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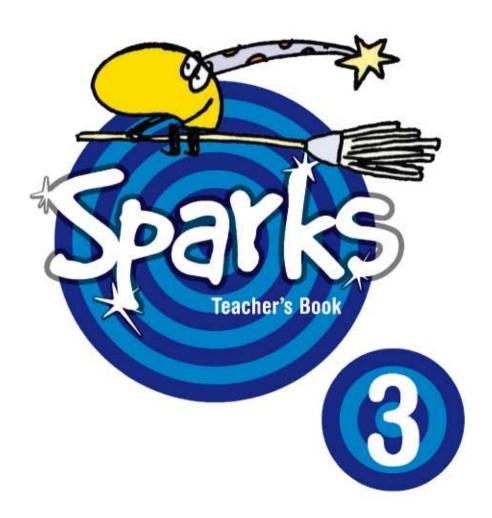
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contents

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Unit	CLIL topic	Structures	Key vocabulary			
0. New friends		I'm/He's/She's + age I'm/He's/She's + name My favourite is	Family, animals, colours, food numbers 1-100			
1. My family and friends Page 32	Community	My/His/Her (Annie) is (Jack's) (mum). I'm from + country Saxon genitive: Annie is Jack's mum.	School workers Subjects Family Countries			
2. My five senses Page 72	The human body	What can Granny (hear)? What can't Granny (see)? I like/don't like the taste! can/can't	Verbs of perception Parts of the body Adjectives			
3. Free time	People and	I/We like (athletics). I don't	Sports			
Page 112	human activities	like (football). Do you like (gym)? Yes, I do. / No, I don't.	Sports equipment Free time activities			
		I've got / I haven't got				
		Have you got?				
		Have you got? Imperatives: positive and negative				
4. All about animals	Living things	Imperatives: positive and	Animals Insects			





Unit	CLIL Topic	Structures	Key vocabulary
5. Look all	Landscapes and	There is a / There isn't a	Weather
around!	habitats	There are some There aren't any	Landscape
Page 192		Is there a? Yes, there is. / No, there isn't. Are there any? Yes, there are. / No, there aren't	Desert
			Rainforest

6. Seeds! Living things This plant has got (small Parts of a plant flowers).

Page 232 It hasn't got a (trunk).

He's Jack.
She's Lily.
It's a tree.

7. What's it Tools and It's/They're made of... Parts of motorbike materials Materials (Metal) comes from (a made of? mineral). Adjectives Page 272 (Wood) isn't (transparent). A car has got four wheels. A car hasn't got handlebars. Adjective + noun: My (big), (black) hat.

8. Party time
Page 312

Culture and civilization

She lights candles...
We make dragon masks...

When's your birthday? It's on 31st October.

Months of the year Ordinal numbers

Celebrations

Festivals

Halloween Page 352 Christmas Page 356 Pancake Day Page 360



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 tea-

cher 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:

- Teachers can take advantage of the children's existing knowledge of the contents and related concepts to scaffold their learning of the language.
- 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.
- 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:

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

- 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.
- 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.
- 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

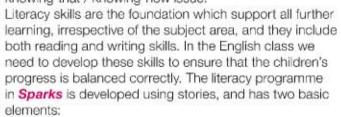
The final stage of each lesson is done after the children have completed the activities in their books. These activities are teacher-led and involve the whole group.





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.



- 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.
- 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.
- Repetition and clarification of key messages.
- Meaning checks to ensure the message has been understood.
- A restricted range of topics so the content is predictable.
- (Slightly) slower and carefully articulated speech.
- Short, well-formed sentences.
- 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



The Student's Book contains all the core work for the year divided into 8 units. In turn, each unit is comprised of 10 lessons.



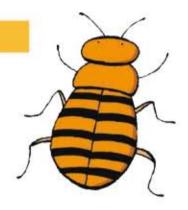
Activity Book

The Activity Book provides additional support for the Student's Book. This work can be done in class or set as homework. The activities are simple enough for the children to do alone.





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.



cut-outs

The cut-outs are used in Lesson 8 for vocabulary games. They are also used for some optional Activity Book activities. There are also key vocabulary cut-outs that children can use for vocabulary revision games. These games and the suggestions for using the cut-outs appear on the Options pages at the end of each lesson in the Teacher's Book. Photocopiable pages of the cut-outs are available in the Teacher's Resource Book for those children who do not have the Activity Book, or in cases where the cut-outs go missing.

Project Booklet

Each unit contains a project that provides an opportunity to practise and develop oral and written skills related to the topic of the unit. In Level 3, there are three projects that include games, experiments and craftwork. The guide for these projects is on the Options pages of Lessons 2, 3, 6 and 7.



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, practice opportunities for basic competences and sections that give advice for carrying out continual assessment.

CDS

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

Posters

The poster (sides A and B) and the poster pop-outs provide additional support for presenting the basic contents of the unit.





Flashcards

The teacher 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 also a catchy song for each unit.

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. Some suggestions for playing games with the story cards can be found in the Teacher's Book on the Options page at the end of Lesson 5.



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 activities, conversation ideas, tests and a story from Richmond Primary Readers. The pack also comes with exam tips and advice for those children taking Trinity or Cambridge Young
Learner Exams.

E-solutions

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

- 1. The student's Multi-ROM.
- Interactive YLE practice (Movers level)

The CD-ROM YLE can be used in the language laboratory or on an interactive whiteboard.

3. Teacher's Interactive Rescurces:

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

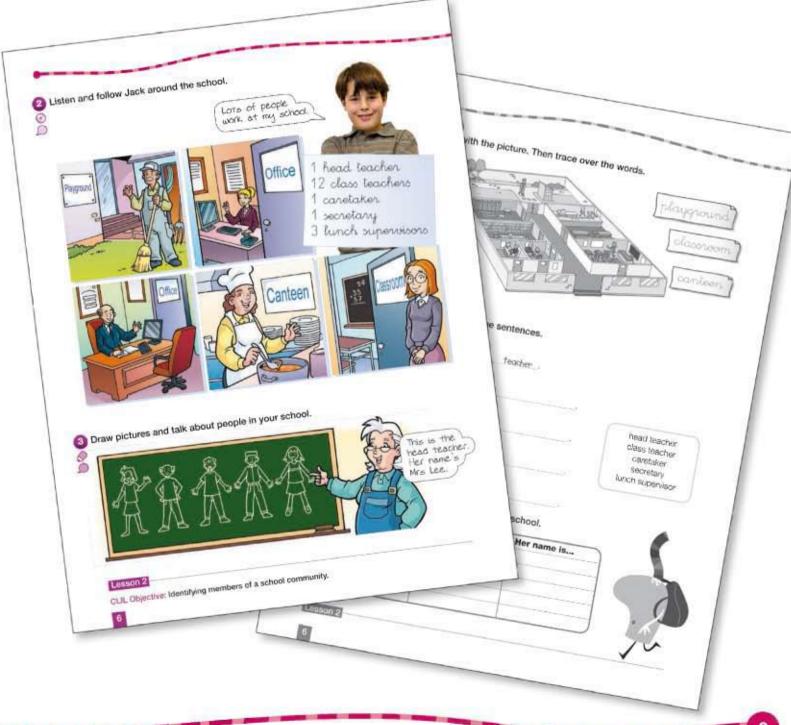






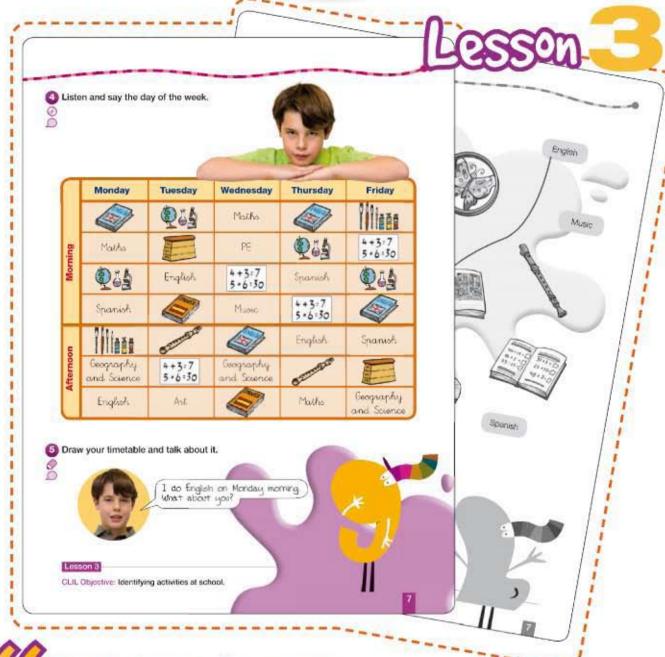
Lesson

The general topic of each unit is divided into four specific themes. Each one of these themes provides an opportunity for new language input. In this lesson, the children work with the first specific theme. The teacher can make use of the poster and the pop-outs in the presentation part of each lesson.





Step by step



In this lesson, the second specific theme is presented and practised. Additional vocabulary is provided, and concepts related to the general theme are dealt with.





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









Lesson 5

In this lesson, children work with the third specific theme. The focus of this lesson is the same as the focus for lessons 2, 3 and 7.





Step by step



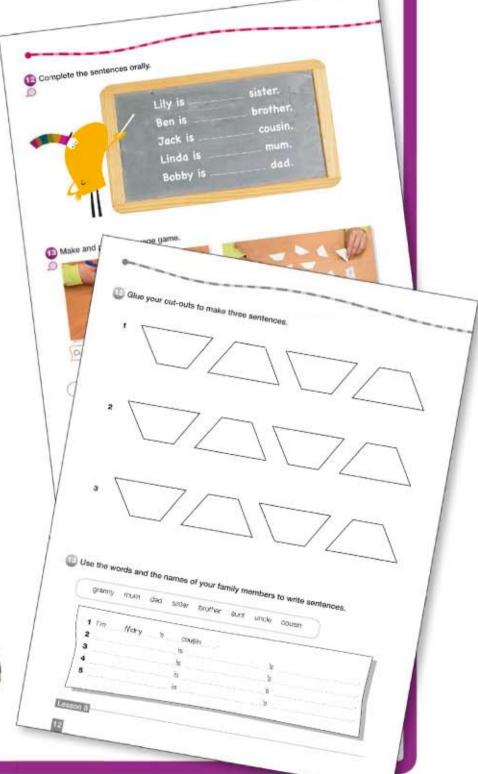




Lesson 3

Focus on Language

This lesson offers a necessary grammatical aspect to the children's linguistic development and is supported by oral and written activities. The children are given an opportunity to put their knowledge into practice through the use of games in which the cut-outs are used.



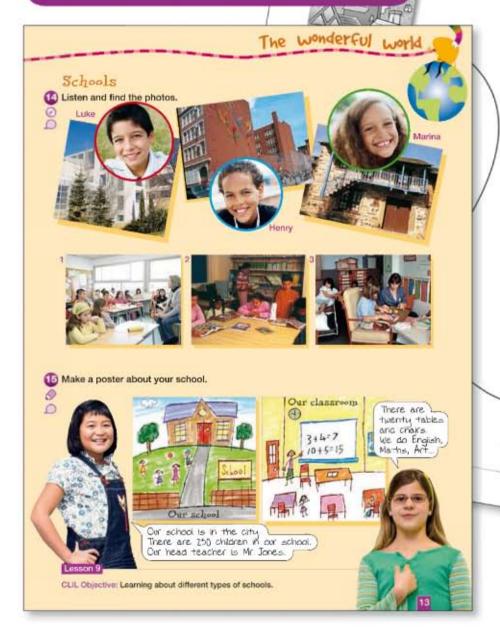


Step by step



As part of this lesson, the children will be able to relate the general topic of the unit to the real world and identify elements that are common to both.

h the places. Then colour your favourite school,



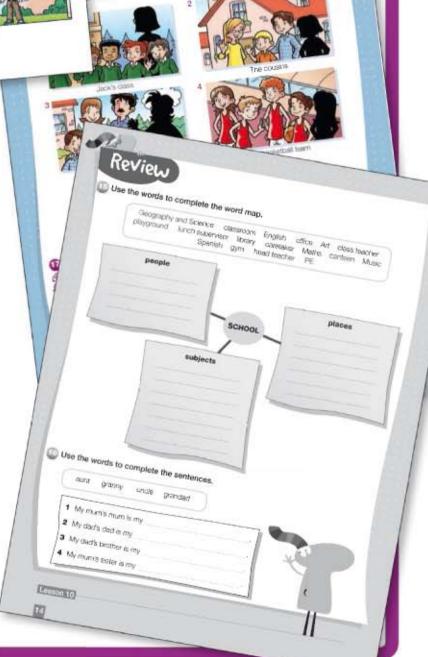






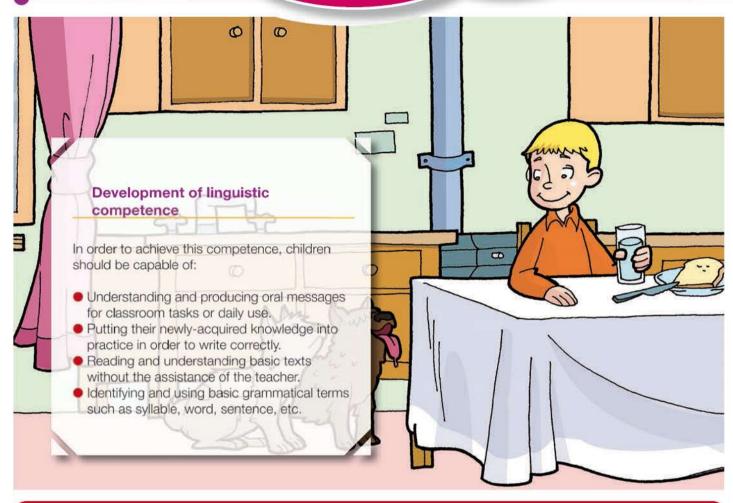
A fun way to revise and consolidate newly-acquired concepts, content and language.

Each unit ends with an assesseent of the work that the children have completed. Key language within the context of the general topic is assessed, which ensures that the content objectives are obtained. The language objectives are assessed orally in the continuous assessment points, which are staged progressively throughout the unit. A written assessment of language objectives is provided in the Activity Book.





Basic competences



Units

Basic competences in Sparks 3



















MC MC	X	X	X		×	X	×	X	Х
₩ KIPW		Х	X		Х	X	×	X	×
() PI		×	×	×	×	X	×	×	Х
4 icc	×	Х		Х		X		Х	Х
Ø CAC	×	х		×	X	Х	×	×	X
W LTL	×	Х	×	×	×	Х	X	Х	Х
P API	×	×	Х	X	х	×	×	Х	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

Book awareness: Identifying the principal characters.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: sister, brother, cousin

Structures: I'm (Jack).

Resources: CD; Unit 3 poster pop-outs (Jack, Lily,

Grace, Ben)

NEW FRIENDS

Presentation

Hold up the Student's Book and read the title. Say: These are our new English books, Sparks. Let's open them and have a look. Let the children have a look through the books for a while. Afterwards, open the book to the index page and ask questions such as: How many units are there? What festivals are there?

Show the children the pop-outs of the four children in the book (from Unit 3). Ask: Can you find these children? Hold the pop-outs up one by one and name the characters: This is (Jack).

Work with the book 6



Student's Book, page 2, Activity 1

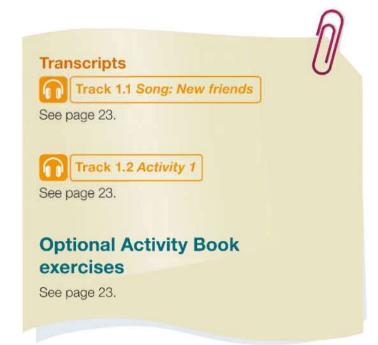
Open the Student's Book at page 2. Point to the number of the page and say: Look at the children in the picture. Let's listen to the song.

Play Track 1.1. Hold up the character pop-outs (from Unit 3) as they are identified. Play Track 1.1 again. The children listen to the recording and point to the photos of the characters as they are mentioned.

Hold up the pop-out of Jack and ask: Who's this? Repeat for the other characters. Say: Let's sing the song: New friends.

Play Track 1.1 again. Encourage the children to join in by singing some of the words or by humming along.

Play Track 1.2. Tell the children to point to the characters in the book as they are mentioned. Hand out the pop-outs and play Track 1.2 again. This time, the children with the corresponding pop-outs stand up and show the pop-outs when their character is mentioned. Explain that these are the principal characters in the book.

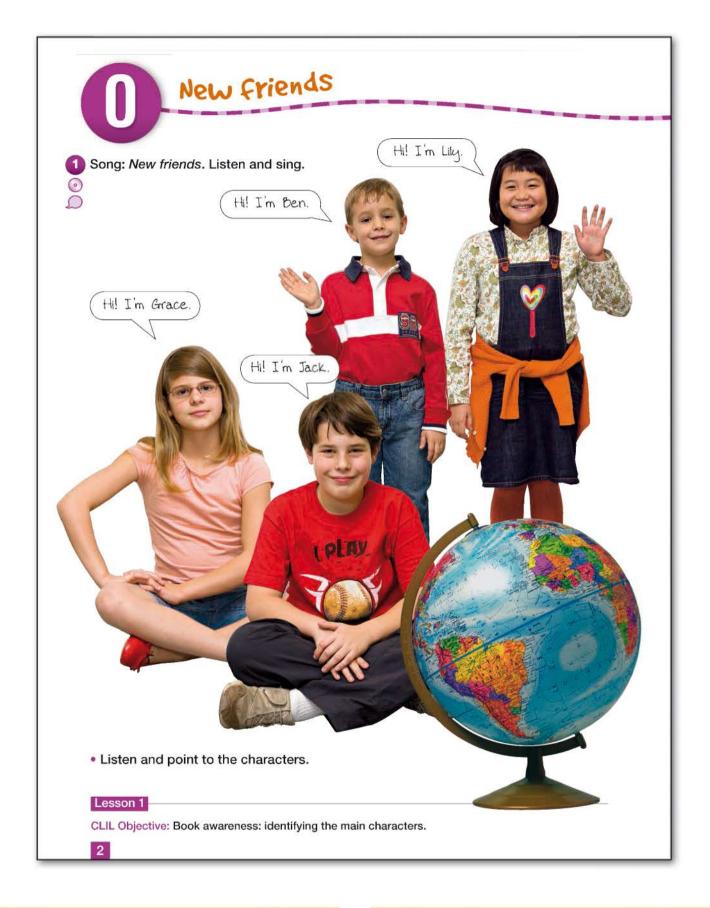


Practice

Using the character pop-outs, say: There are four characters. Two boys and two girls. Jack and Lily are brother and sister. Grace and Ben are sister and brother. They are all cousins.

Divide the class into two groups: boys and girls. Then, divide each group in two. Assign a character to each group. Give instructions: Jack! Find your sister! The boys who are Jack have to run to the girls who are playing the part of Lily. Repeat for the other combinations of brothersister or sister-brother.

Then, say: Jack! Find your cousin Grace! Repeat for the other combinations of cousins.

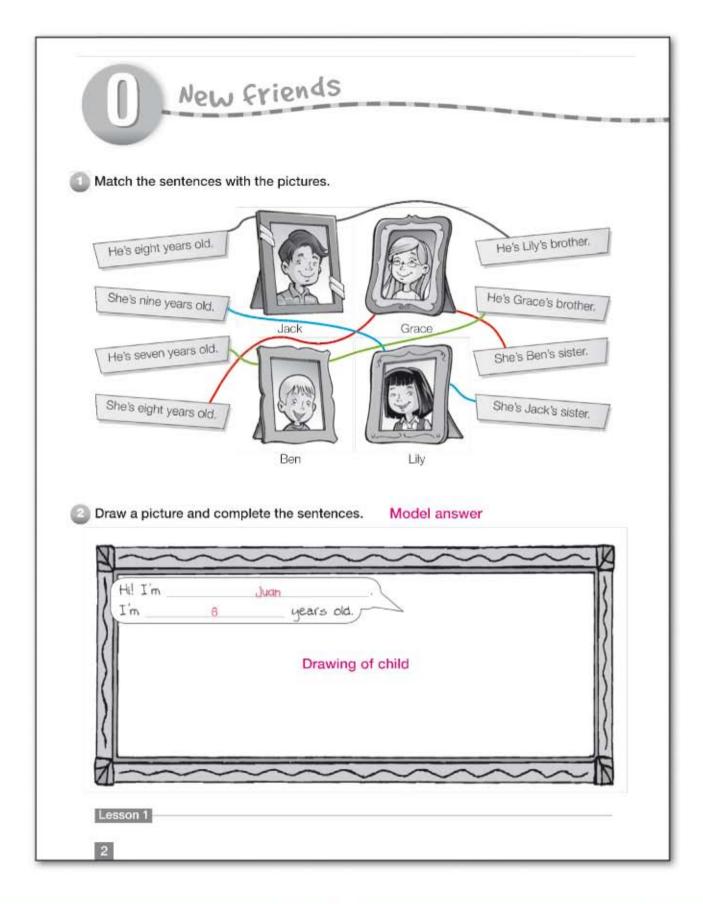


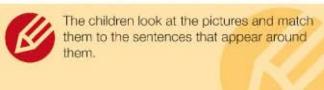


Tell the children that in order to understand the song better they should look at the pictures as they listen.



This activity provides an opportunity to develop ideas of companionship. Draw the children's attention to the way the characters welcome the children to the new course and introduce themselves.







As the children draw themselves. They can think about their own particular characteristics and what makes them unique.

UNIT 0 LESSON 1 OPTIONS

Activity Book

Page 2, Activity 1

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

Ask questions about the characters in the book: How old is Jack? Who is Jack's sister?

The children look through the Student's Book to find the answers or if they have a doubt.

Tell the children to match each sentence to the corresponding image of the character Say: Who can tell me about Jack? Ask for volunteers to read out the sentences. Repeat the procedure for all the sentences and characters.

Page 2, Activity 1

Say: Now look at Activity 2.

Tell the children to do the self-portrait and to complete the speech bubble.

Then, each child shows their pictures to the rest of the class and reads what they have written.



Let's play!

Repeat the truth

Say true/false sentences about the four characters, for example: Jack is eight. Ben is Jack's brother. The children repeat the true sentences.

Resources

Teacher's Resource Book

Diagnostic Test, pages 83 and 84



See Transcript Track 2.39

Transcripts



Track 1.1 Song: New friends

I'm Jack, I'm Grace, I'm Lily, I'm Ben!
Here we are, your new friends!
Together we can have adventures and fun,
And discover things about the world!
I'm Grace, I'm Lily, I'm Ben, I'm Jack!
Go round the world and then come back!
I'm Ben, I'm Jack, I'm Grace, I'm Lily!
Come with us and meet our Granny!
I'm Lily, I'm Ben, I'm Jack, I'm Grace!
The world is such a wonderful place!



Hi! I'm Jack. I'm eight years old.
Lily is my sister. She's nine years old.
Grace and Ben are my cousins. Ben is seven years old.
And Grace is eight, like me.



Track 2.39 Diagnostic Test. Activity 1

Listen and tick the chart.

Ben: Hi, Jack! Jack: Hello.

Ben: Can you help me with my food survey, please?

Jack: Yes, of course.

Ben: Right. Look at the food chart. What food do you like? Jack: Mmm. Let's see. I like cheese, eggs, fish, rice and ice cream! I don't like vegetables, chicken or fruit.

Ben: What about you Grace?

Grace: Mmm. Let's see. I like vegetables, cheese, chicken, fruit and ice cream. I don't like eggs, fish or rice.

Ben: Thank you. What about you Lily?

Lily: Mmm. Let's see. I like vegetables, eggs, fish, chicken and fruit. I don't like cheese, rice or ice cream.

Ben: Thanks, Lily.

Lily: What about you Ben? What do you like?

Ben: Mmm. Let's see. I like eggs, chicken, rice, fruit and ice cream. I don't like vegetables, cheese or fish.

Anticipating difficulties

It is important to establish early on that English is the medium of communication in the classroom. The children will probably want to ask you questions in L1 to check things, which is fine. However, they should realise from the start that you are always going to speak in English. Allow them to use L1, but answer in English and encourage them to increase gradually the amount of English they use to express themselves.

CLIL Objective

Developing observational skills.

Curricular link: Social Science

Language Objectives

Vocabulary: city, live, brother, pets, dog, cat, rabbit, mouse, yellow, red, blue, green, three, nine, six, eight, fruit, cake, ice cream, sausages

Structures: Do they live in a city? Is Jack Lily's brother? Where do they live? Have they got pets?

Resources: CD; Unit 3 poster pop-outs (Jack, Lily,

Grace, Ben)

JACK, LILY, GRACE AND BEN

Presentation (7)



Hold up the character pop-outs one by one (from Unit 3) and ask: Who's this?

Remind the children of the names of the characters. Place Jack and Lily on the board next to one another, and Grace and Ben next to one another. Point to the characters and say: Jack is Lily's brother, Grace is Ben's sister. Grace and Jack are cousins.

Hand out the pop-outs and say: Let's sing the New friends song again.

Play Track 1.1. The children sing along to the song and show their pop-outs as the characters are mentioned.

Work with the book



Student's Book, page 3, Activity 2

Say: Open your books at page 3 and look at the pictures of the children. Look at the first picture. This is Jack and Lily. Now look at the second picture. This is Ben and Grace. Say: Let's find out about the children.

Read the first question out loud, but include the names of the children: Do Jack and Lily live in a city? SS: Yes. Repeat the question including Ben and Grace. Encourage the children to use the question models to make other questions about the characters.

Student's Book, page 3, Activity 3

Say: Now look at Activity 3.

Point to the four columns and explain that each column includes information about each character's preferences. Tell the children to speculate. Ask: Do you think column number 1 is Lily's favourites? Why? Why not? Say: Now let's listen and check.

Play Track 1.3. The children listen to the recording and follow the dialogue.

Play Track 1.3 again. This time, pause the recording after each character has spoken and ask: Which column is that? Say: Now we're going to play Bingo. Remind the children that each row shows a category of objects: animals, colours, numbers and food. Tell the children to choose an object from each group and to cover it with the piece of paper. Tell the children to tear off small pieces of paper for this. Call out the names of objects in random order. As the children hear their objects mentioned, they uncover the pictures. The first child to uncover all their pictures is the winner and shouts out Bingo!





Track 1.3 Activity 3

See page 27.

Optional Activity Book exercises

See page 27.

Practice

Play Guess the character.

Make sentences about the characters: My sister is Lily. My favourite colour is blue. My favourite animal is a dog. And so on. The children call out the name of the corresponding character: You're (Jack)!

Encourage the children to make sentences while their classmates try to guess the character.

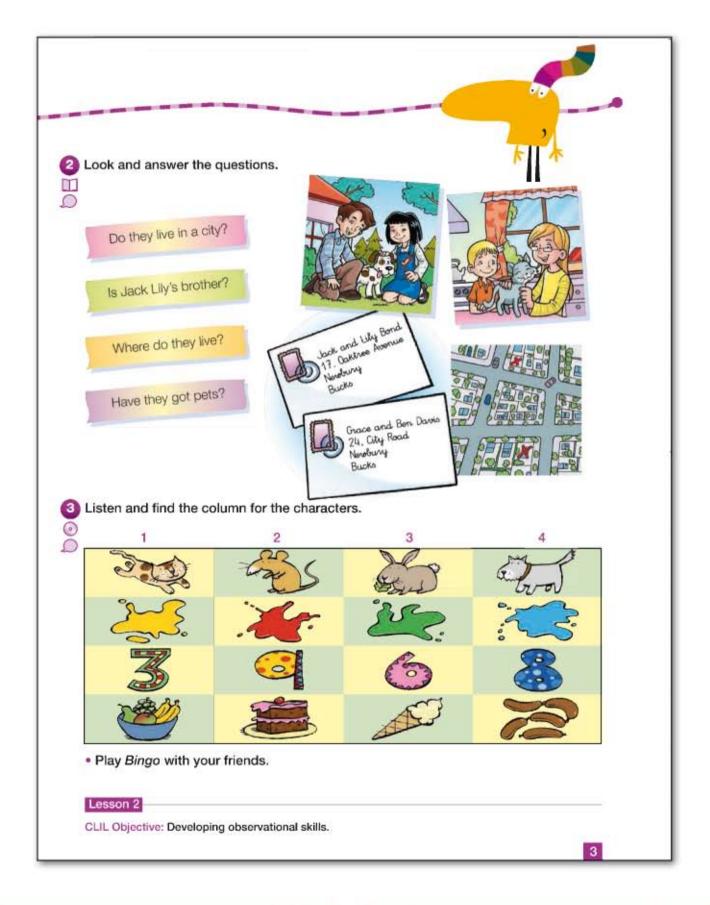
Answer Key

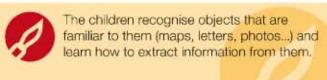
Student's Book, Activity 2

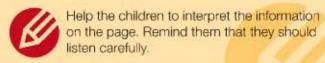
Do they live in a city? Yes. Is Jack Lily's brother? Yes. Where do they live? Newbury. Have they got pets? Yes.

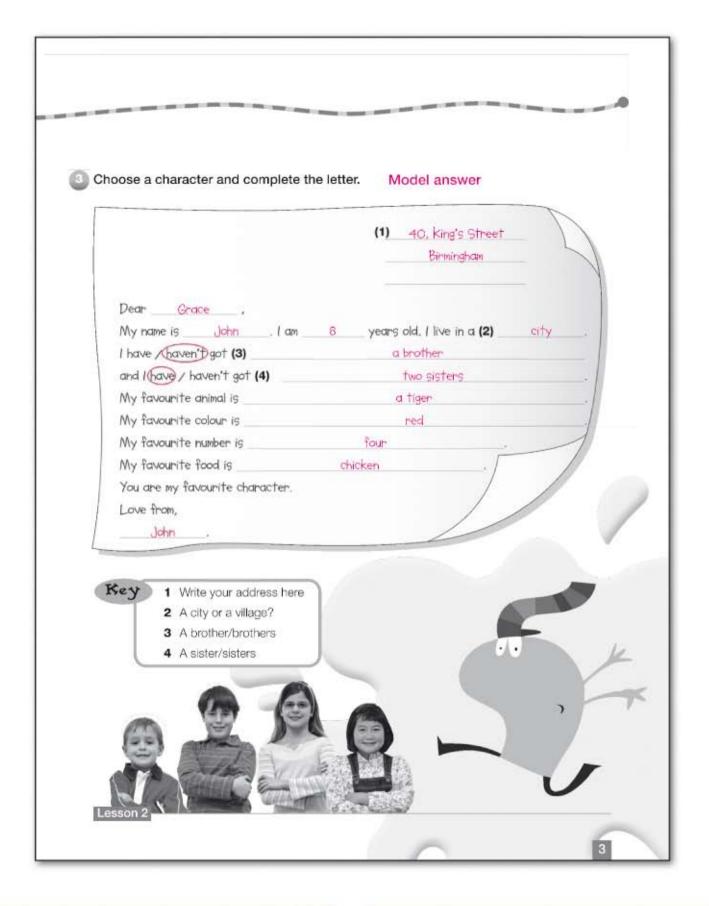
Student's Book, Activity 3

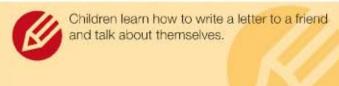
Column 1: Grace. Column 2: Lily. Column 3: Ben. Column 4: Jack.

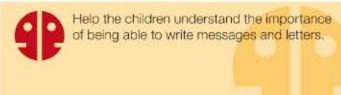












Activity Book

Page 3, Activity 3

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

Explain to the children that they have to choose a character from the book and write them a letter. They should read the key to find out what the most important information is, and what they need to know in order to write in the numbered spaces.

They complete the letter in their Activity Books. Ask volunteers to come to the board to read their letters.



Let's play!

Whispers

The children form different groups and get into a line. Give the child at the head of each line a piece of information about one of the characters from the book, for example: Jack is Grace's sister.

This child has to pass the information on to the child who is just behind them by whispering it, and so on until the information gets to the child at the end of the line. If the information gets to the end of the corresponding line correctly and completely, the group wins a point. Repeat for other characters and information.

Transcript



Track 1.3 Activitiy 3

Narrator: Lily, what's your favourite animal?

Lily: A mouse.

Narrator: And what's your favourite colour?

Lily: Red.

Narrator: And what's your favourite number?

Lilv: Nine.

Narrator: Last of all, what's your favourite food?

Lily: Hmmm. Cake!

Narrator: Which is Lily's column?

Narrator: Now Jack. What's your favourite animal?

Jack: A dog.

Narrator: And what's your favourite colour?

Jack: Blue.

Narrator: And what's your favourite number?

Jack: Eight.

Narrator: Last of all, what's your favourite food?

Jack: Sausages! I really like sausages. Narrator: Which is Jack's column?

Narrator: Now Grace. What's your favourite animal?

Grace: A cat.

Narrator: And what's your favourite colour?

Grace: Yellow.

Narrator: And what's your favourite number?

Grace: Three.

Narrator: Last of all, what's your favourite food?

Grace: Fruit.

Narrator: Which is Grace's column?

Narrator: And now Ben. OK. What's your favourite

animal?

Ben: A rabbit.

Narrator: And what's your favourite colour?

Ben: Green.

Narrator: And what's your favourite number?

Ben: Six.

Narrator: Last of all, what's your favourite food?

Ben: Ice cream. Yum, yum! Narrator: Which is Ben's column?

CLIL Objective

Counting up and down in tens.

Curricular link: Maths: PE

Language Objectives

Vocabulary: Numbers (1-20, 30, 40, 50, 60, 70, 80,

90, 100)

Resources: CD

NUMBERS 1-100

Presentation

Ask: Do you remember how to say the numbers? Write the numbers from 1 to 20 on the board. Say the numbers as you write them and encourage the children to join in. Then, count down from 20 to 1, pointing to the numbers as you say them.

Point to the numbers randomly and ask the children to say them.

Draw a grid on the board with six boxes and tell the children to copy it on a piece of paper. Ask them to write a number (from 1 to 20) in each of the six boxes. Call the numbers out in random order. The children cross off their numbers as they hear them. The first child to cross off all their numbers calls out Bingo!

Then write the following numbers on the board: 20, 30, 40, 50, 60, 70, 80, 90, 100. Say the numbers as you write them and then count down from 100 to 20.

Work with the book [7]



Student's Book, page 4, Activity 4

Say: Open your books at page 4. Look at Activity 4. Play Track 1.4. The children listen to The number chant and point to the numbers.

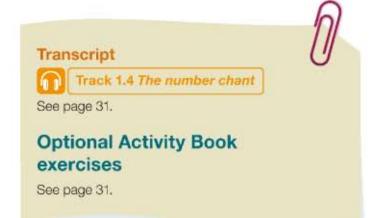
Play Track 1.4 again. The children sing the chant and point to the numbers.

Play Track 1.4 again. This time, tell the children to stand up to sing the chant and do the actions.

Student's Book, page 4, Activity 5

Revise all the numbers between 10 and 100. Call out page numbers from the Student's Book and ask the children to find the corresponding page. The first child to open their book to this page can say the following page.

Say: Now look at Activity 5. Hold up the book and point to the first page in Activity 5. Say: Look through your book and find this page. What page is it? SS: Page 6! Repeat for the other pages.



Practice

Play Hopscotch:

Divide the class into four groups (you can assign the name of a character to each group).

Hand each group a piece of chalk and tell them to draw a hopscotch grid on the floor like the one on page 4 of their Student's Books.

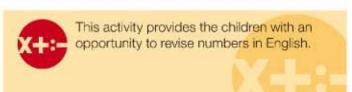
In groups, the children take turns to throw a rubber to land on the first square (10). They cannot land on the square with the rubber.

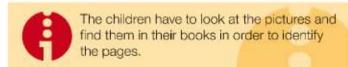
They jump over this square and land on both feet on the next two squares (with one foot in 20 and one foot in 30). They carry on hopping onto single squares and landing with two feet on double squares until they reach the end of the grid (100). They turn around and hop/land on two feet back again, until they reach the rubber (they do not land on the square with the rubber). They bend down and pick the rubber up and carry on to the start. As they land on the squares they call out the numbers. On their next turn, they have to throw the rubber to the next number in ascending order (20) and repeat the game.

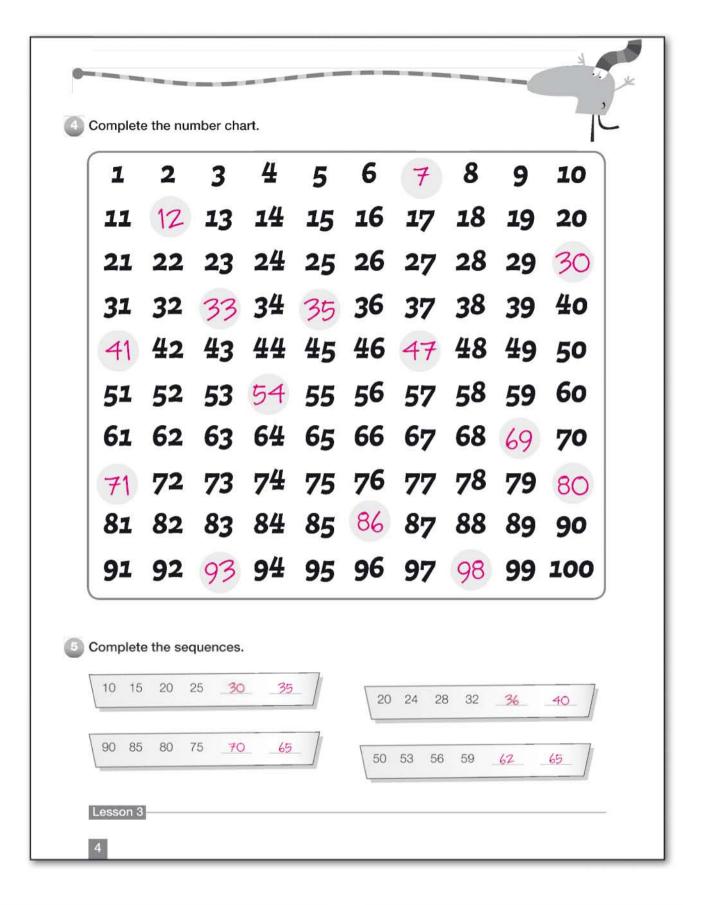
The game continues until they reach 100.

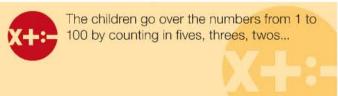
*Note: Ask the children to bring in a passport-size photo of themselves, for the next lesson.

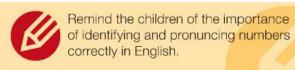












Activity Book

Page 4, Activity 4

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

Tell the children to look at the chart. Hold up the book and show them the column of numbers on the far right: 10, 20...

Say: This is a number grid of the numbers from 1 to 100.

Ask: Which number is missing in the first row? Repeat the question for the missing numbers. The children complete the chart.

Page 4, Activity 5

Say: Now look at Activity 5.

Write number sequences on the board and tell the children to come forward to add numbers to the sequence.

Ask: How do you know that? and help the children to explain to the rest of the class what the key is and how they have solved the sequence. For example: I add five numbers

Tell the children to complete the sequences in their Activity Books. Then, correct the sequence together in class.



Let's play!

Guess the numbers

The children play in pairs. Write a number on four cards or pieces of paper. Place the cards face down. Mix them up and try to guess which one is which. The person who guesses wins the game.

Transcript



Track 1.4 The number chant

Counting up and counting down.
Clap your hands and turn around.
Ten, twenty, thirty, forty, fifty,
Sixty, seventy, eighty, ninety, a hundred.
Counting up and counting down.
Clap your hands and turn around.
A hundred, ninety, eighty, seventy, sixty,
Fifty, forty, thirty, twenty, ten.
Now start again.

Community

CLIL Objective

Understanding that people belong to different communities.

Curricular link: Social Science

Language Objectives

Vocabulary: basketball team, choir, community centre, sports centre; family, neighbourhood friends, school friends, town

Structures: Look at me!

Resources: CD; poster (side A); poster pop-outs (Jack with his family, Jack with his school friends and teacher, Jack with his choir, Jack with his basketball team)

MY FAMILY AND FRIENDS

Presentation M





Say: Today we are going to talk about Jack and his friends and family. We're going to talk about Jack's town. Show the poster (side A) and say: This is a picture of Jack's town. Point to the picture of the street and say: This is Jack's street. Point to the picture of the house and say: This is Jack's house.

Repeat for the school, the community centre and the sports centre. Hold up the poster pop-outs and say: *This is Jack's class*.

Repeat for the family, the basketball team and the choir. Then, point at the different places on the poster and ask: Who do we put in this picture? Why? Prompt the class to answer if necessary. SS: Jack and his family, because they live here.

Ask two children to come to the front of the class. Give them two pop-outs each. Ask: Where shall we put the picture of Jack and his class? S1: In the school. Repeat with the other pop-outs.

Take the pop-outs off the poster. Play **Track 1.5**. Place the pop-outs on the poster as they are mentioned. Ask four children to come to the front. Play **Track 1.5**. The children place the pop-outs on the poster. Repeat with four different children. Play **Track 1.5** again. This time, encourage the children to join in by singing the song.

Work with the book



Student's Book, page 5, Activity 1

Say: Open your books at page 5. Can you see Jack? Can you see Jack's school friends? Can you see Jack's friends? Can you see Jack's cousins?

Play **Track 1.5** again. The children sing the song and point to the pictures. Divide the class into three groups and assign a name to each group: *Jack's school friends*, *Jack's family*, *Jack's neighbourhood friends*.

Choose one child to be Jack. Play **Track 1.5** again. "Jack" acts out the song by running to the different groups, following the instructions on the song. The rest of the class joins in with the song. Point to the pop-outs on the poster. Ask several volunteers to come to the poster to find the characters of the pop-outs in the book.

Transcript





See page 35.

Optional Activity Book exercises

See page 35.

Practice



Use the poster to remind the children of the different places. Say: This is Jack's house. Where is your house? Ask: What's the name of your street? Say: This is Jack's school. Ask: What's the name of your school? Ask: Who goes to a sports centre? Who goes to a community centre?

* **Note:** The children may go to a playground in the local park, which is similar to a community centre.

Answer key

Student's Book, Activity 1

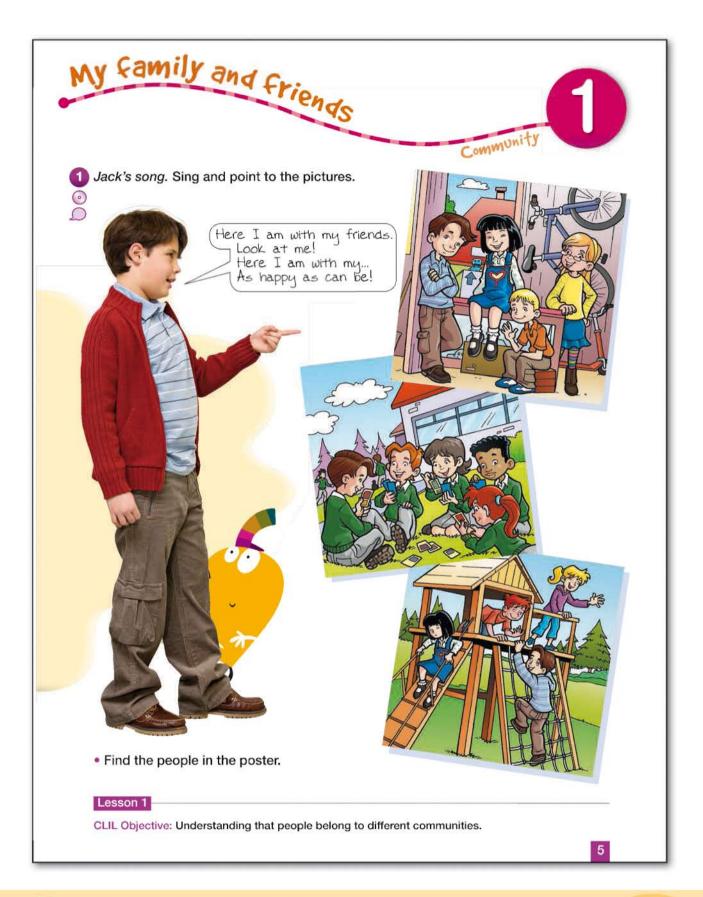
• Find the people in the poster.

Lily and Jack with the family.

Jack with his choir.

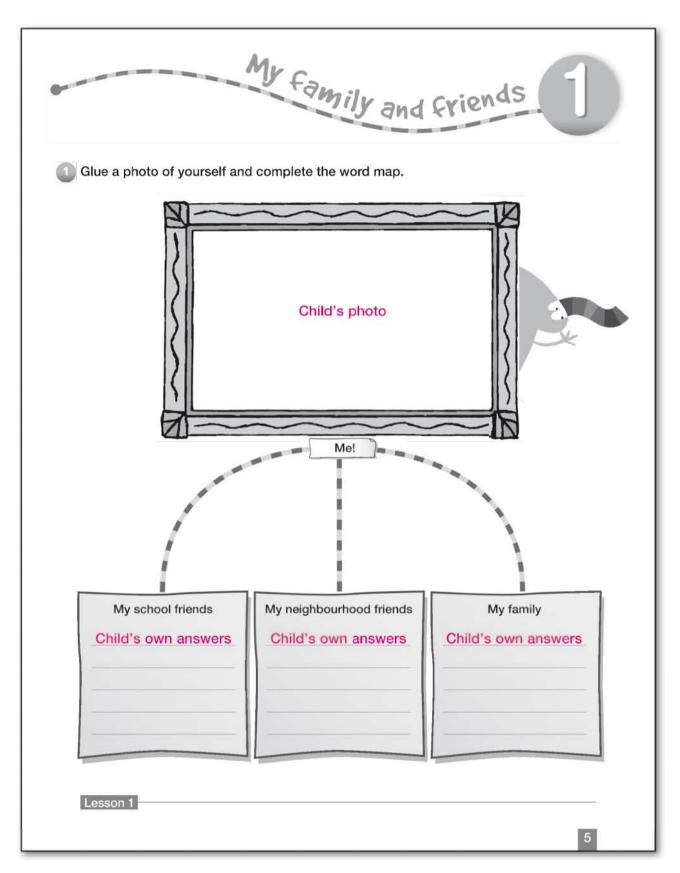
Jack, Grace, the boy with red hair and the blonde girl in the basketball team.

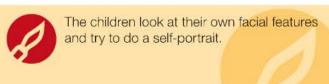
Jack and all his school friends in the school.

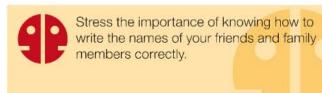




The children can think about who their friends are and why they are friends. They can also do a bit of self-evaluation to see what makes them good friends and to think about the characteristics of a true friend.







UNIT 1 LESSON 1

Activity Book

Page 5, Activity 1

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

Tell the children to stick photos or to draw themselves in the frame. Tell the children to complete the three lists with names.

Ask: Who are your school friends?

The children read out their list for the rest of the class. Repeat the procedure, this time referring to the neighbourhood friends and family members.



Let's play! 1



Stop!

Play Track 1.5 again. Tell the children to dance. Stop the recording every now and then. The children have to stop dancing. Those who continue dancing when the music stops are eliminated.



Transcript



Track 1.5 Jack's song

Here I am, with my friends. Look at me! Here I am, with my school friends. As happy as can be!

Here I am, with my friends. Look at me! Here I am, with my neighbourhood friends. As happy as can be!

Here I am, with my family. Look at me! Here I am, with my family. As happy as can be!

Anticipating difficulties

Some children may form part of complex families. Supply the necessary vocabulary so they can describe all the members of their family.

Resources

Unit 1, Jack's song

Identifying members of a school community.

Curricular link: Social Science

Language Objectives

Vocabulary: head teacher, class teacher, secretary,

lunch supervisor, caretaker

Structures: Good morning! Come in! He's/She's the... His/Her name is...

Resources: CD; poster (side A); flashcards (head teacher, class teacher, secretary, lunch supervisor,

caretaker)

Materials: post-its

MEMBERS OF THE SCHOOL COMMUNITY

Presentation M



Say: Today we are going to learn about the people who work at a school.

Use the poster (side A). Point to the picture of the school

and ask: Who can you see in the picture? SS: Jack, his school friends and his teacher.

Ask: Who else works at our school? Ask the children to name the people who work in their school. Prompt them by suggesting people who are not members of the teaching staff, such as the lunch supervisor, the playground monitor and so on. Each time hold up a flashcard and say: (Carmen) is the (head teacher).

Work with the book [f]



Student's Book, page 6, Activity 2

Tell the children to open their books at page 6 and to look at the pictures. Say: Lots of people work at Jack's school. Look at the pictures. All these people work there.

Ask: Who can you see in the first picture?

SS: The caretaker. Then, ask: Who is our caretaker?

Continue with the other pictures and jobs.

Play Track 1.6. The children listen and follow Jack around the school by pointing at the pictures as they hear the names of each person. Play Track 1.6 again. The children listen and join in with the line: Good morning, Jack! Tell the children to look at the list beside the pictures. Ask: How many teachers work at Jack's school? SS: Twelve.

Continue with the other jobs on the list.

Student's Book, page 6, Activit 3

Say: Now let's talk about our school. Tell the children to draw pictures of all the people who work at the school. When they have finished, they have to introduce the people. S1: This is my class teacher. His/Her name is (Daniel).







See page 39.

Optional Activity Book exercises

See page 39.

Practice

Continuous assessment

Children can name the different jobs in their school community.

Hand out the post-its. On a post-it note, the children write the name of someone who works in the school. Then, they stick the post-its on a classmate's back without letting this person see the name on the post-it. In pairs, the children have to guess the name that they have on their back by asking questions:

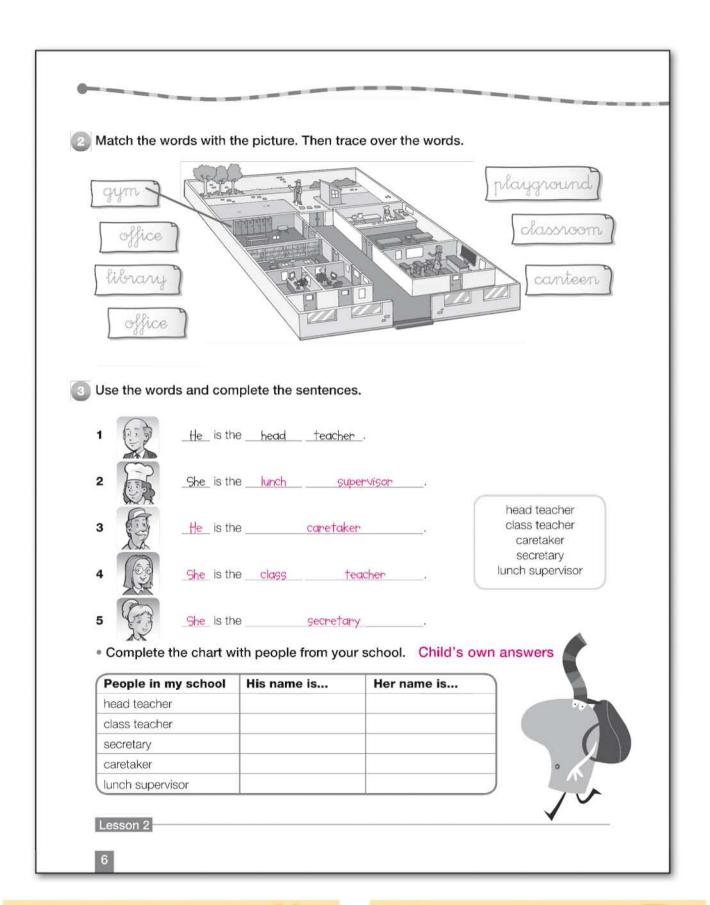
S1: Am I the (head teacher)? S2: No. vou aren't. S1: Am I the (caretaker)? etc.

Ask the children to think about how they address their teachers and the other people who work at the school. Explain that in the UK the children always call their teachers by their surnames, for example, Mr Brown or Ms Robinson.





