, children go to bed early to wait for Santa. The day after Christmas Day is Boxing Day (26th), which is a public holiday. Christmas celebrations have many similarities and some special regional or national differences.

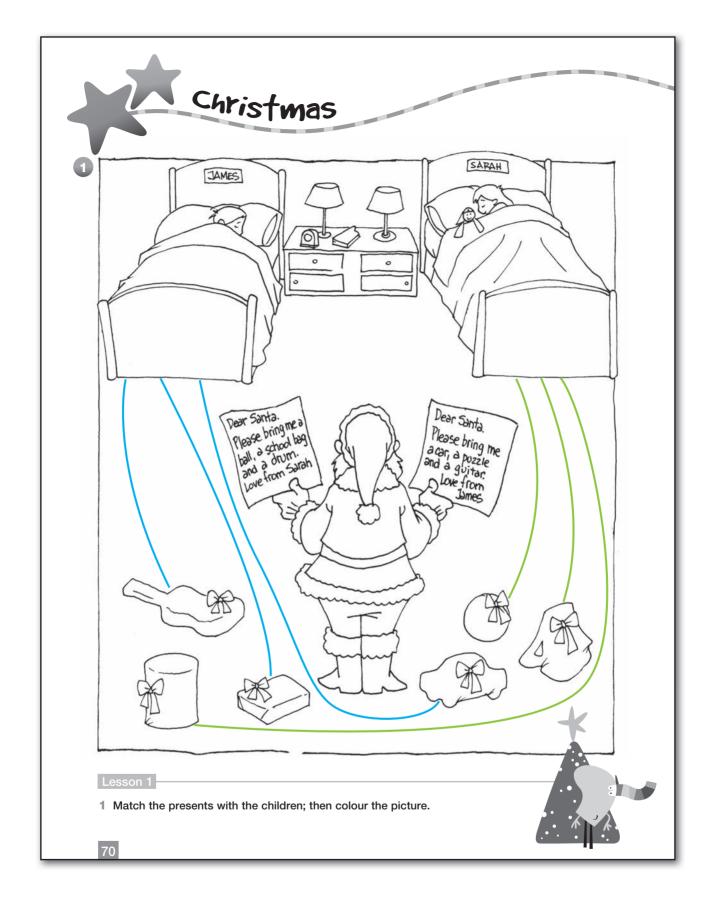
Christmas vocabulary: Santa Claus, tinsel, star, Christmas card, bell, Christmas tree, carol, chimney, Rudolph the red-nosed reindeer, sleigh, stocking, present, angel













The children have to read the information and recognise the shapes of the presents in order to see what each child is going to receive.

CHRISTMAS LESSON 1 OPTIONS

Christmas Lesson 1

Activity Book

Page 70, Activity 1

Say: Open your Activity Books at page 70. Look at Activity 1.

Point to Santa and ask: *Who's this?* SS: *Santa!* Ask for volunteers to read the letters.

Tell the children to find the presents and to match them to the children.

Tell the children to colour the picture. Ask questions about the completed pictures: What colour is the (car)?

Transcript



Track 2.28 The Christmas song

Let's decorate the Christmas tree, With bells and stars and angels! Let's decorate the Christmas tree, With tinsel, balls and candles. Let's decorate the Christmas tree, With snowmen, holly and lights. Let's decorate the Christmas tree, Because Santa comes tonight!

CLIL Objective

Learn about a popular, family festival: Christmas.

Language Objectives

Vocabulary: Christmas tree, bells, stars, angels, tinsel, balls, candles, snowmen, holly, lights, decorate, Santa, Happy Christmas!

Materials: card, lollipop stick, felt-tip pens, cotton, scissors, glue

Preparation: Make a book mark to show the class.

Optional Activity Book exercises

See page 297.

Work with the book

Student's Book, page 71, Activity 2

Say: Let's make a Christmas book mark.

Hand out the materials and show the book mark that you have prepared earlier.

Draw a simple snowman shape on the board. Tell the children to copy it onto their pieces of card.