Remind the children that all the jobs in the school are necessary and form part of the development of the school. This is why the children should appreciate this and show them due respect. Comment on the importance of greeting people, as Jack does.





The children should be able to recognise people in the school, what each person does and what their names are.



Tell the children to assess their own work: the writing, how neat it is, and how well it is laid out.

UNIT 1 LESSON 2 OPTIONS

Activity Book

Page 6, Activity 2

Say: Open your Activity Books at page 6. Look at Activity 2.

Tell the children to match the words to the correct places in the school. Then, they trace over the words.

Page 6, Activity 3

Say: Now look at Activity 3.

Read the first sentence out loud. Ask a volunteer to complete the following sentence out loud. Repeat for the other sentences. Correct any mistakes. Tell the children to complete the sentences in their books.

Ask questions about the names of the people who work in their school: What's the name of our (head teacher)? Tell the children to complete the table with the names.

Project Booklet

Happy families!

Page 5, My family tree

Materials: Photos of members of the family, glue and crayons.

Write the project title on the board and tell the children to say words related to the topic of the family (have a brainstorming session). Draw your own family tree and explain who each person is. Show the children where you draw each member of the family.

Say: Open your Project Booklet at page 5.

Tell the children to look at the family tree. They draw pictures of their family members in the spaces (they can also stick photos there). They should include their brothers, sisters, uncles and aunts.

When they have finished, they can write the name of each person in the spaces.

Help the children to make their family tree more extensive: ask questions about their uncles, aunts, cousins, etc. For example: Have you got any aunts? How many are there in your mum's family? This will help them include more family members on their tree. They can add another blank page to the Project Booklet so that the complete tree fits.

Ask a few volunteers to show their trees to the class and to say who each person on the tree is.



Let's play!

I spy

Place a few flashcards on the board. Choose one of them without naming it and say: I spy with my little eye something beginning with...

The children try to identify the flashcard
The child who identifies it correctly can
choose the next one. Continue the game
until all the words on the cards have been
named.



Resources

Multi-ROM

Unit 1, Activity 2

Transcript



Track 1.6 Activity 2

Jack: When I get to school, I say good morning to everyone. First, I see the caretaker in the playground. Good Morning!

Caretaker: Good morning, Jack!

Jack: Then I see the secretary in her office. Good

morning!

Secretary: Good morning, Jack!

Jack: Then I see the head teacher in his office. Good

morning!

Head teacher: Good morning, Jack!

Jack: And then I see the lunch supervisor in the canteen.

Good morning!

Supervisor: Good morning, Jack!

Jack: Finally, I see my class teacher, Good morning, Miss!

Class teacher: Good morning, Jack! Come in!

Identifying activities at school.

Curricular link: Maths: Social Science

Language Objectives

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday; English, Spanish, Maths, PE, Music,

Geography and Science, Art

Structures: We do (Art) on (Mondays).

Resources: CD; flashcards (English, Spanish, Maths,

PE, Music, Geography and Science, Art)

SCHOOL TIMETABLES

Presentation

Draw a blank timetable on the board like the one on page 7 of the Student's Book.

Say: Today we are going to draw our timetables. Ask: What day is it today? Write the day in the correct place at the top of the timetable. Ask: Which day comes before? Which day comes after? Repeat the procedure until you have written the days of the week from Monday to Friday in a row across the top of the timetable. Point out that in English the first letters of the days of the week are always written in capital letters. Then, ask again: What day is it today? Is it morning or afternoon?

Write morning and afternoon on the left-hand side of the timetable. Then, ask: When do we do English? Ask for volunteers to come and write the word English in the correct position.

Hold up the picture card for (Maths).

Ask: When do you do (Maths)? Ask the children to call out: (Friday) (morning). Repeat with the other subjects.

Work with the book n



Student's Book, page 7, Activity 4

Say: Open your books at page 7. Look at Activity 4. Ask questions about Jack's timetable. For example, T: Does Jack do English on (Wednesday morning)? SS: No. he doesn't. T: Does he do Maths and Spanish on Monday morning? SS: Yes, he does. T: What days does he do English? SS: On Monday afternoon, Tuesday morning and Thursday afternoon.

Play Track 1.7. Tell the children to listen carefully to Track 1.7 and to think of the answers to Jack's questions. Play Track 1.7 again and stop after the question: What day is it?

Student's Book, page 7, Activity 5

Tell the children to make their own timetable. When they have finished, ask questions about it, for example, T: When do you have Geography and Science? SS: (Wednesday) (morning). T: What do you do on (Friday) (afternoon)? SS: (Art) and (Music).



See page 43.

Optional Activity Book exercises

See page 43.

Practice

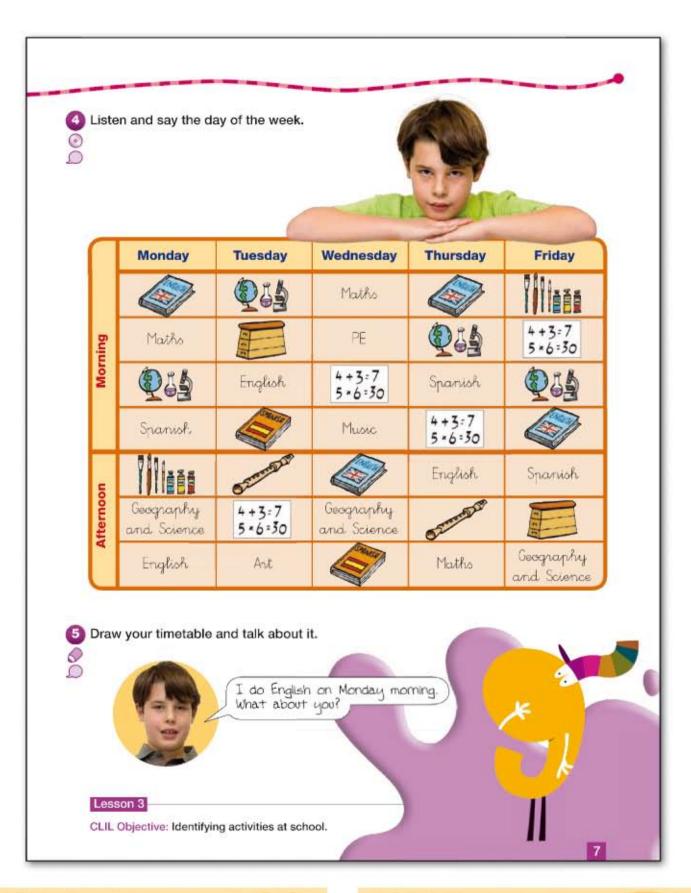
Hold up one of the timetables the children have made and ask: Is it important to have a timetable? SS: Yes! Explain that we use timetables to organise our time and prepare the things we need. Ask: Where else do we see timetables? (Bus station, train station...)

Place the flashcards of the school subjects on the board in a row. Ask the children to come to the board to write their names under their favourite subjects. Sum up the results: (Twelve) people like (Art) best. The favourite subject in our class is (English).

Answer key

Student's Book, Activity 4

Wednesday; Monday; Thursday; Tuesday

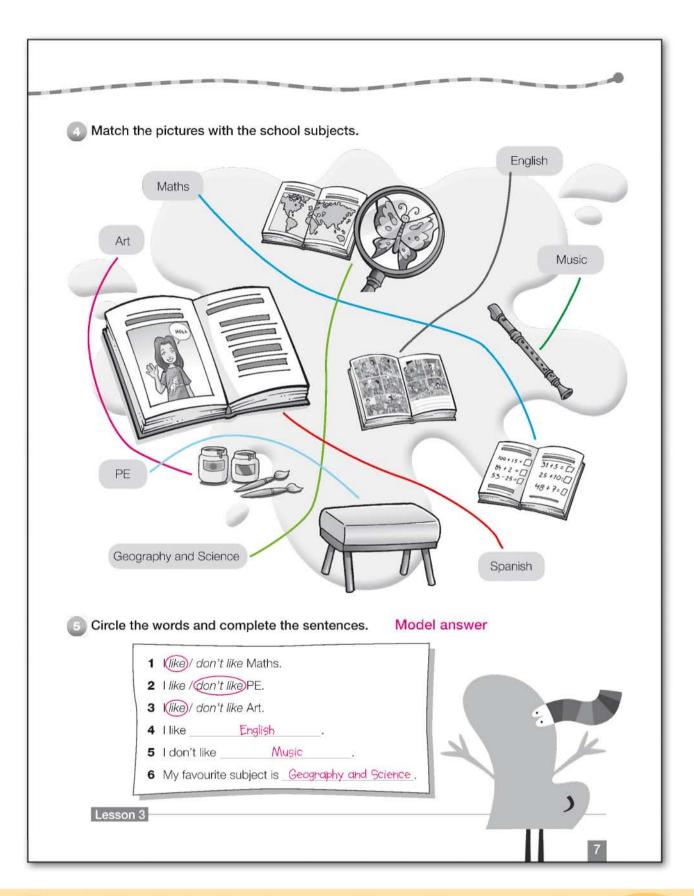




This activity requires a special skill: extracting information from a recording in order to find the subjects in the timetable.



Children should learn their timetables by heart so they can always have the correct books and materials they need for each school day.





This activity provides children with an opportunity to think about their personal preferences and to reflect on why they like some subjects more than others.

Activity Book

Page 7, Activity 4

Say: Open your Activity Books at page 7. Look at Activity 4.

The children match the pictures to the words.

Page 7, Activity 5

Say: Now look at Activity 5.
Ask questions about their preferences with reference to school subjects: Do you like (English)?
Tell the children to circle the corresponding words and to complete the sentences afterwards.
Ask for volunteers to read out their sentences.

Project Booklet

Happy families!

Page 6, Members of my family

Materials: photos of their grandparents.

Draw a member of your family on the board as an example. Write several sentences from the Project Activity next to the picture and read them out to the children. Say: Open your Project Booklets at page 6. Tell the children to stick their photos in the Index Cards and to complete the sentences with the information about the two people from their family. Ask for volunteers to show their Index Cards to the class and to speak about them.



Resources

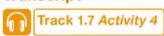
Teacher's Resource Book

Extension worksheet 1, page 39

Multi-Rom

Unit 1, Activity 1

Transcript



Jack:

I do Maths, P E, Maths, and Music in the morning. What day is it?

I do English, Maths, Geography and Science, and Spanish in the morning. What day is it?

I do English, Music, and Maths in the afternoon. What day is it?

I do Music, Maths, and Art in the afternoon. What day is it?



Let's play!

Word game

Explain to the children that they are going to play a word game using various word groups that they already know, for example: animals, items of clothing, etc. Explain that on naming one of the words from one of the word groups, the children should carry out a specific action. For example, on naming an animal, the children get up; on naming an item of clothing, the children touch their heads. Repeat the game with other word groups that the children are familiar with.





Draw the children's attention to the picture frame in which the characters are studying in order to explain that the children should learn to plan and organise their homework and the things they do in their free time.



Explain to the children how to read the story; the text in the boxes is what the narrator is saying, and the text in the speech bubbles is what the characters are saying.





The children have to understand the meaning of the words and then find the images in the cartoon picture frames.



As the children act out the story, it will give them an opportunity to appreciate the importance of playing their parts confidently. They can use gestures and tone of voice.

Literacy: Noticing visual clues.

Curricular link: Literacy

Language Objectives

Story language: bored, homework,

afternoon, Friday, explore, noise, investigate, toys, bike, playroom, soldiers, teatime, busy, secret; Let's...

Resources: CD, story cards

STORY: THE SECRET PLAYROOM

Presentation



Say: It's story time!

Place the story cards on the board. Read the story title: The secret playroom. Sav: The children are at Granny's house.

Ask for volunteers to come to the board to look at the pictures on the story cards. Remove the story cards one by one and ask questions about each one and about the story in general. For example: Who can you see in the picture?

Tel the children to look at the pictures and ask questions, for example: Who can you see in picture (1)? What can you see in picture (2)? Is (Ben) (happy)? Where are the cousins? What time is it?

Say: Sit down now and let's listen to the story.

Play Track 1.8 and point to the corresponding story cards.

Work with the book 6



Student's Book, pages 8 and 9, Activity 6

Play Track 1.8 again. The children listen to the story and follow it in their books. Ask questions about the story, for example: Where are the cousins in picture (1)? What can they hear in picture (3)? What has (Ben) got in picture 5? Write the following words on the board: library, playroom. Tell the children to work in pairs and to make two lists that include objects that you can find in these two places. Tell the children to describe the places: In the library there is a table. There are books...

Play Track 1.8 again. Stop the recording after the narrator speaks each time and tell the children to read out the dialogue.

Tell the children to read the story in silence. When they have finished, they come to the board and write the words that they do not understand.

Point to each one of these words and explain them with the help of the story cards or by giving them examples.

Transcript



Track 1.8 Story: The secret playroom

See page 49.

Optional Activity Book exercises

See page 49.

Practice



Stick the story cards in random order on the board so the children have to order them. Play Track 1.8 again, but this time stop after each picture frame. Ask the children if they can find the corresponding picture frame.

Remove the story cards from the board and place them in the correct order.

Choose five children to come to the board and assign a character to each one (Ben, Lily, Jack, Grace and Granny). Play Track 1.8 again. The children act out the story and join in by saying the lines that they can. Encourage them to add gesture and movement.

Literacy: phonics sh (sharpener, sheep, shelf, shorts) and s (sofa, sandwiches, sausages)

Curricular link: Literacy (phonics)

Resources: CD; story cards

Ask: Can anyone see a (sharpener)? SS: Yes, in pictures 1 and 8. Use the story cards if they are having difficulties finding the pictures. Ask for volunteers to read the words that start with sh.

Ask for other volunteers to read the words that start with s. Tell the children to think about other words that start with sh or s.

PHONICS

Re-tell the story



Ask: Do you remember the story?

Place the story cards on the board in the wrong order. Ask children to come to the board to look at the story cards. Ask: Which is the first picture? Also ask questions about the story and the pictures in order to check that they have understood everything. Repeat until all the story cards have been placed in the correct order. Ask questions about the pictures to help the children remember the story, for example: Where are the cousins at the beginning of the story? SS: In the library. T: What day is it? What does Lily find?

Play **Track 1.8**. The children listen to the story and follow it in their books. Divide the class into groups of six. Assign a character to each member of each group (*Ben, Lily, Jack, Grace, Granny* and the narrator).

Ask the children to read the story out in their groups. Assign a picture frame to each group (some groups may have more than one). Tell the groups to read their part of the story out loud and in the corresponding order.

Work with the book 6



Student's Book, page 9, Activity 7

Clap your hands to ensure that the children are watching you. Write the letters *sh* on the board and say: *sh sh sh sharpener*. Repeat several times. Articulate the *sh* sound clearly by pushing your lips forwards, half-closing your teeth and pushing the air out as if you were telling the children to be quiet. The children repeat the sound: *sh sh sharpener*.

Repeat with the other words (sheep, shelf, shorts). Write the letter s several times on the board. Point to the letter s as you say: s s s sofa. Repeat several times. Articulate the s sound very clearly by opening your lips, closing your teeth completely and blowing out through your teeth as if you were a snake.

The children repeat the sound: s s s sofa.

Repeat with the other words (sandwiches, sausages). Say: Look at Activity 7 on page 9.

Play Track 1.9. The children listen and repeat the key words. Tell the children to find the pictures that illustrate these words in the story.

Transcript





See page 51.

Optional Activity Book exercises

See page 51.

Act out the story



Divide the class into groups of six. In each group, assign a character to each child, including the narrator. Play **Track**1.8. The children act out the story with their group.

Tell the children to act out the story again, but this time without playing the recording.

They can use the book if they need some support, but they should try to act it out without any help.

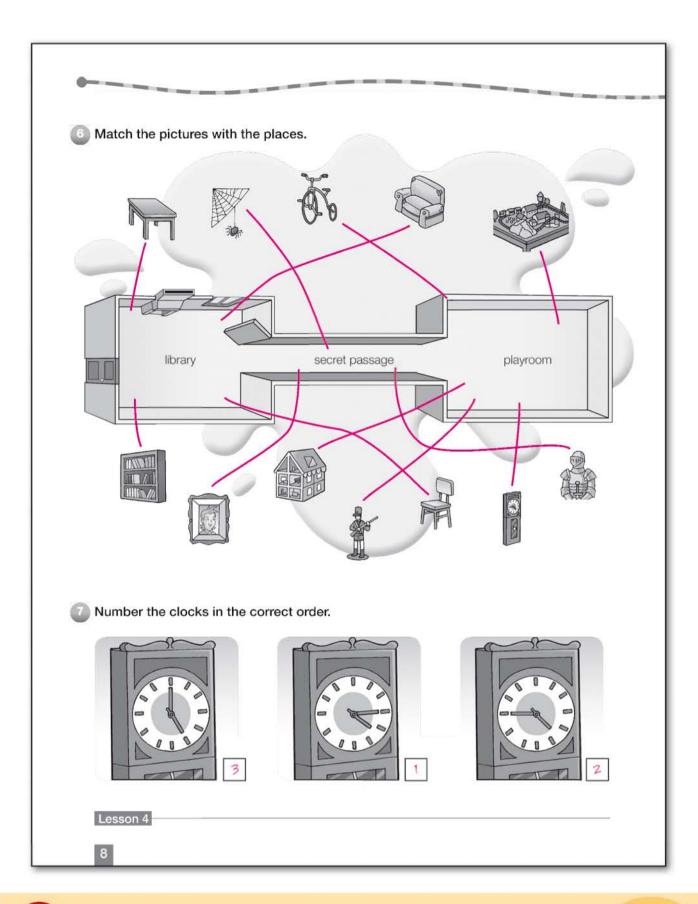
Encourage the chidlren to improvise. They do not need to reproduce the story word for word.

Ask a group to come to the front of the classroom to act out the story.

ANSWER KEY

Student's Book, Activity 7

sharpener: pictures 1, 8; sheep: pictures 4, 5; shelf: pictures 2, 8, 9; shorts: pictures 1, 2, 3, 7; sofa: picture 8; sandwiches: picture 9; sausages: picture 9; soldiers: pictures 4, 5, 6





This activity provides children with an opportunity to revise telling the time and how to put clock times in order.

UNIT 1 LESSON 4

Activity Book

Page 8, Activity 6

Say: Open your Activity Books at page 8. Look at Activity 6.

Tell the children to match the objects with the places. Correct the activity by asking: Where is the (bookcase)? SS: In the library.

Page 8, Activity 7

Sav: Now look at Activity 7.

Point to the first clock and ask: What's the time? Repeat with the other clocks. Tell the children to number the clocks in the correct order according to the times they are showing. Ask for volunteers to read out the times in the correct order.



Let's play!

Tell the story!

Ask for volunteers to form a line in front of the class and give each one a story card, but make sure they are in the wrong order. The rest of the class gives instructions to these children until they manage to put the story in the correct order.

Then, each child explains what happens in their story card. By doing this, they will re-tell the story.



Resources

Multi-ROM Unit 1, Story



Transcript



Track 1.8 Story: The secret playroom

Picture 1

Narrator: The cousins are in the library

at Granny's house.

Ben: I'm bored! Let's play!

Grace: No. Ben. We do our homework

on Friday afternoon.

Picture 2

Jack: What's that?

Grace: Come on! Let's explore!

Narrator: There is a secret door in the bookcase.

Picture 3

Narrator: Behind the door there is a dark passage.

Lily: What's that noise?

Grace: It's a train! Let's investigate!

Picture 4

Narrator: At the end of the passage there's a room.

Jack: Wow! Look at all the toys!

Picture 5

Narrador: It's Granny's old playroom. Grace: This doll's house is fantastic!

Jack: Look at my bike!

Lily: This playroom is fantastic! Ben: Look at my soldiers!

Picture 6

Narrator: Suddenly there is a loud noise.

Lily: Oh no! It's 5 o'clock. Jack: Quick! It's teatime.

Picture 7

Narrator: The cousins are late for tea.

Grace: Run!

Lily: Come on Ben! Hurry up! Ben: No! Let's play with the toys!

Picture 8

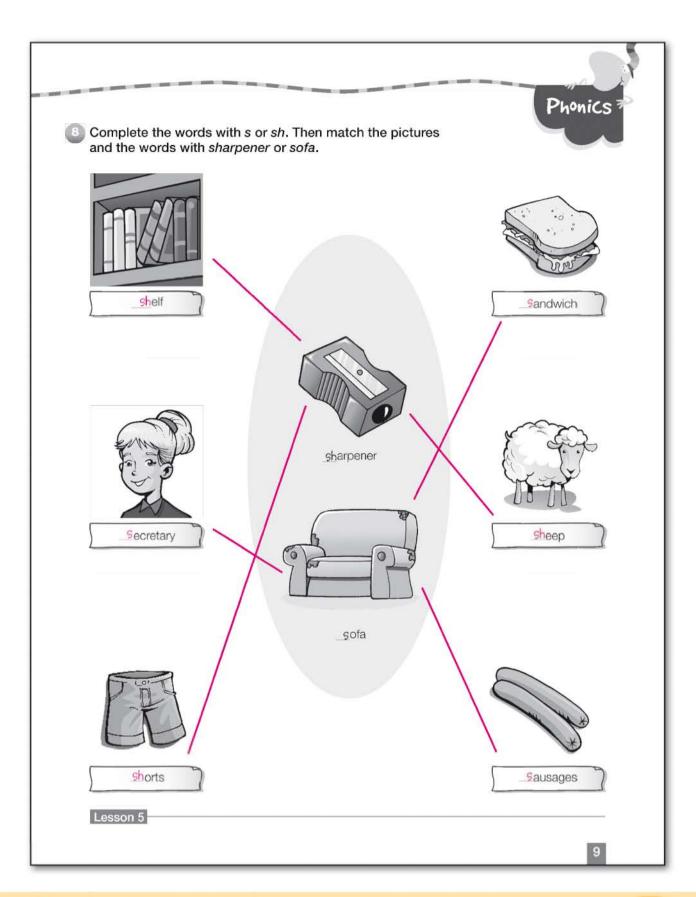
Granny: Are you busy with your homework?

All: Yes, Granny.

Picture 9

Lily: Shh! The playroom is our secret. Don't tell Granny.

Narrator: What an exciting afternoon!





Explain to the children that their language skills will improve the more they practise.

UNIT 1 LESSON 5 OPTIONS

Activity Book

Page 9, Activity 8

Say: Open your Activity Books at page 9. Look at Activity 8.

Ask for volunteers to read out the first word in the middle of the page: Sharpener. Then, say: Can you find other pictures of words that start with sh? SS: (Shelf)!

Repeat with the other word (sofa).

Tell the children to match the pictures to the words in the middle of the page that start with the same sounds. Say: *Now complete the words with* s *or* sh.

Transcript



Track 1.9 Phonics

sh sh sh sharpener sh sh sh sheep sh sh sh shelf sh sh sh shorts s s s sofa s s s sandwiches s s s sausages s s s soldiers



Let's play!

Shout out!

Say a sound out loud, for example sh.
Tell the children to call out words that start
with this sound.

They can also suggest other children's names that have this sound. Repeat several times with different sounds.



Resources

Multi-ROM

Unit 1, Phonics

Identifying members of a family.

Curricular link: Science

Language Objectives

Vocabulary: mum, dad, brother, sister, aunt, uncle, cousin, granny, grandad Structures: (Annie) is (Jack)'s (mum).

What's your mum's name?

Resources: CD; poster (side B)

The children take turns asking one another questions such as: What's your mum's name?

*Note: Some children may not have some of these relatives. In which case, they should say: I haven't got a (brother).

Optional Activity Book exercises

See page 55.

MEMBERS OF A FAMILY

Presentation M



Say: Today we are going to learn about the members of a family.

Point to and introduce the members of Jack's family on the poster (side B). Say: This is Jack's (mum).

Repeat for the other members of the family (dad, sister, aunt, uncle, granny, cousins).

Ask for volunteers to come to the poster to point to the different members of Jack's family.

Say: Show me Jack's (mum).

Ask two children to come to the poster. One child gives instructions while the other points. S1: Show me Jack's (sister). S2 points to Lily.

Work with the book

Student's Book, page 10, Activity 8

Say: Open your books at page 10. Look at Activity 8. Tell the children to look at the picture of Jack's family tree and to identify the three characters that are included in it. SS: (Annie) is Jack's (mum).

Tell the children to look at the pictures under the tree and say: Who is (Ben)? SS: (Ben) is Jack's (cousin). Ask: Where does (Ben) go on the tree? SS: Number (5). Continue until all the characters have been identified. Explain that a family tree shows the relationships and the generations of a family.

Student's Book, page 10, Activity 9

Say: Now look at Activity 9. Tell the children to work in pairs. Write the following words on the board: granny, grandad, mum, dad, brother, sister, aunt, uncle, cousin.

Practice

Continuous assessment

Children can identify all the members of a family.

Draw a family tree on the board.

Tell the children to do their own family tree. Tell them to explain who each person is. Then, the children decide who they consider the core members of the family to be. Supply the necessary words, such as: step-mother, halfbrother, adopted, etc. Then, the children ask questions about their family and answer. S1: What's your (brother's) name? S2: My (brother's) name is (Miguel).

ANSWER KEY

Student's Book, Activity 8 Model answers

Eliza is Jack's granny. Annie is Jack's mum.

Bobby is Jack's dad.

Ben is Jack's cousin. (Number 5 or 6)

Jack is Lily's sister. (Number 3 or 4)

Charlie is Jack's uncle. (Number 1 or 2)

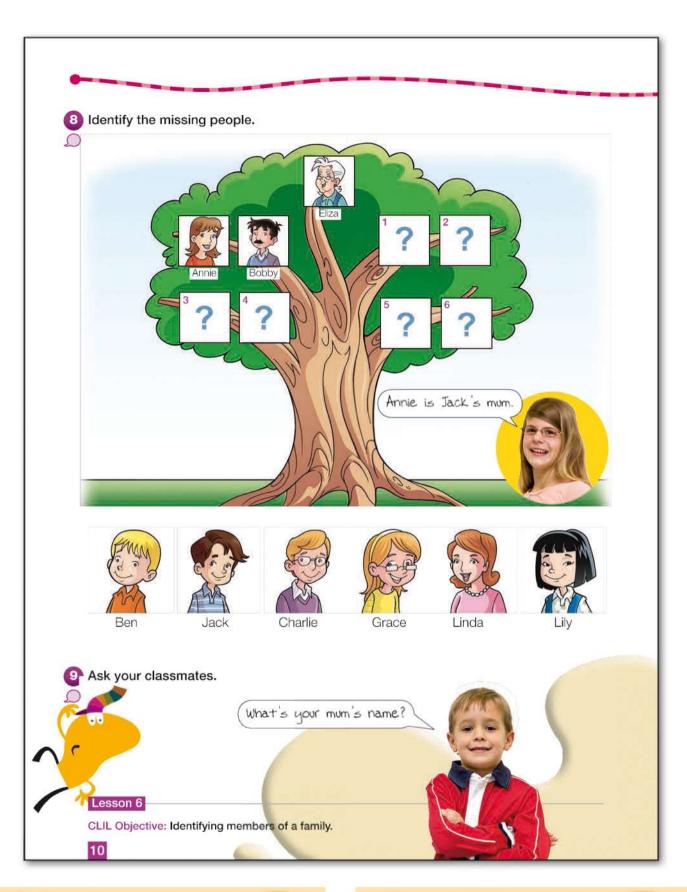
Grace is Jack's cousin. (Number 5 or 6)

Linda is Jack's aunt. (Number 1 or 2)

Lily is Jack's sister. (Number 3 or 4)

Student's Book, Activity 9 Model answer

What's your (cousin's) name? My (cousin's) name is...

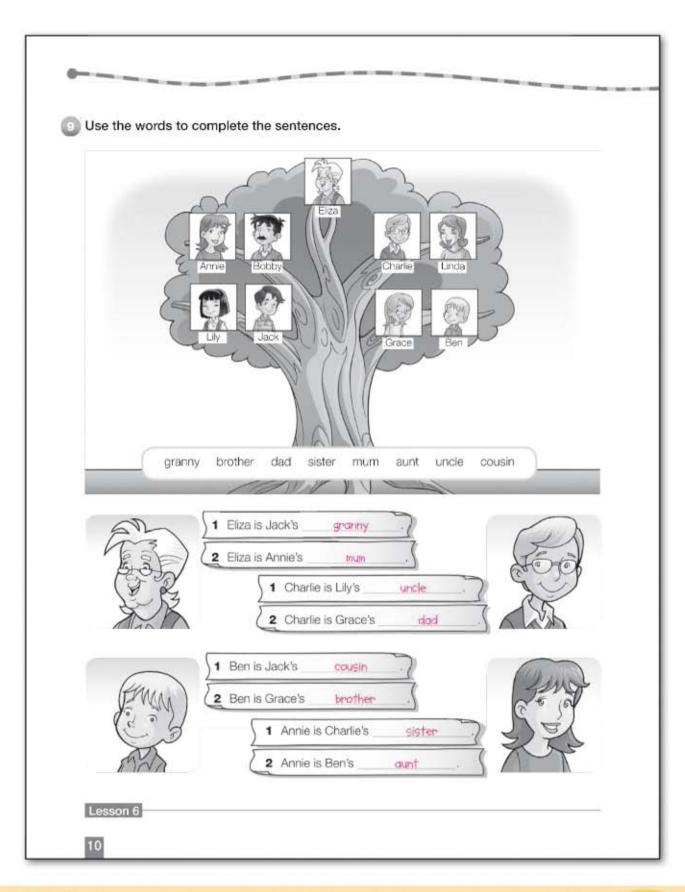




The children can describe their inmediate family and who they live with. They will learn that there are many different types of family and all are equally important.



Explain that this activity is a logical exercise and that they should resolve it using the information that they are given on the page and what they have learnt about this family from previous lessons.





Explain how to read and interpret information from a family tree and how it is organised; hierarchically, with the different generations in different positions.

UNIT 1 LESSON 6 OPTIONS

Activity Book

Page 10, Activity 9

Say: Open your Activity Books at page 10. Look at Activity 9.

Tell the children to look at the family tree and to complete the sentences about Jack's family using the words included.

Tell the children to read out their finished sentences and to correct the activity.

Project Booklet

Happy families!

Page 7, Where people are from

Give examples of people from your family who have had to emigrate for a variety of reasons and who now live in another place: *My* (cousin) is from (Spain). (She) lives in (England) now. Explain that people move and change their place of residence. Ask: What about your families?

The children write the names of each member of their family and where they were born and where each person lives now.

Say: Open your Project Booklets at page 7.

Tell the children to think about six people who they know (either family members or friends) and to write their names in the spaces.

The children complete the other columns, making a note of how the characters are related to one another, where they are from and where they live now.

Ask for volunteers to show their charts and to talk about them.



Let's play!

Mystery pictures

Cover a part of a picture from the Student's Book (or of a mural) with pieces of paper. Tell the children to try to remember the objects that are hidden. Repeat with other pictures.

Resources



Unit 1, Activity 3



Understanding that the members of a community may come from different places.

Curricular link: Geography

Language Objectives

Vocabulary: Spain, USA, Ecuador, China,

Morocco, UK

Structures: I'm from... What country am I from?

Resources: CD; poster (side B)

MEMBERS OF A GROUP AND WHERE THEY COME FROM

Presentation M



Use the poster (side B). Ask: What's this? Say: It's a map of the world.

Who can find our country? Ask a child to come to the map and to point to our country. If they are having problems finding it, say hot or cold as they move their fingers over the map. When the country has been found, say: That's right. That's (Spain).

Ask another volunteer to come to the board and ask: Can you find Jack's country, the UK? Say hot or cold and repeat the procedure.

Then, say: Let's find some more countries. Who can find (Australia)? Play Hot and Cold.

If you have any children from other countries in your class, make sure you include all of their countries at this stage. Ask the children if they have members of their family or friends from other countries. Find the countries on the map.

Work with the book [m]



Student's Book, page 11, Activity 10

Tell the children to look at page 11 of the Student's Book. Say: These are Jack's classmates.

Look at the flags and ask if anyone can identify the countries from the flags. Play Track 1.10. The children listen and find the flags.

Student's Book, page 11, Activity 11

Play a guessing game. Look at the photo of the boy and read out: My flag is yellow, blue and red. What country am I from?

Ask for volunteers to choose and describe a flag. The rest of the class guess which country it is from.

Transcript



Track 1.10 Activity 10

See page 59.

Optional Activity Book exercises

See page 59.

Practice

Explain that different communities have different flags. Ask: What other kinds of flags are there?

Help the children with suggestions: Do football teams have flags? Do you know the flag of the Red Cross? Tell the children to draw a flag that is important to them. They then describe the flag and explain what it represents. For example: This is the flag of my football team. It is red and white. In one corner there is a bear, a tree and seven white stars.

ANSWER KEY

Student's Book, Activity 10

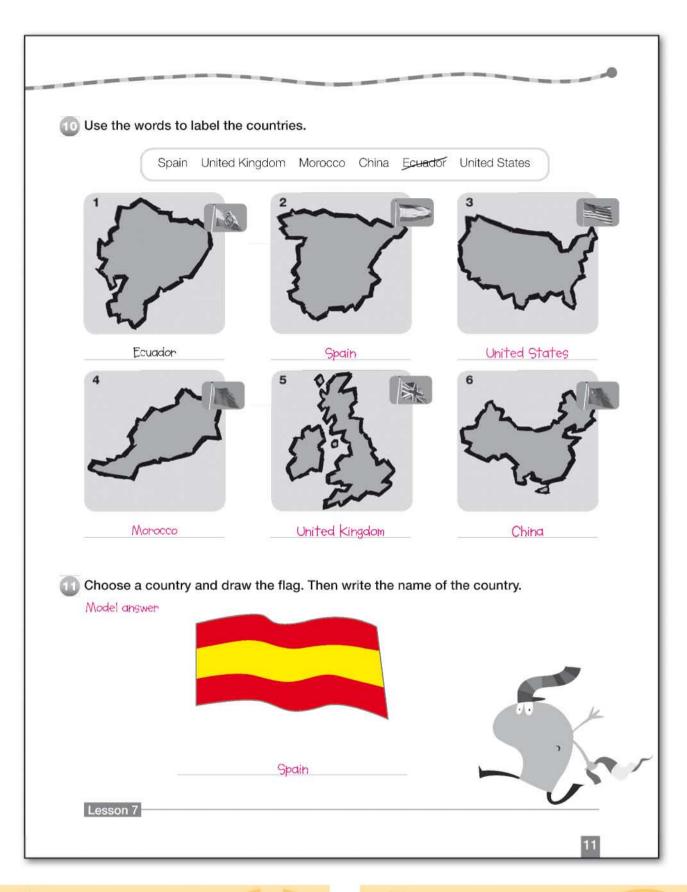
- 1 UK
- 2 Spain
- 3 USA
- 4 Morocco
- 5 Ecuador
- 6 China







Many people live in other countries. We all have to respect their customs and help them learn ours. Living with people from other countries allows us to learn about other games, activities and customs.





The children should use the map or an atlas to find the countries and recognise them by their shape.



The children copy a flag from one of the countries. They need to think about how they are going to divide up the space in order to get the proportions right.

UNIT 1 LESSON 7 OPTIONS

Activity Book

Page 11, Activity 10

Say: Open your Activity Books at page 11. Look at Activity 10.

Tell the children to look at the shapes of the different countries. Tell them to compare the shapes with the countries on the poster to help them. Ask: Do you know what the first country is? SS: Ecuador.

Repeat with the other countries.

nepeat with the other countries.

Tell the children to use the words to label the countries.

Page 11, Activity 11

Say: Now look at Activity 11.

Tell the children to draw a flag and to write the name of the country that it belongs to. They can draw the flag of one of the countries from Activity 10 or another flag if they prefer. Tell the children to write the name of the country. If necessary, supply any additional vocabulary. Tell the children to show and describe their flags to the rest of the class.

Project Booklet

Happy families!

Page 8, Play happy families!

Materials: card and crayons.

Name as many surnames of English origin as you can. Tell the children to look carefully at the front cover of the book and ask them if they can find any English surnames in it. Say: Open your Project Booklets at page 8.

Tell the children that they are going to play a card game called *Happy families*.

Read the instructions for playing the game with the children. They get into groups of four. Ask two volunteers to read out the instructions so they know how to play the game. (1. The children shuffle the cards and deal them out. 2. Each player decides which family they'd like to collect. 3. They take turns telling the player to their left which family they are looking for and they ask for a member of this family.)



P<

Teaching tip

Decorate the classroom

The children can draw big flags to decorate a part of the class.



Let's play!

Hangman

Choose a country that the children have learnt about or that they know from the map. Draw lines on the board to represent each letter of the chosen word. The children take turns saying letters. If they say a letter that appears in the word, write the letter in the corresponding space. If they say a letter that isn't part of the word, draw a part of the body of the stick man.

Resources



Unit 1, Activity 4

Teacher's Resource Book

Extension worksheet 2, page 40

Transcript



I'm Sara, I'm from Spain. My flag is yellow and red. I'm Ernesto. I'm from Ecuador. My flag is yellow, blue and red.

I'm Fatima. I'm from Morocco. My fiag is red with a green star.

I'm Ivan. I'm from the UK. My flag is red, white and blue. I'm Mei. I'm from China. My flag is red with five yellow stars.

I'm Brad. I'm from the USA. My flag is red, white and blue with lots of stars!

Language awareness: Saxon genitive.

Curricular link: Literacy (grammar)

Language Objectives

Vocabulary: mum, dad, brother, sister, aunt, cousin

Structures: possessive forms with 's

Resources: poster (side B); Unit 1 cut-outs (puzzle pieces) or Teacher's Resource Book, page 9 (one

photocopy per child)

Materials: card, scissors

Preparation: Write a big 's on a piece of card.

FOCUS ON LANGUAGE

Presentation

Use the photo of Jack's family on the poster (side B). Point to two members and make true/false statements about their relationships. T: Lily is Jack's mum. SS: No, she isn't. T: Lily is Jack's sister. SS: Yes, that's right. Once you have made a true statement, ask a volunteer to come and write it on the board. Pay special attention to the 's. T: Look at this. This is how we show that something or somebody belongs to somebody else.

Work with the book

Student's Book, page 12, Activity 12

Tell the children to open their books to page 12. Read the first sentence out loud, stopping at the gap and asking the children to supply the missing word. Ensure that they empasise the 's. Repeat for the other sentences.

Student's Book, page 12, Activity 13

Tell the children to take out the cut-outs from Unit 1 (or give them photocopies). Show them how you have cut out the puzzle pieces. Tell the children to cut out the puzzle pieces and, in pairs, to place them all face down on the table. They also mix them up.

The children take turns turning over pieces and trying to make true statements. If they can't use a piece, they turn it back over and put it back in more or less the same place. As they finish a sentence, they keep it. The child with the most sentences is the winner.



Optional Activity Book exercises

See page 63.

Practice

Use the piece of card with the big 's on it. Take some objects from the children. Hand one of the objects plus the 's card to a child. Ask: Whose (pen) is this? The owner raises their hand. The child takes the card and the object over to the owner and says: It's (Manuel's) pen, holding the card above their classmate's head. Continue with the other objects.

ANSWER KEY

Student's Book, Activity 12

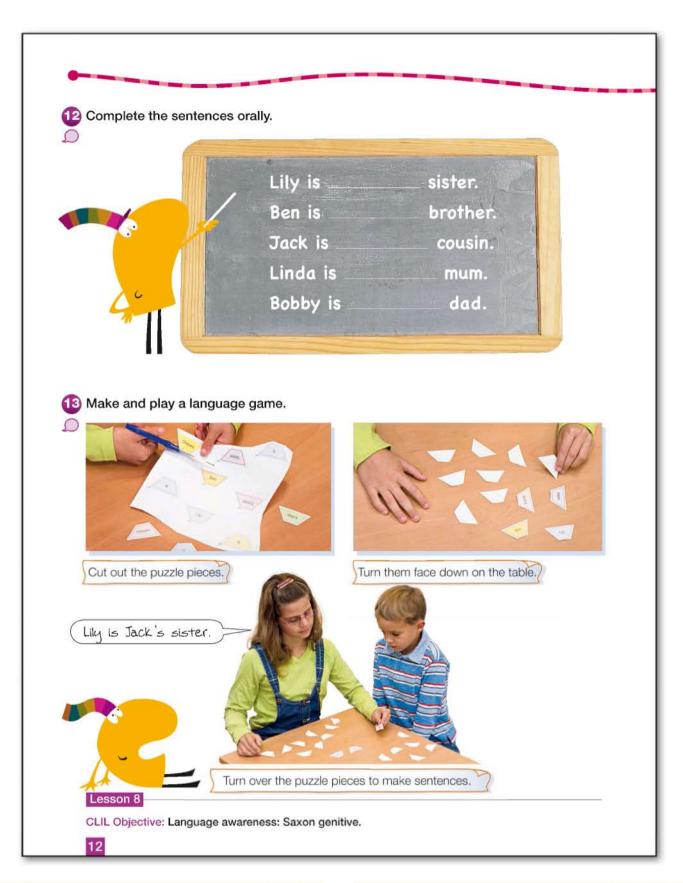
Lily is Jack's sister.

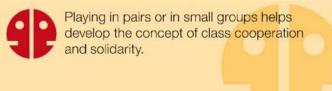
Ben is Grace's brother.

Jack is Ben's cousin./Jack is Grace's cousin.

Linda is Grace's mum./Linda is Ben's mum.

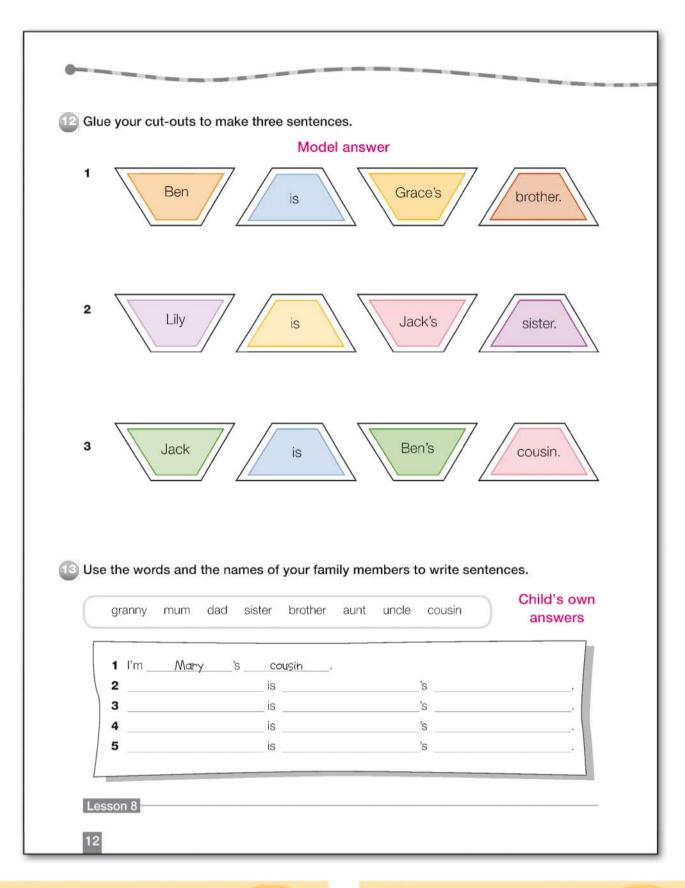
Bobby is Jack's dad./Bobby is Lily's dad.







Explain to the children the importance of playing in English and of not worrying about making a mistake. Practising speaking will help them learn how to speak and communicate more effectively.





The children think about their own families and the relationships that there are between the different members of the family.



Check that the children are constructing the three sentences correctly before sticking them in their books.

UNIT 1 LESSON 8 OPTIONS

Activity Book

Page 12, Activity 12

Say: Open your Activity Books at page 12. Look at Activity 12.

Tell the children to stick the cut-outs of the puzzle pieces in order to form correct sentences. Ask for volunteers to read out their sentences and correct the activity.

Page 12, Activity 13

Say: Now look at Activity 13.

Write your name on the board, and the names of your granny, your mum and your dad. Point to the names and give the children a few examples. Say: (Ana) is (Maria)'s mum.

Ask the children to say sentences about their families. Tell the children to complete the sentences with members of their family. Ask for volunteers to read out their sentences.



Let's play!

Miming game

Use Unit 1 key vocabulary cut-outs, or Teacher's Resource Book, page 17 (one photocopy per child). Tell the children to play in pairs. Tell the children to place the cut-outs face up on the table. In turns, one of the children from each pair mimes one of the subjects from the cut-outs. The other child in each pair has to guess what it is. The children continue playing until they have mimed all the cut-outs.



Teaching tip

Making sentences

Make different sentences related to the unit (or use some of the sentences) and colour-code each of the words that form part of the sentence. For example, put the nouns in red, the verbs in blue, the determiners in green, etc.

Cut up the coloured words and make cards with them. Plastify the words so the children can play with them: the children can form sentences and read them out.



Resources

DVD

Unit 1, Real Kids

Teacher's Resource Book

Ready to read worksheet, page 69 DVD worksheet, page 25

Learning about different types of school.

Curricular link: Art; Geography

Language Objectives

Vocabulary: classroom, city, children,

school, table, chairs, board; people who work in the

school; school subjects; days of the week

Structures: There is... / There are...: (We do (Art) on

(Monday). Our head teacher is...

Resources: CD

Materials: card, crayons, coloured pens

THE WONDERFUL WORLD: SCHOOLS

Presentation

Ask different questions about the characteristics of the school and the classroom. For example: Where is our school? Is it a big school? How many children are there in this class? How old are you? Is anybody twelve? Who is your class teacher? Who is your PE teacher? How many different teachers do you have? What year are you in? How many classes of year three are there in this school? Write short sentences on the board summarising this information.

Explain to the children that not all schools are the same. There are big schools, small schools, schools with only one classroom for all the children irrespective of their age. and hospital schools.

Work with the book To



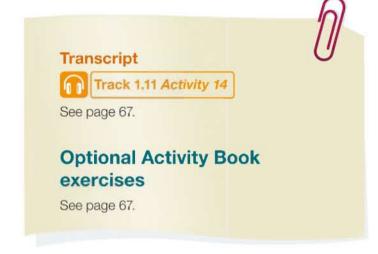
Student's Book, page 13, Activity 14

Tell the children to open their books at page 13. Point to the photos. Say: Look at Luke's school. Is this a big school? Tell the children to look at the images at the bottom and to decide which class Luke's is. Repeat with Henry and Marina. Play Track 1.11. Stop after each description and ask: Which picture is that? SS: Picture (3).

Student's Book, page 13, Activity 15

Sav: Now we are going to make a poster about our school.

Tell the children to work in pairs. One child draws a picture of the outside of the school and the other a picture of the inside of the classroom. The children can use different things such as images cut out of magazines, photos or collage. Ask pairs of volunteers to come forward to describe their posters to the rest of the class.



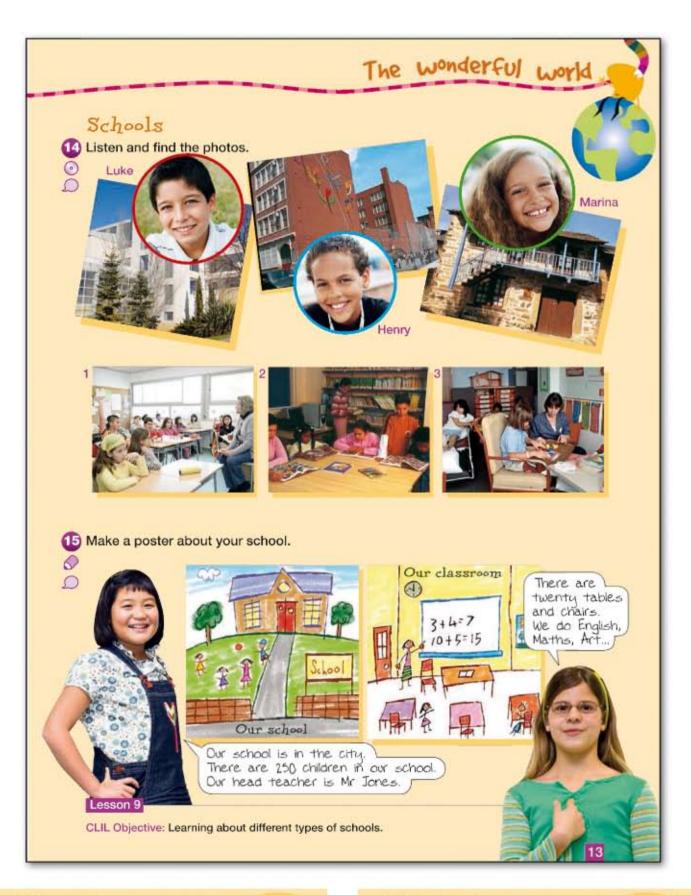
Practice

Place the children's posters on the wall. Tell the children to look at the pictures of the schools on page 13 and to say which one looks most like their own school and why: Our school is like (Henry's) school because there are lots of children. There are (6) classrooms...

Answer key

Student's Book, Activity 14

Luke: picture 3 Henry: picture 1 Marina: picture 2

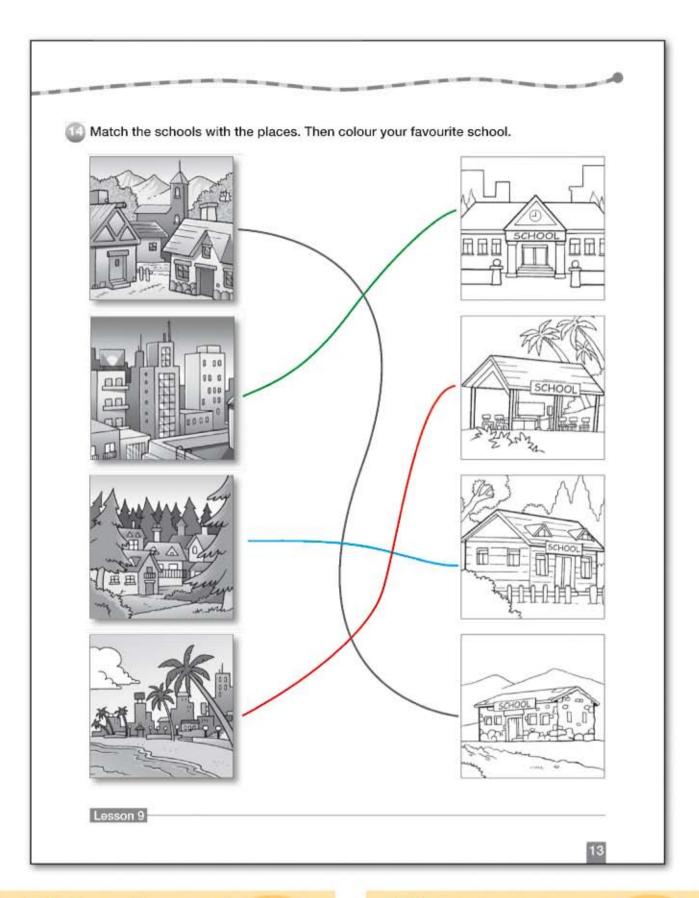




The children learn that some schools are different to theirs and that this depends on where they are located. There are also special schools such as hospital schools.



The children use their creativity to make a poster about their school.





There are different types of school in the world and what they are like depends on a number of factors, such as their location and the local climate.



The children think about their own preferences and decide which school they like the best.

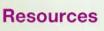
UNIT 1 LESSON 9 OPTIONS

Activity Book

Page 13, Activity 14

Say: Open your Activity Books at page 13. Look at Activity 14.

Tell the children to match the pictures of the places on the left with the pictures of the schools. Tell the children to colour their favourite school.



Multi-ROM

Unit 1, wonderful world

Teacher's Resource Book

Ready to write worksheet, page 111







Teaching tip

Creative writing

Tell the children to do some creative writing - or at least to write a few sentences - about a character that they like (Harry Potter, Batman, etc.) or about a character that they have invented.

This form of independent writing will help them assimilate what they have learnt. It does not have to be a long exercise.

Transcript



Track 1.11 Activity 14

Luke: Hi! I'm Luke. I am in hospital at the moment, but I still go to school. There are ten children in our class. Our classroom is in the hospital.

Henry: Hello. I'm Henry. I live in a city. I go to school near my house. There are twenty children in my class. We are all the same age.

Marina: Hello. My name's Marina. I live in a very small village. There are six children in my class. I am eight. One girl is six years old, one boy is eight years old, and one boy is seven years old. Two girls are ten years old.



Let's play!

Flash!

Take a flashcard from Unit 1 and show it quickly to the children so that they only get a quick glimpse of it.

Repeat the action, but this time do it a bit more slowly. The child who guesses the flashcard comes to the front and takes another flashcard. Start the game again and continue until all the flashcards have been used.

Objetive

Assessment.

Curricular link: Social Science

Language Objectives

All the vocabulary from Unit 1.

Resource: poster (side A)

REVIEW

Let's remember!



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

Ask: Do you remember Jack's song? Sing the song and tell the children to join in (Track 1.5) (see page 35).

Prompt them by pointing to the different groups of friends on the poster. Make sure the children use the 's.

Work with the book

Student's Book, page 14, Activity 16

The children open their books to page 14. Show the children the pictures. Ask them who is in each picture. T: Who is in picture 1? SS: Jack's class. T: Who is in picture 2? SS: Jack's cousins. Then ask them who's missing in each picture. T: Who is missing in picture 3? SS: Jack's Granny.

Tell the children to take turns asking each other questions about the pictures.

Student's Book, page 15, Activity 17

Point to the pictures in Activity 17 and say: We're going to make and play The true or false game. Divide the class into groups, (see page 71). Give each group several strips of paper, five for the days of the week and one for every subject that they do at school.

Ask for volunteers to come to the front and to write the days of the week on the board. Remind them that the first letters of the days of the week are written with capital letters. Do the same for the other school subjects. Tell the rest of the class to write the days of the week and the school subjects on the pieces of paper and to place them face down in two separate piles on their tables. Ask a child to come forward in order to demonstrate the game with you. Take turns turning over a strip of paper from each pile. If the combination is true, say: That's true! We do (English) on (Monday).

If the combination is false, say: That's false!

We do (English) on (Tuesday). The part of the sentence to be corrected is the day of the week. Tell the children to play in their groups.

Optional Activity Book exercises

See page 71.



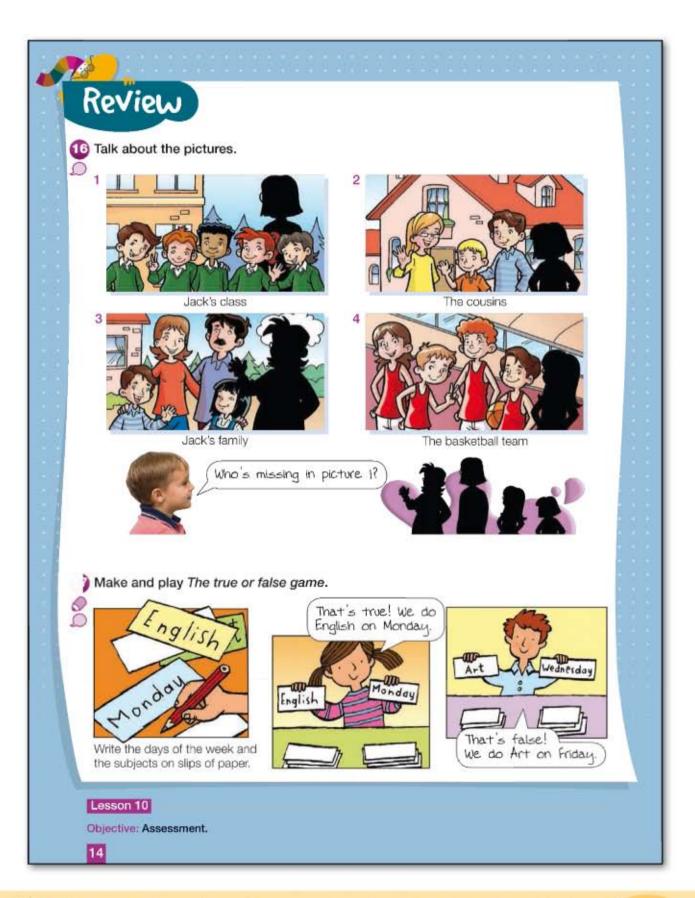
Round up

Ask the children to help you make a list of all the different communities they belong to. Prompt them by asking questions, for example: Do you have a group of friends at school? Write the word school on the board. T: Do you play in a sports club? Write the words sport's club on the board, and so on. Include the family, the neighbourhood, the scouts and any other communities the children suggest.

ANSWER KEY

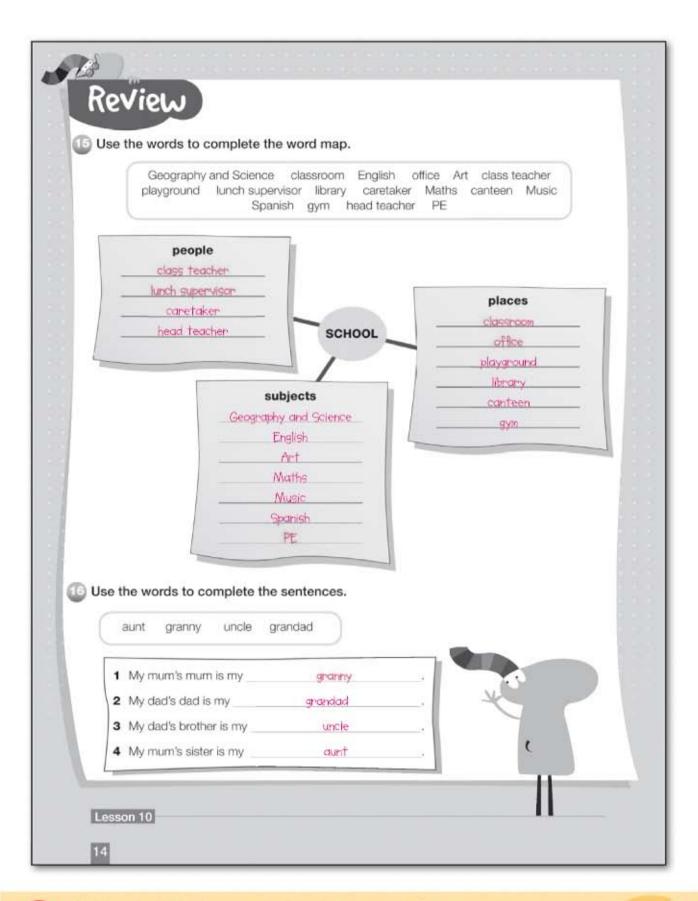
Student's Book, Activity 16

- 1 The teacher is missing.
- 2 Lily is missing.
- 3 Granny is missing.
- 4 Grace is missing.





This activity provides children with an opportunity to go over what they have learned in the unit. Revising is a good habit to develop as it assists with learning.





Explain to the children that they should read all the words before starting the exercise, and that they can cross them off with a faint line once they have written them in the correct place. This will help them keep track of the words they have used and the ones they have left.

UNIT 1 LESSON 10 OPTIONS

Activity Book

Page 14, Activity 15

Say: Open your Activity Books at page 14. Look at Activity 15.

Tell the children to classify the words in the corresponding lists.

Ask for volunteers to read out their lists and correct the activity.

Page 14, Activity 16

Say: Now look at Activity 16.

Ask for volunteers to complete the sentences orally and correct them. Then, tell the children to complete the sentences in their books.



Teaching tip

Group work

One fun way to form groups that ensures that the children do not always work with the same children is by organising a raffle; use ice cream sticks with different stickers on them. For example, if you want five groups of four, make sure you have five different stickers and that you stick them on the sticks. Then, mix the sticks up and hand them out to the children. Later, tell the children to get into groups according to the stickers that they have. You can also use this opportunity to go over any vocabulary related to colours.



Teacher's Resource Book

Unit 1 Test, pages 85 and 86



See Transcript Track 1.12



Let's play!

Top secret!

Use the key vocabulary cut-outs, Unit 1 or Teacher's Resource Book, page 17, (one photocopy per child).

Tell the children to choose a key vocabulary cut-out without letting anyone see it. Then, tell the children to walk around the class saying the word on their cut-out. They should try to find other children who have the same cut-out and they should form groups. To finish off, tell each group to spell out their word so the rest of the children can name it.

When you have finished the game, the children should place the cut-outs in an envelope so they can use the game again.

Transcript



Track 1.12 Unit 1 Test. Activity 1

Narrator: Listen and complete the days of the week.

I love my afternoon classes. On Monday afternoon, we do Maths, English and Art.

On Tuesday afternoon, we do Geography and Science, Spanish and Music.

On Wednesday afternoon, we do PE, English, and Spanish.

On Thursday afternoon, we do Geography and Science, Maths and Art.

On Friday afternoon, we do PE, Music, and English.

Assessment criteria

CLIL Objectives

Children can identify all the people who work in their school and the principal parts of the school. Children can identify the school subjects. Children can identify all the members of their family and the places where they come from.

Language Objectives

Children can name the parts of the school and who works in each part. They can describe their timetable. They can describe their family tree and explain to others the origins of their family.

MY FIVE SENSES

The human body

CLIL Objective

Identifying the five senses.

Curricular link: Science

Language Objectives

Vocabulary: eyes, ears, nose, tongue, skin, hands, fingers, toes; see, hear, smell, taste, feel

Structures: I use my ears and eyes.

Resources: CD; poster (side A); poster pop-outs (eyes, ears (x 2), hands (x 2), tongue, nose); flashcards (eyes, ears, nose, tongue, skin; see, hear, smell, taste, feel)

MY FIVE SENSES

Presentation M





Say: Today we are going to talk about the human body. Let's play a game.

Call out the parts of the body and tell the children to touch the corresponding part of their bodies, for example: Touch vour (leg).

Hold up the flashcards for the parts of the face and body (eyes, ears, nose, tongue, skin) and say: Point to your (nose).

Say: These parts of the body are special because they give us information about the world around us.

Point to the picture of the characters on the poster, Identify the characters (Ben, Jack, Grace, Lily, Granny). Point to Ben and mime the action. Ask: What is he using? Point to his eyes and ears and say: His eyes and his ears. Hand out the poster pop-outs to seven children. Tell the children with the pop-outs to come to the front to place them next to Ben. Repeat for the other characters and pop-outs. Hand out the sense flashcards and pop-outs. Play the rhyme, Track 1.13, and tell the children who are holding the flashcards/pop-outs to stand up when they hear their word. Play Track 1.13 again and repeat with other children.

Work with the book [f]



Student's Book, page 15, Activity 1

Say: Open your books at page 15.

Play Track 1.13 again. Tell the children to listen and point to the parts of the body in the pictures. Divide the class into two groups. Tell Group 1 to repeat the rhyme out loud while Group 2 touches the corresponding parts of the face and body. Change roles and repeat.

Student's Book, page 15, Activity 2

Say: Let's play Guess the picture! Say: I use my ears and my eyes. Which picture is it? SS: Picture one! Ask a volunteer to choose a picture and to say another sentence, S1; I use my (nose). Which picture is it? The first child to answer correctly can say the following sentence. and so on.





Track 1.13 Rhyme: My five senses

See page 75.

Optional Activity Book exercises

See page 75.

Practice M



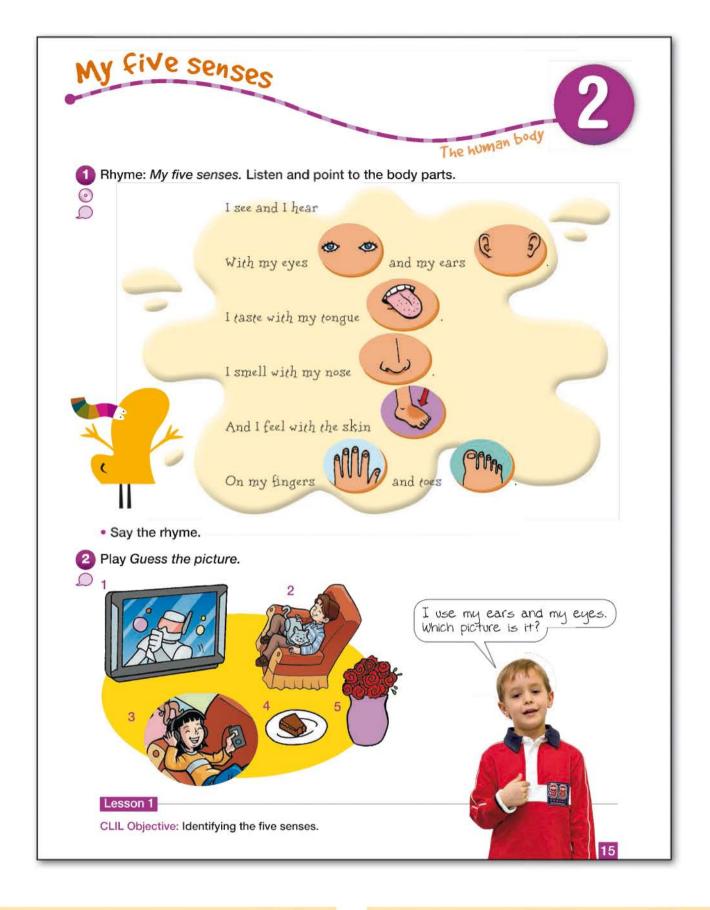
Continuous assessment

Children can name the five senses and the five organs of sense.

Play Find your partner.

Place ten flashcards on the board in two columns (parts of the body and senses). Ask for volunteers to come to the board in order to write the correct words under the flashcards.

Divide the class into two groups. Tell the children from Group 1 to choose and write a word from the first column on a slip of paper. Tell the children from Group 2 to do the same with the words in the second column. Tell the children to walk around the class and to find their partner. Once they have found the matching pair, they come to you and say: We (see) with our (eyes). They then return to the main group and look for another partner to ensure that all the children eventually find their partner.

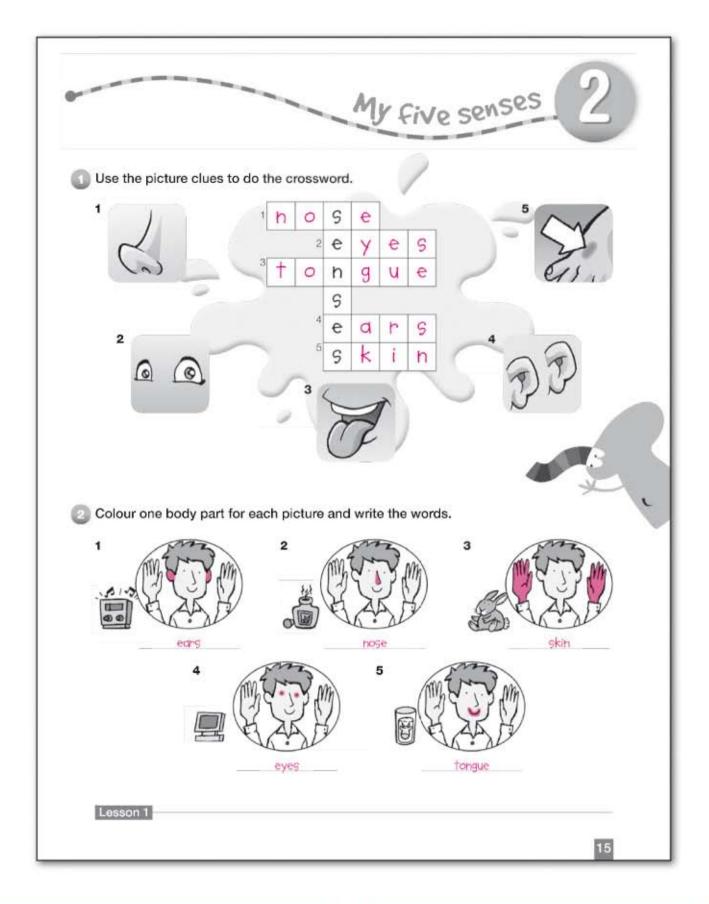




Remind the children that they should pay attention while they are listening to the recording on the CD so that they can recognise the words.



The children revise the five senses and think about which sense they use for each activity.





The children complete the crossword with the names of the parts of the body. Encourage the children to think about the number of letters in each word and the place they correspond to in the activity.



The children think about which part of the body they use to perceive each object in the pictures and then colour them.

Activity Book Page 15, Activity 1

Say: Open your Activity Books at page 15. Look at Activity 1.

Tell the children to look at the crossword and the clues. Ask: What's picture number 1? SS: Nose. Continue until they have correctly identified all the clues. Tell the children to complete the crossword with words.





Let's play!

Jump

Call out the name of a flashcard, Show all the flashcards to the class until someone gueses which one was named. Then, everybody jumps.





Teaching tip

Remember the sense verbs

The following is an activity that will help children remember the five senses: Draw a hand on the board. Tell the children to name the five senses that they know. As they name each one, draw a picture (an eve for see, an ear for hear, a tongue for taste, a hand/foot for feel and a nose for smell). Then, name the senses in English, pointing with both hands at the parts of the body that we use for each one. Encourage the children to do the same (pointing at the part of the body while we say the sense in English). Finally, while they are naming the senses in English, write each one on a finger of the hand that you have drawn next to the corresponding part of the body. At the end, there will be a hand with the five senses. We can put this poster on the wall in the classroom for revision and play with it later.

As a way of checking if the children remember, you can give them a sheet of paper with a hand on it and they have to add the names of the five senses next to the pictures.

Resources

Multi-ROM

Unit 2. Activity 2



Transcript



Track 1.13 Rhyme: My five senses

I see and I hear With my eyes and my ears. I taste with my tongue. I smell with my nose. And I feel with the skin. On my fingers and toes.

Focussing on sight and hearing.

Curricular link: Music; Science

Language Objectives

Vocabulary: see, hear; bird, book, car, coat, dog,

doll, drum, hat, pencil, piano, train

Structures: What can Granny (hear)? What can't

Granny (see)?

Resources: CD

SIGHT AND HEARING

Presentation

Say: Today we are going to learn about sight and hearing (point to your own eyes and ears to help clarify meaning). Draw two columns on the board and write the titles inside and outside at the top. Ask: What can you see outside? SS: A (tree). Ask: What can you see inside? SS: A (cupboard). Write each object in the corresponding column.

Work with the book 6



Student's Book, page 16, Activity 3

Say: Open your books at page 16. Look at the picture. Say: Granny is very upset. Look at the room! It's very messy! Ask: What can you see in the picture? SS: A (doll). Continue until you have identified all the objects in the picture.

Play **Track 1.14**. Tell the children to listen and to point at the objects as they are mentioned in the song.
Play **Track 1.14** again. Tell the children to join in saying the names of the objects that they can see in the picture.
Hold up the picture and point to Granny. Explain that Granny can't see everything because she can't see the objects behind her. Ask: What can Granny see? SS: A doll, a car

Then, ask: What can't Granny see? SS: A dog, a piano... Play Track 1.14 again. The children join in by singing the song and the names of the objects.

Student's Book, page 16, Activity 4

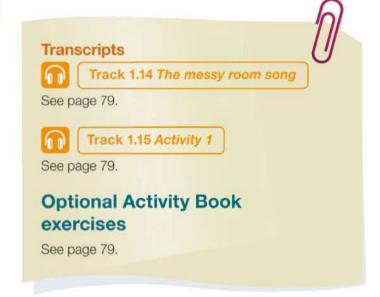
Say: Look at the pictures in Activity 4.

Say: Find the car. What sound does a car make?

The children make the noise of a car. Repeat with the other objects.

Play **Track 1.15**. Tell the children to listen carefully. Stop the recording after each sound or noise and ask: *What can Granny hear?* SS: *A (bird).*

Tell the children to look at the picture in Activity 3 again and ask: Can we hear any of these things? The children should name the watch, the drums, the piano, the dog, the bird and the train.



Practice

Tell the children to close their eyes and say: Now be very, very quiet. Listen! What can you hear?

Tell the children to raise a hand when they can identify something that they can hear, for example: *I can hear (a clock)*.

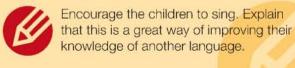
Make a list on the board as they offer suggestions. Supply any unknown vocabulary that they may need.

ANSWER KEY

Student's Book, Activity 4

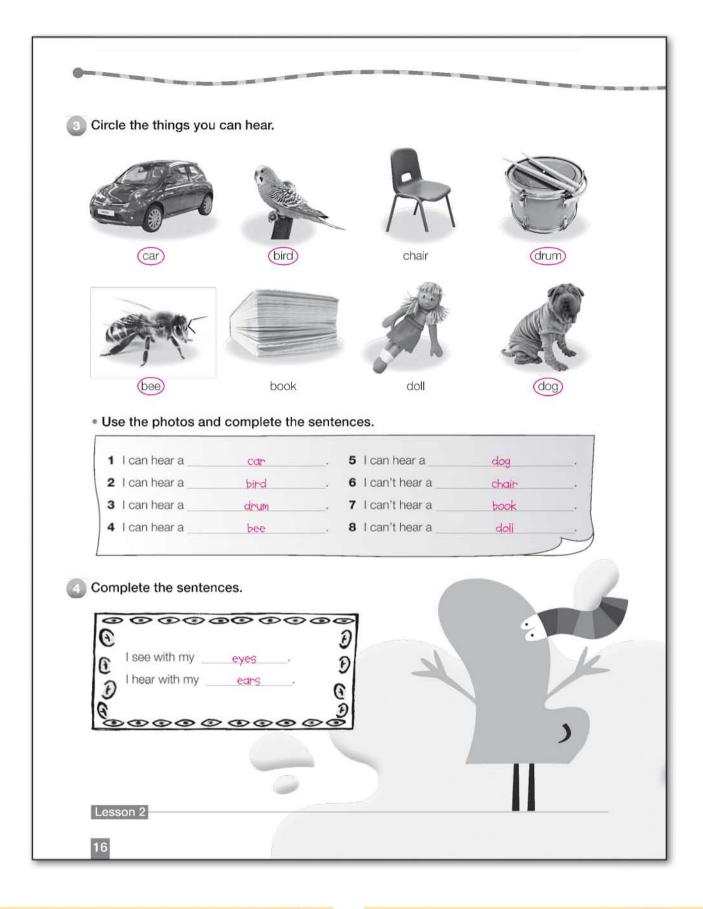
- 1 a bird
- 2 a drum
- 3 a car
- 4 a piano
- 5 a train
- 6 a dog

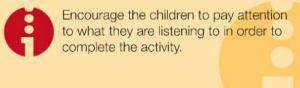


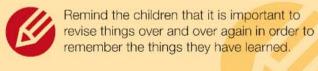




The children identify some real-life sounds.







Page 16, Activity 3

Say: Open your Activity Books to page 16. Look at Activity 3.

Ask questions about the photos, for example: Can you hear a (car)? A: Yes!

Repeat for the other photos. Also, ask about the dog: This is a real dog. Can you hear a toy dog?

Tell the children to circle the objects whose noise or sound they can hear. Then, the children complete the sentences.

Ask for volunteers to read out their sentences and correct the activity.

Page 16, Activity 4

Say: Now look at Activity 4.

Tell the children to complete the sentences. Ask for volunteers to read out their sentences.

Project Booklet

Use your senses!

Page 9, Things we see and hear

Say: This is my journey to school. Pretend to walk to school. Say: I come to school (by bus). Ask several volunteers to do the same. Say: Open your Project Booklets at page 9.

Tell the children to think about their journey to school. Ask for volunteers to explain where they go on the way to school and what they see and hear. Tell them to look at the list in the first column of the exercise and to put a tick \(\structure{\chi}\) next to the things that they can see or hear on the way to school, and a cross \(\structure{\chi}\) next to the things that they can't see or hear. They can add more things. Ask for volunteers to show the rest of the class their check lists and to comment on any aspect of the list.



Let's play!

Repeat the truth

Say sentences with *I can see...* and *I can hear...* The children must only repeat the sentences that are true. The words in the sentences do not have to be easy for the children - you can introduce new vocabulary and reinforce previous language.

Resources

DVD

Unit 2, The messy room song



Transcripts



Track 1.14 The messy room song

Oh, no! What can my poor eyes see? I can see a doll and a car!
Oh! It's all very messy!
Children! Come and tidy up!

Oh, no! What can my poor eyes see? I can see a doll and a car, pencils and books! Oh! It's all very messy! Children! Come and tidy up!

Oh, no! What can my poor eyes see?
I can see a doll and a car, pencils and books, coats and hats!
Oh! It's all very messy!
Children! Come and tidy up! Right now!



Track 1.15 Activity

(sound of a bird)
What can she hear?

(sound of a drum)
What can she hear?

(sound of a car)
What can she hear?

(sound of a piano)
What can she hear?

(sound of a train)
What can she hear?

(sound of a dog)
What can she hear?

Looking after your eyes.

Curricular link: Science

Language Objectives

Vocabulary: doll, car, pencil, rubber, scissors,

sharpener

Structures: Lily can see... She can't see... I can see...

I can't see ...

Resources: poster (side B)

HEALTHY EYES

Presentation



Say: Today we are going to learn about looking after our eyes. Ask: Which character has got glasses, Grace, Ben, Lilv or Jack? SS: Grace. Then, ask: Who's got glasses in our class? The children with glasses raise a hand. Show side B of the poster and say: This is a special poster for testing our eyesight. Look! These pictures are big (point to the pictures at the top of the table), and these pictures are very small (point to the pictures at the bottom of the table).

Work with the book



Student's Book, page 17, Activity 5

Say: Open your books at page 17. Look at Activity 5. Tell the children to identify the characters. Say: Look at the results for Jack. Can he see the pictures in line 1? SS: Yes! Continue asking questions about the results of the eye test. Ask several volunteers to ask the rest of the class auestions.

Then, say: Who can tell me about (Jack's) results? S1: He can see the pictures in line 1, 2 and 3. He can't see the pictures in line 4. Repeat for the other characters.

Student's Book, page 17, Activity 6

Say: Now we are going to do an eye test. Place side B of the poster on the board.

Divide the children into four groups. Name a "secretary" for each group and tell them to draw a table similiar to the one in Activity 5, but with the names of the members of their group.

Draw a line on the floor about ten steps away from the poster. Tell the children to take turns standing along the line. The secretary asks questions: Can you see the pictures in line (1)? S1: Yes, I can see...

The secretary records the group's results on the table. Tell

them to give a summary of the results to the rest of the class: In my group, (Ana) can see lines 1, 2...

Optional Activity Book exercises



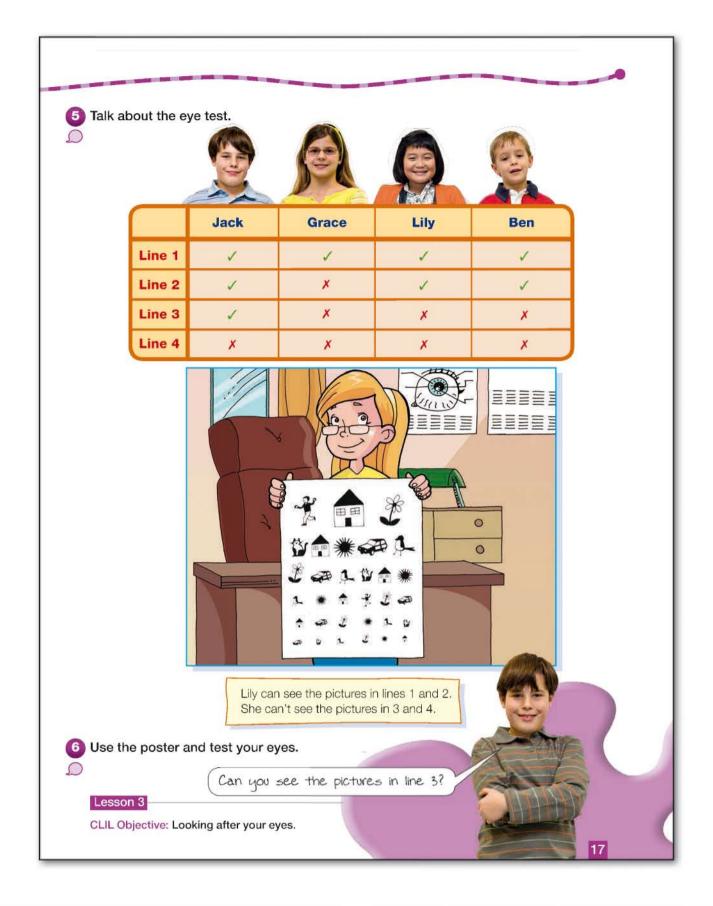
See page 83.

Practice

Tell the chlidren that you are going to do some sight experiments. Ask them to close one eye. They try to touch the end of their noses. Then, tell them to open their eyes and to move their fingers slowly towards their eyes to find the focus point. Ask them to stop when they start to see

Explain that sometimes what we see can be an illusion. The brain interprets what we see and sometimes it can make mistakes. Tell the children to close their eyes. Draw the lines and arrows below on the board, making sure that the central line is exactly the same length. Point to the lines and ask: Is this line longer than this line? Tell the children to raise their hands if they think it is. Then, erase the arrows so they can see both lines are the same length.



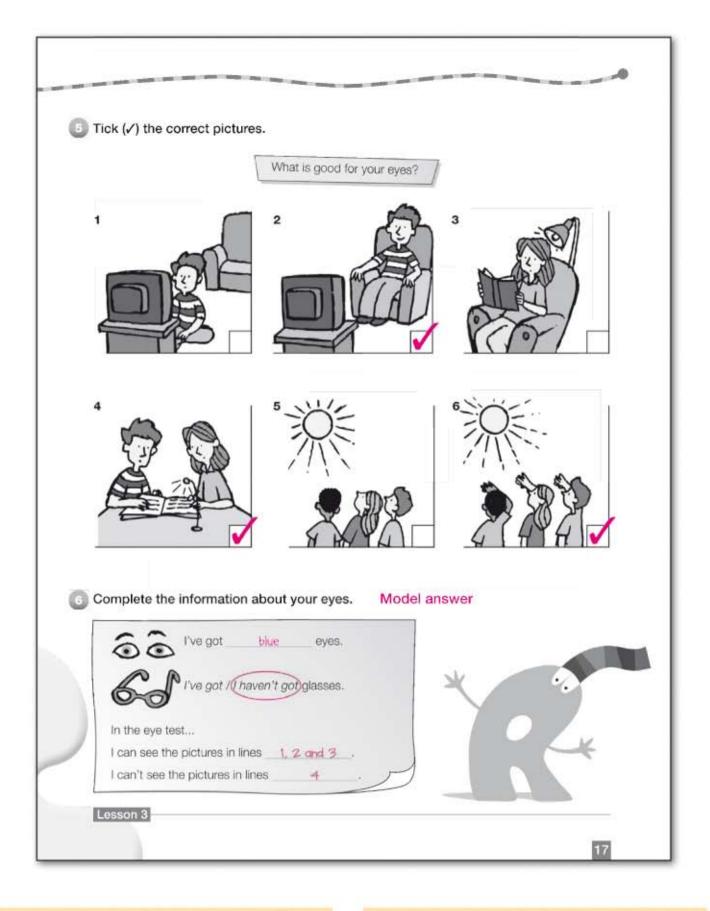




Children are reminded of the use of charts as a way of presenting information.



Children learn everything that they ought to know about sight. At the same time, they revise English words.





Explain to the children that it is important to look after your eyes and that there are certain actions that you should and should not do in order to have healthy eyes.



The children write about themselves and the things they can see with their eyes.

Page 17, Activity 5

Say: Open your Activity Books at page 17. Look at Activity 5.

Explain to the children that there are many things that we can do to care for our eyes. Tell them to look at the pictures and to tick the pictures that show an activity that is good for our eyes. Ask: *Is picture 1 good for your eyes?* SS: *No!*

Repeat for the other pictures.

Page 17, Activity 6

Say: Now look at Activity 6.

Ask: How many people have got brown eyes? The corresponding children raise a hand.

Repeat for blue and green eyes.

Then, ask: How many people have got glasses? The corresponding children raise a hand.

Then, point to a child and ask: Can you see the pictures in line 1 of the poster? Can you see the pictures in line 4 of the poster?

Tell the children to complete the sentences about themselves.

Ask for volunteers to read out their sentences.

Project Booklet

Use your senses!

Page 10, Colour spinners

Play I spy (with my little eye something pink) in order to revise the colours.

Read the instructions to the children. Suggest two colours for the fourth circle (white and black, red and white...).

The children turn the spinner four times and make a note of the four colours. They write the results in their books. Tell the children to show their spinners to the rest of the class and to talk about them.



Teaching tip

Remembering structures

Before playing the game, and to help the children remember the structure, the teacher could write the questions that appear in the speech bubbles next to the children in the Student's Book.



Let's play!

Word whispers

Form rows of four or five children. Show a flashcard to each child at the end of each row. These children whisper the word to the child in front of them. The children continue like this until the word gets to the child at the front of the row. If the word is the same as the word on the flashcard, the children in that row win a point.



Resources

DVD

Unit 2, Real kids

Teacher's Resource Book

DVD worksheet, page 26



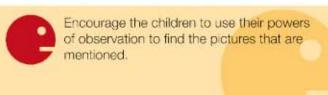


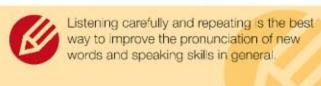
Children look at the pictures from the story and think about a similar experience that they have had.



Children try to make predictions about the story.







Literacy: predicting events.

Curricular link: Literacy

Language Objectives

Story language: night, shadow, smoke, noise, bed, house, downstairs, kitchen, cooker, quiet, scared, hear, see, smell; What's the matter? What is it? I think it's a dragon. Nonsense!

Resources: CD; story cards

Transcript Track 1.16 Story: A dragon in the kitchen See page 89. **Optional Activity Book** exercises See page 89.

STORY: A DRAGON IN THE KITCHEN

Presentation



Say: It's story time!

Place the story cards on the board. Tell the children to come to the front and to look at the pictures. Remove the story cards from the board one by one and ask questions about the story.

Say: Sit down now and let's listen to the story. Play Track 1.16. Point to the story cards while you are listening to the story.

Work with the book n



Student's Book, pages 18 and 19, Activity 7

Say: Open your books at pages 18 and 19.

Play Track 1.16 again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children on Friday night? What's the matter with Ben? What does Lily think the noise is? What do you think? Is the noise in the bedroom? Where is it? What can Lily see? What can Lily smell? Is it a dragon in the kitchen? What is it? Tell the children to read the story in silence. When they have finished, tell the children to come to the board to write the words that they do not understand. Point to the words and explain them using the story cards where possible or by giving examples.

Practice



Place the story cards on the board in random order. Play Track 1.16 again. Stop after each picture frame. Tell the children to point to the story card that corresponds to this picture frame. Remove the story card from its position and place it in a line below. Continue until all the story cards are in the correct order.

Literacy: phonics ch (chair, chocolate, children, chicken) and c/k (coat, cat, car, kitchen)

Curricular link: Literacy (phonics)

Resources: CD: story cards

PHONICS

Retell the story

Place the story cards in random order. Tell the children to come to the board to look at the cards. Ask: Which is the first picture? Ask questions about the picture to check comprehension. Repeat for all the other story cards until the pictures are all in the correct order.

Work with the book n



Student's Book, page 19, Activity 8

Clap your hands to ensure that the children are watching you. Write the letters ch on the board.

Point to each letter as you say: ch... ch... ch... chair. Repeat several times. Articulate the ch sound clearly by opening your lips and showing that your teeth are almost touching to produce the sound.

The children repeat: ch... ch... ch... chair.

Repeat with the other words (chocolate, children, chicken). Write the letters c and k on the board.

Point to each letter as you say: c... c... coat. Repeat several times. Articulate the k sound clearly by opening your mouth wider and showing that your tongue is higher up on the palate. The children repeat: c... c... coat. Repeat with the other letters (c... c... cat, c... cat, c... c... car, k... k... kitchen). (The c and the k have the same k sound here).

Make sure the children can differentiate correctly between chicken and kitchen.

Say: Look at Activity 8 on page 19.

Play Track 1.17. The children listen and repeat the sounds and words.

Tell the children to find the pictures in the story that correspond to the words. Ask: Can you find (chocolate)? SS: Yes! It's in picture 1. They can use the story cards if necessary.

Transcript



Track 1.17 Phonics

See page 91.

Optional Activity Book exercises

See page 91.

Act out the story n

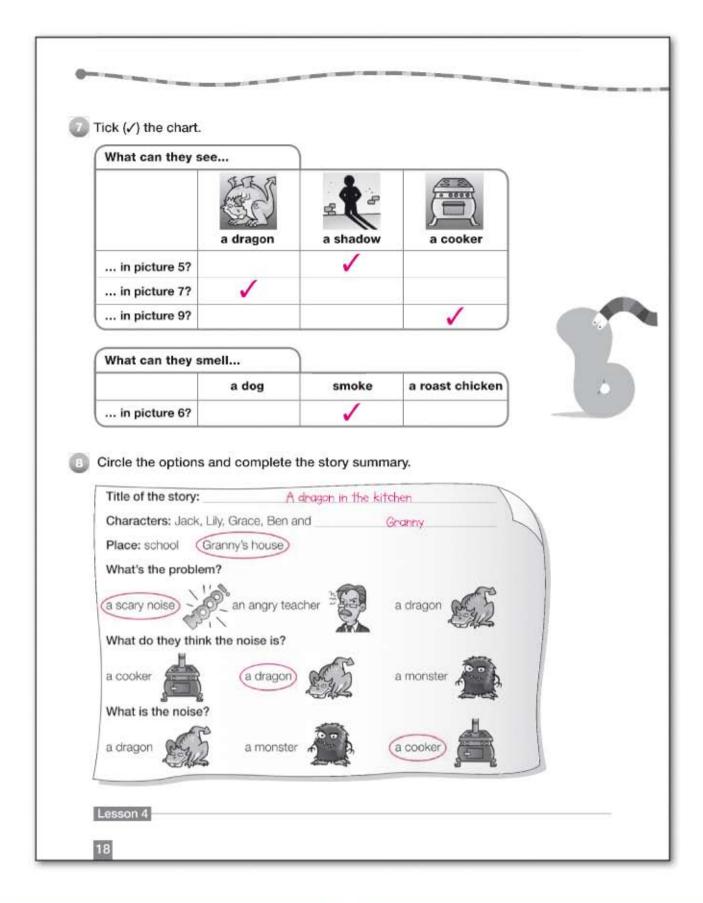


Divide the class into groups of five. Assign a character to each child. Play Track 1.16. The children join in with their lines. Ask groups to come to the front of the classroom to act out the story. Use the recording when necessary.

ANSWER KEY

Student's Book, Activity 8

chair: pictures 5, 6; chocolate: pictures 1, 2; pictures 1-9; chicken: picture 9; coat: picture 8; cat: pictures 7, 9: car: picture 2: kitchen: picture 9





Children complete the chart with the information from the story that they have read.



Explain to the children that all stories have basic elements in common. Help them to identify these elements by doing the activity.

Page 18, Activity 7

Say: Open your Activity Books at page 18. Look at Activity 7.

Tell the children to look at the picture of the dragon. Ask: What do the children think they can see in picture 5 of the story? SS: A dragon. T: But can they see a dragon? SS: No! T: That's right. They think they can see a dragon.

Ask about the other elements in the picture: Can they see (a shadow) in picture 5?

Then, ask: Can they smell a dog in picture 6? Repeat with the other elements in the picture. Tell the children to put ticks in the chart in the corresponding boxes.

Page 18, Activity 8

Say: Now look at Activity 8.

Discuss the summary with the children by reading and asking questions. For example: What's the title of the story? SS: A dragon in the kitchen. T: Who are the characters in the story? etc.

Tell the children to complete the summary. Ask for volunteers to read out their summaries.



Let's play!

Story card game

On the board, place the story cards from the story in the correct order. Place them all except one. Hand this story card to a child without showing it to the rest of the class. The rest of the class try to guess which one is missing. The child who guesses correctly has to describe the card. The child who has this story card listens and says whether this is correct or not.



Resources

Multi-ROM Unit 2, Story

Transcript



Track 1.16 Story: A dragon in the kitchen

Picture 1

Narrator: It's Friday night. The children are in bed and the house is very quiet. Then suddenly...

Ben: Aaarah!

Picture 2

Grace: What's the matter?

Ben: I can hear something. Listen!

Picture 3

Ben: What is it?

Lily: I think it's a dragon. Others: A dragon!

Picture 4

Grace: It's downstairs.

Jack: Come on!

Ben: I'm scared!

Picture 5

Lily: I can see something over there!

Ben: Is it a dragon? Jack: No, it's a shadow.

Picture 6

Lily: I can smell smoke. Grace: I can see smoke. Jack: It's in the kitchen.

Picture 7

Grace: It is a dragon! Others: Help!

Picture 8

Granny: What's all this noise? Lily: There's a dragon in the kitchen.

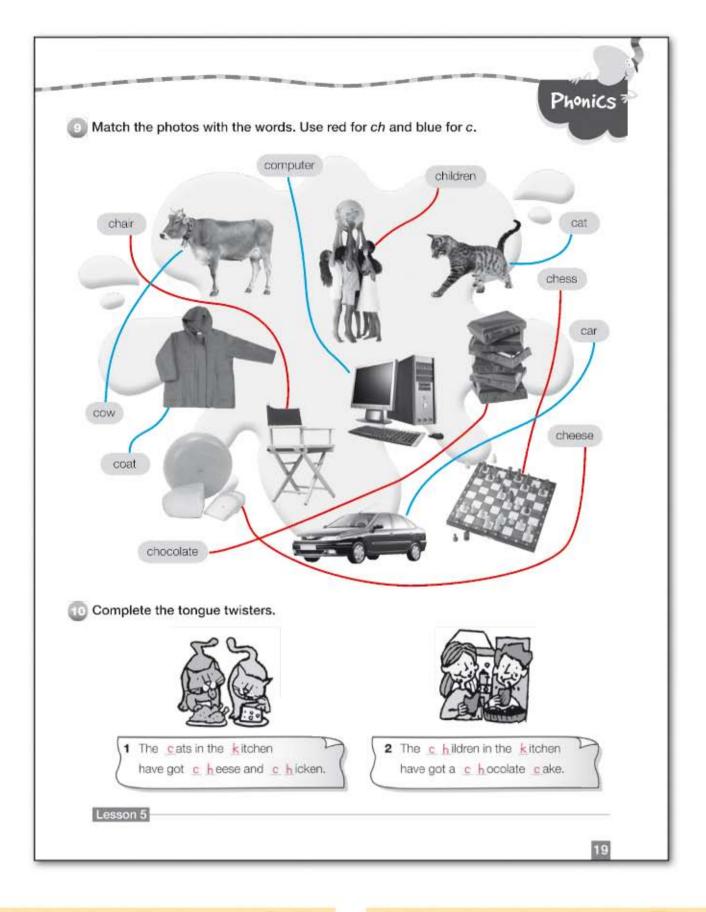
Granny: Nonsense!

Picture 9

Granny: Look! There's nothing here.

Ben: But listen.

Granny: That's only the old cooker. Now go to bed.





Children revise vocabulary by identifying the objects in English.



Tongue twisters are a fun way of improving pronunciation in English. Encourage the children to practise them.

Page 19, Activity 9

Say: Open your Activity Books at page 19. Look at Activity 9.

Tell the children to identify the objects in the photos. The children match the words to the objects using red for the *ch* sound and blue for the *c* sound.

Page 19, Activity 10

Say: Now look at Activity 10.
Ask if anyone can complete the tongue twister.
Tell the children to write the missing letters. Ask for volunteers to read the tongue twister out loud.

Transcript



Track 1.17 Phonics

ch ch ch chair
ch ch ch chocolate
ch ch ch children
ch ch ch chicken
c c c coat
c c c cat
c c c car
k k k kitchen



Teaching tip

In exercises such as the one in Activity 9, you should encourage the children to paint and write around the picture or photos, but never on top of them.



Let's play!

I spy phonics

Play I spy using the sounds and phonemes that the students have studied, for example: I spy with my little eye something beginning with (ch).



Resources

Multi-ROM

Unit 2, Phonics

Focussing on smell and taste.

Curricular link: Music: Science

Language Objectives

Vocabulary: cheese, bread, rubbish, soap, flowers, car, pig, cake, trainers

Structures: What can I smell? I like/don't like the smell! Taste this! What can I taste? I like/don't like the

Resources: CD; poster (side A)

SMELL AND TASTE

Presentation M





Point to the photos on the poster (side A) and tell the children to identify the objects: What's this? SS: Cheese! T: What are these? SS: Trainers.

Then say: Watch me! Point to the trainers, screw up your face and say: These are trainers. Phew! What a horrible smell! Point to the flowers, smile, close your eyes and say: These are flowers. Mmm! What a lovely smell!

* Note: Some children may have a different idea about what smells good or bad.

Ask four children to come to the poster.

Play Track 1.18. Tell the children to touch the correct objects and to mime the gestures as they hear them named.

Work with the book





Student's Book, page 20, Activity 9

Say: Open your books at page 20.

Tell the children to look at the pictures in the box and to find these objects in the picture of the kitchen and to point to them.

Draw two columns on the board. Write the word Phew! at the top of the first column and the word Mmm! at the top of the second column. Tell the children to suggest words that could be included in each column.

Divide the class into two groups: Phew! and Mmm! Each group chooses a word from their column on the board. Play Track 1.18 again. The Phew! group sings the first and third verses, and the Mmm! group sings the second and fourth verses, inserting their chosen words. Repeat with other words.

Student's Book, page 20, Activity 10

Point to the poster and say: I can smell all of these things. but I can't taste them all. Ask the children to identify the things they can taste. Say: Look at The taste chant. Ask two volunteers to come to the poster. Read The taste chant out loud.

The children point to the objects on the poster as they hear them. Read the chant again and tell the children to mime the gestures and to join in. Tell the children to look at the picture in Activity 9 and to find all the items of food. Mime the act of eating and say: Munch, munch. Munch, munch. What can I taste? Yum! (Carrots!) I like the taste! Ask a few volunteers to repeat it. Use the same chart you drew for the smells, but replace the words at the top of the columns with Yuck! and Yum! Tell the children to offer suggestions of words they would place in each column. Ask for volunteers to take turns choosing a word from the columns and to say a verse of the chant.

Transcript



Track 1.18 The smells song

See page 95.

Optional Activity Book exercises

See page 95.

Practice

Continuous assessment

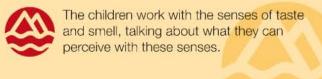
Children can express their opinions of different smells and tastes.

Ask the children: Do you like cheese? Continue asking until a child says: No!

Point out that we have opinions about what we like and don't like. Explain that taste is very personal.

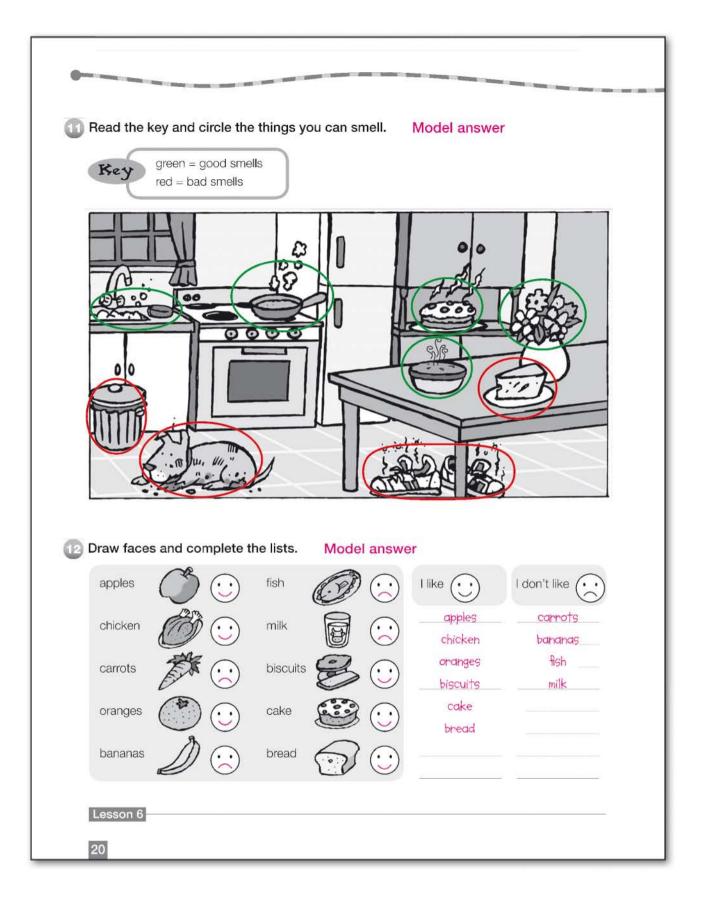
Say: I am going to call out food words. Stand up if you like it. Make sure you include things you think they will like and things you think they won't like. Recycle all the food words: apples, bananas, sandwiches, cake, crisps, biscuits, sausages, meat, fish, bread, milk, cheese, ice cream, rice, chicken, tuna fish, sardines, potatoes, tomatoes, carrots, beans, spinach, peas, oranges, strawberries, soup, butter, eggs.







Encourage the children to sing and speak in English about their preferences with respect to food. They use the structures that they have learnt.





Tell the children to think about things in their kitchens and what they smell like. Then, they should identify the items in the picture that smell nice and those that don't.



The children work with a chart again. In this activity, the children write the things that they like and the things that they don't like and describe how some items of food smell.

Page 20, Activity 11

Say: Open your Activity Books at page 20. Look at Activity 11.

Tell the children to look at the picture and ask questions: Can you smell the soap? SS: Yes! T: Can you smell the table? SS: No!

Tell the children to use the key and to circle with a coloured pen or crayon the things they can smell. Ask for volunteers to talk about their pictures: The flowers, cake, cheese and soap are good smells! Remember that the children's answers could vary.

Page 20, Activity 12

Say: Now look at Activity 12.

Point at the elements on the poster and ask: Do you like (fish)? Tell the children that, if they answer affirmatively, they should raise their hand. Repeat with the other items of food. Tell the children to complete the faces next to the pictures of the food and to complete the lists with the corresponding words. Ask for volunteers to read out their lists: I like...

Project Booklet

Use your senses!

Page 11, Test your taste buds

Important: Before the children do the experiment, you should make sure that none of them are allergic to the food that is going to be used.

Show them the words: bitter, sweet, salty, sour. Brainstorm any ideas related to food. Then, they will have to place these items of food in one of the four categories. Explain that each of these tastes can be found in a specific place on the tongue.

Say: Imagine we are scientists. We are going to do an experiment to test our taste buds. We need these materials and these are the steps we are going to follow. Read the list of materials and each step of the experiment. Then, explain: Finally, we are going to show our results on this tongue map.

There are four taste buds. The bitter one is at the back of the tongue, the sweet one is at the tip of the tongue, and the sides of the tongue contain the salty and sour buds. Talk to the children about the results and about their own personal taste preferences: which taste they prefer, which one they don't like, etc.

Resources

Teacher's Resource Book

Unit 2, Extension worksheet 1, page 41





Teaching tip

Smells chart

The children make a chart with two columns: smells good and smells bad.

Teach the children some adjectives (wonderful, sweet, terrible, horrible...).
This activity can be done as a class activity, in pairs, or as a competition: the pair or group that makes the longest list wins. The children could use a dictionary.



Let's play!

Charades

Mime some words or sentences for the children to guess. The first child to guess can mime the following word in front of the class.

Transcript



Track 1.18 The smells song

Sniff, sniff. Sniff, sniff. What can I smell? Phew! Trainers. I don't like the smell!

Sniff, sniff, Sniff, sniff, What can I smell? Mmml Flowers. I like the smell!

Sniff, sniff, Sniff, sniff. What can I smell? Phew! _______ I don't like the smell!

Focussing on touch.

Curricular link: Science

Language Objectives

Vocabulary: skin, touch, wet, soft, hard, cold. snowman, paintbrush, fish, rabbit, ice cream, hat

Structures: the position of adjectives: The hat is wet. A (wet) (hat).

Resources: CD; flashcards (eyes, ears, tongue, nose,

skin; see, hear, taste, smell, feel)

Materials: paper, scissors

Repeat with the other colours and adjectives.