Walk around the class helping them so that when they come to cut out the shape it is not too difficult.

Show the children how to glue the cotton wool onto the shape

The children can then draw the face, arms and scarf using felt-tip pens.

Student's Book, page 71, Activity 3

Play Secret Santa.

Tell the children to write their names on slips of paper. Collect all the slips of paper and put them in a bag. Ask the children to come to the front of the class one by one in order to take a slip of paper from the bag. They should not show anyone the name on the paper. Ensure that the children do not have their own names. Write the following text on the board: *To______, Happy Christmas, from (your name).*

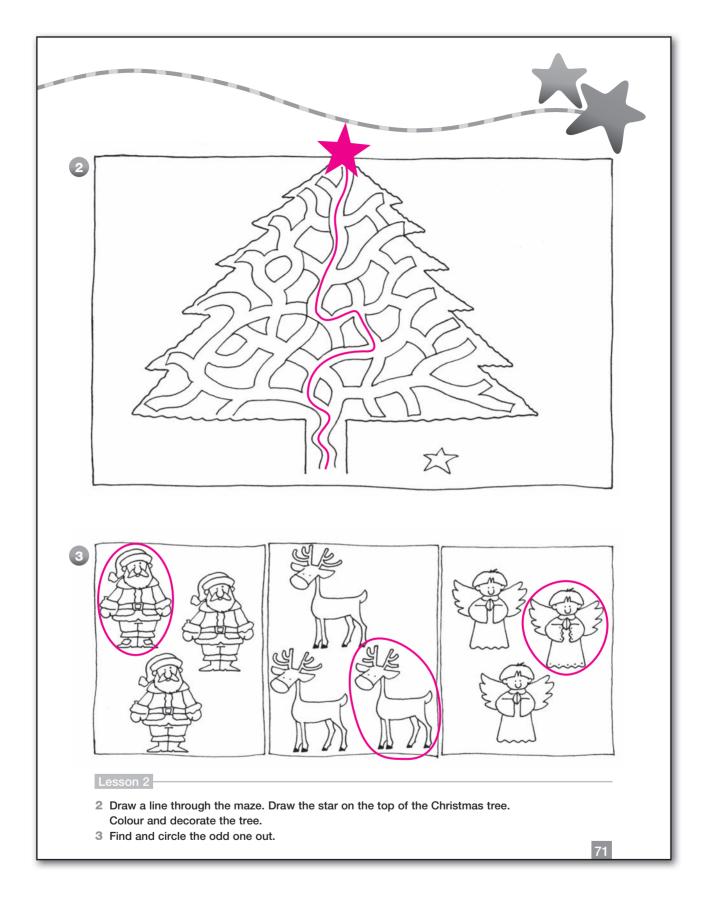
Tell the children to copy and complete the text on the back of their bookmarks with the name on the slip of paper and their own names.

Tell the children to find the person they have dedicated their book mark to. They give that person the book mark and say *Happy Christmas!*





The children prepare a present to give another member of the class. Remind the children that they should say thank you when they receive a present.





The children use their imagiation and creativity to colour and decorate the Christmas tree.

CHRISTMAS LESSON 2 OPTIONS

Christmas Lesson 2

Activity Book

Page 71, Activity 2

Say: Look at Activity 2 on page 71.

Point to the picture of the Christmas tree. Say: We need to draw a star on the top. Tell the children to use their fingers to trace the route through the maze to the top of the tree. Once they are sure of the route, they can draw over it with a crayon. They also draw a star at the top.

Page 71, Activity 3

Say: Now look at Activity 3.

Tell the children to look at the pictures and to identify them: Santa, reindeer and angels. Explain that in each group of pictures, there is one picture that has a part of it that is different.

Tell the children to circle the picture that is different.

CLIL Objective

Learn all about Easter.

Language Objectives

Vocabulary: Easter Bunny, ear, tail, nose, feet, teeth, chocolate eggs, Happy Easter!

Materials: card, felt-tip pens

Presentation



Write the word Easter on the board and draw an Easter egg next to it. Ask the children if they know which festival they are going to celebrate soon. Explain that Easter Sunday is not on the same day every year. Ask if anyone knows which day it is this year. Write the date on the board.