Play Track 1.19. Tell the children to listen and to cover the pictures according to the descriptions. Some pictures are repeated because they reprsent more than one adjective. The first child to cover all the pictures shouts Bingo! and is the winner.

Student's Book, page 21, Activity 12

Say: Now look at Activity 12.

Point to a child and ask him/her to uncover one of the pictures and to describe it: The snowman is cold. Then, ask: Does anybody have a different description? S1: Yes! The snowman is wet! Say: That's right! The snowman is cold and wet.

Repeat the procedure pointing out that some objects can be described in more than one way.

Touch

Presentation



Use the flashcards for the body parts and the verbs of perception. Say: Do you remember the rhyme in Lesson 1? Play Track 1.13 again. The children join in with the words and the actions. Point to the flashcards as you hear the items mentioned in the rhyme. Pause the recording after the fourth line and ask: What sense is missing? Wiggle your fingers and stroke your arms. Hold up the feel flashcard and say: I feel with the skin on my fingers and my toes. Remind the children of the difference between touch and feel. Say: Remember! We touch with our hands and we feel with our skin.

Close your eyes and take a hard object from your desk, for example, a book. Say: What can I feel? It's hard. Is it a book?

Repeat with soft (a soft pencil case or a jumper), cold (the window pane), wet (a cup of water).

Ask four children to come to the front of the class and to close their eyes. Ask each child to feel one of the four things. Ask questions: Is it (hard)? A1: Yes/No. Repeat with the other volunteers.

Work with the book [7]



Student's Book, page 21, Activity 11

Say: Open your books at page 21.

Hand out the coloured paper and tell the children to cut out three small square in each colour. The squares should fit over the pictures in the hands. Tell the children to look at the key and ask: What colour is wet? SS: Red! Tell the children to colour three squares red.

Repeat with the other colours and adjectives.

Then say: Look at the snowman. Is it wet? Is it cold?

Transcript



Track 1.19 Activity 11

See page 99.

Optional Activity Book exercises

See page 99.

Practice

Continuous assessment

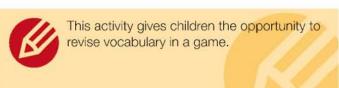
Children can describe objects using: hard, soft, wet and cold.

Ask the children to empty the contents of their school bags onto their desks. Ask them to take turns holding up and decribing objects: It's a hard book.

Collect some of the objects and place them on your table. Choose volunteers to come to the front. Tell them to close their eves. Hand them objects.

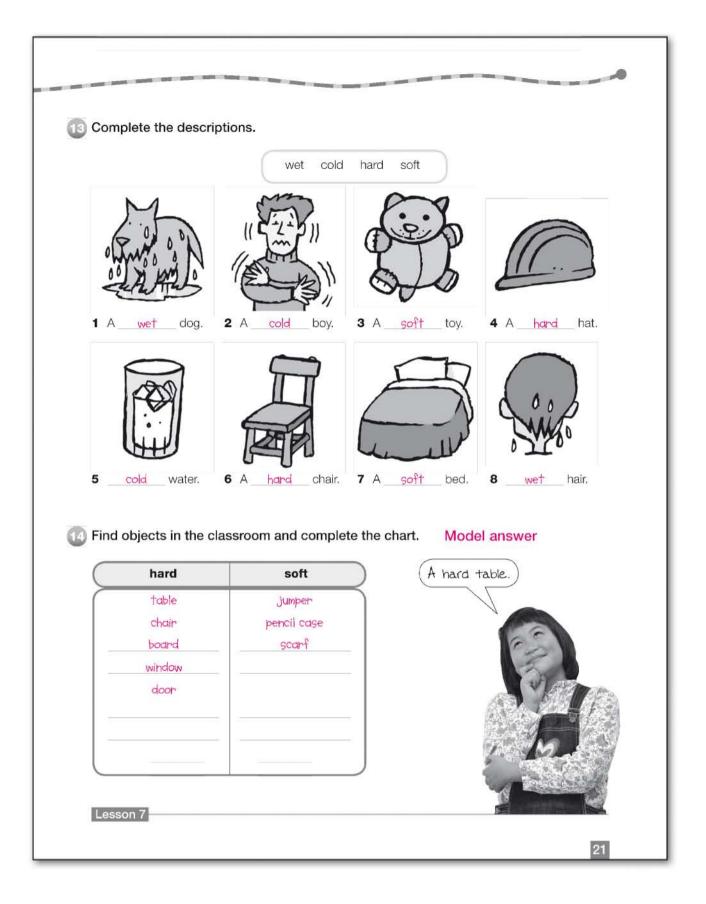
Ask the other children to ask questions: S1: Is it (hard)? S2: Yes, it is. S3: Is it (long)? S2: Yes, it is. S4: What is it? S2: It's a (pencil)!







The children use the vocabulary they have learned to describe how they perceive different things.





Children observe and interpret the pictures in order to complete the activity.



Encourage the children to observe the things around them and to complete the chart. They should use skills such as observation, memory and their capacity to predict what some objects are like (hard, soft).

Page 21, Activity 13

Say: Open your Activity Books at page 21. Look at Activity 13.

Point to the picture of the dog and ask: Can anybody describe the dog? S1: A wet dog. Repeat for the other pictures and adjectives.

Tell the children to complete the sentences using the adjectives.

Ask for volunteers to read out their sentences.

Page 21, Activity 14

Say: Now look at Activity 14.

Hold up an object from the class. Ask: Is it hard or soft? Tell the children to find objects in the class and to write their names in the corresponding columns.

Project Booklet

Use your senses!

Page 12, A fingerprint album

Remind the children of the difference between *feel* and *touch*. Explain that we feel things with all our skin, but that we use our hands when we want to touch something. And we leave our fingerprints on the things we touch.

We touch things with our fingers, expecially with the tips of our fingers, (you can demonstrate this by miming the action). Say: Look at the tips of your fingers very carefully. What can you see? (Lines, circles).

Ask: Is the pattern on my fingers the same as yours? Explain that every one has a unique fingerprint. Say: Open your Project Booklets at page 12.

Read the instructions out for the children. The children do a fingerprint on the grid and write their name. The, they ask eight classmates to do the same so they can take an album of fingerprints. The children can compare the fingerprints and revise any adjectives.

The class make a mural of fingerprints: draw a figure of a human being and fill it with hands and fingerprints.



Let's play!

Go fish!

The children play in pairs. Use the key vocabulary cut-outs or the Teacher's Resource Book, page 18 (one photocopy per child). The children mix their cards together and deal them out. They put them on the table face down. One child has to guess what the first card is. If they are right, they keep it. If not, they put it at the bottom of the pile. They keep playing until there are no more cards on the table. The winner is the player with the most cards.

Recursos

Multi-ROM

Unit 2, Activity 3

Teacher's Resource Book

Unit 2, Extension worksheet 2, page 42



Transcript



Track 1.19 Activity 11

Find something cold. Find something hard. Find something wet.

Find something cold. Find something soft. Find something wet.

Find something hard. Find something cold. Find something soft.

Find something hard. Find something wet. Find something soft.

Language awareness: can

Curricular link: Literacy; Science

Language Objectives

Resources: poster (side A); Unit 2 cut-outs (can/can't) or Teacher's Resource Book, page 10, (one photocopy per child); flashcards (see, hear, smell, taste, feel)

Materials: scissors; two pieces of card

Preparation: Write I can and I can't on the two

pieces of card.

FOCUS ON LANGUAGE

Presentation M



Show the children the poster (side A). Point to the photos and ask questions: Can you see a flower? SS: Yes, you can. T: Can you hear a flower? SS: No, you can't. T: Can you taste a flower? SS: No, you can't. T: Can you smell a flower? SS: Yes, you can. T: Can you touch a flower? SS: Yes, you can.

Repeat with the other objects (*fire* and *snow*). This time, ask volunteers to ask the questions. The other children answer.

Work with the book

Student's Book, page 22, Activity 13

Say: Open your books at page 22.

Ask for volunteers to look at the pictures and to complete the sentences orally with can or can't.

Student's Book, page 22, Activity 14

Say: Now find your cut-outs for Unit 2. Look at Activity 14. Tell the children to cut out the cut-outs. Demonstrate the language game with a volunteer. Explain that one of you will use the *I can* circles and the other will use the *I can't* circles.

Take turns using the circles to cover the pictures correctly. Each time, you say: I can (smell) a (flower). / I can't (taste) (fire).

The first player to complete a line of three is the winner. The children play the game.

Optional Activity Book exercises

See page 103.



Practice

Continuous assessment

Children can describe objects using can/can't and the senses.

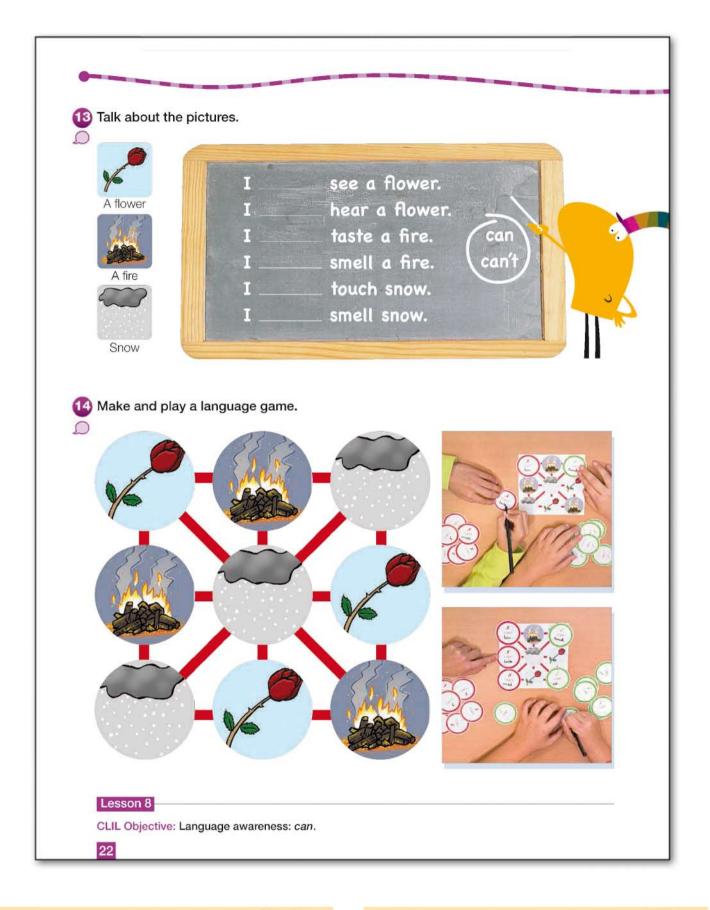
Play I can, I can't.

Hand out the flashcards of the senses.

Ask two children to come to the front of the class and give them the pieces of card with *I can* and *I can't*.

Tell the rest of the class to start passing around the sense flashcards. Clap your hands and ask someone who is holding a flashcard to stand up and say the word: (Taste)! The children standing at the front of the class should make two true sentences: I can (taste) (ice cream). / I can't (taste) (fire).

Change roles and repeat the process several times.



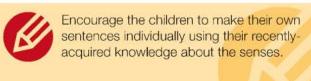


As part of this activity, the children use the structures that they have learnt to talk about the pictures.



Playing with a classmate is a good way of developing self-confidence and personal initiative.







Remind the children that aerial plans are drawn from above. Tell them that they should draw the class as if they were looking down from the ceiling.

Page 22, Activity 15

Say: Open your Activity Books at page 22. Look at Activity 15.

Form a sentence: I can see ice cream. Then, ask: Is that true? SS: Yes! Repeat with other combinations, including a few that are false.

Tell the children to use the words and to write sentences about them on the lines below. Ask for volunteers to read out their sentences and correct the activity.

Page 22, Activity 16

Say: Now look at Activity 16.

On the board, draw an aerial plan of the classroom. Ask the children to help you place the elements in the correct place, for example: Where is the door, here, or here? Draw a table and say: Let's see. Can I see a window from here? Yes, I can.

Repeat with the other elements from page 22. Tell the children to draw their own aerial plan, placing their table in the classroom and putting a circle around the options in question 1. They write the answers for questions 2 to 6 for their own particular case.



Teaching tip

Flashcards

Activity 15 could be done alternatively by using flashcards. You could also use photos instead of flashcards.



Let's play!

Guess the words

The children form groups of four or five. Each team has to write ten words related to transport, parts of the body, etc. A competition will be held in which each team has to try to guess the other teams' words. The team that guesses the most wins.



Multi-ROM

Unit 2, Activity 1

Teacher's Resource Book
Ready to write worksheet, page 112



Learning about how our senses help us to balance.

Curricular link: PE: Social Science

Language Objectives

Vocabulary: cat, goat, monkey, run, balance, swing, tree, branch, rock, arm, leg, blindfolded, cushion

Structures: Can you...?

Resources: CD

Materials: One cushion for each group of four

children.

THE WONDERFUL WORLD: BALANCING BODIES

Presentation

Draw a chalk line on the ground and walk along it as though you were balancing on a tightrope with your arms held out. Say: I can balance. Then, stand on one leg for a short time and say: I can balance on one leg.

Say: We use different senses for balancing. We need our eyes, ears and skin for balance. Point to the different parts of your body as you explain. Ask questions about animals. Can a dog balance on two legs? Can a cat balance on two legs?

Repeat with the other animals.

Work with the book n



Student's Book, page 23, Activity 15

Say: Open your books at page 23. Look at Activity 15. Tell the children to identify the animals in the photos. Ask: Are these animals good at balancing?

SS: Yes!

Play Track 1.20. The children find the correct picture for the descriptions. Pause after each question and ask: What animal is that?

Ask: Can a cat walk on a branch of a tree? Can you do that? Repeat for the other animals and abilities.

Student's Book, page 23, Activity 16

Say: Now look at Activity 16.

Say: Look at the pictures. Can you balance on a cushion

with your arms out?

The children raise their hands if they think they can. Repeat for the other questions. Then, ask questions about the characters in the picture: Can Ben balance on a cushion on one leg? SS: Yes! Ask for volunteers to ask other questions. Divide the class into groups of four and

hand each group a cushion. Tell the children to copy the chart and to write their own names. The children do the balancing exercises and mark the chart to show their





Track 1.20 Activity 15

See page 107.

Optional Activity Book exercises

See page 107.

Practice

Ask the children to look at the chart they made about the balancing experiment. Tell the children to ask children in other groups questions. S1: Can (Daniel) balance on a cushion with (his) arms out? Can (he) balance on a cushion on one leg?

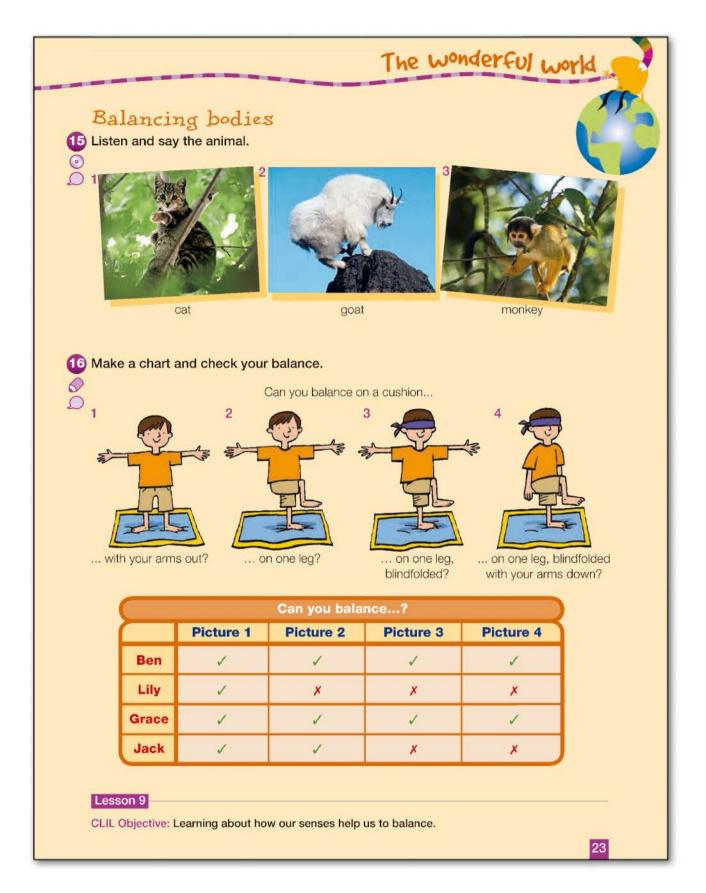
Then, ask volunteers to talk about the results in their group from the balancing experiment. (David) can balance on a cushion with his arms out. (He) can balance on a cushion on one leg, but (he) can't balance on a cushion on one leg, blindfolded, or on one leg, blindfolded with (his) arms down.

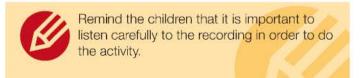
Answer key

Student's Book, Activity 15

monkey cat

goat







The children do an experiment on their ability to balance and record their results in a chart.









Model answer

- 1 Can a cat balance on a rope?
- 2 Can a goat balance on a rope?
- 3 Can a monkey balance on a rope?
- 4 Can you balance on a rope?
- 5 Can a cat climb a ladder?
- 6 Can a goat climb a ladder?
- 7 Can a monkey climb a ladder?
- 8 Can you climb a ladder?
- 9 Can a cat swing from tree to tree?
- 10 Can a goat swing from tree to tree?
- 11 Can a monkey swing from tree to tree?
- 12 Can you swing from tree to tree?
- 13 Can a cat walk on two legs?
- 14 Can a goat walk on two legs?
- 15 Can a monkey walk on two legs?
- 16 Can you walk on two legs?

Yes, it can./ No, it can't.

Yes, it can / No, it can't.

Yes, it can / No, it can't.

Yes, I can. (No, I can't.)

Yes, it can / No, it can't.

Yes, it can / No, it can't.

Yes, it can / No, it can't.

(Yes, I can) / No, I can't.

Yes, it can. /(No, it can't)

Yes, it can. /No, it can't)

Yes, it can./ No, it can't.

Yes, I can. No, I can't

Yes, it can. (No, it can't)

Yes, it can. KNo, it can't

Yes, it can. ANo, it can't

(Yes, I can) / No, I can't.





Lesson 9

23



In this activity the children should think about the experiment that they did on their ability to balance.



This activity provides children with an opportunity to practise their predicting skills with regard to what they know about nature.

Activity Book

Page 23, Activity 17

Say: Open your Activity Books at page 23. Look at Activity 17.

Read out the first question and tell the children to raise their hands if they think that a cat can balance on a rope. Repeat with some of the other questions. Then, tell the children to work in pairs. The children read the questions and circle the correct answers.

Ask the whole class questions and correct the activity.



Let's play!

Simon says

Play Simon says using the actions that appear in the quiz in Activity 17 of the Activity Book. Then, other actions that the children choose can be used.

Transcript



Track 1.20 Activity 15

All these animals have very good balance.
These animals can swing from tree to tree.
These animals can run along the branches of a tree.
These animals can balance on small rocks.

Resources



Multi-ROM

Unit 2, The wonderful world

Teacher's Resource Book

Unit 2, Ready to read worksheet, page 70

Assessment.

Curricular link: Science; Literacy

Language Objectives

All the vocabulary from Unit 2.

Resources: CD; flashcards (eyes, ears, nose, tongue, skin; see, hear, smell, taste, feel); poster (side A); poster pop-outs (eyes, ears (x 2), hands (x 2), tongue, nose) **Materials:** an opaque, plastic or paper bag

REVIEW

Let's remember!





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

Ask: Do you remember the rhyme from Lesson 1? Play **Track 1.13** (see page 75). Hold up the flashcards as you hear the words mentioned in the chant. Tell the children to join in with the actions and words. Point to the pictures of the characters in the poster and ask: What is (Ben) using? SS: His ears and his eyes.

Ask for volunteers to come to the board. Pick a flashcard and then make a question about the photos of the objects: Can you (see) a (flower)? SS: Yes!

Work with the book [



Student's Book, page 24, Activity 17

Say: Open your books at page 24. We're going to play a guessing game.

Read Grace's speech bubble out loud. Explain the process: Well, I can hear music, a car, a drum and soup. But I can't smell music or a drum. I can touch a drum... Oh, it's music! Ask volunteers to choose a picture and then decide how to describe it using Grace's model. Tell these children to describe their picture to the rest of the class. The first child to guess correctly offers the next description. Tell the children to work in pairs. Each child describes and guesses two pictures.

Student's Book, page 24, Activity 18

Say: Now look at Activity 18. Ask two volunteers to describe the pictures. Say: Now let's listen and see which picture is correct.

Play Track 1.21. The children listen and choose a picture.

Ask: What can Lily see from her bedroom window? Is it picture 1 or picture 2? If some of the children answer incorrectly, play **Track 1.21** again and ask them to repeat the description.

Ask the children to think about what they can see from their bedroom windows. Ask volunteers to describe the view to the rest of the class and supply any words they need. Encourage them to use *can* and *can't* by asking questions.

Student's Book, page 24, Activity 19

Play The feely bag game:

Fill an opaque bag with different classroom objects. Ask the children to come to the front of the class to feel the objects without looking at them. The children try to guess what it is they are feeling.





Track 1.21 Activity 18

See page 111.

Optional Activity Book exercises

See page 111.

Round up

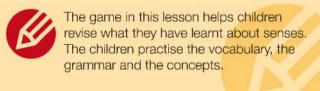


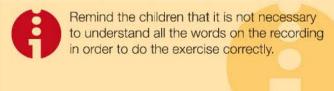
Use the poster (side A).

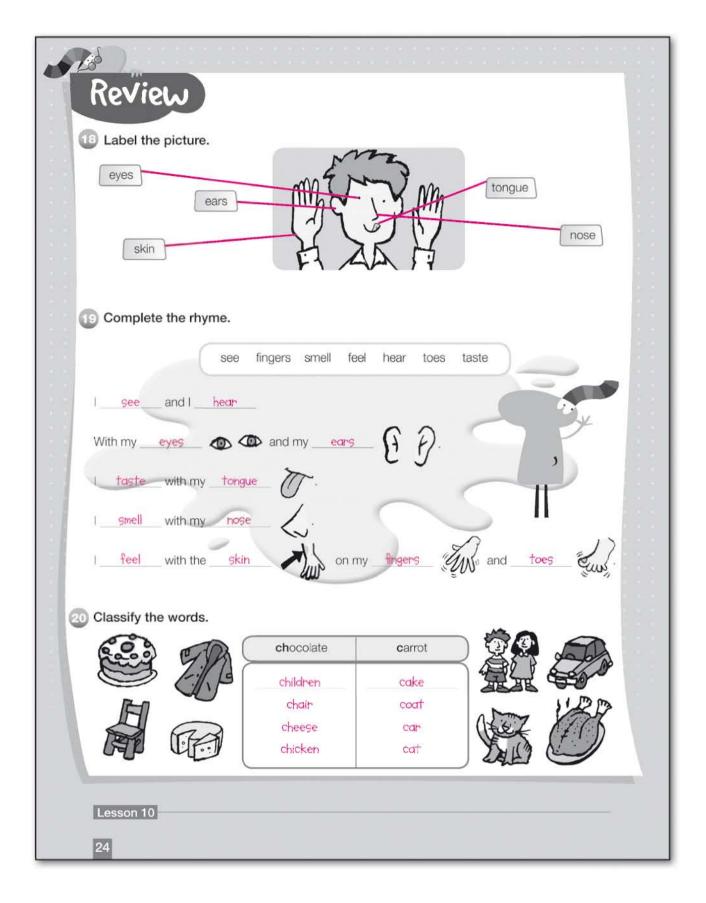
Give descriptions of the sense organs that the characters are using: He's using his eyes and ears. Who is it? SS: Ben! Ask a child to come and place the cut-outs in the correct position.

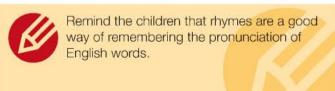
Ask volunteers to form statements and questions for the rest of the class. Make can/can't statements and ask the children to choose the correct picture: I can smell them, but I can't taste them. What are they? SS: Trainers! Ask volunteers to use can/can't to ask the rest of the class questions.

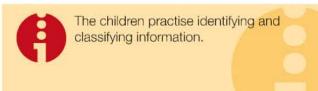












Activity Book,

Page 24, Activity 18

Say: Open your Activity Books at page 24. Look at Activity 18.

Tell the children to label the picture.

Tell the children to exchange books with a classmate and to correct one another's work.

Page 24, Activity 19

Say: Now look at Activity 19.

Ask if anyone can remember the rhyme from lesson 1.

Help the children say the rhyme if necessary. Say: Now complete the rhyme in your books. Ask for volunteers to read out the rhyme.

Page 24, Activity 20

Say: Now look at Activity 20.

Tell the children to identify the objects in the pictures. Ask: What sounds do these words start with? SS: ch and c/k.

Tell the children to write the words in the corresponding columns.

Ask for volunteers to read out their lists of words and correct the activity.



Let's play!

Memory

Put the children into pairs, and make sure that each pair has two sets of key vocabulary cut-outs or the Teacher's Resource Book, page 18 (one photocopy per child). The children place the cut-outs face down on the table. They take turns picking up two cards. If the two cards form a pair, they keep the cards. If not, they put them back in the same place. The player with the most pairs wins.

Resources



Multi-ROM

Unit 2, Activity 4

Teacher's Resource Book

Unit 2 Test, pages 87 and 88



See Transcript Track 1.22

Transcripts



Track 1.21 Activity 18

Lily: From my bedroom window I can see a building with lots of windows. And I can see a tree. I can't see the road.



Track 1.22 Unit 1 Test. Activity 1

Narrator: Listen and number the pictures.

- 1 (The sound of sausages being fried)
- 2 (The sound of a car motor starting up moving off)
- 3 (The sound of a bird singing)
- 4 (The sound of a pot of soup bubbling)
- 5 (Piano music)
- 6 (The sound of a fire crackling)

Assessment criteria

CLIL Objective

Children can associate the sense organs with the senses.

Children can classify objects acording to the senses needed to perceive them.

Children are beginning to learn to associate qualities with objects.

Language Objectives

Children can name the five organs of perception and the five senses.

Children can describe objects through the use of adjectives of quality.

Children can express an opinion about different smells and tastes

Children can describe objects using the structures can/can't and by naming the senses.

FREE TIME

People and human activities

CLIL Objective

Identifying after-school activities.

Curricular link: Social Science

Language Objectives

Vocabulary: art, ballet, chess, drama, football, gym, ICT, karate, music, swimming; days of the week Structures: I do (football) on Monday. What do you do?

Resources: CD; poster (side A); poster pop-outs (Jack, Ben, Grace, Lily)

FREE TIME

Presentation M





Present the context. Say: Today we are going to talk about what we do in our free time. Ask: What time do we finish school? What day is it today? What do you do after school, today? Ask questions if necessary: Do you do football? Do you do ballet? Do you do that every day?

Show the children the poster (side A). Hold up the popouts and ask the children to identify the characters (Ben, Jack, Grace, Lily).

Say: All the children do different after-school activities. Point to the four places on the poster and say: One of them does art; another one does music, another one does gym and the other one does football. Who do you think does (football) ? SS: (Ben !) Ask a volunteer to put the pop-out of Ben on the poster. Repeat the procedure for the other characters and activities.

Then, say: Now let's listen and check.

Play Track 1.23. The children listen while you move the characters to the correct place. Ask: Who plays football after school? SS: Jack.

Point to the four photos at the bottom of the poster. Ask a volunteer to come to the poster to point to the place where Jack goes to play football. Repeat with the other places. Ask four volunteers to come to the poster. Hand each one a character. Play Track 1.23 again. The children move the characters to the corresponding places. Encourage the rest of the class to join in with: Bye, everyone! See you tomorrow!

Work with the book [7]



Student's Book, page 25, Activity 1

Say: Open your books at page 25. Tell the children to look at the picture and the four photos and to identify Lily and the activities (music, football, art and gym).

Say: Lily is a very busy girl! She does all these after-school activities on different days.

Ask: Do you do any of these after-school activities? When do vou do them?

Then, say: Let's listen to Lily and say the day of the week. Play Track 1.24. Pause after each question and tell the children to answer.

Student's Book, page 25, Activity 2

Say: Look at the school activities on the notice board. Point to a child and ask: Do you do (ballet)? When do you do it?

Repeat several times asking different children. Point to yourself and say: I go (swimming) on (Tuesday). Then, point to a child and ask: What do you do? Encourage the child to answer and then ask another child and so on.

Optional activity

Create a spidergram on the board with activities that do not appear in the book and that can be done after school.

Transcripts



Track 1.23 Poster Activity



Track 1.24 Activity 1

See page 115.

Optional Activity Book exercises

See page 115.

Practice M





Ask four children to come to the front and give a poster pop-out character to each one. Ask: Who are you? SS: I'm (Ben).

Play Track 1.23 again. The children join in saving their lines and acting out the scene. Repeat the procedure with other children.

Answer key

See Transcript.

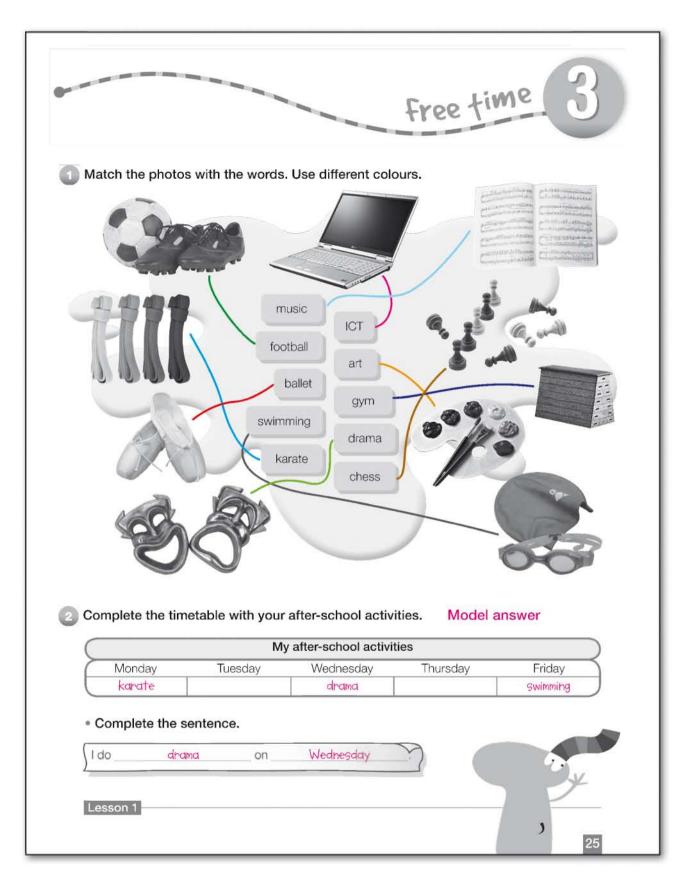


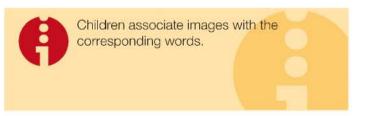


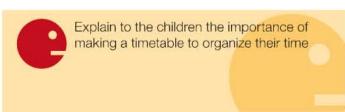
The children listen carefully and interpret the information from the recording in order to complete the activity.



Talking about personal experiences is useful in language learning. Encourage the children to tell their classmates about their after-school activities.







UNIT 3 LESSON 1 OPTIONS

Activity Book

Page 25, Activity 1

Say: Open your Activity Books at page 25. Look at Activity 1.

Tell the children to identify the activities in the photos.
Tell the children to read the words and to match them to the photos using different colours

Page 25, Activity 2

Say: Now look at Activity 2.

Ask several children at random: What after-school activities do you do? When do you do them?
Tell the children to complete the chart individually. If the children want to write another type of activity, supply the necessary language.

Tell the children to complete the sentence.

Ask volunteers to read out their sentences. There may be several children in the class who do the same activity on the same day. In this case, these children can shout out: *Snap!*



Let's play!

Hangman

Choose a word that the children have learnt. Draw spaces on the board to represent each letter of the word. The children take turns saying letters of the alphabet. If they say one of the letters from the word, write the letter in the correct space. If they do not, draw one part of the stick man. The children win if they can guess the word correctly before you complete the stick man.



Resources

Multi-ROM

Unit 3, Activity 1

Transcript



Track 1.23 Poster Activity

Narrator: It's Monday afternoon. Listen to Lily.

Lily: Hooray! I do music today. Bye, everyone! See you

tomorrow.

Narrator: Listen to Grace.

Grace: Hooray! I do gym today. Bye, everyone! See you

tomorrow.

Narrator: Now, listen to Jack.

Jack: Hooray! I do football today. Bye, everyone! See you

tomorrow.

Narrator: And now listen to Ben.

Ben: Hooray! I do art today. Bye, everyone! See you

tomorrow.



Track 1.24 Activity 1

Narrator: Listen to Lily.

Lily: Hooray! I do music today. Bye, everyone. See you

tomorrow.

Narrator: What day of the week is it?

Lily: Hooray! I do gym today. Bye, everyone. See you

tomorrow.

Narrator: What day of the week is it?

Lily: Hooray! I do art today. Bye, everyone. See you

tomorrow.

Narrator: What day of the week is it?

Lily: Hooray! I do football today. Bye, everyone. See you

tomorrow.

Narrator: What day of the week is it?

Anticipating difficulties

In this unit, the children will learn how to make sentences related to sport and free time. The verb *play* is used in all the sentences related to sport and activities with a ball: play football, play basketball. For the other sports, the verbs *go* or *do* are used, for example: do gymnastics, do athletics, go swimming.

Classifying types of sports: team and individual.

Curricular link: Music: PE

Language Objectives

Vocabulary: athletics, baseball, basketball, football,

gym, hockey, swimming, tennis

Structures: I/we like (athletics). I don't like (football). Do

you like (gym)? Yes, I do./No, I don't.

Resources: CD; poster (side B); poster pop-outs (athletics, baseball, basketball, gym, hockey, tennis)

SPORTS: TEAM AND INDIVIDUAL

Presentation M 6





Say: Today we are going to learn about sports. Use the poster (side B). Point to the first column on the chart and say: Football is a team sport. Two teams play a game of football. What's your favourite football team? The children call out their favourite teams. Choose a team and ask the children to name the players. Count the players with your fingers as they name them and ask: So, how many people are there in the team? The children may give different answers. During a game, there are eleven players in each team playing on the field, but there are also reserves.

Point to the other column on the chart and say: Swimming is an individual sport, not a team sport.

Hand out the poster pop-outs and tell the children to come to the poster to classify the sports according to whether they are team or individual sports. The children may disagree because some individual sports are also played in pairs (tennis, athletics and swimming relays), but in general, these sports are classified as individual sports.

Then, ask: Do you like sports? Who likes (football)? Repeat the question for the other sports. The children raise a hand according to their preferences.

Work with the book To



Student's Book, page 26, Activity 3

Say: Open your books at page 26 and look at the pictures. Ask: Who can you see in the pictures? SS: Jack, Lily, Grace and Ben.

Ask: Do they like sports? What do you think?

Play Track 1.25. Tell the children to follow the words to the song in their books.

Play Track 1.25 again. Tell the children to join in by singing and doing the actions. Ask: What does (Jack) like?

SS: Tennis and football. Repeat for the other characters. Divide the class into four groups. Assign a character to each group. Play Track 1.25 again. The children join in by singing their part.

Ask: Is (tennis) a team sport or an individual sport? Repeat for the other sports.

Tell the children to look at the photos at the bottom and to choose an individual and team sport. Sing the song going around the class and asking the children to sing their own verses that include their favourite sports.

Student's Book, page 26, Activity 4

Say: Look at Activity 4. Point to a child at random and ask: Do you like (football)? S1: Yes, I do./No. I don't. Then, tell this child to ask another child in the class about another sport. Continue asking and answering in a chain.

Transcript



Track 1.25 The sports song

See page 119.

Optional Activity Book exercises

See page 119.

Practice

Continuous assessment

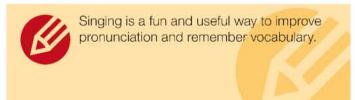
Children can name and express their opinion of different sports activities.

Say: Now we're going to do a sports survey.

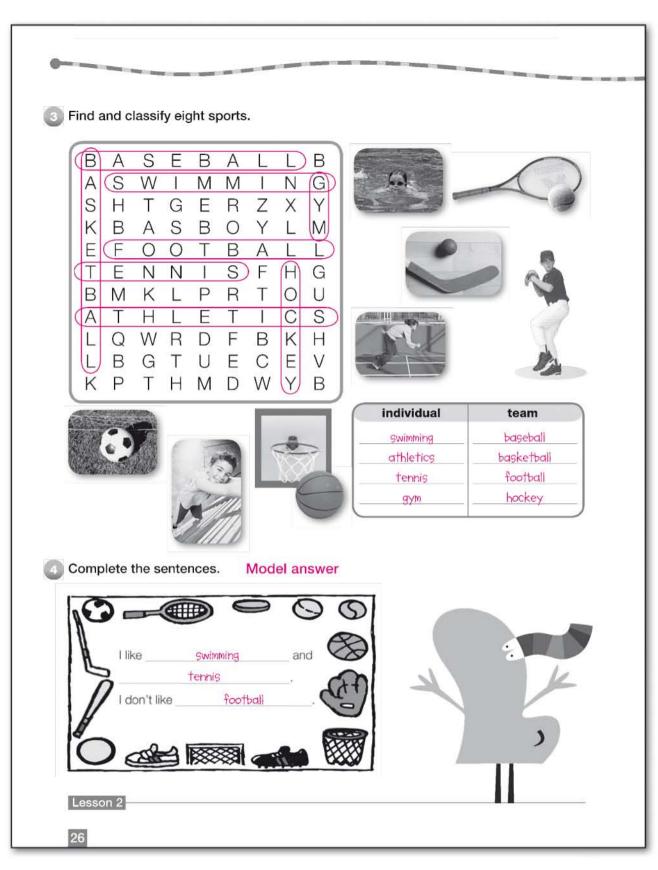
Draw two columns. Write the title individual sports at the top of one column, and team sports at the top of the other column.

Tell the children to classify the sports. Point to the first word in the individual sports column and ask: How many people like (swimming)? The children whose favourite sport is mentioned raise a hand. Count the number of children with their hands raised and write the number next to the word. Repeat for the other sports in the two columns. When you have finished, tell the children to count up the numbers in the two columns and ask: Which is more popular in our class; team or individual sports?

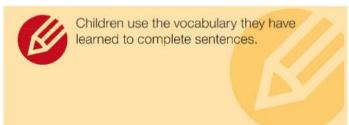












UNIT 3 LESSON 2 OPTIONS

Activity Book

Page 26, Activity 3

Say: Open your Activity Books at page 26. Look at Activity 3.

Tell the children to identify the sports in the photos. Tell the children to find and circle the eight words in the wordsearch.

Tell the children to classify the words in the chart. Ask for volunteers to read out their lists and correct the activity.

Page 26, Activity 4

Say: Now look at Activity 4.

Tell the children to choose two sports that they like and one that they do not like and to complete the sentences.

Ask for volunteers to read out their sentences.

Project Booklet

It's Christmas time!

Page 13, Christmas decorations

Say: Open your Project Booklets at page 13. The children are going to make Christmas decorations. Ask them to choose a decoration.

Read through the materials with them and the instructions for making each decoration.

The children work together in groups according to the decoration chosen. In this way, they can help each other.

The children show the class their decorations and talk about them.



Let's play!

Tennis

Divide the class into two teams. Choose a word group that you would like to revise, for example: sports or after-school activities. The teams take turns saying words until one of the teams cannot suggest any more terms. Afterwards, tell the children to form pairs and let them play in pairs with other word groups.

Resources

DVD

Unit 3, The sports song



Transcript



Track 1.25 The sports song

We like... We like... sports! Sports! I like tennis and I like football.
I like athletics and I like baseball.
We like... We like... sports! Sports! I like gym and I like basketball.
I like swimming and I like hockey.
We like... We like... sports! Sports!

Identifying the equipment needed for different sports.

Curricular link: PE

Language Objectives

Vocabulary: baseball, basketball, football, tennis ball, baseball bat, hockey stick, tennis racket, football boots, trainers

Structures: I've got a (tennis ball) and a (tennis racket). I can play (tennis).

Resources: poster (side B); flashcards (a football, a basketball, a baseball, a hockey ball, a tennis ball, a baseball bat, a hockey stick, a tennis racket, football boots, trainers)

Materials: paper for making squares; dice

SPORTS AND SPORTS EQUIPMENT

Presentation



Use the poster side B (with the pop-outs placed) to remind the children about the sports. Point to a word and ask: What do we need to play (football)? Hold up the flashcards one by one and ask: Do we need a (hockey stick)? SS: No! T: (Football boots?) SS: Yes!

Repeat with: tennis, basketball, baseball and hockey. Place the flashcards next to the words. Make a list on the board. Point out that for some sports, the same equipment is used. Tell the children that football boots and hockey boots are very similar because both of them have studs. Football: boots and a football.

Basketball: trainers and a basketball. Tennis: trainers, a racket and a ball. Baseball: trainers, a bat and a ball. Hockey: boots, a stick and a ball.

Work with the book

Student's Book, page 27, Activity 5

Say: Open your books at page 27. Look at Activity 5. Say: We are going to play The sports game.

Hand out the pieces of paper and tell the children to cut twenty squares of paper that will be able to fit on the squares on the game board.

Read and explain the instructions. Tell the children to make a list of the sports and the equipment for each sport. They can do this by looking at the picture clues. (Remind them that they can use the same boots for playing hockey and football). The children play in pairs, each using their own book. They take turns throwing a dice and moving along the squares. When they land on a square with a picture, they cover it with a piece of paper and tick the equipment on the list (for some equipment they will have to choose which sport they want it for).

Once they have the equipment they need for a sport, they call out: I've got a... and a... I can play... Then, they can tick the sport on the list.

The winner is the person who can play the most sports when they reach the end of the board. Ask: How many sports can you play? S1: (Two). I've got a (tennis ball), (trainers) and a (tennis racket). I can play (tennis). I've got a (baseball), (trainers) and a (baseball bat). I can play (baseball).

Repeat with the other children.

Optional Activity Book exercises



See page 123.

Practice

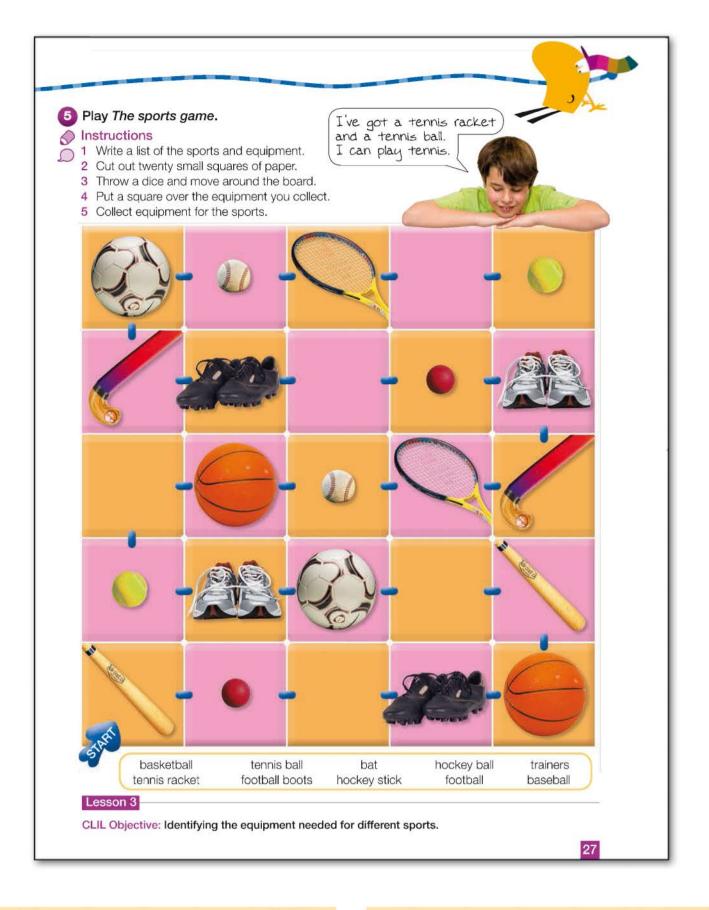
Continuous assessment

Children can name the equipment required for sports activities.

Tell the children to name the sports equipment that they have at home. Supply any new vocabulary that they may need.

Make a list of these words on the board and also place the flashcards on the board.

Play a chain game: S1: I've got a tennis racket. S2: I've got a tennis racket and a football. S3: I've got a tennis racket, a football, and a hockey stick. And so on.

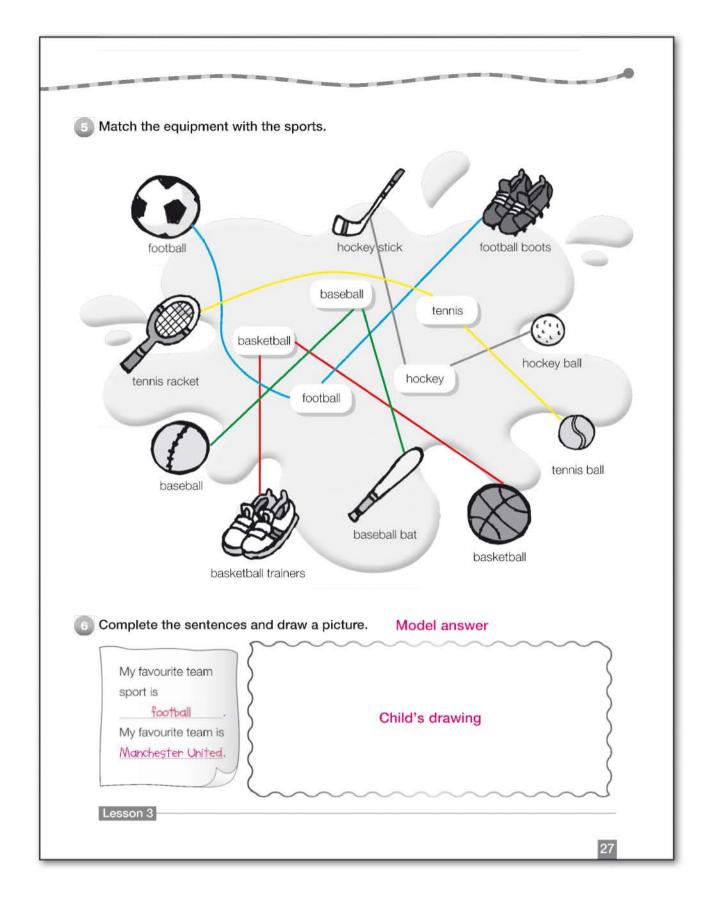


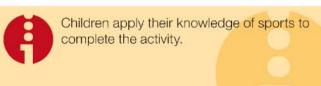


Children play with their classmates which is a good way to develop self-confidence and personal initiative.



Children have to find the appropriate equipment for each sport.







Activity Book

Page 27, Activity 5

Say: Open your Activity Books at page 27. Look at Activity 5.

Ask a volunteer to read out the words. Then, say: Now find and match the equipment with the sports words.

Page 27, Activity 6

Say: Now look at Activity 6.

Ask the children: What's your favourite team sport? What's your favourite team? In most cases, this will be a football team, but encourage them to think about other team sports such as basketball and hockey. Tell the children to complete the sentences and to draw a picture of their favourite sport.

Ask a few volunteers to read out their sentences.

Optional activity

You could ask the children to draw a picture that shows their favourite sport. Tell them to write two or three sentences explaining the equipment that you need for it and when or where you can do the sport.

Project Booklet

It's Christmas time!

Page 14, Prepare a treasure hunt

Say: Open your Project Booklets at page 14.

The children are going to prepare a treasure hunt, using their Christmas decorations as the treasure.

First they have to write clues. Divide the class into five groups and assign an area of the school to each group. Each group writes four clues for their area.

Keep the clues in envelopes with the names of the members of the group and their area of the school.



Let's play!

Pictionary

Divide the class into teams of six. With the help of the children, write words on slips of paper. Mix all the slips of paper together and place them in a bag or a hat. One child from any of the teams picks a word and has to draw the word (or things that represent it) on the board. This child's team has to guess the word. If their team guesses correctly, they get two points. If not, children from other teams can try to guess the word.

Resources

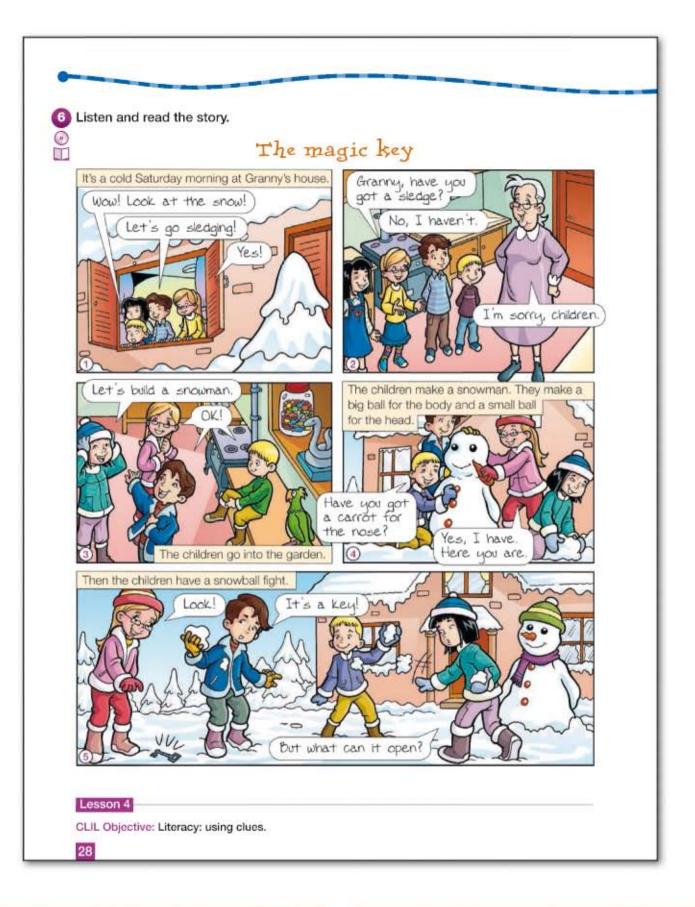


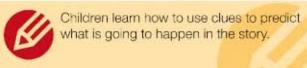
Unit 3, Real kids

Teacher's Resource Book

DVD worksheet, page 27 Extension worksheet 1, page 43



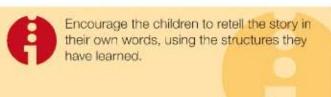


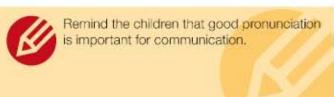




Children get used to reading stories in different formats.







Literacy skills: using clues.

Curricular link: Literacy

Language Objectives

Story language: cold, snow, sledging, sledge, snowman, garden, ball, body, head, nose, carrot, snowball, fight, key, clue, shed; Let's... I'm sorry, children. Have you got a ...? Don't push!

Resources: CD; story cards

Transcript



Track 1.26 Story: The magic key

See page 129.

Optional Activity Book exercises

See page 129.



STORY: THE MAGIC KEY

Presentation



Say: It's story time!

Put the story cards on the board. Tell the children to come to the board and to look at the pictures.

Remove the story cards from the board one by one and ask questions about the story.

Say: Sit down now and let's listen to the story. Play Track 1.26. Point to the story cards as you are listening to the story.

Practice



Place the story cards on the board in random order. Play Track 1.26 again. This time, pause after each picture frame. Tell the children to point to the corresponding story card. Remove the story card and place it in a line below. Continue until all the story cards are in the correct order in the line below.

Work with the book [7]



Student's Book, pages 28 and 29, Activity 6

Say: Open your books at pages 28 and 29.

Play Track 1.26 again. Tell the children to follow the story in their books. Ask comprehension questions:

Where are the children? What's the weather like? What do they want to do? Has Granny got a sledge? What do the children build? How do they build the snowman? What do they use for the nose? What do they do next? What does Ben find? Who gives them the clue? What does it open? What do they find inside the shed? Are they happy now? Tell the children to read the story in silence.

When the children have finished, tell them to come to the board to write the words that they do not understand. Point to the words and explain their meaning using the story cards if possible, or by giving examples.

Literacy: phonics - initial blends (<u>sl</u>edge, <u>sw</u>eets, <u>sk</u>is, <u>scarf, snake</u>)

Curricular link: Literacy

Resources: CD; story cards

Retell the story

Place the story cards on the board in random order. Tell the children to come to the front of the class to look at the story cards. Ask: Which is the first picture? Ask questions about the pictures to check understanding. Repeat with the other story cards until all the pictures are in the correct order.

Work with the book 6



Student's Book, page 29, Activity 7

Clap your hands to ensure that the children are watching you. Explain that sometimes at the beginning of a word we have two or more letters which we blend together. Write the following combinations on the board: *sl, sw, sk, sc, sn.*

Point to each combination and show them how to articulate first the s sound and then blend into the next sound. There is no separation between the two sounds. Point to the combinations again and ask the children to say each one several times with you.

Some children may have considerable difficulty producing these sounds. Start them off by repeating the s sound and then blend into the next sound, for example: s s s sledge. Tell the children to look at Activity 7 on page 29.

Play **Track 1.27**. The children listen and repeat the key sounds and words.

Tell the children to find the pictures in the story that correspond to the words.

Ask: Can you find a (sledge)? SS: Yes! In picture 8. Use the story cards if they are having problems finding the objects. Tell the children to think about other words in English that start with an s blend: sport, sledging, skiing, snow, snake, small, school, skirt, stand, skate, sky, skin, swim, Spain, station.

Transcript



Track 1.27 Phonics

See page 131.

Optional Activity Book exercises

See page 131.

Act out the story

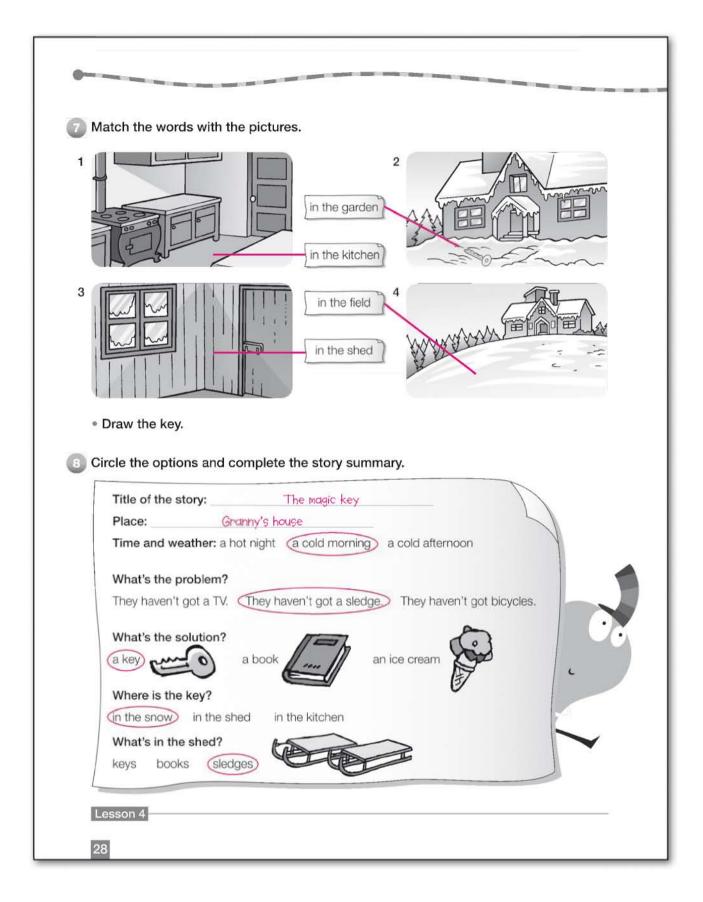


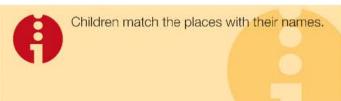
Divide the class into groups of five. Assign a character to each child. Play **Track 1.26** again. The children join in with their lines. Ask groups to come to the front to act out the story. Use the recording when necessary.

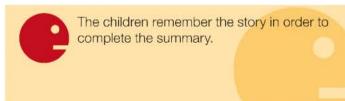
ANSWER KEY

Student's Book, Activity 7

sledge: pictures 8, 9; sweets: picture 3; skis: picture 8; scarf: pictures 5, 6; snake: picture 3







UNIT 3 LESSON 4 OPTIONS

Activity Book

Page 28, Activity 7

Say: Open your Activity Books at page 28. Look at Activity 7.

Tell the children to match the labels to the places in the story.

Ask: Where do the children find the key? SS: In the garden.

Tell the children to draw the key in the corresponding picture.

Page 28, Activity 8

Say: Now look at Activity 8.

Discuss the summary with the children by reading and asking questions such as: What's the title of the story? SS: The magic key. T: Where are the children at the beginning of the story? And so on.

Tell the children to complete the summary.

Ask for volunteers to read out their summaries.



Let's play!

Living story card!

The children play in teams. Each team takes it in turn to pick a story card and pose to recreate a live version of the story frame. The other teams make guesses about the pose. Award points for naming the characters; saying what is happening; and quoting dialogue.

Resources

Multi-ROM

Unit 3, Story



Transcript



Track 1.26 Story: The magic key

Picture 1

Narrator: It's a cold Saturday morning at Granny's house.

Ben: Wow! Look at the snow! Jack: Let's go sledging!

Grace: Yes!

Picture 2

Grace: Grandma, have you got a sledge? Grandma: No, I haven't. I'm sorry, children.

Picture 3

Lily: Let's build a snowman.

Others: OK!

Narrator: The children go into the garden.

Picture 4

Narrator: The children make a snowman. They make a big

ball for the body and a small ball for the head.

Ben: Have you got a carrot for the nose? Grace: Yes, I have. Here you are.

Picture 5

Narrator: Then the children have a snowball fight.

Grace: Look! Jack: It's a key!

Lily: But what can it open?

Picture 6

Ben: Look at the snowman

Lily: It's a clue.

Grace: Let's try that shed.

Picture 7

Jack: Put the key in. Lily: Open the door! Grace: Don't push!

Picture 8

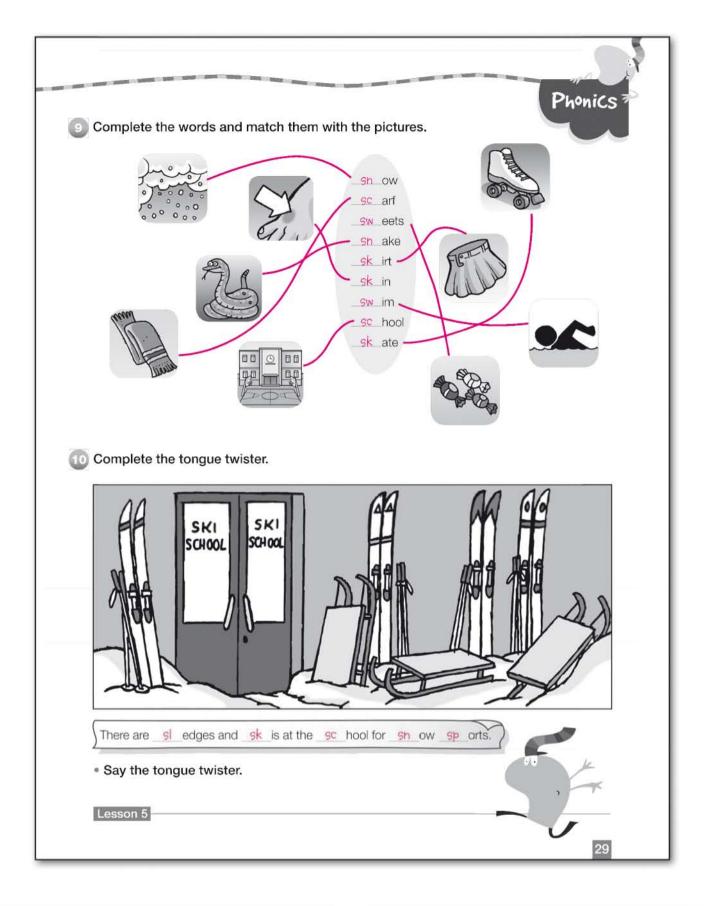
Narrator: The children go inside the shed.

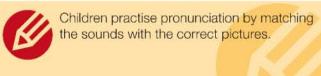
Jack: Look! Sledges! Ben: They're beautiful. Lily: Let's go sledging.

Picture 9

Narrator: At last the children go sledging.

All: Whee!
Jack: This is fun!







Children practise by saying a tongue twister. Encourage them to repeat the tongue twister various times and not to be afraid of making a mistake.

Activity Book

Page 29, Activity 9

Say: Open your Activity Books at page 29. Look at Activity 9.

Tell the children to name the pictures and to pay special attention to the articulation of the initial blend.

Tell the children to complete the words with the letter s and another letter and to match them to the pictures. The other letters are: w, k, c, n.

Ask for volunteers to read out the words and correct their pronunciation.

Page 29, Activity 10

Say: Now look at Activity 10.

Ask if anyone can complete the tongue twister orally. Help them if necessary.

There are sledges and skis at the school for snow sports.

Tell the children to complete the sentence. Ask for volunteers to read out their sentences.



Teaching tip

As a complementary activity to the work on phonics, you could ask the children to give you examples of words with the same sounds as the ones that you have written on the board.



Resources

Multi-ROM

Unit 3, Phonics



Let's play!

Same as me!

Put the children into small groups. Say a word and the children have to say other words that start with the same sound.

Transcript



Track 1.27 Phonics

sl sl sledge sw sw sw sweets sk sk sk skis sc sc sc scarf sn sn sn snake

Understanding that games require rules.

Curricular link: PE: Social Science

Language Objectives

Vocabulary: arms, eyes, legs, knees, mouth, toes;

bend, look, jump, run, touch, wear

Structures: Touch your toes! Don't bend your knees!

Resources: CD; poster (side B); dice

GAMES AND RULES

Presentation M



Use the poster (side B). Point to the swimming pool and the list of rules.

Read and explain the rules.

Ask for volunteers to come to the poster to identify someone who is following the rules and say: That's right! Then, tell them to identify someone who is not obeying the rules and say: Don't (run)!

Explain to the children that the rules for behaviour in the swimming pool are for safety and hygiene reasons. We don't run around the pool or jump on other swimmers because it is dangerous. We wear pool shoes and a swimming cap to keep the pool and ourselves clean.

Work with the book [n]



Student's Book, page 30, Activity 8

Say: Open your books at page 30. Let's listen and decide if Grace is on the trampoline or at the swimming pool. Play Track 1.28. The children listen and look at the photos.

Play Track 1.28 again and this time stop after each question: Where's Grace?

The children answer: On the trampoline or At the swimming pool.

Student's Book, page 30, Activity 9

Say: Now look at Activity 9. We are going to play Forfeits. Explain to the children that when they throw the dice, if they land on an F, they throw the dice again and, depending on the number they throw, do the corresponding forfeit listed on the page. Explain and demonstrate each forfeit with the children to make sure they understand them all.

Assign three numbers (1-6) to each child in the pair and tell them to write their own forfeits. They play the game again this time using their own forfeits.





Track 1.28 Activity 8

See page 135.

Optional Activity Book exercises

See page 135.

Practice

Continuous assessment

Children can distinguish between affirmative and negative rules for sports.

Write two rules for a sport on the board and ask the children to guess what sport it is: Kick the ball with your feet! Don't touch the ball with your hands! SS: Football! Ask the children to give you other rules for the sport. Then, ask a volunteer to think of a different sport and to say some rules. The other children try to guess the sport. Continue with other sports and other children.

ANSWER KEY

Student's Book, Activity 8

At the swimming pool.

On the trampoline.

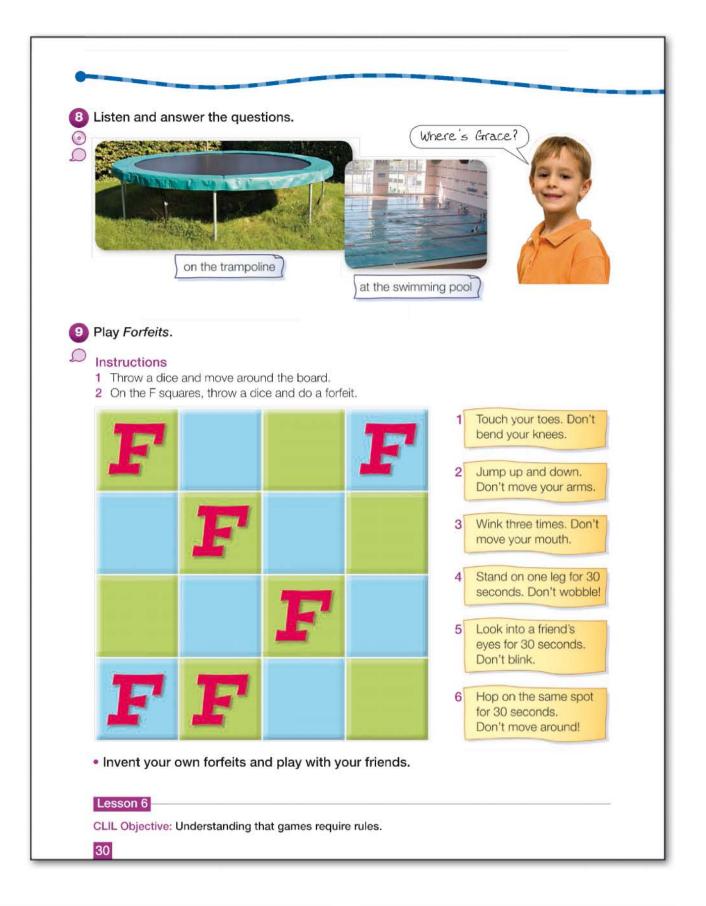
On the trampoline.

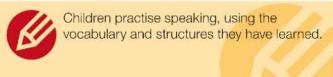
At the swimming pool.

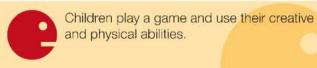
At the swimming pool.

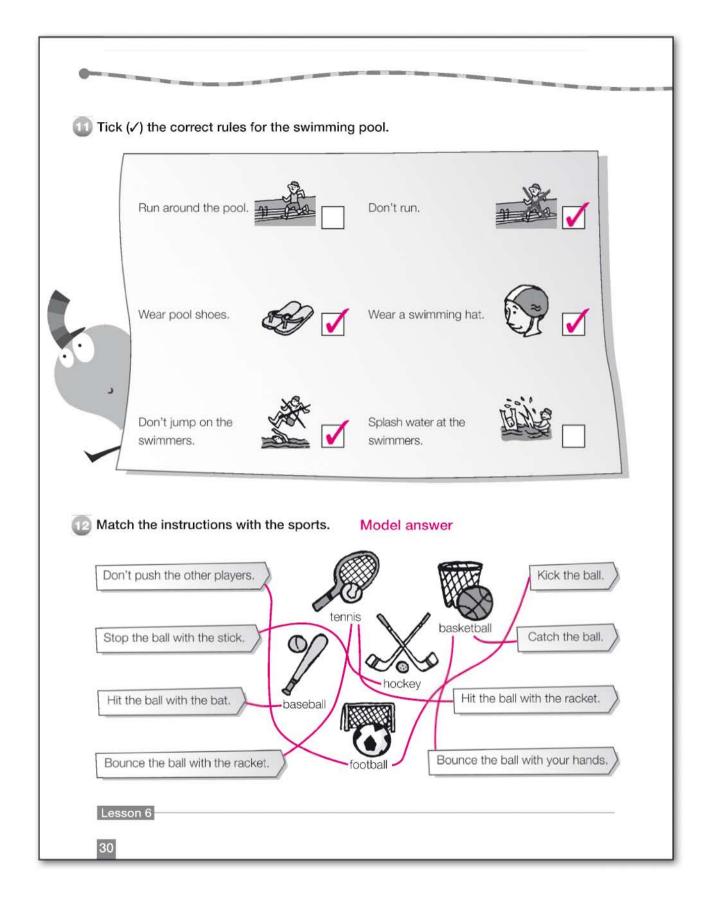
On the trampoline.

Play the game in pairs.











Remind the children that they should follow the rules in public places, especially in swimming pools, to avoid accidents.

Activity Book

Page 30, Activity 11

Say: Open your Activity Books at page 30. Look at Activity 11.

Tell the children to look at the swimming pool rules and to tick the ones that are correct.

Say: Run around the pool. Is that a good rule? SS: No! (It's dangerous).

T: Wear pool shoes. Is that a good rule? SS: Yes!

Page 30, Activity 12

Say: Now look at Activity 12.

Choose and name a sport, for example, tennis. Then say: *Don't push the other players. Is that a rule for tennis?* SS: *No!*

The children may answer affirmatively. If this is the case, explain that the objective is not to identify rules of behaviour in general, but specific rules for various sports.

Tell the children to match the rules to the corresponding sports. Ask for volunteers to name a sport and to read the rules that they have selected. Correct the activity.

Project Booklet

It's Christmas time!

Page 15, Do a treasure hunt

Give out the envelopes with the clues that the children wrote in Lesson 3 to a member of each group and ask them to divide the clues between the rest of the group. Say: Open your Project Booklets at page 15.

Tell the children they are going to do a treasure hunt. Each group goes to the area of the school that they have chosen previously (see Project Book, page 14, Activity 3) and hides four Christmas decorations that they have made, one for each clue.

Each group then gives one clue to each of the other groups, so that they will have four clues per group. They then use the clues to find the decorations and draw the places they found them.



Let's play!

Miming game

Materials: Unit 3 key vocabuary cut-outs, Unit 3, or the Teacher's Resource Book, page 19.

Tell the children to play the game in teams. Two children from each team pick a key vocabulary cut-out without letting anyone see what it is. They mime the card for their team. The team has one minute to guess the word. If they do not guess it, the other team has a turn, and they can try to guess it. The team who guesses correctly gets a point. The team with the most points at the end wins.



Resources

Multi-ROM

Unit 3, Activity 4

Teacher's Resource Book

Unit 3, Extension worksheet 2, page 44

Transcript



Track 1.28 Activity 8

Don't run! Where's Grace?

Jump in the middle! Where's Grace?

Bend your knees! Where is Grace?

Don't jump on the swimmers! Where's Grace?

Wear a swimming cap! Where's Grace?

Don't look down! Where's Grace?

Identifying non-sporting free time activities.

Curricular link: Science: Social Science

Language Objectives

Vocabulary: sticker, bear, elephant, tiger, hippo, lion,

monkey, parrot, snake

Structures: I've got... I haven't got... Have you got an

extra (lion) sticker?

Resources: CD Materials: card

Preparation: Make an L-shaped card to cover three sticker books on page 31 to demonstrate the game.

Non-sporting free time activities

Presentation

Say: Today we are going to talk about other things we can do in our free time. But we are not going to talk about sports. We are going to talk about hobbies.

Say: I've got a hobby. I collect (flowers).

Ask: What are your hobbies? Supply the language when necessary.

Then ask: Do you collect anything? Supply the language when necessary.

If nobody mentions stickers, ask: Do you collect stickers? Jack, Grace, Ben and Lily collect animal stickers.

Work with the book [m]



Student's Book, page 31, Activity 10

Say: Open your books at page 31. Look at Activity 10. Say: Look at the sticker books. Which animals can you see? Has everybody got the same stickers? SS: No! Ask questions about the sticker books: Has (Lily) got the hippo sticker? SS: No! T: Have they got extra stickers? SS: Yes!

Play Track 1.29. The children listen and point to the sticker books.

Play Track 1.29 again. Pause the recording after the question and tell the children to answer it. Describe one of the sticker books: I've got a snake, a

hippo, an elephant and a parrot. I haven't got a bear, a tiger, a lion or a monkey. Who am I? SS: Jack!

The children take turns describing the sticker books and trying to guess which one it is.

Student's Book, page 31, Activity 11

Say: Now we're going to play the game Collections. Divide the class into groups of four. Tell each child to cut out an L-shaped piece of card to cover three of the sticker books. Assign a character to each member of the group. Tell them to look at their sticker book and to cover all the others using the L-shaped piece of card. They make a list of the stickers they need to complete their collection. The children take turns asking the person to their left: Have

you got an extra (lion) sticker? If the answer is yes, they tick the item on their list.





Track 1.29 Activity 10

See page 139.

Optional Activity Book exercises

See page 139.



Practice

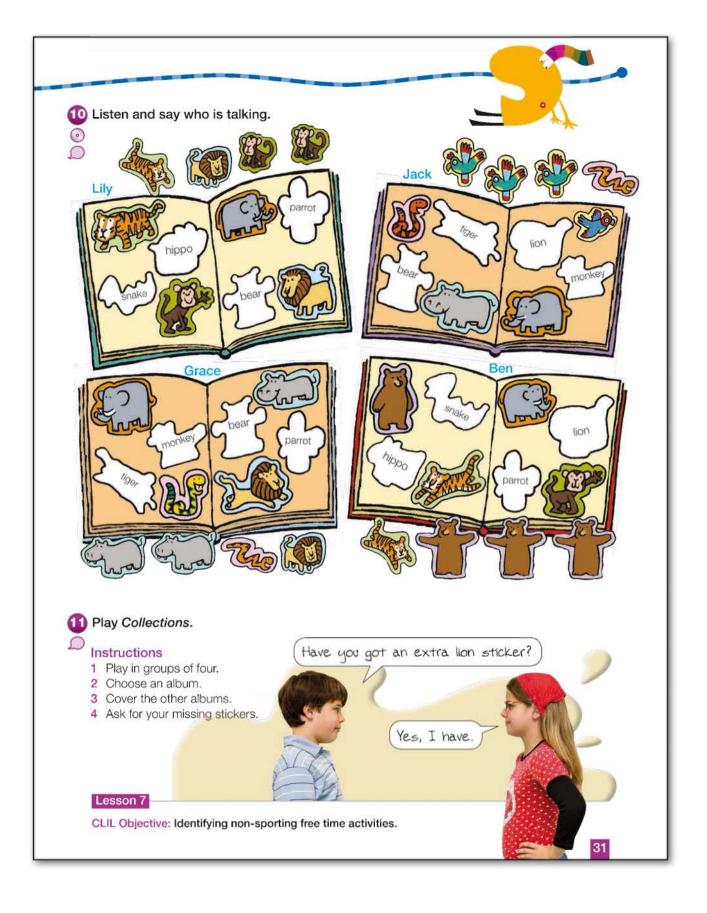
Ask: Who collects things? The children raise their hands. Then ask: What do you collect? Supply any language that they may need and write the answers on the board. Some children may be trying to complete a commercial collection (football stickers, stamps, etc.). Ask these children questions like: Have you finished your collection? How many do you need? Where do you get them? Talk about other, non-commercial collections. Invent one for yourself. Say: I collect feathers. I find them outside. I don't buy them. There are lots of things to collect; you don't need to buy them.

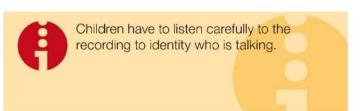
Ask the children to think of other non-commercial things you could collect. Write them on the board. These could include: shells, stones, feathers, flowers, leaves, bottle tops, stamps, dolls, etc.

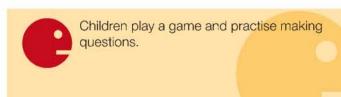
Say: Let's do a class coin collection. Explain that euros come from all over Europe. Write the countries in the Eurozone on the board (the UK is not in this zone). Ask the children to try to find euros from as many different countries as they can and to bring them into class. Classify the coins into countries for the Class Collection.

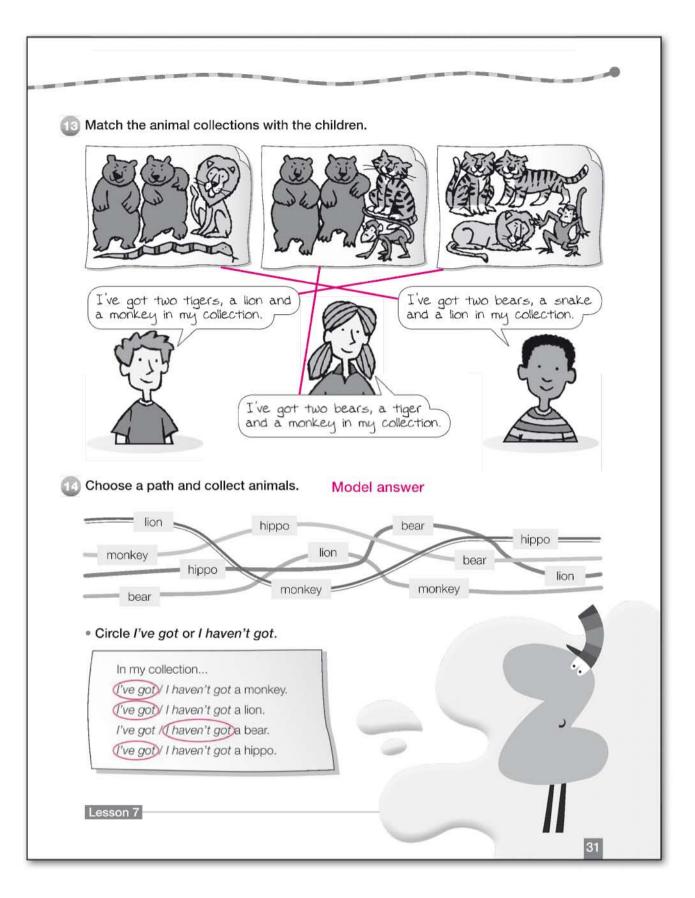
Answer key

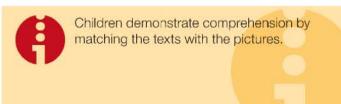
See Transcript.

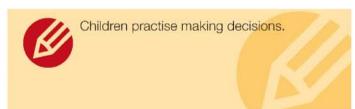












UNIT 3 LESSON 7 OPTIONS

Activity Book

Page 31, Activity 13

Say: Open your Activity Books at page 31. Look at Activity 13.

Ask a volunteer to read out the first speech bubble and ask: Which picture is that? The children hold their books up and point to the corresponding picture.

Repeat with the other speech bubbles.

The children match the speech bubbles to the pictures.

Page 31, Activity 14

Say: Now look at Activity 14.

Tell the children to choose one of the paths and to use a pencil to trace a route along it. They will find three words that name animals. Then, say: Now circle the correct words in the sentences below for your collections.

Ask for volunteers to read out their sentences. The other children who have the same sentence shout out: Snap!

Project Booklet

It's Christmas time!

Page 16, Make snowflakes

Ask questions related to snow: What is the weather like in winter? Does it snow here? When does it snow? What do you do when there is a lot of snow? What is a snowflake?

Say: Open your Project Booklets at page 16.

Ask the children to read the sentences and decide in pairs if they are true or false and to write T or F accordingly. Discuss the answers with the class.

Tell the children they are going to make snowflakes to decorate the classroom. Read through the instructions with the class and demonstrate by making a snowflake.



Let's play!

Right side

Draw a line dividing the board in two. On one side, write, Yes, it is; and on the other side write, No, it isn't. Show a flashcard and ask Is it a...? The children have to stand on the side of the board that corresponds to the answer that they believe is correct. This game can be played in pairs, groups or even with the whole class.

Resources



Unit 3, Activity 2

Teacher's Resource Book

Unit 3, Ready to read worksheet, page 71

Transcript



Track 1.29 Activity 10

Ben: I've got an elephant, a bear, a tiger, and a monkey. I haven't got a hippo, a snake, a lion or a parrot.

Narrator: Who's talking?

Lily: I've got an elephant, a tiger, a monkey, and a lion. I haven't got a hippo, a snake, a parrot or a bear.

Narrator: Who's talking?

Grace: I've got an elephant, a snake, a hippo, and a lion. I haven't got a tiger, a monkey, a bear or a parrot.

Narrator: Who's talking?

Jack: I've got an elephant, a snake, a hippo, and a parrot.
I haven't got a tiger, a bear, a lion or a monkey.

Narrator: Who's talking?

Objective

Language awareness: imperatives.

Curricular link: Literacy; Social Science

Language Objectives

Vocabulary: copy, interrupt, late, listen, quiet, rules,

shout, speak, tidy

Structures: Speak in English! Don't shout!

Resources: poster (side B): Unit 3 cut-outs (imperatives) or Teacher's Resource Book, page 11

(one photocopy per child)

Materials: scissors, card, drawing pins

Preparation: Draw and cut out large speech bubbles using the card. You need one speech bubble for every

two children.

FOCUS ON LANGUAGE

Presentation M



Use the poster (side B) and point to the rules.

Wear a swimming cap.

Wear pool shoes.

Don't run.

Don't iump on the swimmers.

Ask: Are these questions? SS: No! T: That's right. They are orders.

Write some pairs of sports rules on the board:

Don't kick the ball! Kick the ball!

Don't catch the ball! Catch the ball!

Don't hit the ball! Hit the ball!

Say: One of the orders tells you to do something. The other tells you not to do something. Which one tells you not to do something? Tell the children to point to the corresponding order.

Point to the exclamation mark. Say: This changes the way we say something.

Place your hand over one of the exclamation marks and read the sentence flatly and without emphasis. Then, uncover the exclamation mark and read the sentences with much more emphasis. Ask for volunteers to do the same.

Work with the book

Student's Book, page 32, Activity 12

Say: Open your books at page 32. Look at Activity 12. Tell the children to look at the words on the board and to make rules orally.

Don't interrupt! Don't shout! Listen to your teacher! Be quiet! Speak in English!

Student's Book, page 32, Activity 13

Sav: Now find your cut-outs for Unit 3.

Tell the children to cut out the cards. Make sure they understand all the imperatives. Use gestures to clarify

Demonstrate the language game with a volunteer. Play in pairs. Place all the long blue cut-outs face down on the table, and the don't cut-outs face up in front of each player. Take turns turning over a cut-out and reading the instruction. Place the don't cut-out before the instruction and make a negative imperative where appropriate. The first child to use up all their don't cut-outs is the winner.

Optional Activity Book exercises



See page 143.

Practice

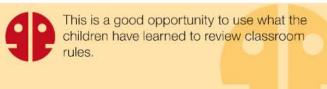
Divide the class into pairs.

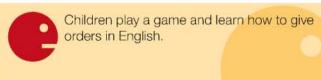
Write the following rules for the English class with the help of the children. You can use mime and gesture to elicit expressions.

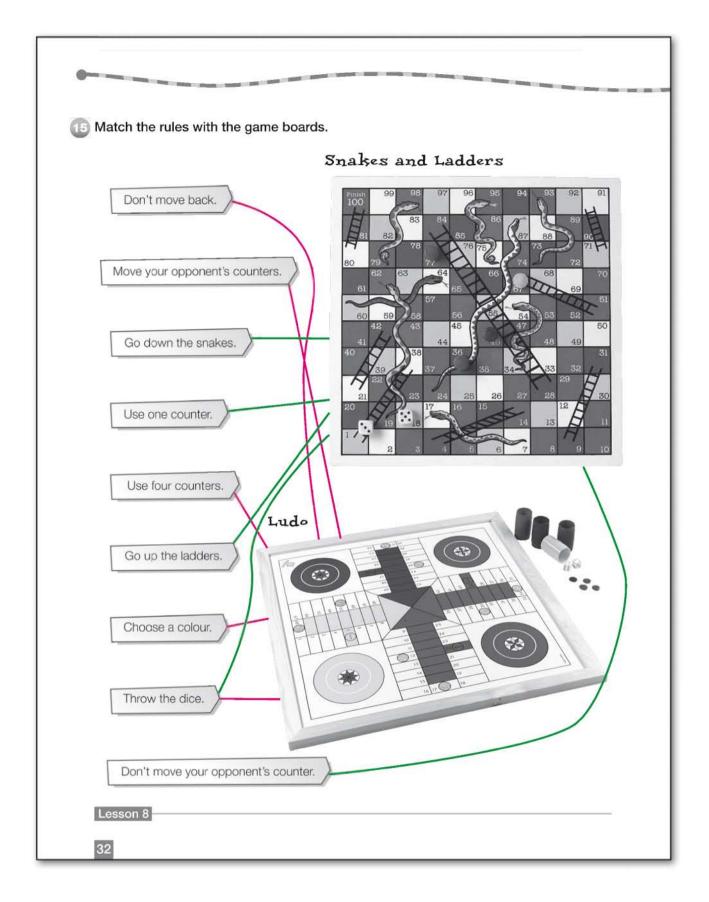
Speak English! Don't interrupt! Listen to the teacher! Don't shout! Do your homework! Don't push! Be quiet! Don't copy! Remember your books! Don't forget your pencil case! Look at the teacher! Don't eat in class! Ask before you borrow things! Don't drink in class! Assign a rule to each pair and hand out the speech

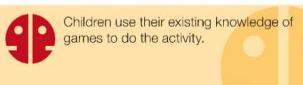
bubbles on the cards. The children write and illustrate their rule. Put the rules up on the classroom wall.

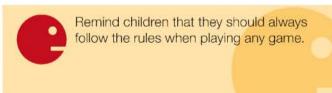












Activity Book

Page 32, Activity 15

Say: Open your Activity Books at page 32. Look at Activity 15.

Explain that there are two different games on the page. One of them is *Snakes and Ladders* and the other is *Ludo*.

Read out the rules one by one and ask the children if they know the game.

Tell the children to match the rules with the games. Ask for volunteers to read out a rule and to say which game it refers to.



Let's play!

The teacher says

Play The teacher says, which is the same as Simon says but using your name instead. For example: Susan says "Stand up!" Susan says "Brush your hair!"
Use negative imperatives as well: Don't sit down!

Resources

Teacher's Resource Book

Ready to write worksheet, page 113



Learning about unusual free time activities.

Curricular link: Social Science

Language Objectives

Vocabulary: drumsticks, costumes, ballroom dancing, shoes, climbing, helmets, ropes; play the drums, go climbing; do ballroom dancing

Structures: They've got... They go... They play...

They do ...

THE WONDERFUL WORLD: WONDER KIDS

Presentation

Remind the children that we say:
go swimming; go skiing; go sledging
do ballet; do drama; do karate
play football; play the piano; play chess
Ask some general questions: Do you (play) (football)?
Do you (do) (gym)? Do you (go) (swimming)? SS: Yes, I do. /
No, I don't.

Encourage the children to ask each other questions.

Work with the book

Student's Book, page 33, Activity 14

Say: Open your books at page 33. Look at the photographs. These children have unusual hobbies. Ask the children to look at the photographs and ask them if they can identify the activities (wall climbing; playing the drums; ballroom dancing).

Ask for volunteers to read the sentences out loud. Then, ask: Which picture is that?

Student's Book, page 33, Activity 15

Divide the class into groups of four. Ask the children to look through Unit 3 and to say the names of free time activities and hobbies. Write their suggestions on the board.

Tell the children to choose a free time activity from the list on the board.

The children invent a name for their club and make membership cards similar to the ones in the model. They complete the membership cards for themselves and make one extra one each. They can then walk around the classroom asking: *Do you want to join our club?* The children fill in the membership cards for any new members.

Optional Activity Book exercises

See page 147.



Practice

Tell each group to describe their clubs to the rest of the class and to give as much information as they can. They can use Lily's speech bubble as a model.

Answer Key

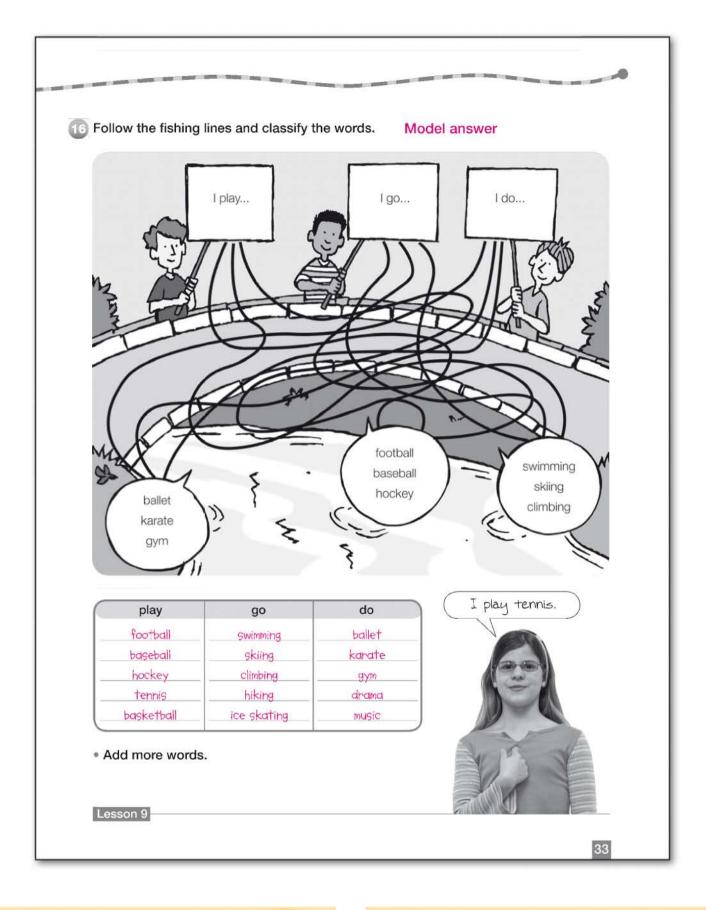
Student's Book, Activity 14

picture 2; picture 3; picture 1





Children work in groups to make a membership card for their own club.





Encourage the children to use the language they have learned to talk about their favourite sports with their classmates.



Children classify the words in a chart.

Multi-ROM

Unit 3, Activity 3

Unit 3, The wonderful world

Activity Book

Page 33, Activity 16

Say: Open your Activity Books at page 33. Look at Activity 16.

Tell the children to follow the fishing lines with their fingers. Afterwards, they classify the words in the chart. Ask them to think of more activities and classify them in the chart. Ask for volunteers to read out their lists of words and correct the activity.





Let's play!

Words

Draw a 16-square grid on the board. Tell the children to tell you letters to write in the squares. (There should be 2 or 3 vowels). The children form groups of 3 or 4. They have to make words with these letters. They will get ten points if they manage to make a word that the children in other groups have not thought of. They get five points for words that the groups have in common.

Assessment.

Curricular link: Literacy; Social Science

Language Objectives

All the vocabulary from Unit 3.

Resources: CD; poster (side B); poster pop-outs (athletics, baseball, basketball, gym, hockey, tennis); flashcards (a football, a basketball, a baseball, a hockey ball, a tennis ball, a baseball bat, a hockey stick, a tennis racket, football boots, trainers; do ballet, play chess, go dancing, play the drums, do karate, go swimming)

REVIEW

Let's remember!





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

Ask: Do you remember The sports song?

Play Track 1.25 (see page 119). Tell the children to sing

the song and to do the movements.

Point to the poster (side B) with the sports pop-outs, and hold up the flashcards of the free time activities

The children say out loud: I like (football).

Ask: Do you (play) (football)? The children who like the sport raise a hand. Repeat with the other key sports and activities:

Play - basketball, tennis, baseball, hockey, chess, the drums

Do - drama, ballet, gym, karate

Go - swimming, dancing, skiing, climbing

Work with the book [m]



Student's Book, page 34, Activity 16

Say: Open your books at page 34. We're going to do The free time quiz.

Answer the questions orally with the whole class first. Then, ask the children to write down the answers. Write the questions on the board and ask the children to come to the board in groups to write their answers. Tell them to check that their answer is not repeated before they write.

Student's Book, page 34, Activity 17

Say: Now look at the pictures for Activity 17.

Play Track 1.30. The children listen and point to the characters in their books.

Play Track 1.30 again. Pause the recording and tell the children to answer the questions.

Student's Book, page 34, Activity 18

Play Guess the sport.

Ask a child to choose one of the rules and to call it out. Tell the other children to raise their hands and to say the name of a sport that the rule applies to. The child who answers correctly goes next.

Transcript



Track 1.30 Activity 17

See page 151.

Optional Activity Book exercises

See page 151.

Round up



Use the poster (side B). Tell the children to look at the poster. Hand out the poster pop-outs. Ask the children holding the pop-outs to come to the poster. They hold up their pop-out and say: This is (football). Is it a team or individual sport? The rest of the class answers. Place the flashcards of the sports equipment on your

table.

Point to the sports one by one and ask: What equipment do I need for (football)? Tell the children to raise their hands if they know the answer. Choose a child and tell them to come to the poster. They place the corresponding flashcards next to the sport and say: A (ball), (boots)...

Answer Key

Student's Book, Activity 16

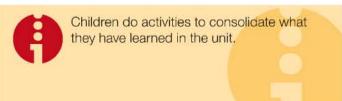
Grace

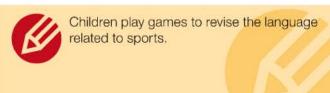
Jack

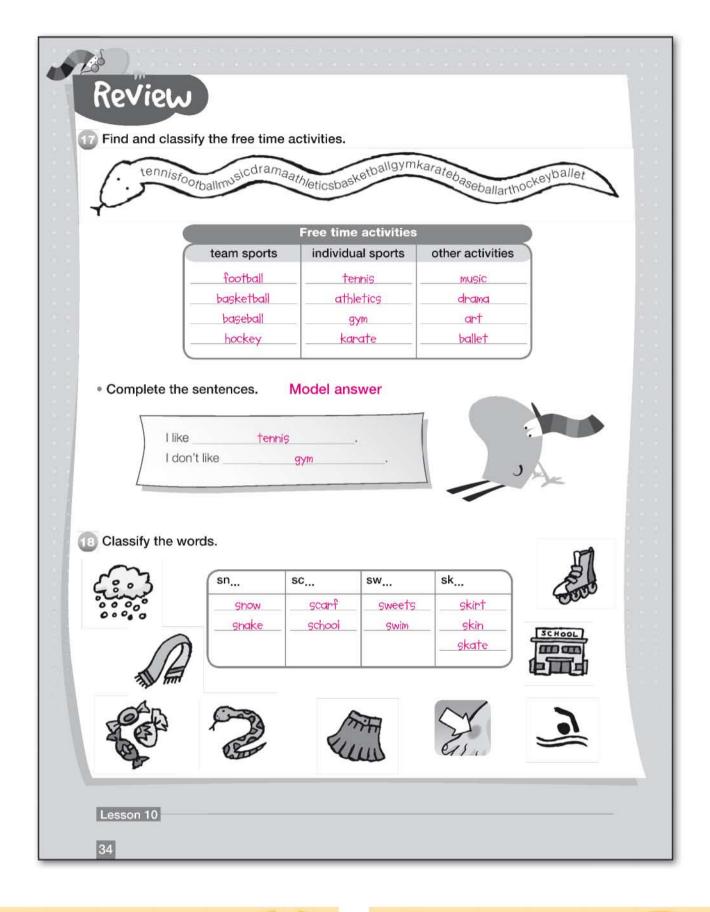
Ben

Lily











Children classify vocabulary in these activities. Remind them that it is as important to know how to use charts for English as it is for other subjects.



Encourage the children to express their opinions in English.

Activity Book

Page 34, Activity 17

Say: Open your Activity Books at page 34. Look at Activity 17.

Tell the children to find and name the sports and free time activities in the word snake.

Tell the children to circle the words and then to classify them in the chart. Ask for volunteeers to read out their lists and correct the activity. Tell the children to complete the sentences with the words from their charts.

Ask for volunteers to read out their sentences.

Page 34, Activity 18

Say: Now look at Activity 18.

Tell the children to identify the objects in the pictures. Remind them that all the words start with an *s* consonant blend. Correct any pronunciation errors. Tell the children to classify the words in the chart. Ask for volunteers to read out their lists and correct the activity.



Let's play!

Find your partner

Shuffle the flashcards (images and words) and hand them out to all the children. The children have to find someone with a matching flashcard in order to form pairs.

Resources

Teacher's Resource Book

Unit 3 Test, pages 89 and 90



See Transcript Track 1.31

Transcripts



Track 1.30 Activity 17

Grace: I've got a ball and special trainers.

Narrator: Who's that?

Jack: I've got a tennis racket and tennis balls.

Narrator: Who's that?

Ben: I've got a hockey stick and a ball.

Narrator: Who's that?

Lily: I've got a baseball bat and a ball.

Narrator: Who's that?



Track 1.31 Unit 3 Test. Activity 1

Narrator: Listen and put a tick or a cross on the chart.

Narrator: Ben? Do you like sports?

Ben: Oh, yes! I like swimming and hockey and baseball

and gym.

Narrator: What about football?

Ben: No, I don't like football. And I don't like tennis,

basketball or athletics.

Narrator: What about you, Grace?

Grace: Well... I like gym, basketball, swimming, athletics and hockey. I don't like football, baseball or tennis.

Narrator: And what about you, Lily?

Lily: Well... I like baseball, athletics, tennis, football and basketball. I don't like gym, swimming or hockey.

Narrator: Jack, tell us what you like.

Jack: Oh, I love sports! I like tennis, football, basketball, hockey and baseball. I don't like swimming, gym or

athletics.

Assessment criteria

CLIL Objective

Children can distinguish between team and individual sports and associate the equipment that is needed for each one.

Children learn rules for different sports and games. Children can identify and describe free time activities.

Language Objectives

Children can name sports and free time activities. Children can name the equipment needed for each sport.

Children can express their opinion and their preferences with respect to the free time activities. They can distinguish affirmative and negative rules for sports.

Living things

CLIL Objective

Analysing ways to classify animals.

Curricular link: Music: Science

Language Objectives

Vocabulary: cat, chicken, dog, donkey, duck, fish, frog, hedgehog, horse, monkey, parrot, pig, rabbit, tiger, turtle

Structures: Are (pigs) (pets)? Yes, they are. / No, they aren't.

Resources: CD; poster (side A); poster pop-outs (cats, chickens, ducks, fish, hedgehogs, rabbits)

ALL ABOUT ANIMALS Presentation

Say: Today we are going to talk about animals. Show the children the poster (side A). Ask them to identify the three different places.

Point to the first picture and say: Where is this? Is it inside or outside? SS: Inside. It's Granny's kitchen.

Then, point to the second picture and ask: Where is this? Is it inside or outside? SS: Outside. It's Granny's garden. Finally, point to the third picture and ask: What about this? Is it Granny's garden or the countryside? SS: The countryside.

Hand out the pop-outs and ask the children to come to the front to place them on the correct pictures on the poster. Point to the pop-outs on the poster one by one and ask: Is this animal / Are these animals pets, farm animals or wild animals?

Ask a child to come to the poster to collect all the (pets). Repeat for the other categories. Explain that some animals can be classified into different categories. For example, a rabbit can be a farm animal, a pet or a wild animal. Ask the children to give more examples (turtle, bird, horse, duck, fish, snake...).

Work with the book 7



Student's Book, page 35, Activity 1

Say: Open your books at page 35. Look at the pictures. What animals can you see?

Play Track 1.32. The children listen to the song and point to the pictures of the animals.

Play Track 1.32 again. The children join in with the song. Divide the class into two groups.

Play Track 1.32 again. Tell group 1 to make the animal noises and group 2 to do the actions.

Student's Book, page 35, Activity 2

Say: Now we're going to classify the animals. We're going to classify them into pets, farm animals and wild animals. Ask questions: Are (pigs) (pets)? SS: Yes, they are. / No, thev aren't.

Ask a volunteer to ask another question. The first child to answer correctly can ask the following question, and so on. Tell the children to copy the chart and to classify the animals in the pictures. Ask volunteers to read their lists out loud.

Student's Book, page 35, Activity 3

Divide the class into groups of three. Play Track 1.32 again. One group sings along to the recording, another does the actions and the third group makes the noises. Exchange roles and repeat.

Transcript



Track 1.32 The animal song

See page 155.

Optional Activity Book exercises

See page 155.



Practice

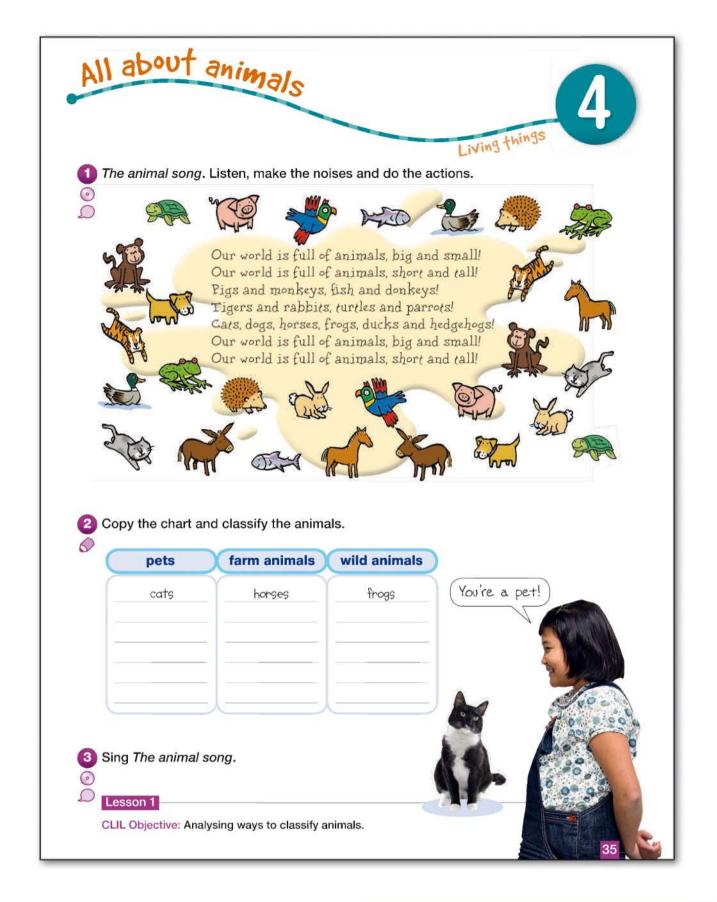
Ask: Does anybody have a pet at home? The children who have got a pet raise their hands. Ask them individually: What pet have you got?

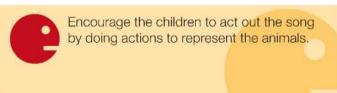
Write the names of the pets on the board and see which one appears most. Prompt the children to say the names of animals in your region and supply any new vocabulary if necessary.

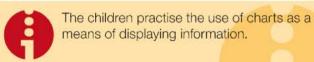
Answer key

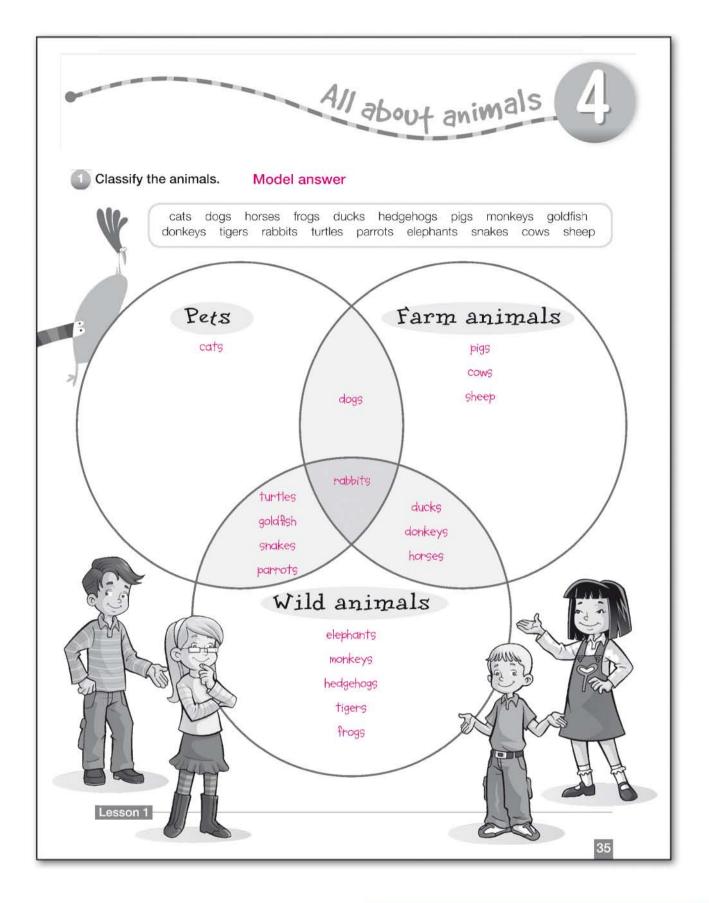
Student's Book, Activity 2

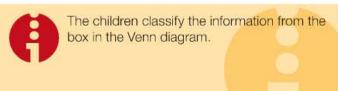
Pets: cats, dogs, turtles, parrots, fish, rabbits Farm animals: horses, ducks, pigs, rabbits, donkeys Wild animals: frogs, ducks, tigers, parrots, monkeys, turtles, horses

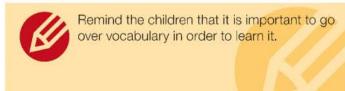












UNIT 4 LESSON 1 OPTIONS

Activity Book

Page 35, Activity 1

Say: Open your Activity Books at page 35. Look at Activity 1.