Put your hands on top of your head and say: Easter Bunny has got two big ears. Write the word ears on the board. Point behind you and say: Easter Bunny has got a fluffy tail. Write the word tail on the board. Point to your nose and say: Easter Bunny has got a small pink nose. Write the word nose on the board. Point to your feet and say: Easter Bunny has got four big feet. Write the word feet on the board. Point to your teeth and say: Easter Bunny has got big white teeth. Write the word teeth on the board. Play Track 2.29. Point to the words as they are mentioned. Tell the children to point to the corresponding part of their body.

Work with the book



Student's Book, page 72, Activity 1

Say: Open your books to page 72. Look at the pictures. Play Track 2.29 again. The children look and point at the pictures. Then, play the recording again. The children sing along to the song.

Tell the children to colour the eggs in the Easter Bunny's basket.

Student's Book, page 72, Activity 2

Sav: Let's make an Easter card.

Hand out the materials and show the children how to make the cards.

Tell the children to fold the card in half.

They can choose any picture they like to draw on the front. Brainstorm a series of suggestions and write them on the board. Explain that the picture should have an Easter look to it, including flowers, bunnies, eggs or baskets.

The children complete their cards by writing the greeting inside.

Transcript



Pista 2.29 The Easter song

See page 301.

Optional Activity Book exercises

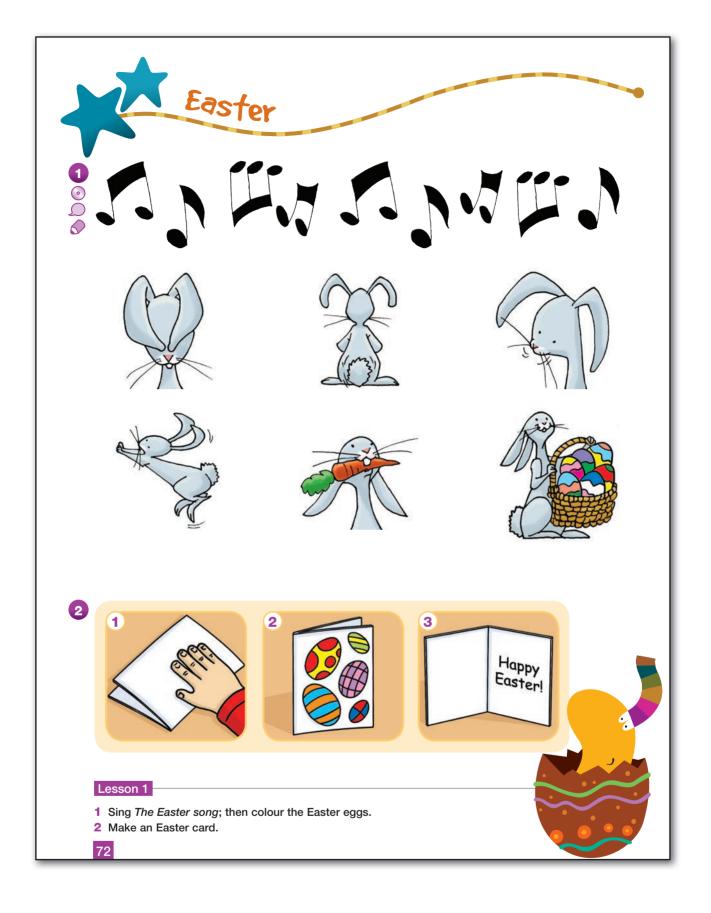
See page 301.

Round up

Sing The Easter song again.