Draw a Venn diagram on the board like the one in the book. Explain that the space where the two circles overlap is for things that belong to both groups and that the space in the centre where the three circles overlap is for things that belong to three groups.

Ask questions about the animals on the list: Are (horses) wild animals? SS: Yes. T: Are they farm animals? SS: Yes. T: So we write the word horses here. Point to the space where the two circles overlap. Once the children have understood the classification principle, tell them to classify the animals.

The children can discuss the classification with a classmate.

Tell the children to take turns coming to the board to write the words on the diagram.

Discuss any differences of opinion.

Transcript



Track 1.32 The animal song

Our world is full of animals, big and small!
Our world is full of animals, short and tall!
Pigs and monkeys, fish and donkeys!
Tigers and rabbits, turtles and parrots!
Cats, dogs, horses, frogs, ducks and hedgehogs!
Our world is full of animals, big and small!
Our world is full of animals, short and tall!

Anticipating difficulties

In this unit, the children will talk about animals in general and later they will focus on specific animals. When we use the general category, for example, cats, we don't use an article. So, we say: Cats have got four legs. Correct the children if necessary.



Let's play!

Hangman

Choose an animal that the children have learned.

Draw lines for each letter of the chosen word. The children take turns saying letters of the alphabet. If one of the letters appears in the word, write it on the correct line. If the letter does not appear in the word, draw one part of a stick man. The children win if they can guess the word correctly before you complete the stick man.

M

Resources

DVD

Unit 1, The animal song

Describing the appearance of different animals.

Curricular link: Science

Language Objectives

Vocabulary: eagles, bears, sharks; feathers, wings,

tail, fur, paws, claws, scales, fins

Structures: Eagles have got... I've got...

Resources: poster (side A); poster pop-outs (cats.

chickens, ducks, fish, hedgehogs, rabbits) Materials: counters (small plasticine balls), dice

DESCRIBING ANIMALS

Presentation M



Say: Today we are going to learn how to describe different animals.

Show the children the chart on the poster (side A). Say: We can describe animals by looking at their bodies. Hold up the pop-outs and ask: How many legs have cats got? SS: Four! Ask a volunteer to come to the board and to place the pop-out in the correct column on the poster. Repeat the procedure with the other pop-outs. Then, point to the third column and say: Cats, rabbits and hedgehogs have all got four legs. So are they the same? SS: No! T: That's right. There are other differences. Let's have a look at these differences.

Point to the cat's tail and the rabbit's tail and ask: Are the tails the same?

Then, point to the rabbit's fur and the hedgehog's spines and say: Rabbits have got fur. Have hedgehogs got fur? Point to the fish and rub your finger along its body. Say: Fish have got scales. Have rabbits got scales?

Point to the chicken and say: Chickens have got feathers. Have cats got feathers?

Point to the cat's claws and say: Cats have got claws. Have fish got claws?

Point to the rabbit's paws and say: Rabbits have got paws. Have ducks got paws?

Point to the fish and say: Fish have got fins. Have ducks got fins?

Point to the duck and say: Ducks have got wings. Have hedgehogs got wings?

Say: So you see, animals are not all the same!

Work with the book

Student's Book, page 36, Activity 4

Say: Open your books at page 36 and look at the words.

Ensure the children understand the words by asking them questions such as: Have fish got feathers? Have birds got feathers? This way, the children will learn by deduction. Ask the children to name the animals in the pictures on the left-hand side: eagles, bears and sharks. Ask: Are all eagles the same? SS: No. T: What about bears and sharks? Explain that there are many different types of each animal, but they have things in common. Ask volunteers to find the words that are missing and to read the picture sentences out loud. After each one, stop and ask: Is that right? Have all (eagles) got (feathers, wings) and a (tail)? SS: Yes! Ask the children to tell you what else these animals have got and teach the necessary vocabulary. For example: Eagles have also got claws and a beak. Bears have also got claws and teeth. Sharks have also got teeth and gills.

Answer key: see page 159.

Student's Book, page 36, Activity 5

Say: Look at Activity 5. Tell the children to identify the different parts of the animals in the spaces on the game. Say: Now we're going to play an animal game. Explain the rules. The children play in threes. They each choose an animal and take turns throwing the dice and moving across the spaces on the board until they have all three parts to make up their animal.

Optional Activity Book exercises



See page 159.

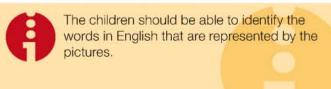
Practice

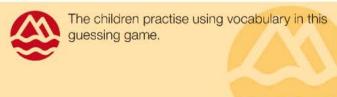
Continuous assessment

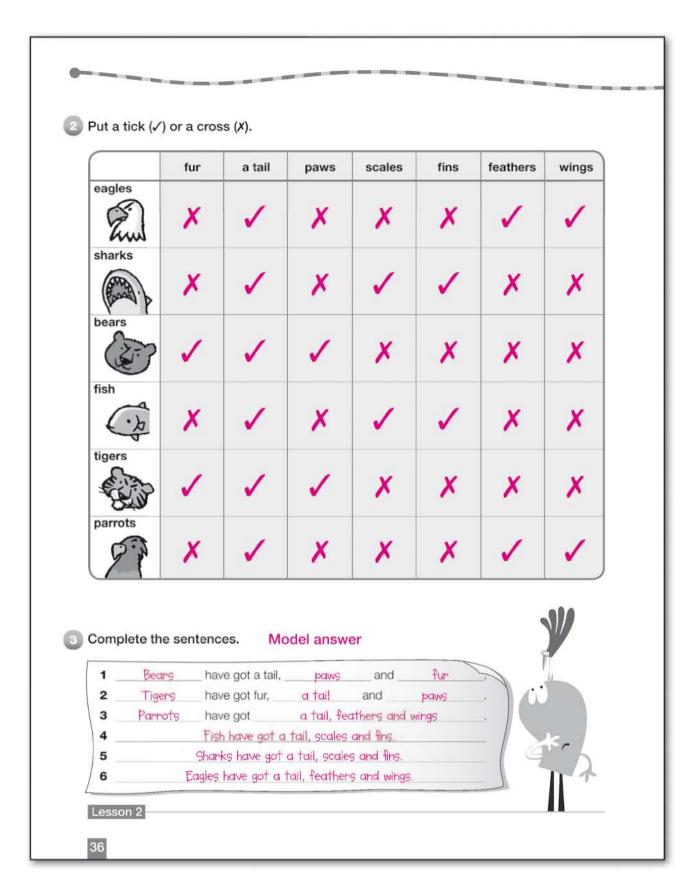
Children can name the main body parts of animals.

Ask: Are we animals? Have we got (feathers)? Continue asking questions about the body parts and humans. Play a guessing game. Choose a child to come to the front. This child thinks of an animal and gives a clue: I've got a tail. The other children try to guess the animal: Are you are cat? S1: No! I've got a tail and I've got scales. Each time the child adds another clue until the class guess correctly. Play several times with different children.











The children complete the chart according to the description of the animals.



Encourage the children to make their own sentences using the structures that they have learned.

UNIT 4 LESSON 2 OPTIONS

Activity Book

Page 36, Activity 2

Say: Open your Activity Books at page 36. Look at Activity 2.

Ask questions about the first animal on the chart: Have eagles got (fur)? SS: No/Yes.

Tell the children to work in pairs. They ask one another questions and complete the chart.

Page 36, Activity 3

Say: Now look at Activity 3. Ask a volunteer to say a sentence out loud using the chart as a guide.
Tell the children to complete the sentences.
Ask for volunteers to read out their sentences and correct the activity.

Project Booklet

Fantasy animals

Page 17, Mythical animals

Find a picture of a dragon and describe it. Talk about dragons in class and ask the children: What have they got? Have they got feathers? Where can we see dragons? Can we see dragons in the zoo? Why not? Explain that we can only see dragons in books or films because they aren't real animals. They are mythical animals.

Ask: Do you know any other mythical animals? Say: Open your Project Booklet at page 17.

The children distinguish between the mythical and the real animals and complete the sentences.

Tell the children to choose two real animals and to create a mythical animal from these two animals. They can invent a name for it using parts of the names of the two animals they have chosen, for example, a crocphant.

They can draw their animal if they want.

They then show and talk about their animals to the rest of the class.



Let's play!

Repeat the truth

Say true/false sentences about animals: Eagles have got a tail. Bears have got scales. The children have to repeat the true sentences only.

n

Resources

DVD

Unit 4, Real kids

Teacher's Resource Book

DVD worksheet, page 28

ANSWER KEY

Student's Book, Activity 4

- 1 Eagles have got feathers, wings and a tail.
- 2 Bears have got fur, paws and a tail.
- 3 Sharks have got scales, fins and a tail.

Describing the movement of different animals.

Curricular link: Science

Language Objectives

Vocabulary: eagle, bear, bee, chicken, frog, elephant, horse, monkey, owl, parrot, pig, rabbit, shark, snake, tiger, wolf/wolves; fly, swim, run, climb

Structures: What am I? You're a bear! Can (bears)

swim?

Resources: flashcards (eagle, owl, parrot, goldfish,

shark, bear, tiger, wolf)

ANIMAL MOVEMENTS

Presentation

Place the flashcards on the board and ask questions about the animals: *Have* (sharks) got legs? Have they got scales? Repeat for the other animals.

Point to the animals' legs in the flashcards and say: All animals move. Then, point to the shark and say: Fish haven't got legs, but they can move, can't they? What can they do? SS: They can swim.

Point to the animals one by one and ask: Can (sharks) fly? SS: No!

Repeat for the other animals. Then, choose children to come to the front to point at an animal. They ask the class a question about the animal.

Work with the book

Student's Book, page 37, Activity 6

Say: Open your books at page 37. Look at Activity 6. Say: The cousins are playing a guessing game. Let's play with them.

Mime being a bear and ask: What am I? SS: You're a bear! Repeat with other animal mimes (as far as possible use movement rather than noises).

Ask some volunteers to stand up and mime for the rest of the class to guess.

Tell the children to work in pairs and to take turns miming and guessing. Encourage them to use the questions and answers in the book.

Student's Book, page 37, Activity 7

Say: Now look at Activity 7.

Ask questions: Can wolves swim? The children may disagree with one another. Encourage them to give their own opinions and help them with the language if necessary.

Tell the children to work in pairs and to write ten questions about the animals, using the words in the book. The children exchange quizzes and answer the questions. The first pair to answer the questions correctly is the winner.

Optional Activity Book exercises

See page 163.

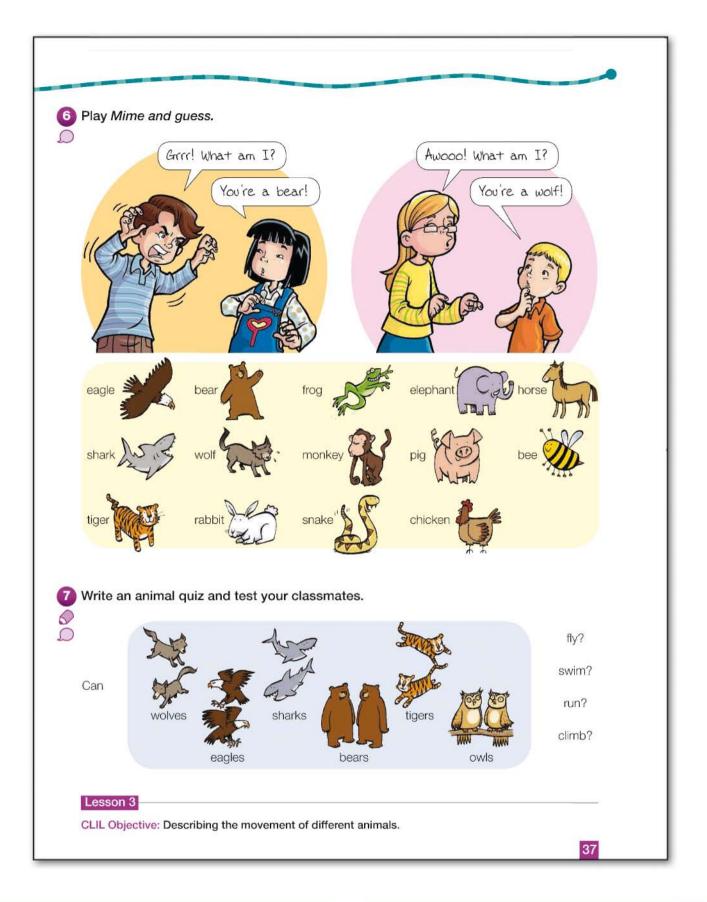


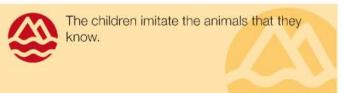
Practice

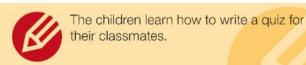
Continuous assessment

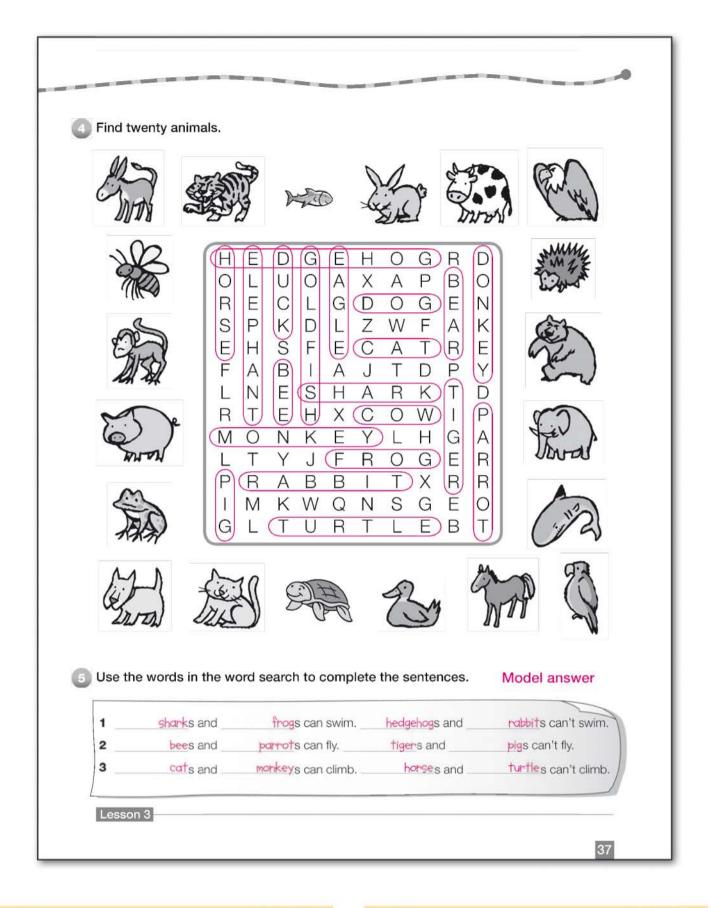
Children can describe animal movement.

Ask: What's your favourite animal? Write the children's answers on the board. Make sure you write the words in the plural form so they can form sentences correctly. Point to an animal word and say: Who likes (cats)? The children who like these animals raise their hands. Ask a child: Can you describe cats to me? What have they got? Then, ask another child: What can they do? Repeat for the other animals.











The children revise the names of the animals and find them in the wordsearch.



Tell the children to complete the sentences with the words that they find.

UNIT 4 LESSON 3 OPTIONS

Activity Book

Page 37, Activity 4

Say: Open your Activity Books at page 37. Look at Activity 4.

Tell the children to identify the animals in the pictures. Tell the children to work in pairs in order to find these animals in the word search and circle the words in their books.

Page 37, Activity 5

Say: Now look at Activity 5.

Ask for volunteers to complete the sentences orally using the animals from the word search.

Tell the children to complete the sentences in their books.

Ask volunteers to read their sentences out loud.

Project Booklet

Fantasy animals

Page 18, A dragon ID card

Describe the animals on page 17: It's got big wings. It's got claws and scales. It can breathe fire. What is it? SS: A dragon!

Say: Open your Project Booklets at page 18. The children read the words in the box and label and identify the parts of the dragon's body. Then, they invent information about the animal in order to complete the identity card.

They can also make posters of the dragon. Ask the children to describe their dragons to the rest of the class.



Let's play!

Guess my flashcard

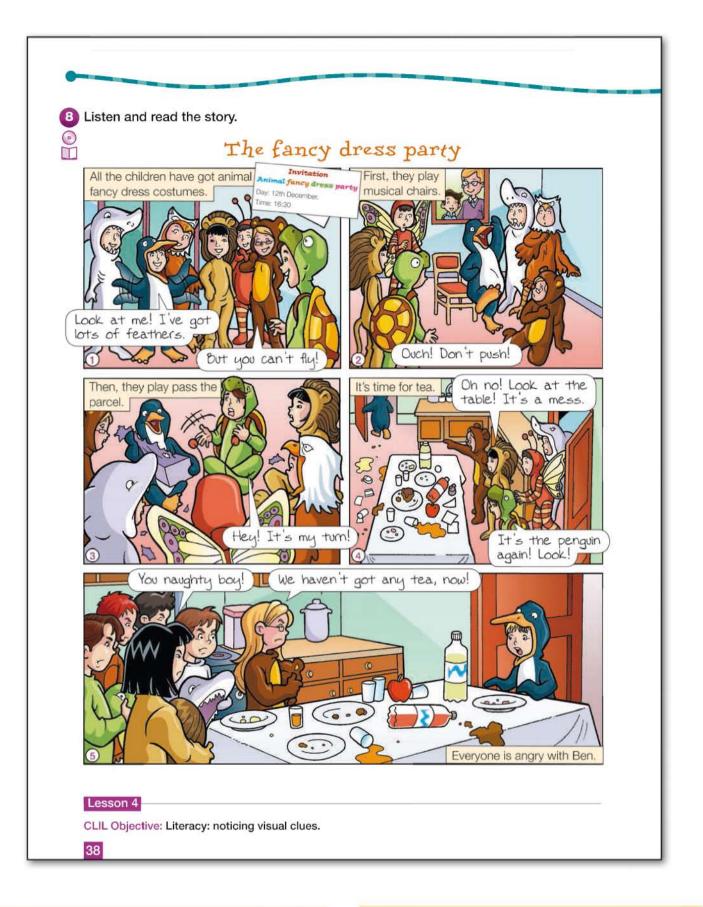
Place the flashcards on the board. Say:

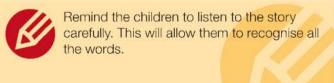
I am thinking of an animal. Guess which
one. The children ask questions in order to
guess the flashcard. You can only answer
Yes or No.

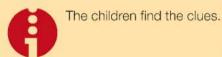
Resources



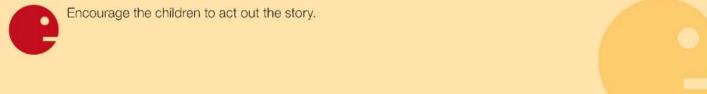
Teacher's Resource BookReady to write worksheet, page 114











Literacy: noticing visual clues.

Curricular link: Literacy

Language Objectives

Story language: fancy dress, party, costume, feathers, fly, musical chairs, pass the parcel, penguin, tea, naughty, angry, chocolate, cake, real, pancakes; Don't push! It's my turn! It's a mess! Sorry, Ben!

Resources: CD; story cards

STORY: THE FANCY DRESS PARTY

Presentation



Say: It's story time!

Put the story cards on the board. Tell the children to come to the board to look at the pictures.

Remove the story cards from the board one by one and ask questions about the story.

Say: Sit down now and let's listen to the story.
Play Track 1.33. Point to the story cards as you listen to the story.

Work with the book



Student's Book, pages 38 and 39, Activity 8

Say: Open your books at pages 38 and 39.
Play **Track 1.33** again. Tell the children to follow the story in their books. Ask comprehension questions:
Where are the children? Is this a party? What kind of party? Can you find (Ben)? What is his costume? What

party? Can you find (Ben)? What is his costume? What game are they playing? Who wins? Is the penguin friendly? Does Ben eat all the tea? How many penguins are there? Is this penguin a real penguin? What happens to the real penguin? Where does he go? What do Jack and Grace do?

Tell the children to read the story in silence. When they have finished, tell them to come to the board to write any words that they do not understand. Point to the words and explain their meaning using the story cards where possible or by giving examples.

Transcript



Track 1.33
Story: The fancy dress party

See page 169.

Optional Activity Book exercises

See page 169.

Practice



Place the story cards on the board in random order. Play **Track 1.33** again. This time, stop after each story frame. Ask the children to point to the corresponding story card. Remove the story card and place it in a line below. Continue until all the story cards are in the correct order in the line below.



Literacy: phonics ul (eagle, turtle, table, purple, uncle, circle, triangle, apple)

Curricular link: Literacy (phonics)

Resources: CD; story cards

Retell the story

Place the story cards on the board in random order. Tell the children to come to the board and look at the story cards. Ask: Which is the first picture? Ask questions about the picture to check understanding. Repeat for the other story cards until all the pictures are in the correct order.

Work with the book [n]



Student's Book, page 39, Activity 9

Clap your hands to ensure that the children are watching you. Write the following words on the board: eagle, turtle, table, purple, uncle, circle, triangle, apple. Underline the last two letters in each word.

Point to the last two letters of each word as you say: ul ul ul (eagle). Repeat several times. Articulate the ul sound very clearly by placing your tongue on your palate just behind your teeth as you pronounce the sound. Make sure the children realise this is not a complete syllable.

The children repeat: ul ul ul eagle.

Tell the children to look at Activity 9 on page 39.

Play Track 1.34. The children listen and repeat the key sounds and words.

Tell the children to find the pictures in the story that correspond to the words. Ask: Can you find a (table)? SS: Yes! In picture 4. Use the story cards if necessary.

Transcript



Track 1.34 Phonics

See page 171.

Optional Activity Book exercises

See page 171.

Act out the story



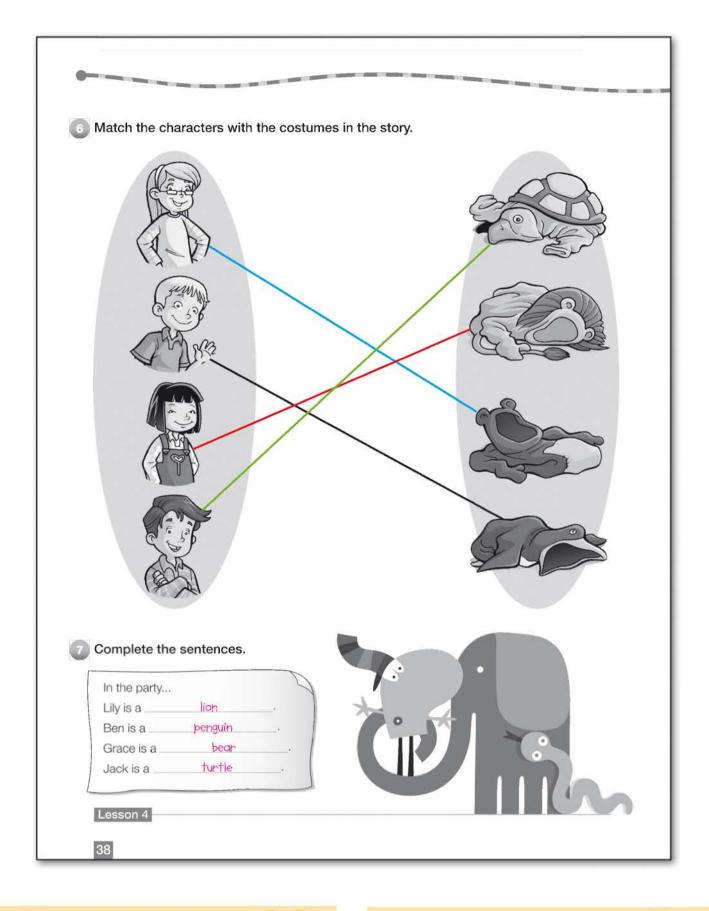
Divide the class into groups of five. Assign a character to each child. Play Track 1.33 again. The children join in with their lines. Ask the groups to come to the front to act out the story. Use the recording if necessary.

ANSWER KEY

Student's Book, Activity 9

eagle: pictures 1, 2, 3; turtle: pictures 1, 2, 3, 4; table: pictures 4, 5, 9; purple: pictures 2, 9; uncle: picture 2; circle: picture 8: triangle: picture 8: apple: pictures 4, 5







Using the information from the story, the children demonstrate their understanding by matching the characters to the costumes.



The children revise the structures by using the vocabulary they have acquired.

UNIT 4 LESSON 4 OPTIONS

Activity Book

Page 38, Activity 6

Say: Open your Activity Books at page 38. Look at Activity 6.

Tell the children to look carefully at the story pictures (you can use the story cards to help them remember). Ask: What costume has (Grace) got? SS: A bear. Repeat for the other characters and costumes. Tell the children to match each character with the corresponding costume.

Page 38, Activity 7

Say: Now look at Activity 7.

Ask for volunteers to complete the sentences orally. Tell the children to complete the sentences in their books.



Let's play!

Describe it!

Put the story cards up on the board and write a number above each one. Divide the class into two teams, A and B. Give one member of team A a number, making sure the other team doesn't hear the number. Ask them to describe the corresponding story card for their team to guess. Give them a time limit. The team has one guess. If the team guesses correctly they get a point, if not, team B can have one guess. Repeat for team B.

Transcript



Track 1.33
Story. The fancy dress party

Picture 1

Narrator: All the children have got animal fancy dress

Ben: Look at me! I've got lots of feathers.

Grace: But you can't fly!

Picture 2

Narrator: First, they play musical chairs.

Grace: Ouch! Don't push!

Picture 3

Narrator: Then, they play pass the parcel.

Jack: Hey! It's my turn!

Picture 4

Narrator: It's time for tea.

Lily: Oh no! Look at the table! It's a mess. Grace: It's the penguin again! Look!

Picture 5

Lily: You naughty boy!

Grace: We haven't got any tea, now! Narrator: Everyone is angry with Ben.

Picture 6

Jack: Look! There's another penguin.

Grace: Yes! With chocolate cake all over his feathers!

Picture 7

Narrator: But this is a real penguin!

Picture 8

Lily: You can stay in here! You naughty penguin.

Jack: Sorry, Ben!

Picture 9

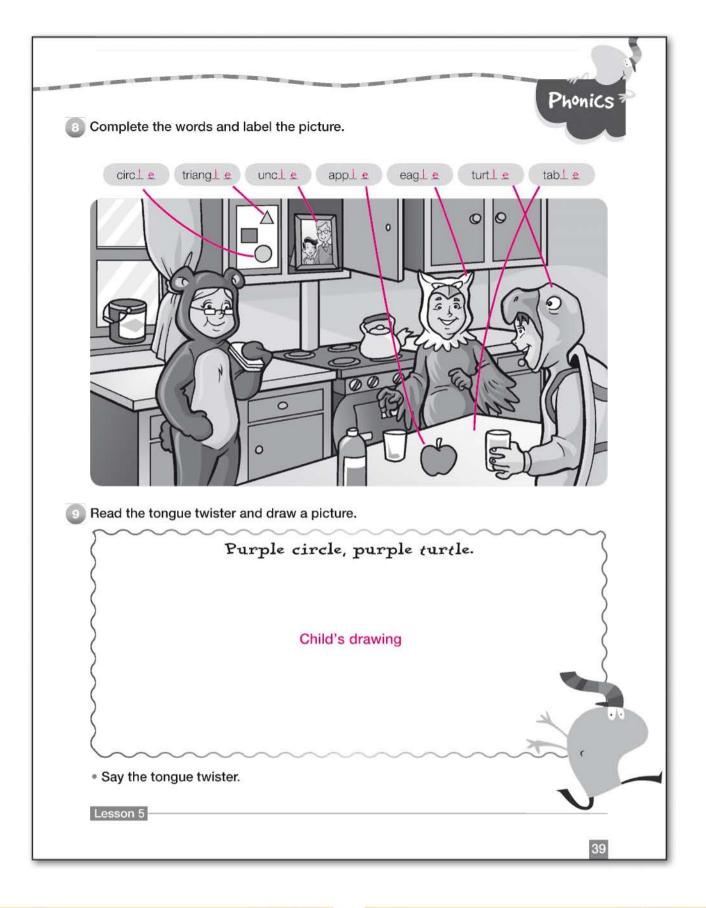
Narrator: Jack and Grace make some more tea. Ben: Yum, yum! Hot chocolate and pancakes!

Resources

Multi-ROM

Unit 4, Story







The children recognise the sounds and identify the words.



The children are given an opportunity to demonstrate their sense of creativity by drawing a picture to represent a tongue twister.

UNIT 4 LESSON 5 OPTIONS

Activity Book

Page 39, Activity 8

Say: Open your Activity Books at page 39. Look at Activity 8.

Tell the children to complete and read the words out loud. Pay special attention to their pronunciation. The children match the words to the elements in the picture.

Page 39, Activity 9

Say: Now look at Activity 9.

Say the tongue twister out loud, getting faster and faster until you make a mistake.

Tell the children to draw a picture to illustrate the tongue twister.

Ask for volunteers to say the tongue twister out loud, saying it faster and faster each time.

Transcript



Track 1.34 Phonics

ul ul ul eagle
ul ul ul turtle
ul ul ul table
ul ul ul purple
ul ul ul uncle
ul ul ul circle
ul ul ul triangle
ul ul ul apple



Let's play!

In my magic hat...

The children form a circle. Child 1 says: In my magic hat I've got a (triangle). Child 2 says the same sentence and adds something else that ends in the ul sound. Continue round the circle.

Resources

Multi-ROM Unit 4, Phonics



Identifying insects by their body parts.

Curricular link: Art; Science

Language Objectives

Vocabulary: ladybird, butterfly, beetle, dragonfly, bee, fly; head, body, thorax, abdomen, spots, stripes

Structures: This insect has got ...

Resources: poster (side B)

Materials: dice

INSECTS AND BODY PARTS

Presentation



Show the children the poster (side B). Point to the insects and ask the children: What's this? See if the children can answer on their own. They may know butterfly and bee. If they don't, tell them the words in English: Look! This is a (dragonfly).

The insects are: butterfly, ladybird, beetle, mosquito, fly, bee, ant, dragonfly,

Ask the children about the colours of the insects: What colour is the butterfly?

Point to the bee and say: Look! The bee has got black and yellow stripes. Move your finger backwards and forwards to illustrate the meaning of stripes.

Then, point to the ladybird and say: Look! The ladybird has got black spots. Touch the spots with your finger as if you were counting them.

Then, ask: Which insects have got stripes? Which insects have got spots? Can you think of any animals with stripes? SS: A tiger! A zebra! T: What about spots? Help them to say cheetah and leopard.

Point to the picture of the fly. Say: This is a fly. It's an insect. All insects have got three main body parts: the head, the thorax and the abdomen. Point to the parts as you name them. Then, ask: How many legs has the fly got? SS: Six. T: That's right. All insects have got six legs. Point to the antennae and say: These are antennae. How many antennae has the fly got? SS: Two. T: That's right. All insects have got two antennae.

Point to the spider and ask: How many legs has the spider got? SS: Eight. T: So a spider is not an insect.

Work with the book [n]



Student's Book, page 40, Activity 10

Say: Open your books at page 40. Look at the insects. Read the names of the insects with the children. Ask questions to make sure the children can identify the

insects: What is number (5)? What number is the (beetle)? What colour is the (flv)? Has the (beetle) got stripes? Play Track 1.35. The children listen and point to the

Play Track 1.35 again. Pause the recording after each description and ask the children to tell you what number the insect is. Then, ask: What kind of insect is that? Answer Key: see page 175.

Student's Book, page 40, Activity 11

Say: Now look at Activity 11. We are going to play Describe and guess.

Describe one of the insects from the picture: This insect has got a blue body. It's got red and blue stripes, and white spots. What is it? SS: It's a butterfly.

Ask for volunteers to describe other insects to the rest of the class. The rest of the children try to guess the insect. Tell the children to work in pairs and to take turns describing and guessing the insects.

Student's Book, page 40, Activity 12

Tell the children to choose an insect, draw it and write a description of it.

The class can also make a poster.





Track 1.35 Activity 10

See page 175.

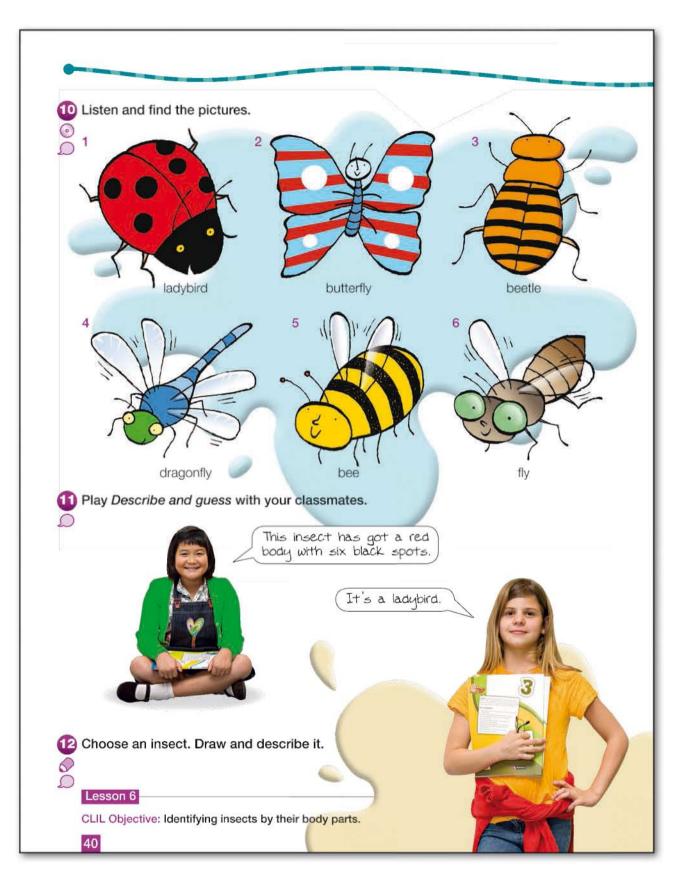
Optional Activity Book exercises

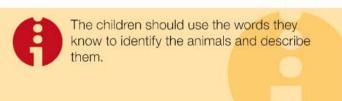
See page 175.

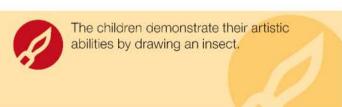
Practice

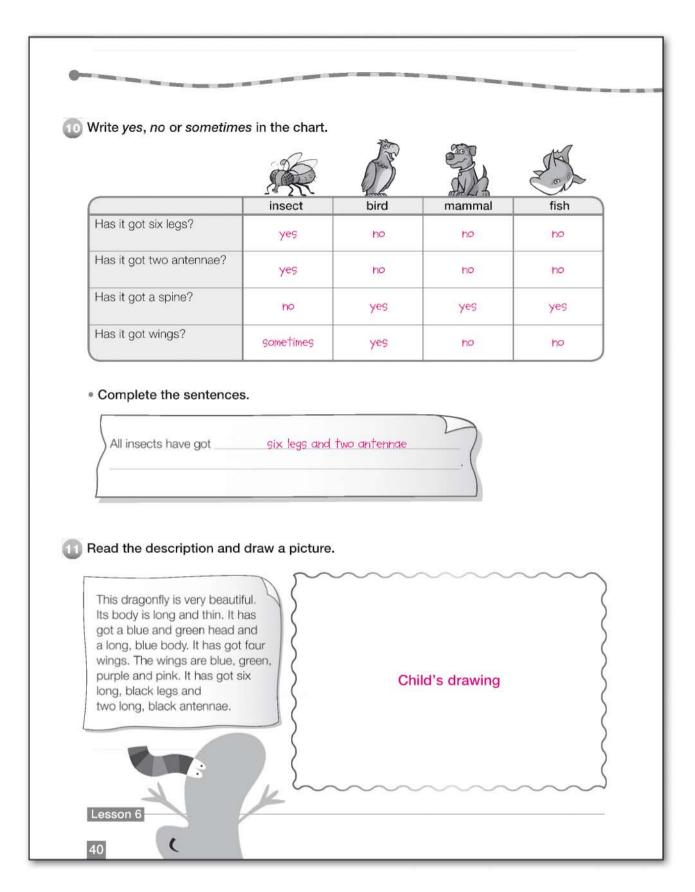
Tell the children to show their classmates the pictures they drew in Activity 12 and to describe their insects: My insect has got...

Collect all the pictures and mix them up. Place them face up on the floor. Tell the children to gather round and to look at the pictures. The children take turns describing their pictures: My insect has got... while the rest of the class tries to identify the correct picture.











The children revise the use of charts as a way of describing animals.



The chidren show their understanding of the text by drawing a picture of the animal that is being described.

UNIT 4 LESSON 6

Activity Book

Page 40, Activity 10

Say: Open your Activity Books at page 40. Look at Activity 10.

Ask a volunteer to read out the names of the animals. Say: These animals have got some things in common and some differences.

Ask: Has an insect got six legs? SS: Yes. T: Has a bird got six legs? SS: No!

Continue asking about the other animals and their characteristics. Tell the children to complete the chart with yes, no, or sometimes. (Some insects don't have

Tell the children to use the chart to complete the sentences.

Ask for volunteers to read out their sentences.

Page 40, Activity 11

Say: Now look at Activity 11.

Ask for volunteers to read out the sentences from the text. Stop after each sentence and draw the corresponding part on the board. As you are drawing, make a few mistakes, for example, draw two wings, five feet and three antennae.

When they have finished reading, tell the children to look at the picture on the board and ask: Is this right? Tell the children to come to the board to correct the picture. Tell the children to read the text. They draw the picture and colour it.

Project Booklet

Fantasy animals

Page 19, A fantasy animal

Do a picture dictation: describe an animal and all its parts like this: It's got a (horse's body)... Tell the children to listen to the details and to draw what they hear. Say: Open your Project Booklets at page 19. Tell them to choose four animals that they want to use for their fantasy animal. They circle these animals.

Then, they choose different body parts from these animals and complete the text. They draw their fantasy animal and give it a name.

They present and describe their animal to the rest of the class. SS: It's got a (tiger's head)...



Let's play!

Miming game

Use the Unit 3 key vocabulary cut-outs, or photocopies of Teacher's Resource Book, page 20. Tell the children to play in teams. One pair from each team takes a key vocabulary cut-out without letting anyone else from their team see it. They mime the word. Their team tries to guess the word in one minute. If they don't guess it, another team has a go and can get a bonus point. The team with the most points wins.

Resources



Unit 4, Activity 1

Teacher's Resource Book

Extension Worksheet, page 45

Transcript

Track 1.35 Activity 10

This insect has got a red body with six black spots. This insect has got a blue body and a green head. This insect is brown. It's got very big eyes. This insect has got orange and black stripes. This insect has got yellow and black stripes. This insect has got red and blue stripes and white spots.

ANSWER KEY

Student's Book, Activity 10

ladybird dragonfly fly

beetle

bee

butterfly

Describing butterflies.

Curricular link: Science

Language Objectives

Vocabulary: butterfly/butterflies, shelves, chair, plants. trees, table, leaves, ground, air, stripe, spot, flower; in, on, under

Structures: This butterfly has got ...

Resources: CD; poster (side B)

BUTTERFLIES

Presentation M



Continuous assessment

The children can describe insects.

Say: Today we are going to talk about butterflies. Look at the butterfly in the poster. Has it got wings? How many wings? Has it got legs? How many legs? Has it got antennae? How many antennae?

Say: So all butterflies have got two wings, two antennae and six legs. Are they all the same then? SS: No! T: What's different then? SS: The colours. T: Yes. The colours and the markings (point to the spots and stripes to demonstrate markings).

Work with the book



Student's Book, page 41, Activity 13

Say: Open your books at page 41. Look at the picture of Granny's greenhouse. Look at all the butterflies! Who can describe a butterfly? How many can you see?

Play Track 1.36. The children listen and point to the places where the butterflies are.

Play Track 1.36 again. The children join in with the rhyme.

Play Track 1.36 again. The children join in with the rhyme and pay special attention to the rhythm and the words that rhyme.

Student's Book, page 41, Activity 14

Say: Now we're going to play a guessing game. In the picture there are lots of different butterflies hiding in different places. Let's see if we can find them.

Describe one of the butterflies. The children try to guess which butterfly it is. The child who guesses correctly can describe the following butterfly.

Write the expressions of place on the board as they come up.

Transcript





Rhyme: Butterflies everywhere!

See page 179.

Optional Activity Book exercises

See page 179.

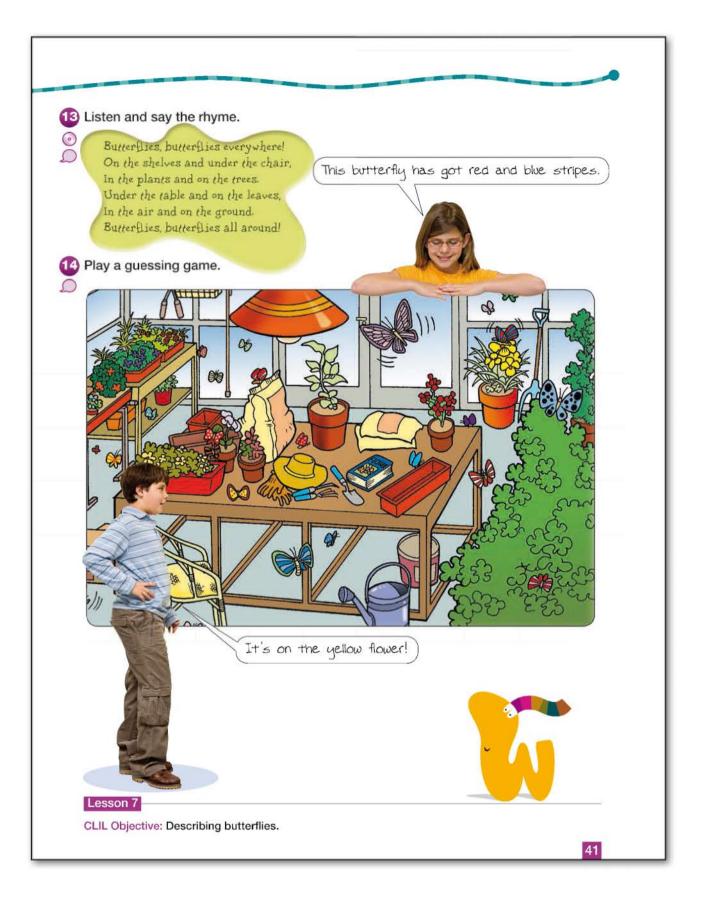


Practice

Tell the children to choose one of the butterflies from the picture in the Student's Book and to draw it. One child comes to the front with their picture without showing it. The other children ask questions: Has your butterfly got (pink) (spots)? Once they have finished the description, all the children who have drawn the same butterfly shout: Snap! These children then hold up their

pictures and compare them. Repeat the procedure several

times with different children and different pictures.

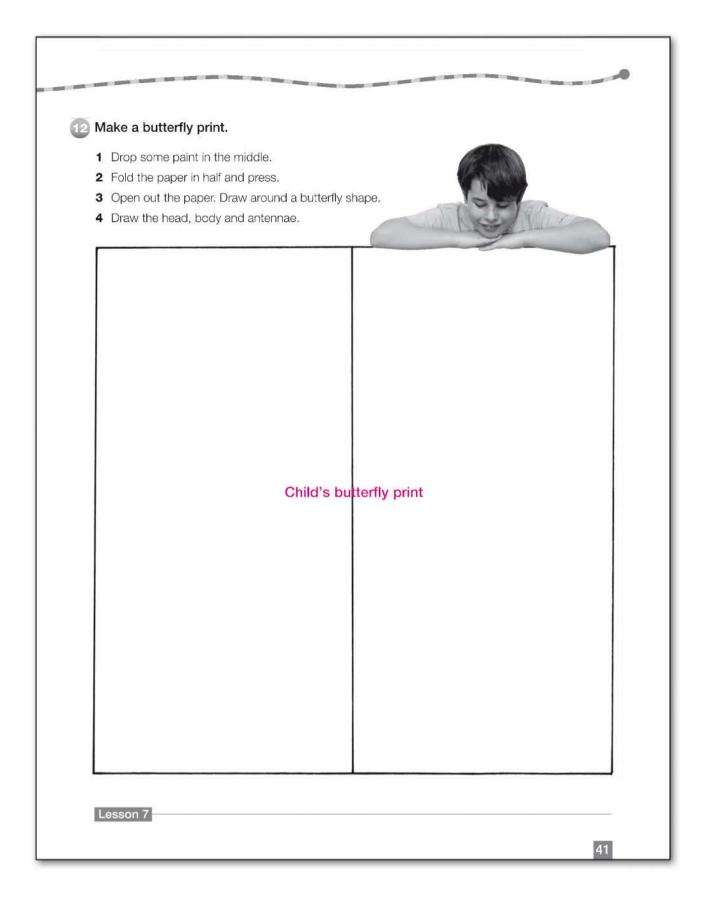




Encourage the children to repeat the rhyme out loud to practise the vocabulary and the structures they have learned.



The children apply their newly-acquired knowledge in this game.





The children study symmetry in this activity.



UNIT 4 LESSON 7 OPTIONS

Activity Book

Page 41, Activity 12

Say: Open your Activity Books at page 41. Look at Activity 12.

Read the instructions and explain them to the children. Tell the children to make a butterfly print.

Project Booklet

Fantasy animals

Page 20, Plasticine models

Say: Open your Project Booklets at page 19. Ask the children about the fantasy animals that they invented on page 19: Hands up if your animal has got (eagle's wings)...

Say: Open your Project Booklets at page 20.

The children work in groups to make plasticine models of their fantasy animals.

They make an identity card for each animal using the model on page 18. The rest of the class tries to guess which animal corresponds to which card.

Transcript



Track 1.36 Rhyme: Butterflies everywhere!

Butterflies, butterflies everywhere! On the shelves and under the chair. In the plants and on the trees, Under the table and on the leaves. In the air and on the ground, Butterflies, butterflies all around!



Let's play!

Where is it?

Ask a child to hide one of the *flashcards*. The other children have to ask questions using prepositions to find the card: Is it *(under)* the *(table)*? The child can answer hot or cold depending on how close the guess is.

M

Resources

Multi-ROM

Unit 4, Activity 2

Teacher's Resource Book

Extension Worksheet, page 46

Objective

Language awareness: it/they.

Curricular link: Literacy

Language Objectives

Structures: it/they

Resources: poster (side B); Unit 4 cut-outs (sentences and It/They) or Teacher's Resource Book,

page 12 (one photocopy per child)

Materials: scissors, glue

FOCUS ON LANGUAGE

Presentation M



Use the poster (side B) and say: Let's talk about the insects on the poster.

Make general statements about insects in the plural. T: Insects have got six legs. They've got wings. Tell the children to say more sentences about insects and write these on the board.

Point to the fly and say: The fly has got six legs. It has got two antennae.

Prompt the children to give you more examples about the fly or the spider using singular verbs and write them on the board.

Draw arrows to match the sentences to the insects on the poster so the children end up labelling the poster.

Underline the words they and it, and circle the words have and has in each sentence. Explain that when we use they, we are talking about more than one thing, and when we use it, we are only talking about one thing.

Work with the book

Student's Book, page 42, Activity 15

Say: Open your books at page 42. Look at the board. Point to the ladybird and ask a volunteer to complete the sentences orally. Reinforce the use of it with has.

Point out that we start with the nouns and then we use the

Point to the three insects on the right and ask a volunteer to complete the sentences. Reinforce the use of they with have.

Student's Book, page 42, Activity 16

Say: Now we're going to play a game. Find your cut-outs for Unit 4.

Tell the children to cut out the cut-outs. Make sure they understand all the sentences. Demonstrate the language game with a volunteer.

They play in pairs. Place all the sentence cut-outs face up on the table. Put the it and they cut-outs in a pile. The children take turns to turn over one of the cut-outs from the pile and place it over a noun in one of the sentences so that it makes sense. Read out the two sentences as they are playing, first using the noun and then using the pronoun.

Optional Activity Book exercises



See page 183.

Practice



Use the poster (side B). Ask the children to come to the poster and describe either a group of insects or the spider and the fly. Correct their use of it and they as necessary.

Answer key

Student's Book, Activity 10

The ladybird has got six legs.

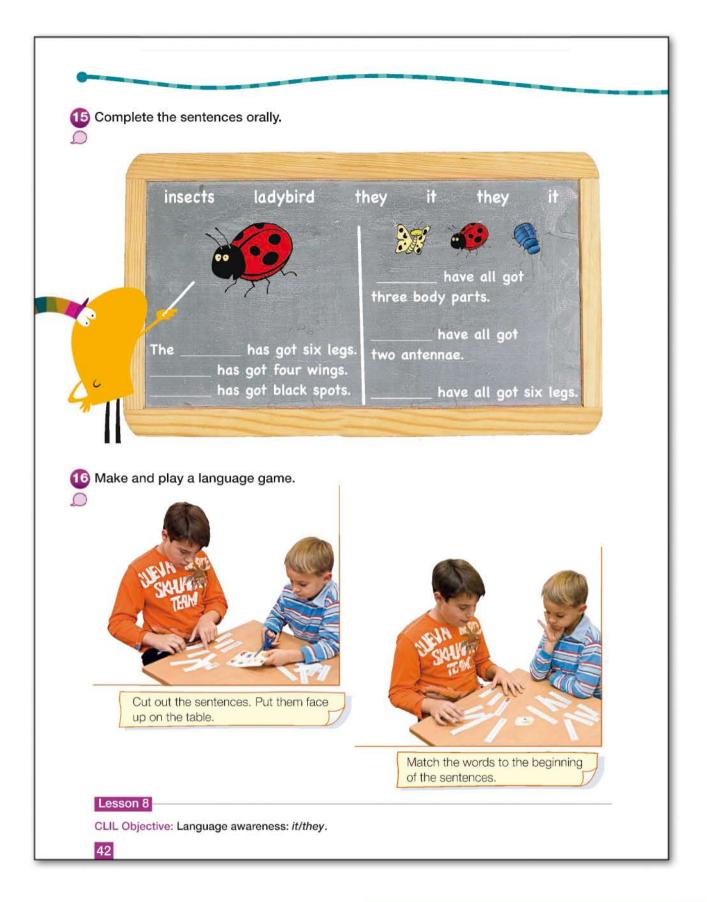
It has got four wings.

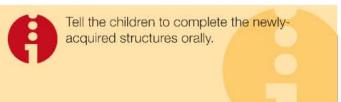
It has got black spots.

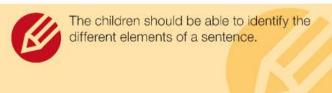
Insects have all got three body parts.

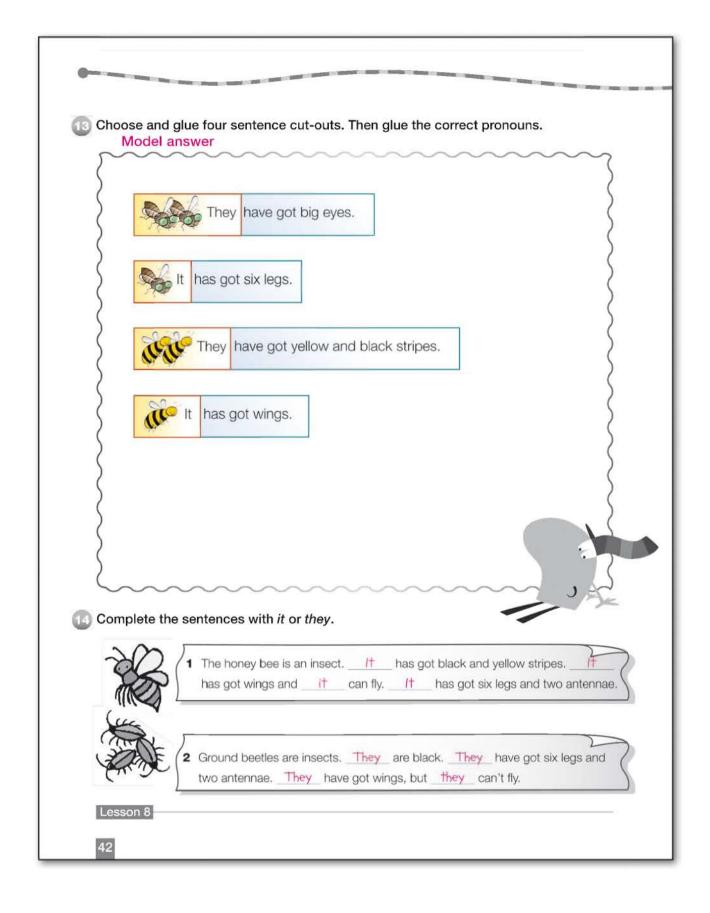
They have all got two antennae.

They have all got six legs.











Remind the children that they should be careful when sticking the sentences in the boxes.

UNIT 4 LESSON 8 OPTIONS

Activity Book

Page 42, Activity 13

Say: Open your Activity Books at page 42. Look at Activity 13.

Tell the children to choose four sentence cut-outs (two singular ones and two plural ones). They stick them in the frame. Then, they choose the corresponding pronouns and glue them along the left-hand edge, so that they can lift them up and reveal the noun. Ask for volunteers to read out their sentences. Tell them that to read the complete sentence first, and then read it with *It* or *They*.

Page 42, Activity 14

Say: Now look at Activity 14.

Ask for volunteers to read and complete the sentences orally.

Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences.



Let's play!

Word whispers

Put the children in lines of four or five children. Show a flashcard to each of the children at the end of the lines. These children then whisper the word that corresponds to the flashcard to the child who is directly in front of them. They continue like this until the word has reached the children who are at the front of the lines. If the word coincides with the word on the flashcard, the row wins a point.

Resources



Unit 4, Activity 3.

Teacher's Resource Book

Ready to read worksheet, page 72



Objective

Learning about the great white shark.

Curricular link: Science

Language Objectives

Vocabulary: shark, swim, fly, jump, backwards, grow, teeth, feel, vibrations, smell, blood, sing, fin, eyes, dangerous

Resources: CD Materials: card

THE WONDERFUL WORLD: SHARKS!

Presentation

Say: Today we're going to talk about sharks. Ask: Have sharks got sharp teeth? Have they got fins? Have they got a tail? Are sharks dangerous? Can sharks live out of the water? Can sharks live in rivers?

Work with the book [f]



Student's Book, page 43, Activity 17

Say: Open your books at page 43. Look at the photographs.

Play Track 1.37. The children listen and identify the photos.

Student's Book, page 43, Activity 18

Sav: Now look at the sentences in Activity 18. Divide the class into small groups so they can decide if the sentences are true or false.

Ask for volunteers from each group to read out the sentences. Stop after each sentence and ask: Is that true or false?

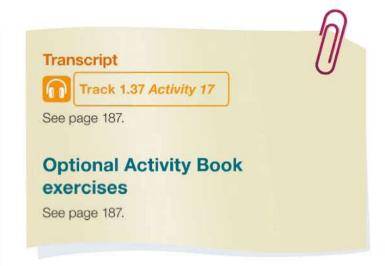
Take a vote on each statement and then see how many children got the correct answer in each case.

True: It can swim very fast. It can grow new teeth. It can smell blood over long distances and it can feel vibrations.

Student's Book, page 43, Activity 19

Say: Now we're going to make an animal poster. Hand out the card.

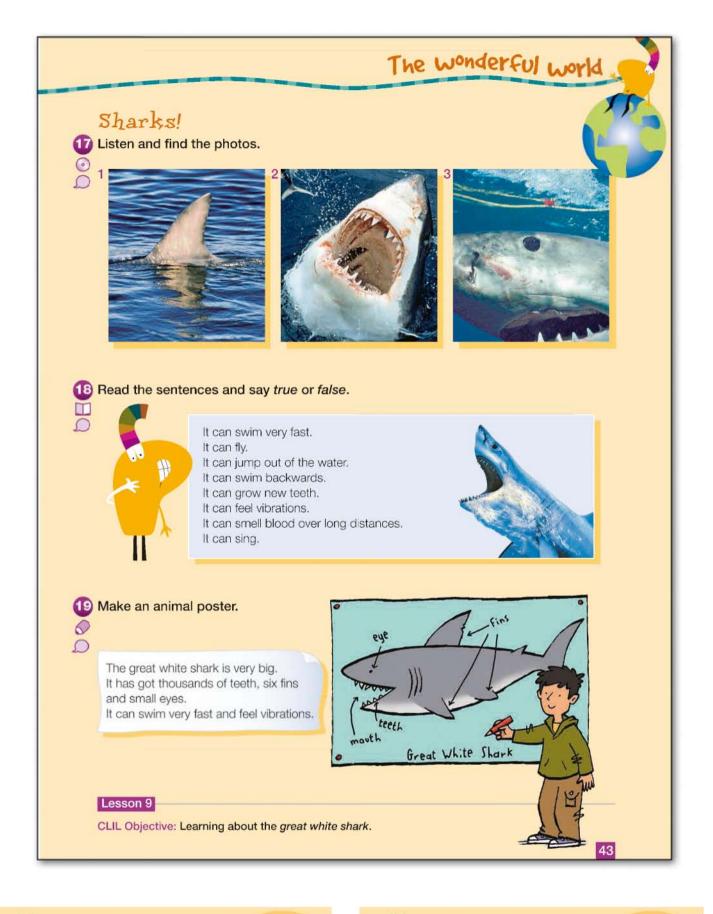
Tell the children to draw a picture of an animal and to label it. They can choose any animal from this unit. Tell the children to write a description of their animal and what it can and can't do.



Practice

Tell the children to show their animal posters to the rest of the class and to describe it. The other children can ask questions: Can it (swim)?

Answer Key Student's Book, Activity 17 photo 2 photo 1 photo 3 Student's Book, Activity 18 true false true false true true true false

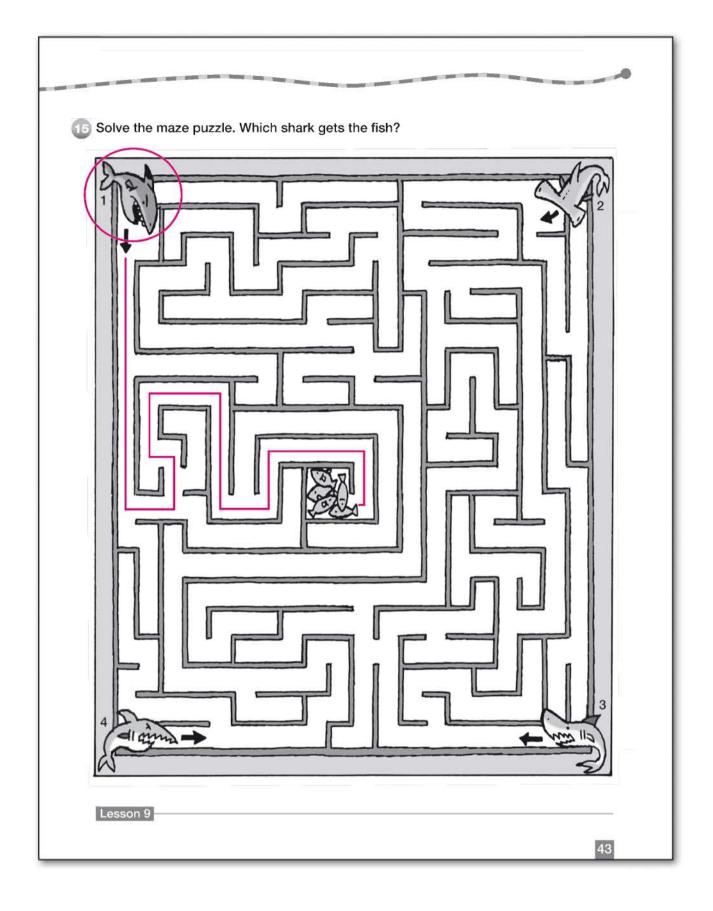




The children should be able to identify the animals that are described on the recording. They should also be able to relate the vocabulary to the information that they already know.



The children use the structures they have learned and their creativity to make a poster.





The children use their spatial and reasoning skills to find the correct route through the maze in order to complete the activity.

Activity Book

Page 43, Activity 15

Say: Open your Activity Books at page 43. Look at Activity 15.

Tell the children to use their fingers to trace a route through the maze until they find the path that takes them to the fish. Then, the children draw a line along the route with a pencil.

Ask: Which shark gets the fish? SS: Number 1.

Transcript



Track 1.37 Activity 17

The great white shark is very dangerous. It's got thousands of teeth. It's got a big fin. It's got very small eyes.



Let's play!

Use the word

Use the key vocabulary cards or the Teacher's Resource Book, page 20 (two copies per group). The children play in groups of four. They shuffle the cards and place them face down on the table. They take turns turning over a card and using this card to make a sentence. If the sentence has been made correctly, they keep the card. If not, they put it to the bottom of the pile. The child with the most cards at the end of the game wins.



Resources

Multi-ROM

The wonderful world Unit 4, Activity 4

Objective

Assessment.

Curricular link: Literacy: Science

Language Objectives

All the vocabulary for Unit 4

Resources: CD; poster (sides A and B); poster popouts; flashcards (eagle, owl, parrot, goldfish, shark, bear, tiger, wolf)

REVIEW





Let's remember!

Say: Today we are going to remember all the work we have done in Unit 4.

Ask: Do you remember The animal song?

Play Track 1.32 (See page 155). The children join in by doing the movements and making the noises.

Brainstorm a list of animals on the board. The children can use the flashcards and the poster to help them. Ask the children to take turns coming to the board to circle the animals according to your instructions: Circle the pets in blue, circle the wild animals in green, and circle the farm animals in red.

Encourage the children to circle the animals in different colours to show the overlap in the classification.

Work with the book [f]



Student's Book, page 44, Activity 20

Say: Open your books at page 44. We're going to do The animal quiz.

Tell the children to work in pairs. They read the instructions and write down the names of the animals. The first pair to finish shouts: Stop! Check their answers.

Student's Book, page 44, Activity 21

Say: Now look at the pictures for Activity 21. Play Track 1.38. Pause the recording after each description and ask: Which insect is that? The children should answer with the number and the name of the insect.

Transcript



Track 1.38 Activity 21

See page 191.

Optional Activity Book exercises

See page 191.

Round up



Show the children the poster side A and hand out the poster pop-outs.

Ask volunteers to come to place the pop-outs on the correct pictures. They explain why they have placed them on those pictures: (Cats) are pets.

Ask other children to classify the pop-outs on the chart and say why they have placed them in those columns: (Cats) have got four legs.

Turn the poster over to side B.

Ask the children to take turns describing the insects while the rest of the class tries to guess the insect.

Answer key

Student's Book, Activity 20

Model answer

feathers: parrot, penguin

fur: bear, wolf

six legs: butterfly, ladybird swim: shark, goldfish climb trees: cat, monkey

Student's Book, Activity 21

1 ladybird; 2 butterfly; 3 bee; 4 beetle

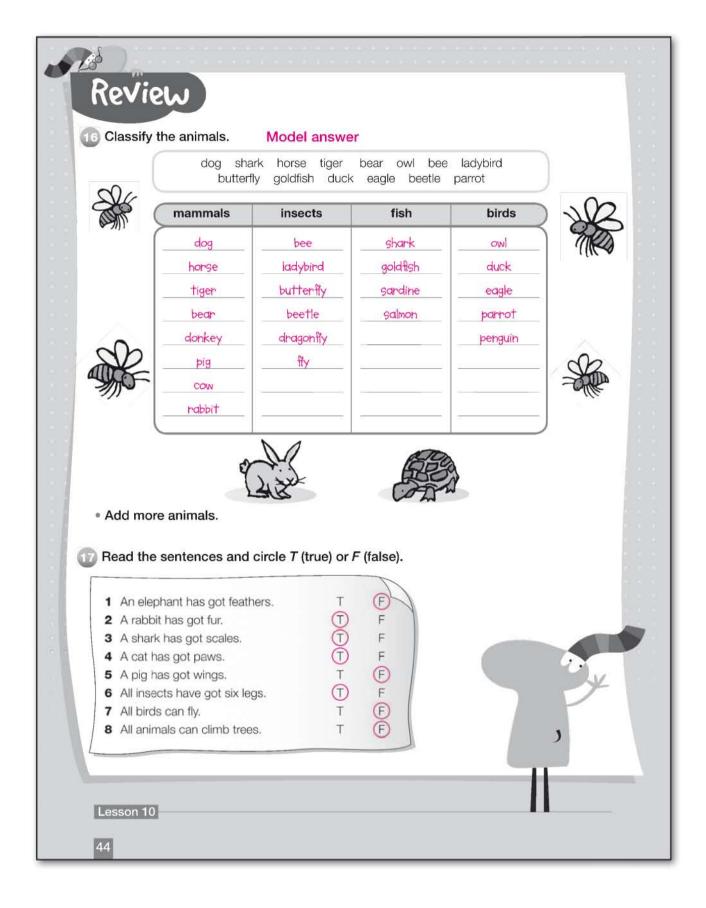




The children explain what they know about animals using the words and expressions that they have learned in English.



Encourage the children to listen carefully in order to identify the animals that are being described.





The children should be able to tell if the sentences are true or false. This is a good way of demonstrating their knowledge of the topic and their understanding of the text in English.

UNIT 4 LESSON 10 OPTIONS

Activity Book

Page 44, Activity 16

Say: Open your Activity Books at page 44. Look at Activity 16.

Write the words *mammals*, *insects*, *fish* and *birds* along the top of the board.

Tell the children to give you an example of each animal classification and to write the names on the board.

Tell the children to classify the animals in the chart.

Ask for volunteers to read out their lists.

Tell the children to suggest more animals for the lists and to write these in the chart.

Page 44, Activity 17

Say: Now look at Activity 17.

Read the first sentence out loud and ask: Is that true or false? SS: False!

Tell the children to read the sentences and to circle the the appropriate true or false options.



Let's play!

Tutti frutti

Put the class into teams. Start saying the letters of the alphabet in a low voice. Tell the children to stop you before you finish. The children use the letter you stop at as the first letter of words from different categories, for example: animals, food, colours, countries, professions. They have two minutes to write the words. Words that haven't been repeated by other teams are worth 10 points. Words that other teams have got are worth 5 points. Example:

letter	animal	food	colour	country	profession	points
В	bear 5	beef 10	brown 5	Belgium 10	baker 10	40
м	mouse 5	macaroni and cheese 10	mauve 5	Morodoo 5	miner 10	35

Resources

Teacher's Resource Book

Unit 4 Test, pages 91 and 92



See Transcript Track 1.39

Transcripts



Track 1.38 Activity 21

Jack: This insect has got four wings. It can fly. It's got six legs and two antennae. It's red and it's got black spots.

Grace: This insect has got four wings. It can fly, It's got six legs and two antennae, It's red and it's got black stripes.

Ben: This insect has got four wings. It can fly. It's got six legs and two antennae. It's got black and yellow stripes.

Lily: This insect has got four wings. It can't fly. It's got six legs and two antennae. It's got black and yellow spots.



Track 1.39 Unit 4 Test Activity 1

Narrator: Listen and number the insects. Then listen again and mark the chart.

- (1) Jack: Look at that butterfly! Isn't it beautiful! It's purple and green.
- (2) Grace: And look at this beetle! It's beautiful! It's blue and red.
- (3) Jack: And look at this dragonfly! It's beautiful! It's blue and green.
- (4) Grace: And look at this ladybird! It's beautiful! It's red with black spots.
- (5) Jack: And look at this bee! It's beautiful! It's yellow and black.
- (6) Grace: Oh, look at this fly! It's black with yellow eyes. It's scary!

Assessment criteria

CLIL Objectives

Children can classify animals in several different ways: according to their taxonomy, their physical appearance and their mode of movement.

Children can identify the main characteristics of insects.

Language Objectives

Children can name some examples of birds, fish, insects and mammals.

Children can name the main body parts of animals.

Children can describe animal movement.

Children can name the main characteristics of insects.

LOOK ALL AROUND!

Landscapes and habitats

CLIL Objective

Describing the physical landscape.

Curricular link: Geography

Language Objectives

Vocabulary: rock, windmill, forest, lake, field, house, valley, hill; natural, artificial

Structures: There is a (forest). There are some (rocks). Is there a (house) in the (blue) square?

Resources: CD; poster (side A); poster pop-outs (Granny's house, rocks, windmills, forest, field, lake)

Materials: crayons

LOOK ALL AROUND!

Presentation



Say: Today we are going to talk about landscapes. Show the children the poster (side A). Explain that the picture on the poster is a view of Granny's house and the landscape around it. Point to the gaps in the picture and say: There are some things missing. Let's see what they

Hold up the pop-outs one by one and name them: These are (rocks). Are they natural or artificial? Continue with the other elements until the children have classified them all. Ask six children to come to the poster and give each one a pop-out. Describe the view from Granny's house and tell the children to place their pop-outs when they hear them mentioned. If there is someone who cannot place their pop-out, tell them to wait.

Description:

Granny's house is in a valley between two hills. On the top of one hill there are some rocks. On the top of the other hill there are three windmills. Next to the house there is a forest. At the bottom of one hill there is a field for the horses. Between the field and the forest there is a lake. Repeat the description. This time, stop after each element is named and demonstrate where it should be placed by pointing to the other reference points. Explain to the children that a hill is not as high as a mountain. In England, Scotland and Wales there are mountains, but they are not very high compared to some in other parts of the world.

Work with the book In



Student's Book, page 45, Activity 1

Say: Open your books at page 45. Look at the picture of Granny's house. What can you see? Encourage the children to name the elements: There is a forest. There are some rocks.

Then, ask questions about the position of these elements: Are the windmills on the top of a hill? Is the lake on the top of a hill?

Play Track 2.1. The children listen and count the mistakes. Ask: How many mistakes are there in the recording?

Play Track 2.1 again. Tell the children to raise a hand when they hear a mistake. Pause the recording and tell them to correct the sentence.

Ask for volunteers to give correct descriptions of the picture.

Student's Book, page 45, Activity 2

Say: Now we're going to play a game.

Explain the rules. The children draw a grid with six squares on a piece of paper. Then, tell them to draw a picture in each square. They should only draw one of each type of object: a rock, a windmill, a forest, a lake, a field and a house.

Tell them to colour the background in each square a different colour: red, blue, yellow, green, purple, orange. Ask the children questions about their grids: Is there a house in the blue square? S1: No/Yes.

Once you are satisfied that the children understand the game, tell them to play in pairs. The first child in each pair to guess all the elements correctly is the winner.

Transcript



Track 2.1 Activity 1

See page 195.

Optional Activity Book exercises

See page 195.

Practice

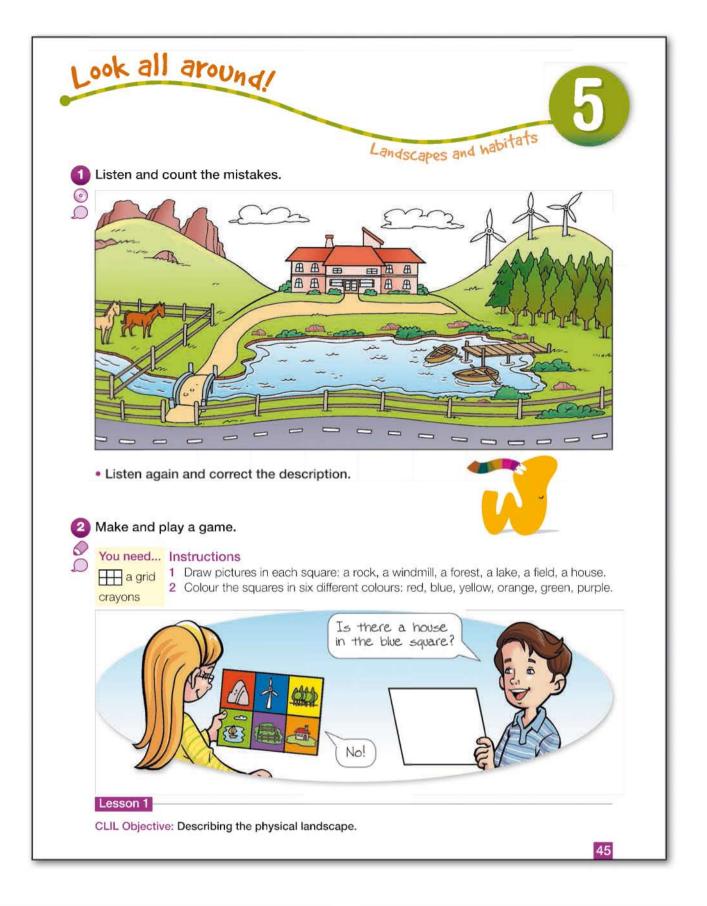
Ask the children to draw a landscape using the elements from this lesson. Tell the children to work in pairs. They take turns describing and drawing each other's landscapes without looking at the original pictures. Tell them to compare the two pictures.

ANSWER KEY

Student's Book, Activity 1

See page 195.



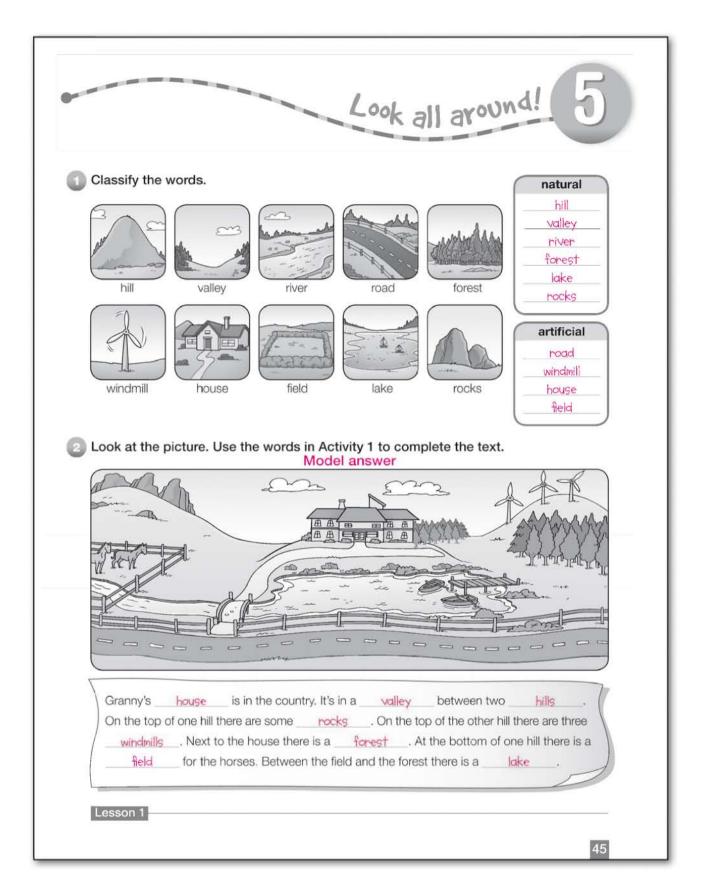




The children pay careful attention to the recording in order to find the mistakes in the activity.



The children learn how to describe a landscape and revise the associated vocabulary.





The children classify the vocabulary by creating two lists.



The children put their newly-acquired vocabulary into practice in this lesson by completing the text.

UNIT 5 LESSON 1 OPTIONS

Activity Book

Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1.

Ask a child to read out the first word: hill. Then ask: Is that natural or artificial? Continue with the other words. Tell the chidren to classify the words in the lists. Ask for volunteers to read out their lists and correct the activity.

Page 45, Activity 2

Say: Now, look at Activity 2.

Ask a few volunteers to complete the sentences orally using the words in the lists in Activity 1.

Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences and correct the activity.

Ask: What else can you see in the picture? SS: A river, a road, boats, horses...



Let's play!

Pictionary

Divide the class into groups of six. Write words on pieces of paper with the children. Gather them all together and put them in a bag or a hat. One child from one team picks a word and has to draw it (or things that represent it) on the board. Their team has to guess the word. Set a time limit of one minute. If the team guesses the word, they get two points. If they don't guess the word, the other teams can try to guess it.

Resources

Multi-ROM

Unit 5, Activity 1



Transcript



Track 2.1 Activity 1

My granny's house is in the country. It's in a valley between two hills. On the top of one hill there is a lake. On the top of the other hill there is a forest. Next to the house there are two big rocks. At the bottom of the hill there are three windmills. Between the windmills and the rocks there is a lake.

Anticipating difficulties

In this unit, the children will study a map of their country with all the autonomous regions and capitals marked on it. Most of the place names do not have an equivalent in English, but there are some exceptions, such as: Seville, Catalonia. The names Valencia or Barcelona, are pronounced with an s sound in English, and Jerez or Cadiz with a z sound.

Explain that in many cases, the place names are written differently from the way they are pronounced. Ask them, for example, how to say the following names in English: London, Edinburgh, The River Thames, New York, Los Angeles, San Francisco...

The children learn the names of the important cities in the UK and the difference between the UK and England, given that these geo-political terms are often confused. The UK is made up of: *England, Scotland, Wales and Northern Ireland*. In this unit we are focusing on England.

ANSWER KEY

Student's Book, Activity 1

Model answer

On top of one hill there are some rocks.

On top of the other hill there are three windmills.

Next to the house there is a forest.

At the bottom of the hill there is a field.

Between the forest and the field there is a lake.

CLIL Objective

Identifying places where there is water.

Curricular link: Geography

Language Objectives

Vocabulary: boat, bridge, bush, lake, pond, reservoir,

river, sea, tree, rock, waterfall

Structures: There is a bridge. There are some trees.

There isn't a river. There aren't any rocks.

Resources: CD

WATER IN OUR WORLD

Presentation

Say: Today we are going to learn about water in nature. For example, a lake. Can you tell me more words?

Tell the children to name the different bodies of water and write the words on the board (prompt them if necessary): lake, sea, river, waterfall, pond, reservoir.

Explain that a reservoir is artificial and a lake is natural. Ask: Is there a river in this town? Is this town near a lake? Is it near a reservoir? Is it near the sea?

Work with the book [6]



Student's Book, page 46, Activity 3

Say: Open your books to page 46. Look at the four pictures of the cousins on holiday.

Ask questions about each picture: Is there a (river) in picture (1)? Is there a (lake)? Are there any (trees)? Play Track 2.2. The children listen and point to the pictures.

Play Track 2.2 again, pausing the recording after each question. The children identify the corresponding picture. Ask for volunteers to describe the pictures.

Student's Book, page 46, Activity 4

Say: Now we're going to play a guessing game. Describe one of the pictures: There are some trees. There aren't any boats. SS: Picture 1.

Tell the children to play the game in pairs and to take turns describing and guessing the pictures.

Transcript



Track 2.2 Activity 3

See page 199.

Optional Activity Book exercises

See page 199.

Practice

Continuous assessment

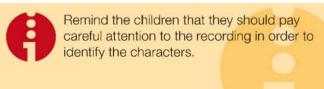
Children can name and describe the elements in a landscape.

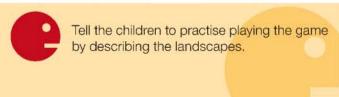
Tell the children to work in pairs.

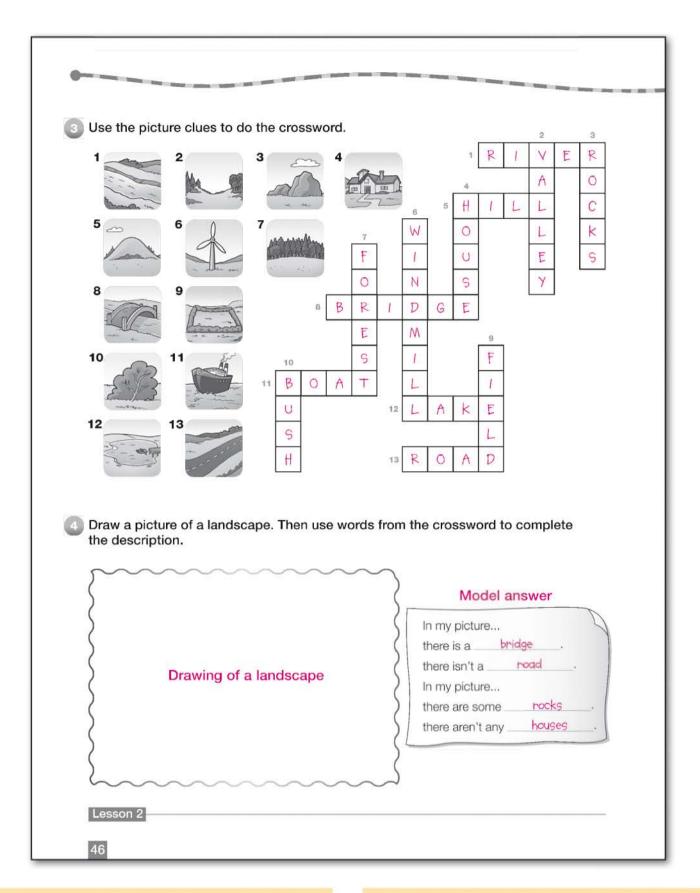
The children look through this unit and find a picture of a landscape that they can describe. One child describes a picture while the other child tries to find the corresponding picture in the book.













The children complete the crossword with the vocabulary they have learned.



The children draw a landscape and complete the sentences using the newly-acquired vocabulary.

UNIT 5 LESSON 2 OPTIONS

Activity Book

Page 46, Activity 3

Say: Open your Activity Books at page 46. Look at Activity 3.

Tell the children to identify the elements in the numbered pictures: What's number 1? SS: A river.

Tell the children to find the numbers in the crossword and to write the words.

Page 46, Activity 4

Say: Now look at Activity 4.

Tell the children to draw a landscape including some of the elements from Activity 1.

Tell them to complete the sentences using the words from the crossword.

Ask for volunteers to read out their sentences.

Project Booklet

Don't waste water!

Page 21, What do we use water for?

Write the word *water* in the middle of the board. Elicit words connected with water (*river*, lake, drink, wash...) and write them on the board.

Say: Open your Project Booklets at page 21.

The children use a blue crayon to mark the objects and situations related to water in their books. Then, they label the picture. Afterwards, they complete the text about the water they use in their own house.

They then tell the rest of the class about it.

Resources

DVD

Unit 5, Real kids

Teacher's Resource Book

DVD worksheet, page 29

Transcript



Track 2.2 Activity 3

There are some boats and trees. There isn't a bridge. Which picture is it?

There are some trees. There aren't any boats.

Which picture is it?

There are some small rocks. There aren't any bushes or trees.

Which picture is it?

There are some rocks and bushes. There is a boat.

Which picture is it?



Let's play!

Flash!

Pick a flashcard from the unit and show it to the class quickly so that they only get a quick glimpse of it.

Repeat the action, but this time do it a bit more slowly. The child who guesses the flashcard comes to the front and takes another flashcard. Start the game again and continue until all the flashcards have been used.

CLIL Objective

Identifying living things in a dry landscape.

Curricular link: Geography; Science

Language Objectives

Vocabulary: desert, dunes, oasis, rocks; beetle, cactus, lizard, meerkat, palm tree, snake, vulture

Structures: Is there a...? Yes, there is. / No, there isn't. Are there any...? Yes, there are. / No, there aren't.

Resources: CD; flashcards (beetle, lizard, meerkat, vulture, cactus; dunes, oasis, palm tree, rocks)

Materials: dice, counters (balls of coloured

plasticine)

Play Track 2.3 again. The children follow Jack's route with their fingers.

Pick a route and tell the children to ask you questions to try to guess the route that has been chosen.

Ask for volunteers to come to the board and do the same.

Student's Book, page 47, Activity 6

Say: Now we're going to play The desert game. Explain the rules. The children work in groups of five. They each choose a route and take turns throwing the dice and moving along their route. When they land on a picture, they use the key and follow the instructions. Before they start the game, look at the key with the whole class and make sure that they understand the instructions.

The first member of the group to reach the end of the route is the winner.

DRY LANDSCAPES AND LIVING THINGS

Presentation

Say: Today we're going to talk about dry places. We're going to talk about deserts.

Put the flashcards on the board. Point to each picture and identify the type of living thing and the name: This is an (animal). It lives in the desert. What is it? SS: A (beetle). T: This is a plant. What is it? SS: A tree. T: Yes. It's a (palm tree). Supply any new vocabulary: lizard, cactus, palm tree, meerkat.

Say: All of these things are living things and they all live in deserts.

Then, place the flashcards of the oasis and the dunes on the board and name them. Say: These things are also in the desert, but they are not living things.

Ask questions about the natural things we can expect to find in a desert: *Are there any insects? Are there any rivers? Are there any cactuses? Are there any forests?* Encourage the children to use the short answers: *Yes, there are. / No, there aren't.*

Transcript



Track 2.3 Activity 5

See page 203.

Optional Activity Book exercises

See page 203.

Practice

Tell the children to draw a landscape of a place where they went on holiday last year.

Tell the children to work in pairs and to take turns asking and answering questions about the pictures: *Is there a...?*Are there any...?

Work with the book

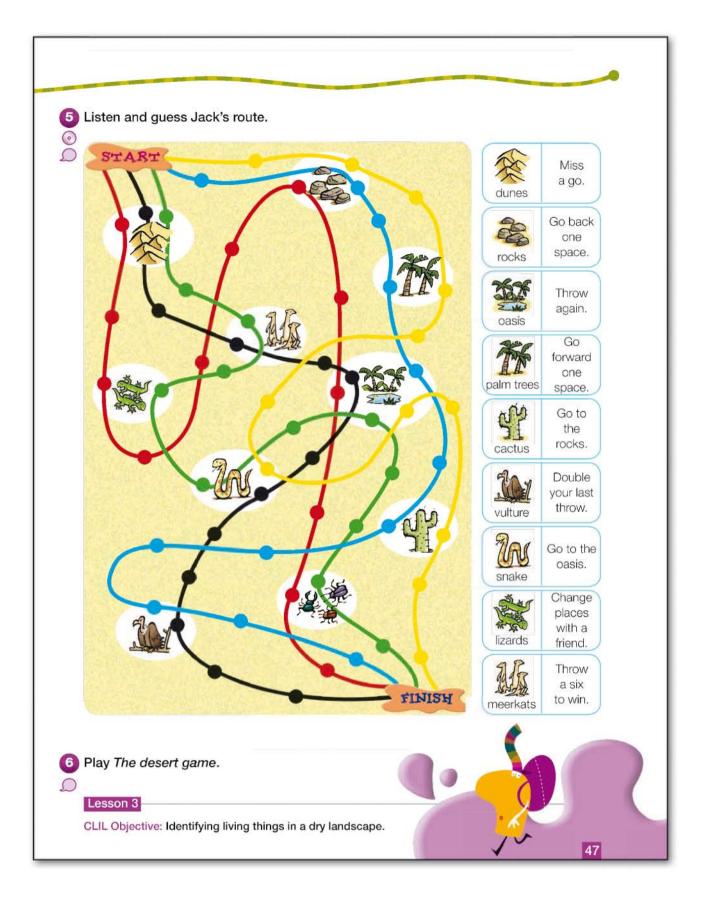


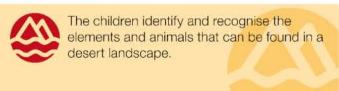
Student's Book, page 47, Activity 5

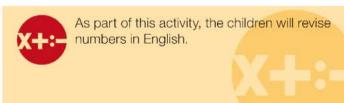
Say: Open your books to page 47. Look at Activity 5. Tell the children to look at the map of the routes through the desert. Ask them to name the objects in the pictures.

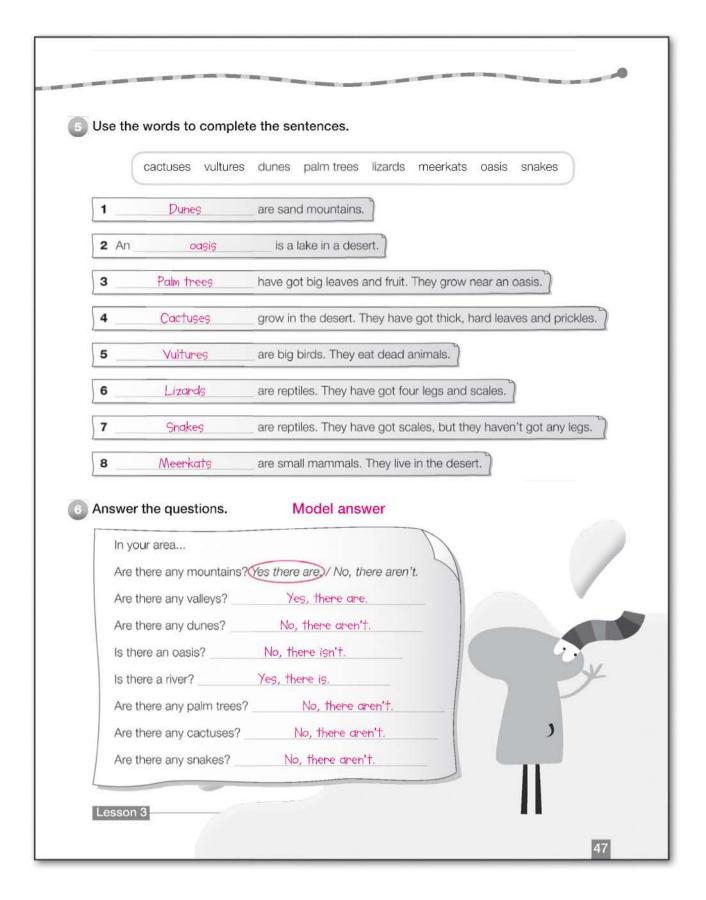
Say: Now listen and guess Jack's route.

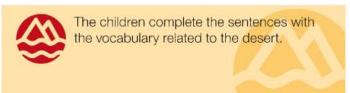
Play Track 2.3. Pause the recording after each answer and give the children time to find the elements on the map. Pause the recording after: Which is Jack's route? Ask: Which is Jack's route? SS: The (black) route. Continue listening to the recording so the children can check their answers.

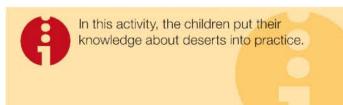












UNIT 5 LESSON 3 OPTIONS

Activity Book

Page 47, Activity 5

Say: Open your Activity Books at page 47. Look at Activity 5.

Hand out the flashcards and name them. The child who is holding a flashcard that you have just named brings it to the board.

Read the first definition out loud without saying the first word. Ask: Does anybody know what word is missing? SS: Dunes!

Repeat with the other definitions.

Tell the children to complete the definitions in their books.

Ask for volunteers to read out their definitions.

Page 47, Activity 6

Say: Now look at Activity 6. Let's think about our landscape. Ask questions out loud and tell the children to call out the answers. They may not all agree. Discuss and correct the answers together.

Tell the children to answer the questions with Yes, there are. / No, there aren't.

Ask for volunteers to summarise the information out loud: In our area there are some (mountains). There aren't any (dunes).

Project Booklet

Don't waste water!

Page 22, More uses of water

Tell the class to think about the people who need water as part of their work. As you give them a few clues, the children will start naming jobs that require the use of water. Write the names on the board. Point to one of the professions and ask: Does a (fireman) use water? Put a tick or a cross next to the professions according to whether they require water or not.

The children look at the pictures and write the correct numbers next to the phrases below. They use these phrases to complete the sentences about the people in Activity 4.

Play the mime game: Guess who I am. The game is played in groups. Choose a profession and mime how water is used for this job. The rest of the class tries to guess what job it is.



Let's play!

In my magic garden...

The children form a circle. The first child says: In my magic garden there is a bridge.

The second child repeats the sentence but adds something else. Make sure that the children use there is and there are correctly.

Resources

Multi-ROM

Unit 5, Activity 4



Transcript



Track 2.3 Activity 5

Jack: Ok, Grace. Guess my route.

Grace: OK. Are there any sand dunes?

Jack: Yes, there are! Grace: Are there any rocks? Jack: No, there aren't. Grace: Is there an oasis?

Jack: Yes, there is! Grace: Are there any palm trees?

Jack: No, there aren't.
Grace: Is there a cactus?
Jack: No, there isn't!
Grace: Is there a vulture?
Jack: Yes, there is!
Grace: Is there a snake?
Jack: Yes, there is!

Grace: Are there any beetles? Jack: No, there aren't!

Grace: Are there any meerkats?

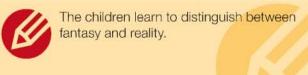
Jack: Yes, there are!

Narrator: Which is Jack's route?

(pause)

Grace: It's the black route! Jack: Yes, that's right!







The children should try to understand the text even though they may not know the meaning of all the words.





Encourage the children to have fun acting out the story and working in a group as they tell the story to their classmates.

CLIL Objective

Literacy: contrasting fantasy and reality.

Curricular link: Literacy

Language Objectives

Story language: top. hill, sky, rainbow, beautiful, treasure, end, silly, forest, dangerous animals, strange noises, butterflies, dark, cold, middle, thousands, angry, lost, arrow, way out; Come on! Don't be silly! I don't know... Oh dear!

Resources: CD; story cards

STORY: THE RAINBOW

Presentation



Say: It's story time!

Put the story cards on the board. Tell the children to come to the board to look at the pictures.

Remove the story cards, one by one, and ask questions about the story.

Say: Sit down now and let's listen to the story.

Play Track 2.4. Point to the story cards as you are listening

to the story.

Work with the book [7]



Student's Book, pages 48 and 49, Activity 7

Say: Open your books to pages 48 and 49.

Play Track 2.4 again. Tell the children to follow the story in their books.

Ask comprehension questions:

Where are the children? What can they see? Where do the children run to? Is Lilv happy? Is Ben scared? Why? Is it hot in the forest? Are there lots of animals? What kind of animals can you see? Is there any treasure at the end of the rainbow? What do the children find at the end of the rainbow? Why is Lily angry? Which is the way out? How do they know? What do the butterflies say at the end of the story?

Tell the children to read the story in silence. When they have finished, tell them to come to the board to write the words that they do not understand. Point to the words and explain their meaning using the story cards where possible or by giving examples.

Transcript





See page 209.

Optional Activity Book exercises

See page 209.

Practice



Place the story cards on the board in random order. Play Track 2.4 again. This time pause the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the story card and place it in a line below. Continue until all the story cards have been placed in the correct order in the line below.



CLIL Objectives

Literacy: phonics b (bridge, beetles, butterflies) and v (valley, vulture, violets)

Curricular link: Literacy

Resources: CD; story cards

PHONICS

Retell the story

Place the story cards on the board in random order. Tell the children to come to the board to look at the story cards. Ask: Which is the first picture? Ask questions about the picture in order to check understanding. Repeat with the other story cards until all the pictures are in the correct order.

Work with the book n



Student's Book, page 49, Activity 8

Clap your hands to ensure that the children are watching you. Write the letter b several times on the board.

Point to the letter as you say: b b b bridge. Repeat several times. Articulate the b sound by closing your lips tightly and opening them to produce the sound.

The children repeat: b b b bridge.

Repeat with the other words (beetles, butterflies).

Write the letter v several times on the board.

Point to the letter as you say: v v v vallev. Repeat several times. Articulate the v sound very clearly by placing your top teeth on your bottom lip as you produce the sound.

The children repeat: v v v vallev.

Repeat with the other words (vulture, violets).

Tell the children to look at Activity 8 on page 49.

Play Track 2.5. The children listen and repeat the key sounds and words.

Tell the children to find the pictures in the story that correspond to the words.

Ask: Can you find a (bridge)? SS: Yes! In picture 7. Use the story cards if ncessary.

Tell the children to find other words in English that start with the b or v sound.

Transcript



Track 2.5 Phonics

See page 211.

Optional Activity Book exercises

See page 211.

Act out the story



Divide the class into groups of four. Assign a character to each child. Play Track 2.4 again. The children join in with their lines. Ask the groups to come to the front to act out the story. Use the recording if necessary.

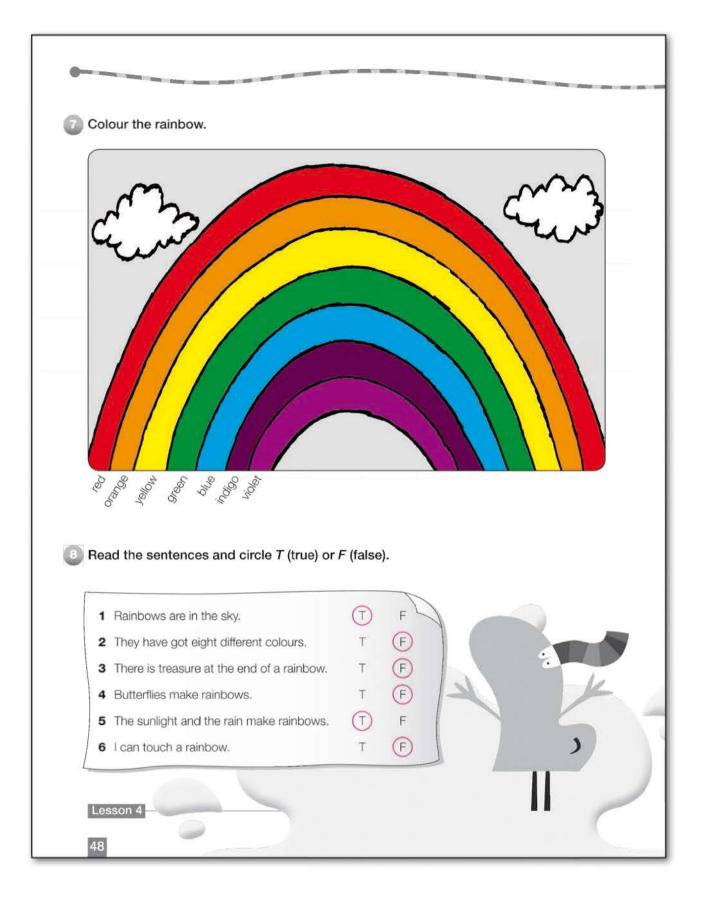
Answer Key

Student's Book, Activity 8

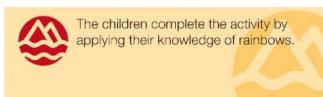
bridge: picture 7: beetles: picture 4:

butterflies: pictures 5, 6, 7, 8; valley: pictures 1, 2;

vulture: pictures 3; violets: pictures 1, 2







UNIT 5 LESSON 4 OPTIONS

Activity Book

Page 48, Activity 7

Say: Open your Activity Books at page 48. Look at Activity 7.

Ask the children if they know how to say the colours of the rainbow in the correct order.

Write the following initials on the board, one under another in a column: $r \circ y g b i v$.

Ask for volunteers to come to the board to write the rest of each word next to each letter. They probably won't know the colour indigo. Complete this word for the children.

Tell the children to colour the rainbow.

Page 48, Activity 8

Say: Now look at Activity 8.

Explain that the story from this unit is a fantasy story and that not everything in it is true.

Read out the first sentence and ask: Is that true or false? SS: True.

Repeat for the other sentences.

Tell the children to read and circle the answers in their books.

Reading aloud

Following on from the topic of the rainbow, you could read aloud an English or Irish story about leprechauns/ elves and pots of gold.



Let's play!

Which story card?

Place all the story cards except one on the board. Give the extra card to one of the children without showing it to the rest of the class. The other children have to guess which part of the story is missing and describe what is happening in this story card. The child who has the missing card decides if the description is correct or not.

Resources

Multi-ROM

Unit 5, Story



Transcript



Track 2.4 Story: The rainbow

Narrator: Lily, Ben, Grace and Jack are on the top of the

Ben: Look! There are some colours in the sky!

Jack: It's a rainbow. It's beautiful!

Jack: Come on! There's treasure at the end of a rainbow.

Lily: Stop! Don't be silly.

Narrator: They run down the hill.

Ben: Are there any dangerous animals in the forest? **Lily:** I don't know, but there are lots of strange noises.

Narrator: It's very dark and cold in the forest.

Narrator: In the middle of the forest they see lots of

colours.

Jack: Look! That's the end of the rainbow. Grace: Come on! Let's find the treasure.

Narrator: Then suddenly...

Grace: Wow! There are thousands of butterflies.

Narrator: Lily is very angry.

Lily: You are silly, Grace. Now we are lost.

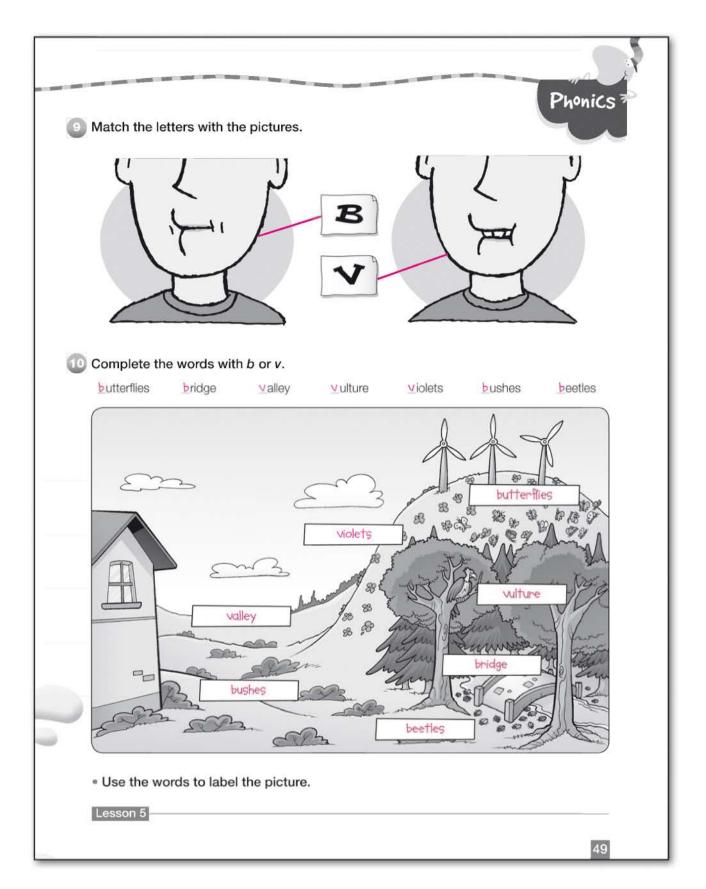
Grace: Oh dear!

Grace: Look! There's an arrow!

Jack: Yes! That's the way out. Come on!

Grace: Thank you, butterflies!

Jack: Goodbye!





Remind the children that they should pay careful attention to the sounds in order to identify the pictures.



The children complete the words with the correct spellings.

Activity Book

Page 49, Activity 9

Say: Open your Activity Books at page 49. Look at Activity 9.

Explain to the children that the difference between the b and the v sound is simply a question of articulating the sound differently.

Say: Look at the pictures. Now look at me! Articulate the b sound clearly by closing your lips. Say: Show me the correct picture. Do the same with the v sound, but this time articulate the sound by placing your teeth on your bottom lip.

Tell the children to imitate you and to match the faces with the letters.

Page 49, Activity 10

Say: Now look at Activity 10.

Tell the children to name the objects in the picture. Make sure that they articulate the b and v sounds correctly.

Tell the children to complete the words with the letters v or b and that afterwards, they should use these words to label the picture.

Ask for volunteers to say the words that start with v. Repeat for the letter b.