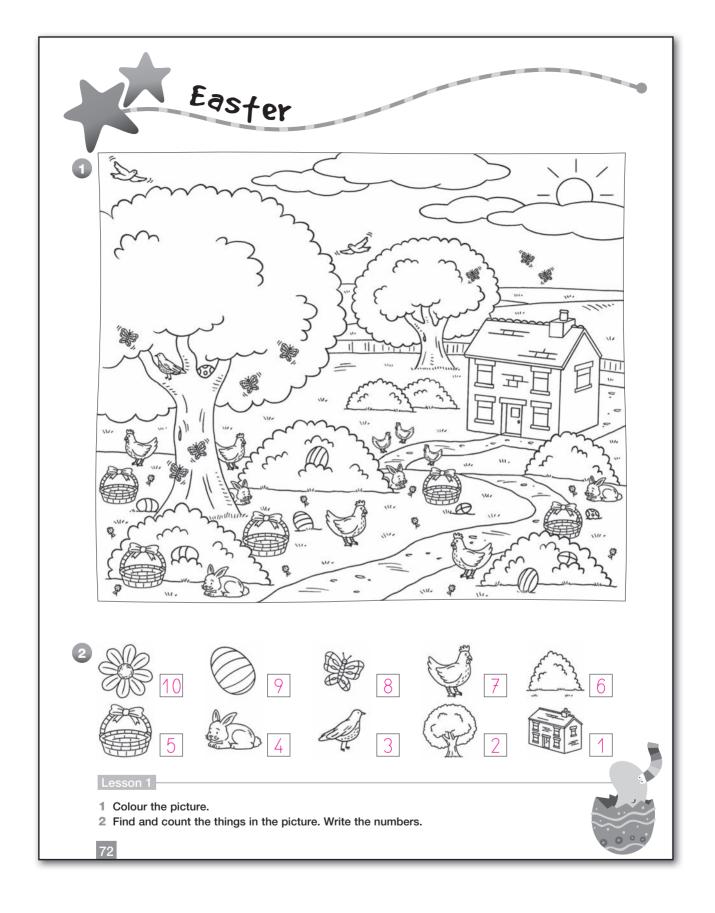
Easter is celebrated on a different day each year. To calculate when Easter will be, find the first full moon after 20th March. Easter Sunday is the following Sunday.

Easter vocabulary: Easter egg, Easter Bunny, basket





The children have fun singing the song and making and decorating a card.





The children count the objects and write down the numbers.

Easter

Activity Book

Page 72, Activity 1

Say: Open your Activity Books at page 72. Look at Activity 1.
Tell the children to colour the picture.

Page 72, Activity 2

Say: Now look at Activity 2.
Tell the children to identify the pictures.
Tell them to find and count the objects in the picture and to write the numbers in the boxes. Ask: How many (flowers) are there? SS: Ten. Repeat with the other elements.

Transcript



Track 2.29 The Easter song

Easter Bunny's got two big ears. Flop, flop, flop.
Easter Bunny's got a fluffy tail. Wiggle, wiggle, wiggle.
Easter Bunny's got a small pink nose. Twitch, twitch, twitch.
Easter Bunny's got four big feet. Hop, hop, hop.
Easter Bunny's got big white teeth. Crunch, crunch, crunch Easter Bunny's got chocolate eggs. For my lunch!

CD₁

Unit 0

- 1.1. The hello song
- 1.2. The number chant

Unit 1

- 1.3. Activity
- 1.4. Activity
- 1.5. Activity
- 1.6. Activity
- 1.7 Story: In the library
- 1.8. Phonics
- 1.9. The school song
- 1.10. Unit 1 Test. Activity 1

Unit 2

- 1.11. Activity.
- 1.12. Activity.
- 1.13. The tree song
- 1.14. Activity
- 1.15. Story: Flo's new autumn hat
- 1.16. Phonics
- 1.17. Unit 2 Test. Activity 1

Unit 3

- 1.18. Activity
- 1.19. The I can do it song
- 1.20. Activity
- 1.21. Story: The Christmas song
- 1.22. Phonics
- 1.23. Unit 3 Test. Activity 1

Unit 4

- 1.24. The building song
- 1.25. Song activity
- 1.26. Activity
- 1.27 Story: A river adventure
- 1.28. Phonics
- 1.29. Activity
- 1.30. Unit 4 Test. Activity 1

CD₂

Unit 5

- 2.1. Activity
- 2.2. Activity
- 2.3. Activity
- 2.4. Story: Smiley is a fussy eater
- 2.5 Phonics
- 2.6 The five a day song
- 2.7. Unit 5 Test. Activity 1

Unit 6

- 2.8. Activity
- 2.9. Activity
- 2.10. The days of the week song
- 2.11. Story: The cuckoo clock
- 2.12. Phonics
- 2.13. Activity
- 2.14. Unit 6 Test. Activity 1

Unit 7

- 2.15. Activity
- 2.16. Activity
- 2.17. Story: Dotty feeds the animals
- 2.18. Phonics.
- 2.19. The buzzy bee song
- 2.20. Unit 7 Test. Activity 1

Unit 8

- 2.21. Activity
- 2.22. Activity
- 2.23. Story: The Twiggles and the train
- 2.24. Phonics
- 2.25. The cross the road song
- 2.26. Unit 8 Test. Activity 1

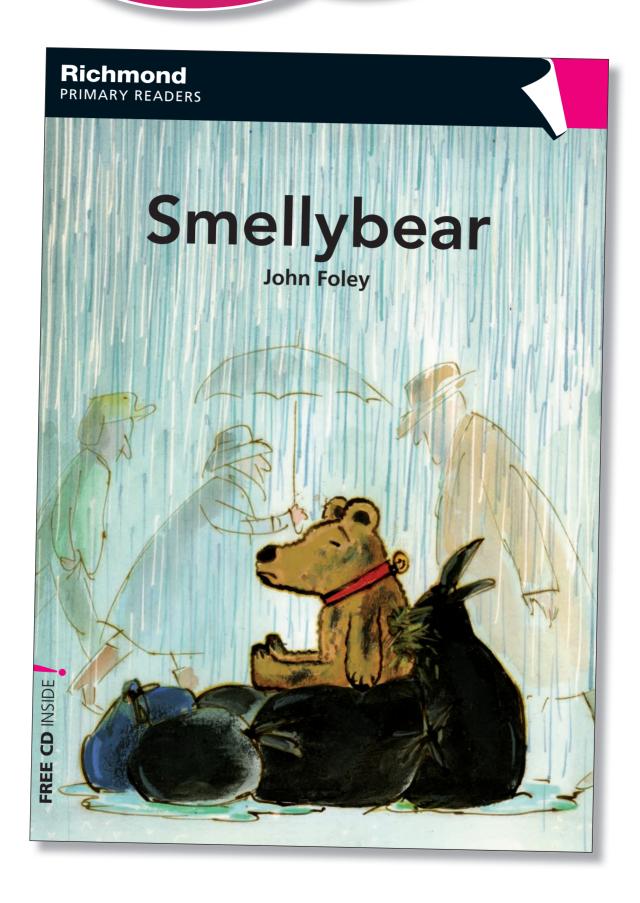
Festivals

- 2.27. The Halloween song
- 2.28. The Christmas song
- 2.29. The Easter song
- 2.30. Diagnostic Test. Activity 1
- 2.31. End of year Test



Associated reading







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© 2012 Ediciones Santillana, S. A. Leandro N. Alem 720 C1001AAP Buenos Aires. Argentina House, Susan

Sparks 2 Teacher's Book / Susan House y Katharine Scott. - 1a ed. - Buenos Aires : Santillana, 2012.

308 p. + CD-ROM; 28x21 cm.

ISBN 978-950-46-3094-4

1. Enseñanza de Inglés. 2. Libro del Docente. I. Scott, Katharine II. Título.

CDD 420.7

© Susan House and Katharine Scott 2009

First published by Richmond Publishing ® / © Santillana Educación, S.L. 2009

ISBN: 978-950-46-3094-4

Publisher: Mabel Manzano Project Editor: Elsa Rivera

Editorial Team: Julie Davies, Eve Hampton, Idoia Llama, Andrea Turner

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Translation: Hot English

Musical adaptation, arrangements and original composition: H.G. Sigalov

Recorded at: EFS Motivation Sound Studios, London

Art Director: José Crespo
Design: Martín León Barreto
Cover Illustration: Javier Vázquez

Illustrations: Beehive Illustration: Gustavo Mazali, Simon Rumble

Photo Research: Amparo Rodríguez

Layout: Rocío Lominchar, Miguel Á. Mora-Gil, Colin Stobbart, Ana Lucía Garibotti

The publishers would like to thank all those who have contributed to the development of this course, in particular: Ana Ferrer Ferrer, Eva González García, Daniel Ramírez Herra, Ana Rosiñol Lluch, Amalia Luque Suárez, María Pérez, Francisca Rufián Martos, Beatriz Rodríguez Martín Ginés Olivares Fernández, Alberto Borrejón Ramos, Ma Jesús Álvarez Prado, Sofía Ortiz Collado, Casilda Tortosa Pérez-Ojeda, Mónica Soldevilla Vitoria, Esperanza Bujanda, Mercè Oller Campdelacreu, Ana Isabel Ramos Aguilar, Santiago Pozuelo Ordóñez, Almudena Martín Rojero

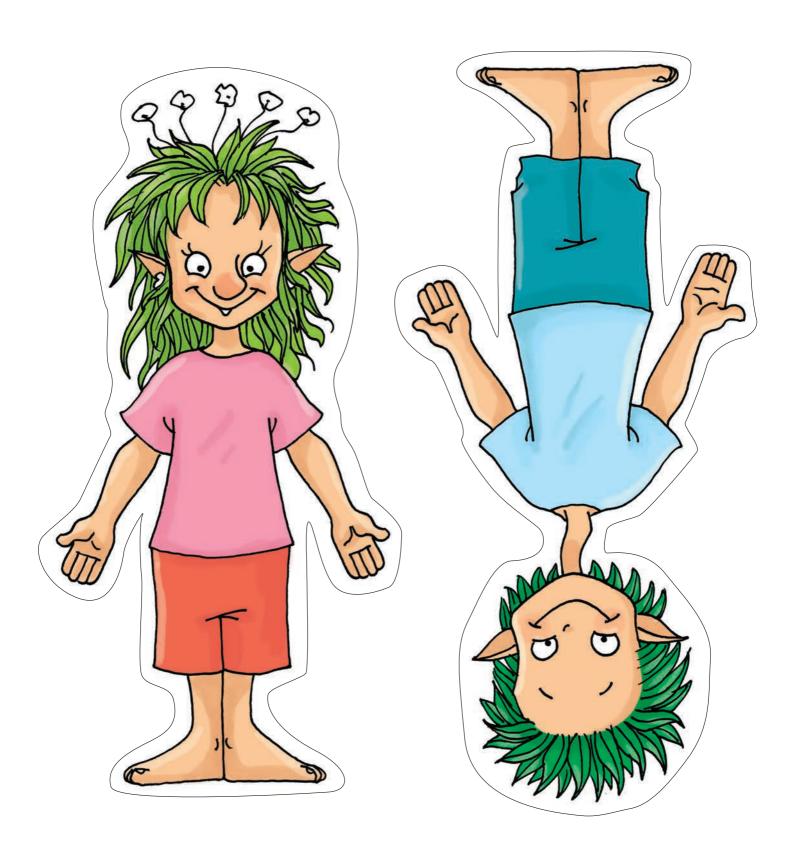
This Teacher's Book includes Audio CDs.

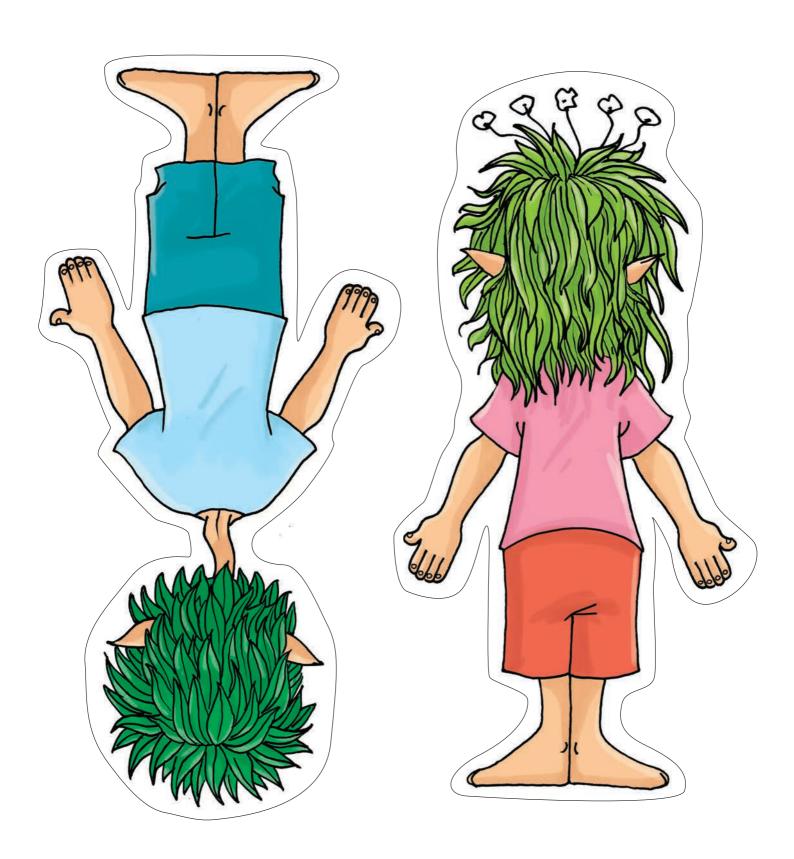
Queda hecho el depósito legal que marca la ley 11.723. Impreso en Argentina. Printed in Argentina. First Edition Published 2012

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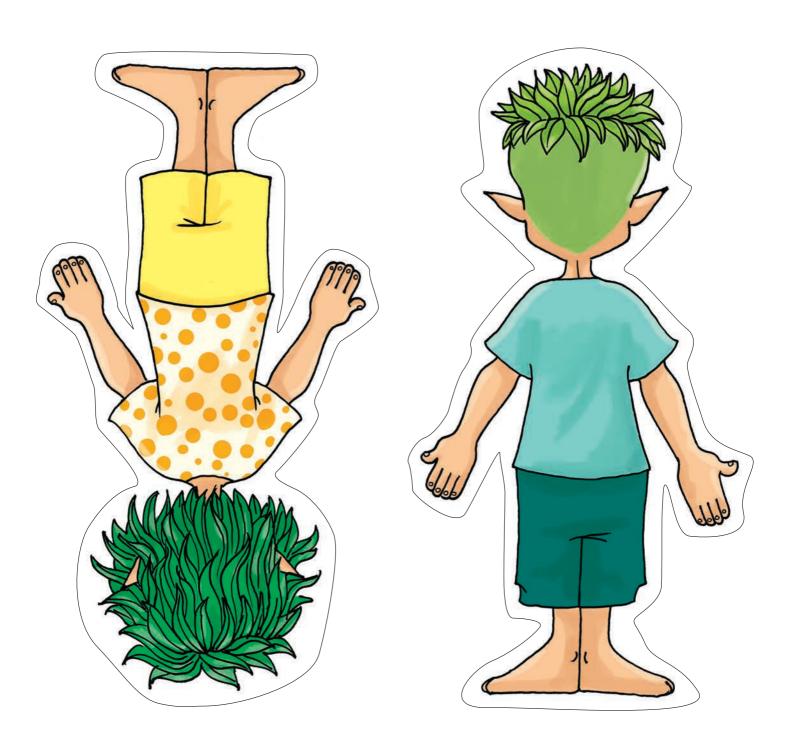
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Este libro se terminó de imprimir en el mes de noviembre de 2012, en en Artes Gráficas Integradas, William Morris 1049, Florida - Vicente López, Argentina.







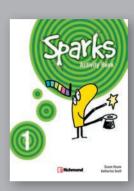




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Activity Book

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Teacher's Book + Stick Puppets + Class CDs