Recursos

Multi-ROM

Unit 5, Phonics



Transcript



Track 2.5 Phonics

b b b bridge b b b beetles b b b butterflies v v v valley v v v vulture v v v violets



Let's play!

Sound hunt

Divide the class into teams and give each team a different sound. The teams have to find things (or write a list) that start with, or contain the sound. Give them a time limit. The team with the most objects wins.

CLIL Objective

Describing weather conditions.

Curricular link: Geography: Music

Language Objectives

Vocabulary: sunny, cloudy, windy, raining, snowing,

hot, cold

Structures: It's (sunny) today.

Resources: poster (side B); poster pop-outs (sunny,

cloudy, windy, raining, snowing, hot, cold)

WEATHER CONDITIONS

Presentation M



Use the poster (side B).

Point to the map of Spain showing the Autonomous Communities and their capitals. Ask a child to come to the poster to find their Autonomous Community and the capital. If they do not live in the capital, ask the children if they can find the approximate position of their city or town. Hold up the pop-outs and ask: What's the weather like? Is it (snowing) or is it (sunny)?

Place the pop-outs on the board in a column next to the map. Then, ask: What's the weather like here today? Ask a child to come to the board, to choose the correct symbol(s) and to place them correctly on the map.

Then, ask: What do you think the weather is like in (Galicia) today? Tell the children to come and choose a symbol and to place it in the correct position. They can speculate here, it doesn't have to be true.

Work with the book [m]



Student's Book, page 50, Activity 9

Say: Open your books to page 50. Now we're going to sing a song about the weather.

Play Track 2.6. The children listen to the song and point to the pictures in their books.

Play Track 2.6 again. Tell the children that they are going to listen to the song again and this time they have to sing the words related to the weather.

Play Track 2.7. Pause the recording after each verse and ask: What's the weather like?

Play Track 2.7 again. Tell the children to sing the song with the missing words.

Student's Book, page 50, Activity 10

Say: Now look at Activity 10.

Tell the children to look at the weather symbols. Say: Look at number 1. What symbol is this? SS: Rain(ing). Say: Find and show me the picture in Activity 9 for this symbol. The children hold up their books and point to the corresponding

Repeat for the other symbols.



Practice

Play Mime and guess.

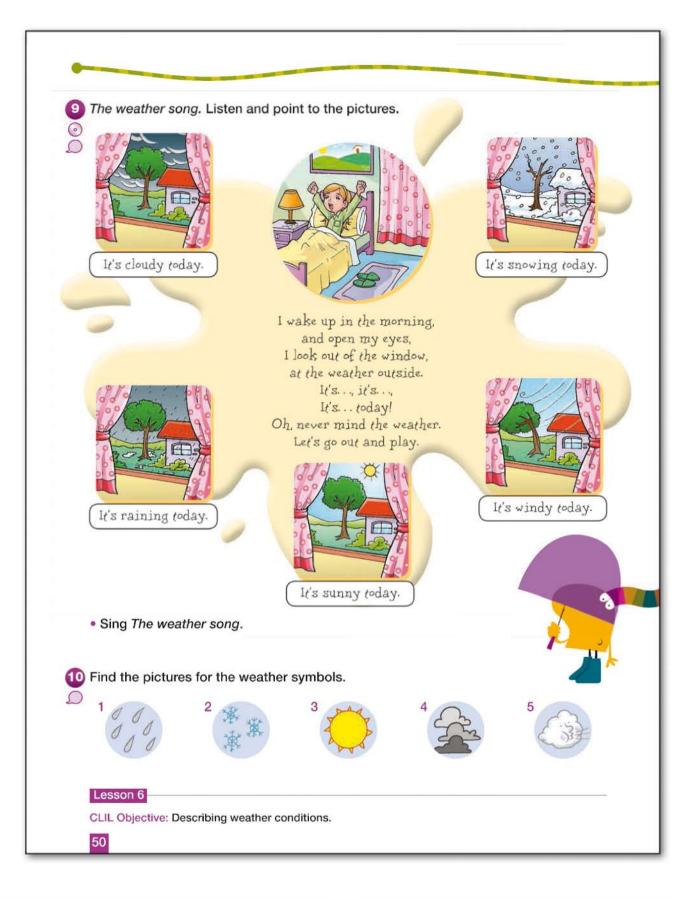
Act out a weather condition, for example, mime holding an umbrella and shivering. Ask: What's the weather like? SS: It's raining and it's cold.

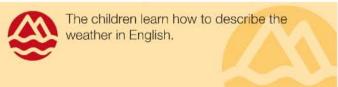
Ask volunteers to come to the front of the class to mime for their classmates. The rest of the class tries to guess which type of weather they are miming.

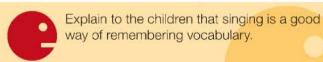
ANSWER KEY

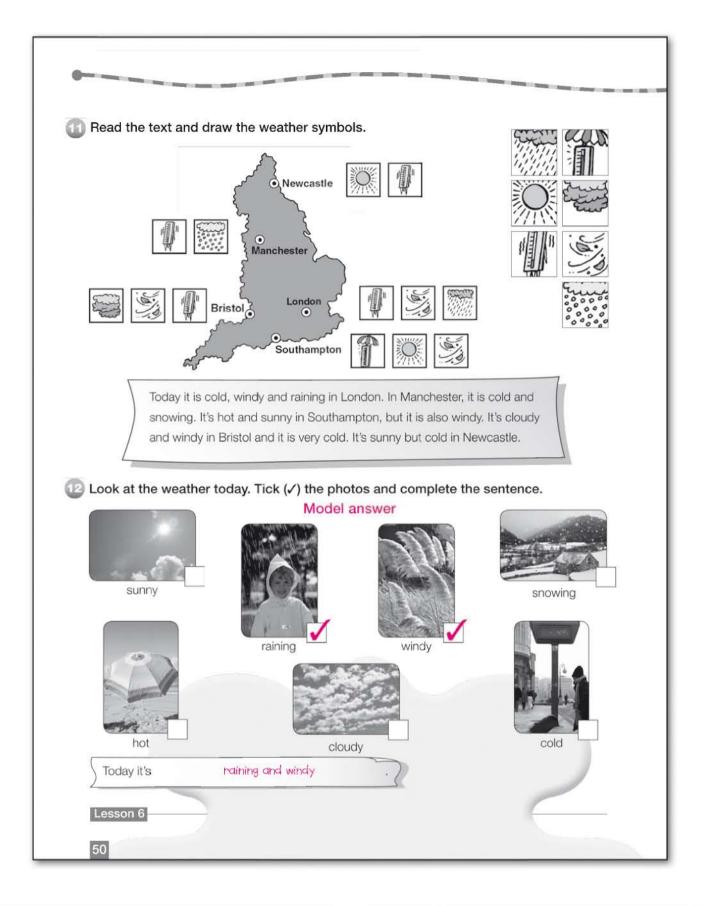
Student's Book, Activity 10

- 1 raining
- 2 snowing
- 3 sunny
- 4 cloudy
- 5 windy











The children show their understanding of the text by completing the map with the appropriate symbols.



As part of this activity, the children are given an opportunity to apply their previous knowledge of the weather.

UNIT 5 LESSON 6 OPTIONS

Activity Book

Page 50, Activity 11

Say: Open your Activity Books at page 50. Look at Activity 11.

Tell the children to look at the map. Ask: Which country is this? SS: England. Ask questions: Where is London, in the north or the south of England? Is it in the east or the west? Repeat for the other cities. Ask for volunteers to read out the sentences. Correct their pronunciation. Ask the children to read the text and draw the symbols.

Page 50, Activity 12

Sav: Now look at Activity 12.

Ask: What's the weather like here today? Is it sunny? Repeat with the other weather words.

Tell the children to tick the photos and complete the sentence.

Project Booklet

Don't waste water!

Page 23, How much water do we use?

Hold up a glass of water and say: I'm thirsty. I need some water. Ask: How much water do you drink a day? Say: Open your Resource Booklets at page 23. The children look for the quantities of water in their books and calculate how much water they drink and use in the bathroom a week. Then, they compare the results.



Let's play!

What is it?

Show a child a flashcard. This child mimes what is on the card. The rest of the class has to guess what it is. The person who guesses goes next.



Track 2.7 Song activity

(Same as **Track 2.6** with special effects for weather instead of underlined text.)

Transcripts



Track 2.6 The weather song

I wake up in the morning, And open my eyes. I look out of the window, At the weather outside. It's raining, it's raining, It's raining today! Oh never mind the weather. Let's go out and play!

I wake up in the morning, And open my eyes. I look out of the window, At the weather outside. It's snowing, it's snowing, It's snowing today! Oh never mind the weather. Let's go out and play!

I wake up in the morning, And open my eyes. I look out of the window, At the weather outside. It's windy, it's windy, It's windy today! Oh never mind the weather. Let's go out and play!

I wake up in the morning, And open my eyes. I look out of the window, At the weather outside. It's cloudy, it's cloudy, It's cloudy today! Oh never mind the weather. Let's go out and play!

I wake up in the morning, And open my eyes. I look out of the window, At the weather outside. It's sunny, it's sunny, It's sunny today! I love the sunny weather! Let's go out and play!

Resources

DVI

Unit 5, The weather song



Learning about big cities in England.

Curricular link: Geography

Language Objectives

Vocabulary: London, Manchester, Newcastle, Southampton, Bristol; sunny, cloudy, windy, raining, snowing, hot, cold

Structures: Is it (raining) in (Manchester)? Yes, it is. /

No. it isn't.

Resources: CD; Unit 1 poster (map of the world) Materials: seven small squares of card (2cm x 2cm)

per child

Tell them to find the cities in England: Where is Newcastle; in the north or the south? SS: The north.

Play Track 2.8. The children hold up the corresponding weather symbols when they hear the weather conditions mentioned.

Play Track 2.8 again and tell the children to place the weather symbols in the corresponding place on the map (See the transcript for the location of the symbols). Ask the children about the weather conditions in the different cities: What's the weather like in (Manchester)? Say: Now we're going to play The weather game. Demonstrate the game. Ask a child to come to the front with their book and weather symbols. Tell them to place the symbols in their book. Ask questions until you can recreate the map.

Tell the children to play in pairs.

MAJOR CITIES IN THE UK

Presentation



Continuous assessment

Children can name weather conditions and associate them with places.

Say: Today we are going to talk about places in England. Use the poster of the world map from Unit 1.

Ask the children to come to the poster and ask if anyone can find the UK on the world map. Guide them by saying: hot/cold as they try to find the country.

If you have children from other countries in your class, ask them to find their countries on the map too.

Ask: What's the weather like today? SS: It's (sunny). Ask: What do you think the weather is like in the UK today? SS: It's (raining).

Encourage the children to speculate and give their reasons. They can mention the season of the year and the usual weather conditions for this place and time of the year. Ask them about the weather in any other countries they have mentioned.

Work with the book [n]



Student's Book, page 51, Activity 11

Say: Open your books to page 51.

Hand out the card and tell the children to make the weather symbols like the ones in the Student's Book.

Student's Book, page 51, Activity 12

Say: Let's do Activity 12.

Tell the children to look at the map of Great Britain. Tell them to identify the three places: What is the blue area? SS: Scotland. Repeat with the red area (Wales) and the green area (England).

Transcript



Track 2.8 Activity 12

See page 219.

Optional Activity Book exercises

See page 219.

Practice M



Ask: Is the weather the same in the winter and the summer? SS: No. T: What's the difference? Does it rain a lot in the winter? Is it hot in the summer?

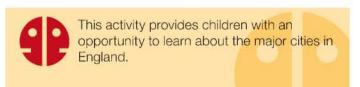
Point to the world map and run your finger along the equator: This is the Northern Hemisphere and this is the Southern Hemisphere.

Then, ask: When it's summer in the Northern Hemisphere, what season is it in the Southern Hemisphere? SS: Winter. Point to the North and South Poles. Ask: Is it very hot here, or very cold?

Point to the Sahara Desert. Ask: Is it very hot here, or very

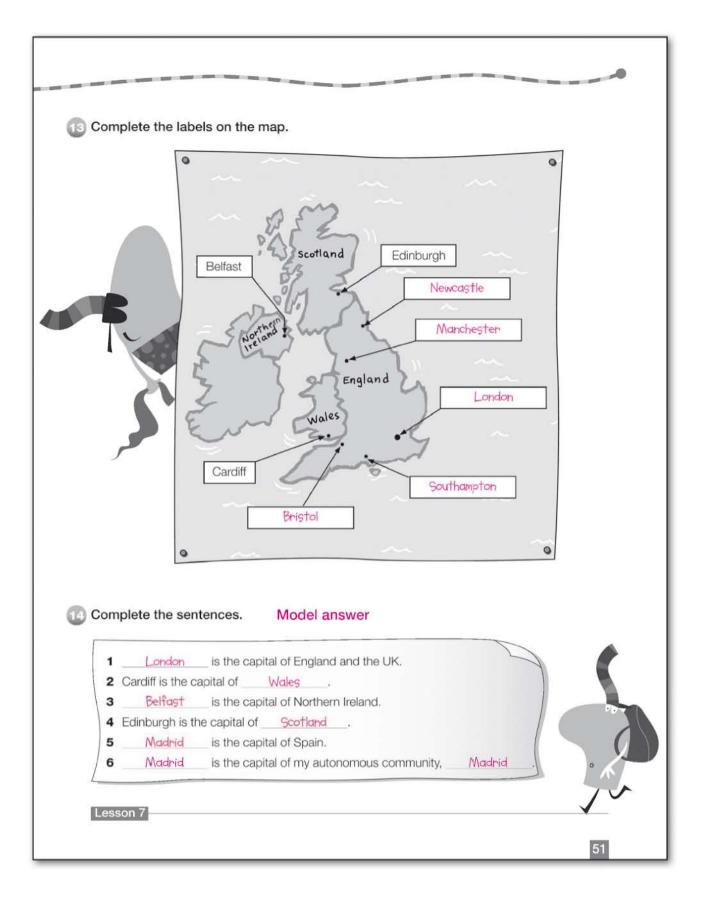
Run your finger along the equator and say: The weather here is very similar all year. It's hot, but it also rains a lot. As we move away from the equator the weather conditions change and it is colder.

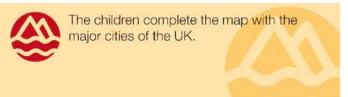






The children are given an opportunity to demonstrate their creativity by describing the weather.







Activity Book

Page 51, Activity 13

Say: Open your Activity Books to page 51. Look at Activity 13.

Tell the children to name the cities that they have learned in this unit: *Manchester, Newcastle, London, Bristol and Southampton.* Write them on the board.

Ask questions to see if they can remember the location of these cities: Is (Manchester) in the north? Is it in the east or the west?

Tell the children to label the map.

Ask: Is Edinburgh in England or Scotland? SS: Scotland. T: That's right. It's the capital of Scotland. What about Cardiff? SS: It's the capital of Wales.

Page 51, Activity 14

Say: Now look at Activity 14.

Ask for volunteers to complete the sentences out loud. Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences and correct the activity.

Project Booklet

Don't waste water!

Page 24, Saving water

Talk about water shortages with the class. You could use a map of the world (Unit 1 poster). Point to the places where there is a shortage of water. Ask: Is there a lot of water in Spain? Where is there a water problem in Spain?

Say: It is important to save water. Open your Project Booklets at page 25.

Tell the children to look at the exercise and to tick the good ideas for saving water.

Then, read out the instructions for making the poster: Tell the children to choose one of the good ideas for saving water and make a poster to illustrate it.

The children show their posters and talk about them.



Let's play!

Guess the words

The children get into teams of four or five. Each team has to write ten words related to (for example) things that they can hear, parts of the body, things in the landscape... When they have finished, write the categories on the board next to the names of the teams. Then, each team has to say what words they think the other team has written. The team that gets the most correct words is the winner.

Resources

Multi-ROM

Unit 5, Activity 2

Teacher's Resource Book

Ready to read worksheet, page 73

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Transcript



Track 2.8 Activity 12

Good evening, everybody. Here is the weather. It's hot and sunny in London. It's cold and raining in Manchester. It's cold and snowing in Newcastle. It's windy and raining in Bristol and it's windy and sunny in Southampton.

Language awareness: There is a... / There are some...

Curricular link: Literacy

Language Objectives

Structures: There is a / There are some.

Resources: poster (side A); poster pop-outs (Granny's house, rocks, windmills, forest, field, lake); Unit 5 cut-outs (dominoes) or Teacher's Resource Book, page

13 (one photocopy per child) Materials: scissors, glue

The first player to get rid of all their dominoes is the winner. Ask the children to read the sentences that they have made out loud. Correct any mistakes.

Optional Activity Book exercises

See page 223.



FOCUS ON LANGUAGE

Presentation M



Use the poster (side A).

Ask for volunteers to come and place the poster pop-outs. Ask the children to describe the poster. Encourage the children to use numbers for the plurals: There is a house. There are (three) (windmills). There are (two) (horses). Write the sentences on the board. Draw a circle around numbers higher than one and write the word some underneath.

Rub out the number and replace it with some. Underline the articles and the nouns. Point out the difference in the verb to be in the two sentences. Make sure the children notice the plural form of the nouns as a clue. Ask the children to describe the poster again, but this time using some: There is a (lake). There is a (house). There are some (windmills). There are some (horses).

Work with the book

Student's Book, page 52, Activity 13

Say: Open your books at page 52. Look at the board. Explain the words is/are and a/some.

Ask the children to complete the sentences orally.

Student's Book, page 52, Activity 14

Say: Now we're going to play a game. Find your cut-outs for Unit 5.

Tell the children to cut out the dominoes. Make sure they realise that they should not cut the lines dividing the two halves of the dominoes, they just cut between the dominoes.

Demonstrate the language game with a volunteer. Play in pairs with two sets of dominoes. Place all the dominoes face down on the table. Each player takes seven dominoes. Player 1 places the first domino. Player 2 tries to make a sentence and if they cannot, they take another domino from the table.

Practice

Continuous assessment

Children can distinguish between There is a... and There are some...

Play a board game. Write a on one side of the board and some on the other. Divide the class into two teams. Call our nouns in the singular and plural and ask members of each team to come to the board to write the words on the correct side of the board.

A correctly placed word wins a point for the team. The team with the highest number of points is the winner.

ANSWER KEY

Student's Book, Activity 13

There are some hills.

There is a house.

There are some boats.

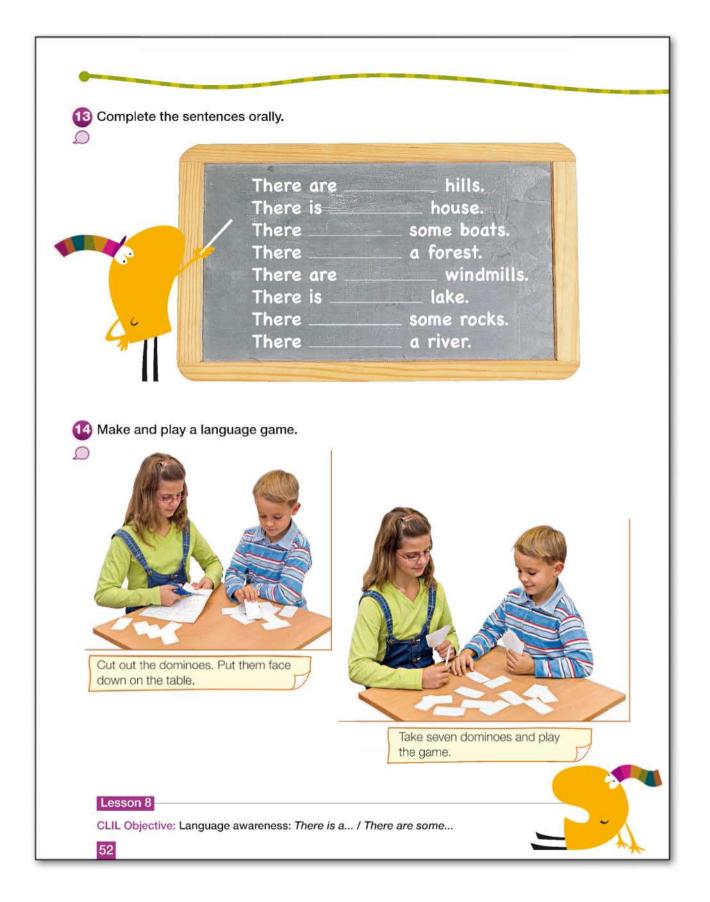
There is a forest.

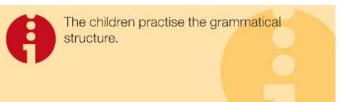
There are some windmills.

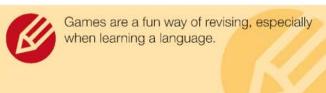
There is a lake.

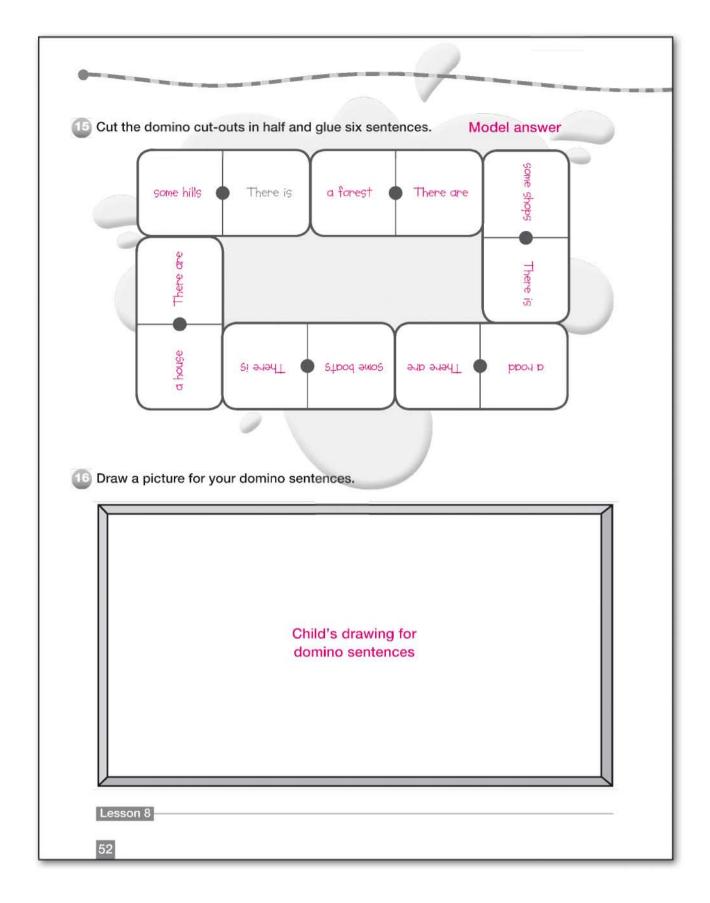
There are some rocks.

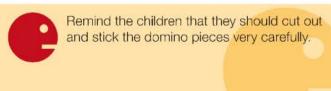
There is a river.

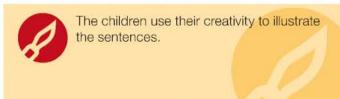












Activity Book

Page 52, Activity 15

Say: Open your Activity Books at page 52. Look at Activity 15.

Tell the children to cut the dominoes in half down the middle. They place them in a pile in front of them. Ask a few volunteers to find two halves to make a sentence.

Tell the children to choose several halves to form six sentences (starting with *There is* in their books) and to stick them in their books, following the shape of the cut-outs like a dominoes game.

Page 52, Activity 16

Say: Now look at Activity 16.

Tell the children to read their six sentences carefully from Activity 15 and to draw a picture to illustrate them. Ask volunteers to stand up, to show their pictures and to read out their sentences.



Let's play!

Hangman

Choose a word that the children have learned. Draw lines on the board to represent each letter of the chosen word. The children take turns saying letters. If they say one that appears in the word, write the letter in the corresponding place. If they don't say one of the letters from the word, draw a part of a stick man. The children win if they can guess the word before you complete the stick man.

Resources

Teacher's Resource Book Extension worksheet 1, page 47



Learning about the rainforest.

Curricular link: Geography: Science

Language Objectives

Vocabulary: forest floor, understory, canopy, emergent, leaves, layer, plants, insects, animals, eagles, vultures, butterflies, monkeys, snakes, lizards, parrots, frogs; dark, light, big, small, tall

Resources: CD; Unit 1 poster (map of the world) Materials: continuous paper, crayons, felt-tip pens, scissors, glue

THE WONDERFUL WORLD: THE RAINFOREST

Presentation

Say: Today we're going to talk about the rainforest. Use the map of the world from Unit 1. Say: Rainforests are in a special part of the world where it is very wet and hot. These places are near the equator. Can you find the eauator for me?

Point to the places on the continent: The Amazon, Central Africa, India and Indonesia and say: There are rainforests in these places. There are amazing animals and plants in rainforests.

Explain that the rainforest is divided into horizontal layers and that in each layer there are different animals and plants.

Write the names of the four layers in a column on the right-hand side of the board: the emergent layer, the canopy layer, the understory layer and the forest floor layer.

Work with the book [



Student's Book, page 53, Activity 15

Say: Open your books at page 53. Look at the picture of the rainforest. You can see the four layers. Ask questions about the different layers. T: Are there any (monkeys) in the (forest floor) layer? SS: No, there aren't. T: Are there any (parrots) in the (canopy) laver? SS: Yes, there are. Write them on the board.

Explain to the children that they are going to hear some noises from different layers of the tropical rainforest. Play Track 2.9 while the children look at the picture.

Play Track 2.9 again and ask: What animals can you hear? Play Track 2.9 again and this time pause the recording after each section of noises.

The children answer the questions.

Student's Book, page 53, Activity 16

Say: Now look at the sentences about the rainforest. Ask volunteers to read out each section of the text. Remind the children that they don't have to understand every word. Ask: What is in the first section? SS: Leaves, small plants. insects and big animals. Then, ask Which layer is that? SS: (Forest floor).

Student's Book, page 53, Activity 17

Say: Now we're going to make a rainforest mural for the wall.

Take a continuous piece of paper and draw the trees as a background. Label the layers on the left-hand side. Draw three lines to divide the rainforest into layers and cut along them.

Divide the class into four groups, Lay the four strips of paper on the floor and assign a layer to each group. The children draw and colour plants and animals for their lavers.

Take another sheet of continuous paper, collect the four layers and glue them onto the paper in the correct order. Hang the mural on the wall. You may need to use the corridor. You can also label the layers.

Ask the children to describe their layers. S1: In the (canopy) layer there are some (insects). S2: In the (forest floor) layer there are some (elephants).

Transcript



Track 2.9 Activity 15

See page 227.

Optional Activity Book exercises

See page 227.

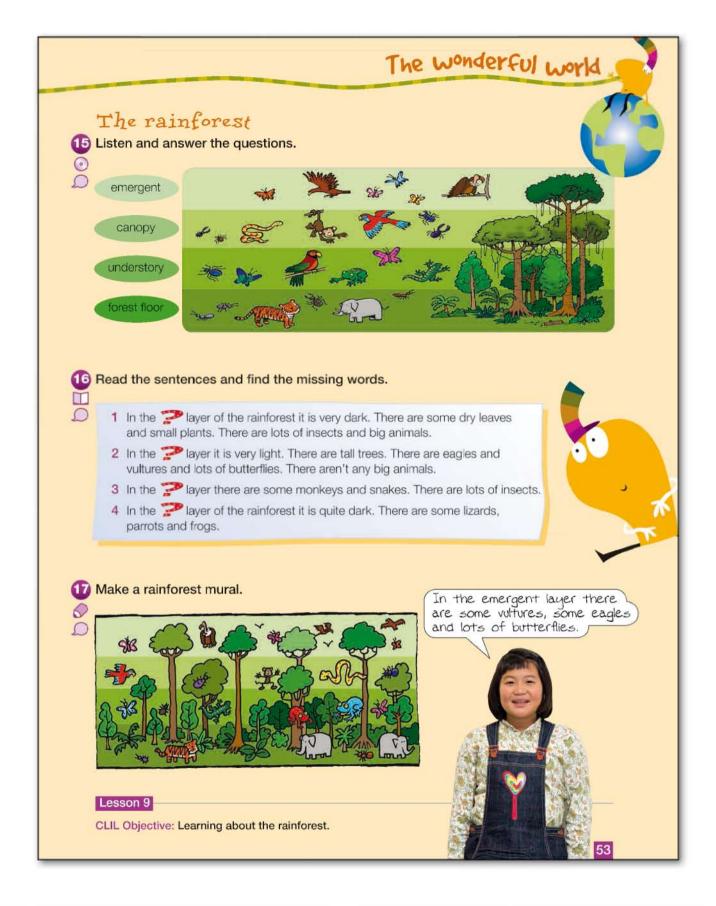
Practice

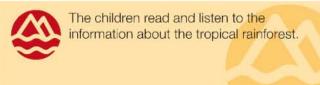
Ask the teachers in the same corridor if you can show the rainforest mural to their classes at the end of the lesson. The children can describe the rainforest layers to their school friends.

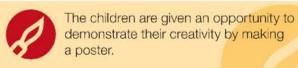
Answer key

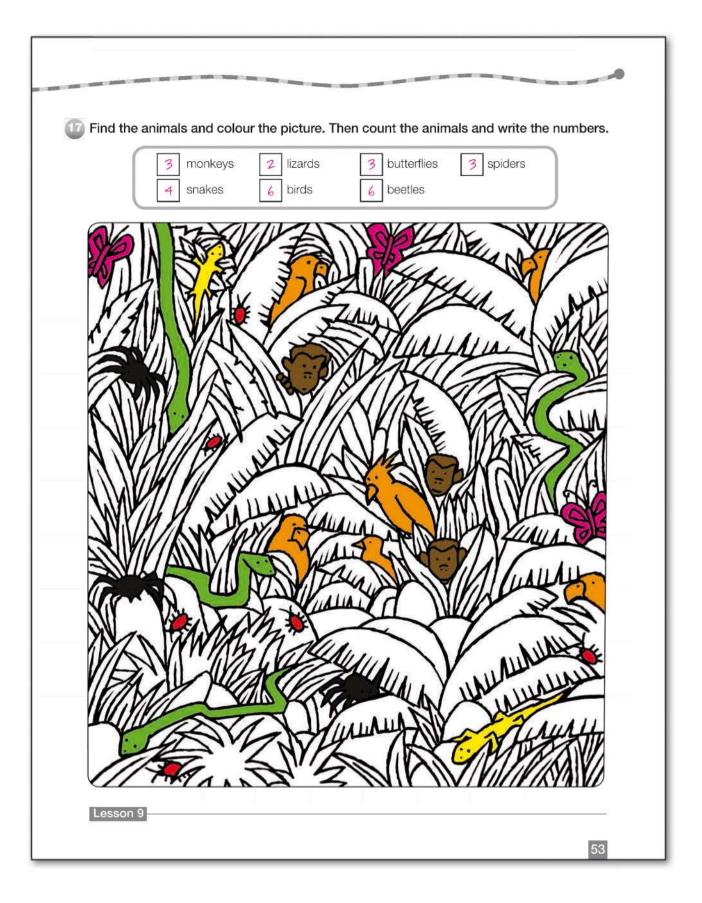
Student's Book, Activities 15 and 16

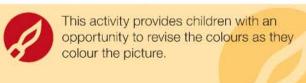
See page 227.

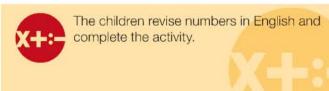












UNIT 5 LESSON 9 OPTIONS

Activity Book

Page 53, Activity 17

Say: Open your Activity Books at page 53. Look at Activity 17.

Tell the children to read the words in the box. They look at the picture carefully to find the animals. Tell them to colour the picture.

The children count the number of animals of each type and write the numbers in the boxes.

Ask: How many (monkeys) are there?



Let's play!

Repeat the truth

Say true/false sentences. The children must only repeat the true sentences. Try to say sentences that aren't too obvious.

Transcript



Track 2.9 Activity 15

What can you hear? Which layer is it? (the sound of tigers, elephants and the crunching of leaves)

What can you hear? Which layer is it? (the sound of monkeys, parrots, snakes)

What can you hear? Which layer is it? (the sound of frogs, parrots)

What can you hear? Which layer is it? (the sound of eagles, vultures)

ANSWER KEY

Student's Book, Activity 15

- 1 tigers, elephants, leaves being crushed (forest floor)
- 2 monkeys, parrots, snakes (canopy)
- 3 parrots, frogs (understory)
- 4 wings flapping, eagles, vulture calls (emergent layer)

Student's Book, Activity 16

- 1 forest floor
- 2 emergent
- 3 canopy
- 4 understory

Assessment.

Curricular link: Geography

Language Objectives

All the vocabulary from Unit 5.

Resources: CD; poster (sides A and B) and from Unit 1 (side B); poster pop-outs (sunny, cloudy, windy, raining, snowing, hot, cold; Granny's house, rocks, windmills, forest, field, lake); flashcards (sunny, cloudy, windy, raining, snowing, hot, cold; beetle, lizard, meerkat, vulture, cactus; dunes, oasis, palm tree, rocks)

REVIEW

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 5.

Say: Do you remember The weather song? Hold up the flashcards of the different weather conditions and ask the children to identify them.

Play Track 2.7. The children sing along to the song. Show the children the poster (side B). Ask: What's the weather like today in our area? Ask a volunteer to come to the poster and place the pop-outs in the corresponding place.

Turn the poster over to side A. Ask volunteers to come up and place the pop-outs in the corresponding places. Ask them to describe the picture as they place the pop-outs: There are (some) (windmills) (on top of the hill).

Work with the book

Student's Book, page 54, Activity 18

Say: Open your books at page 54. Let's classify the sentences. Some of them are about the rainforest and the others are about the desert.

Ask volunteers to read out their sentences one by one and ask: Is that about the rainforest or the desert? Repeat for the other sentences.

Student's Book, page 54, Activity 19

Say: Now look at Activity 19. Tell the children to identify the elements in the picture: There is a house. There are some

Then, ask: What symbol can you see by the (field)? SS: Sun. T: So, it's sunny in the field, then.

Repeat the procedure with all the symbols.

Ask for volunteers to read and complete the sentences orally.

When they have finished, say: What a strange day!

Optional Activity Book exercises



See page 231.

Round up



Continuous assessment

Children can name and distinguish elements in a desert landscape and a rainforest.

Place the flashcards on the board. Ask: Where do we find these things; in the rainforest or in the desert? SS: In the desert. T: But we can find some of these things in the rainforest, too. Which ones? SS: The vulture, snake, lizard, and the beetles.

Then, ask: Is the weather the same in the rainforest and the desert? SS: No! T: Is it hot in the desert? What about the rainforest? Remind them of the position of the rainforests on the equator.

Show the children the poster of the world map from Unit 1 (side B). Ask volunteers to come to the map to locate rainforest areas and deserts.

Answer key

Student's Book, Activity 18

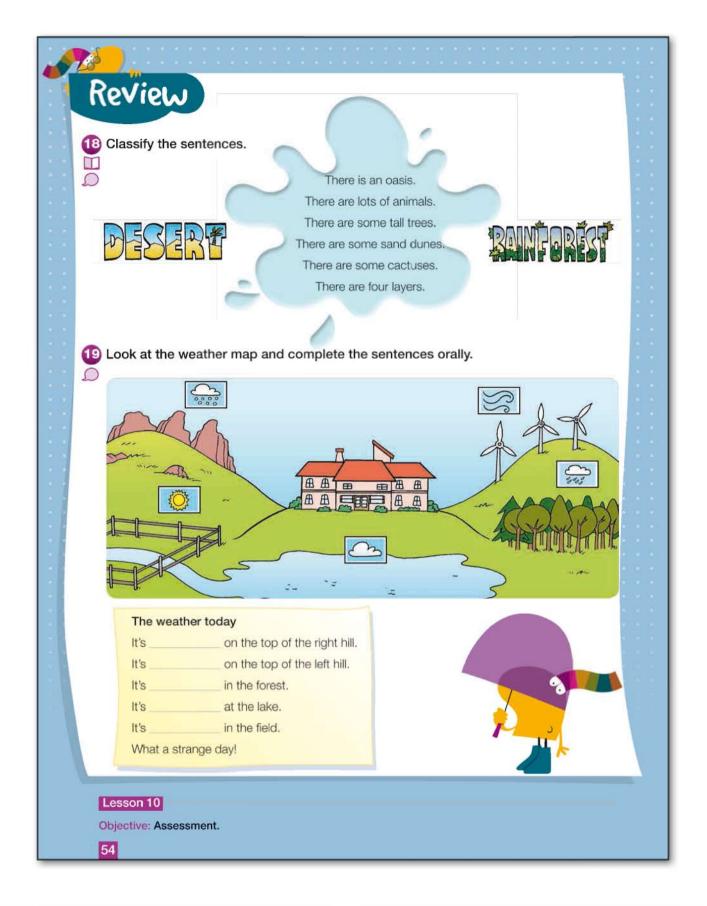
Desert: There is an oasis. There are some sand dunes. There are some cactuses.

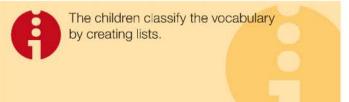
Rainforest: There are lots of animals. There are some tall trees. There are four layers.

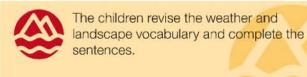
Student's Book, Activity 19

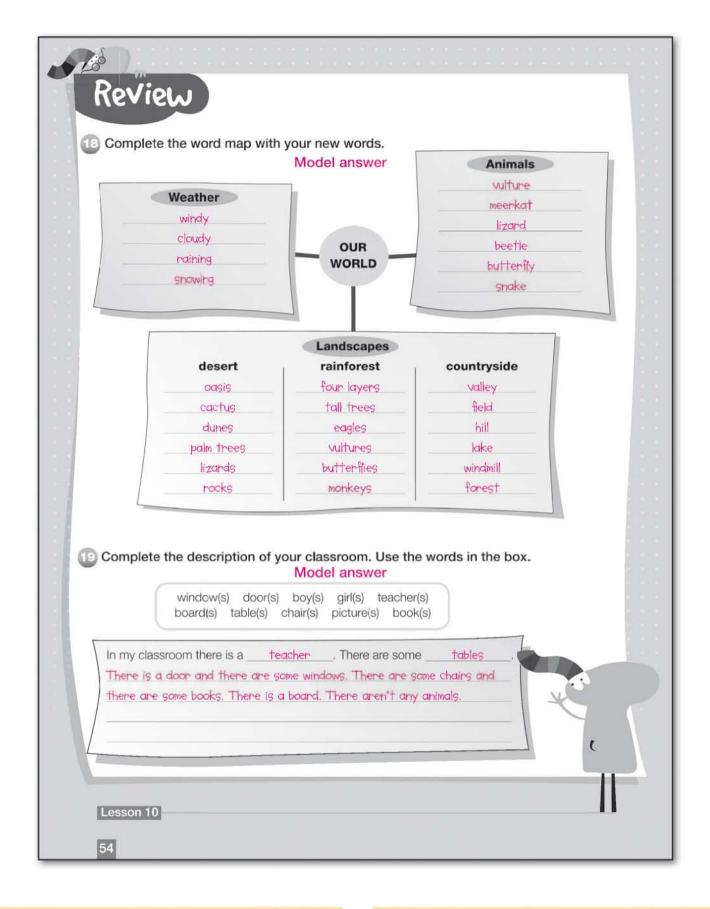
It's windy on top of the right hill. It's snowing on top of the left hill. It's raining in the forest. It's cloudy at the lake.

It's sunny in the field.



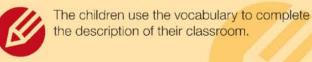








This activity provides the children with an opportunity to revise and classify the vocabulary they have learned by completing the word map.



UNIT 5 LESSON 10 OPTIONS

Activity Book

Page 54, Activity 18

Say: Open your Activity Books at page 54. Look at Activity 18.

Draw the three categories on the board and ask the children to supply the words for the lists.

Rub off the lists from the board and ask the children to complete the lists in their books.

Ask for volunteers to read out their lists. Explain that this is a good way of remembering vocabulary.

Page 54, Activity 19

Say: Now look at Activity 19.

Tell the children to make sentences about their classroom: There is a (board). There are some (chairs). Encourage them to use negative forms too: There isn't a (computer). There aren't any (pets).

Tell the children to complete the description in their books

Ask for volunteers to read out their descriptions.



Let's play!

Memory

The children play in pairs with the key vocabulary cards or the Teacher's Resource Book, page 21 (one copy per child). Put the key vocabulary cards face down on the table. The children take turns turning over two cards. They try to get two cards that are the same. If the cards are the same, the children keep them. If not, they put the cards back in the same place.

Resources

Teacher's Resource Book

Extension worksheet 2, page 48 Unit 5 Test, pages 93 and 94



See Transcript Track 2.10

Transcript



Track 2.10 Unit 5 Test. Activity 1

Narrator: Listen and number the pictures.

1

Grace: Phew, it's really hot today. Look at the temperature! 40° degrees!

2

Jack: Come on, it's windy! Let's go and fly our kites.

3

Lily: Oh no! It's raining again!

4

Ben: Yippee! It's snowing. Let's make a snowman.

5

Grace: Brrr. It's really cold today. Look at the temperature!

Minus 5° degrees!

6

Jack: Look at the sky! It's very cloudy.

7

Lily: What a lovely sunny day!

Assessment criteria

CLIL Objectives

Children can identify and classify different elements of a landscape.

Children can describe landscapes with water.

Children can describe desert landscapes.

Children can describe the four layers of the rainforest.

Children can talk about the weather.

Children can identify and position five major cities in England.

Language Objectives

Children can name elements in a landscape.

Children can use *some* for groups of objects in the plural.

Children name the elements in a desert.

Children can name the layers in a rainforest.



Living things

CLIL Objective

Recognising that plants change according to the season.

Curricular link: Science

Language Objectives

Vocabulary: season, winter, spring, summer, autumn, trees, leaves, flowers, fruit

Structures: The trees have got (green leaves). There are (flowers). There aren't any (leaves).

Resources: CD; poster (side A), poster pop-outs (the characters in winter, spring, summer, autumn)

SEEDS!

Presentation M





Present the topic. Say: Today we are going to talk about the seasons.

Ask a child: When is your birthday? S1: In (November). T: November. What season is that? S1: It's (autumn). Continue until you have mentioned all the seasons. Hold up the poster (side A). Hand out the pop-outs. Point to the pictures of the seasons and ask: What season is this? S1: (Winter)!

Ask the child who answers correctly to come to the board to place the pop-out in the corresponding place on the poster. Then, say: Show me the clues in the picture. Guide the child to point to the evidence in the pictures showing us what season it is.

Hold up the character pop-outs and tell the children to identify them. Play Track 2.11. Place the pop-outs in the corresponding seasons as the children listen to the recording.

Ask four children to come to the poster and give each one a pop-out.

Play Track 2.11 again. The children place the pop-outs. Play Track 2.11 again and point to (Lily). Pause the recording after the first character and ask: What can you see in spring? Encourage the children to describe Lily's favourite season: The trees have got flowers. The trees have got green leaves. Repeat for other characters.

Work with the book [



Student's Book, page 55, Activity 1

Say: Open your books at page 55.

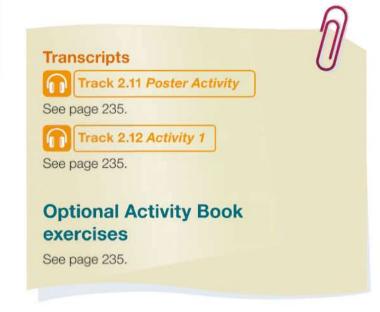
Tell the children to look at the pictures and to identify the different elements (Granny's house, trees, leaves, flowers).

Encourage them to use There is and There are: There is a house. It's Granny's house. There are three trees. There are flowers.

Play Track 2.12. The children identify the correct season.

Student's Book, page 55, Activity 2

Say: Now we're going to play a guessing game. Choose a season and describe one aspect of it. You can use Grace's model as an example. Continue describing different seasons. Then, tell the children to work in pairs. They take turns describing and guessing.



Practice

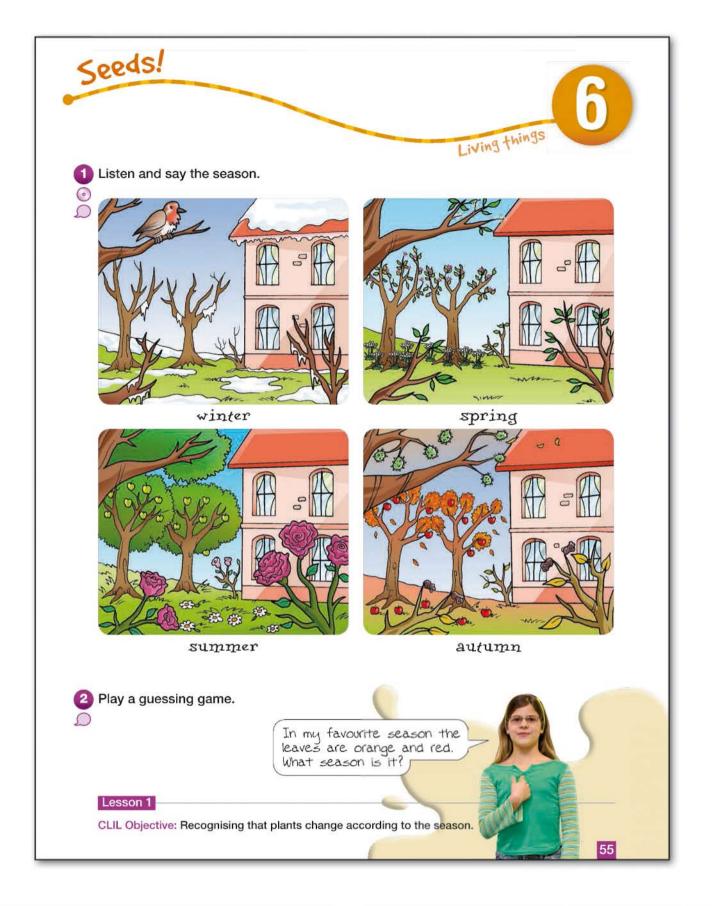
Tell the children to choose their favourite season. They draw a picture of it and write the name of the season. Tell the children to find three friends who have drawn the other seasons, so they can make a set of four seasons. Encourage them to look at each other's work and to talk about the pictures. S1: This is (winter). There (aren't any flowers).

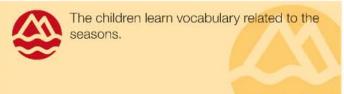
*Note: In the next lesson the children will be drawing a leaf in their Activity Books. Tell them to bring in some leaves.

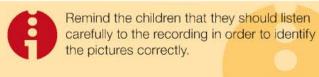
ANSWER KEY

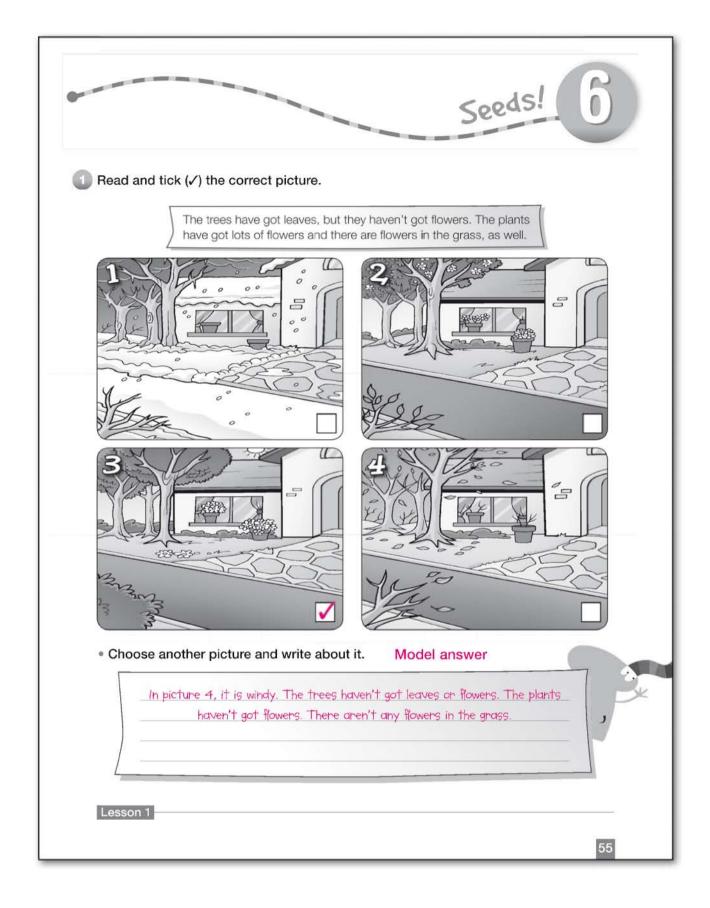
Student's Book, Activity 1

Lily: spring; Jack: summer; Grace: autumn; Ben: winter











The children learn to write a paragraph related to an image.

UNIT 6 LESSON 1 OPTIONS

Activity Book

Page 55, Activity 1

Say: Open your Activity Books at page 55. Look at Activity 1.

Ask for volunteers to read out their sentences.

Tell the children to read the sentences again and to tick the corresponding picture.

Ask: Which picture is it? SS: Picture 3. Then, ask: Which season do you think it is? SS: Summer. Ask some of the children to choose a picture. They keep it a secret.

Encourage the rest of the class to ask questions about the picture until they guess which one it is.

Tell the children to choose a picture and to write a description of it.

Ask for volunteers to read out their descriptions.



Let's play!

Picture memory

Put a mural or some flashcards on the board. The class look at it/them for two or three minutes. Then, remove the mural or flashcards and the children have to describe the things they can remember.

*Note for Lesson 2: For the project in Lesson 2, the children need to bring some seeds to class: sunflower, grass, lentils, beans or berries, for example. (See page 239).

Transcripts



Track 2.11 Poster Activity

Lily: Guess my favourite season.

Granny: OK, Lily.

Lily: In my favourite season, the trees have got flowers and small areen leaves.

Granny: I know! Your favourite season is spring!

Lily: That's right Jack: My turn! Granny: OK. Jack?

Jack: Well... The trees have got lots of leaves and there

are flowers everywhere.

Granny: It's summer!
Jack: That's right!
Grace: Now me!
Granny: All right, Grace.

Grace: The trees have got leaves, but some of the leaves are orange and red. There's fruit on the trees as

Well

Granny: That's easy! It's autumn.

Ben: Can I play?

Granny: Of course you can, Ben. Go ahead.

Ben: There aren't any flowers in my favourite season and

you can see the branches of the trees.

Granny: Is it winter? Ben: Yes, it is!



Track 2.12 Activity 1

Narrator: Listen and say the season.

Lily: In my favourite season, the trees have got flowers and small green leaves.

Jack: The trees have got lots of leaves and there are flowers everywhere.

Grace: The trees have got leaves, but some of the leaves are orange and red. There's fruit on the trees as well.

Ben: There aren't any flowers in my favourite season and you can see the branches of the trees.

Anticipating difficulties

In this unit, in the section on language awareness, we will be looking above all at the use of the pronouns *he, she* and *it*. When you are working on this section, you should explain to the children that although the general rule is that we use the pronoun *it* for animals, pets are an exception. When we know the sex of the animal and the animal has a name, we use *he* or *she*. Remind the children that we will use *he* or *she* when the sex of the animal is obvious: lion, bull, tigress.

Identifying types of plants: trees, bushes and small plants.

Curricular link: Science

Language Objectives

Vocabulary: tree, bush, plant, lilac bush, oak tree, poppy, apple tree, clover, rose bush, trunk, branch, flower, seed, winter, spring, summer, autumn

Structures: This plant has got (small flowers). It hasn't got a (trunk).

Resources: poster (side B); flashcards (trunk, stem, roots, branch, leaves, flower, fruit, seeds)

Materials: A selection of different leaves.

TYPES OF PLANTS

Presentation

Say: Today we are going to learn about plants. Show the children the flashcards. Hold them up one by one and say: This is part of a plant. It's the (trunk). Have all plants got a (trunk)? The children may disagree with one another.

Show the children the poster (side B). Point to the three examples and say: These are all plants, but they are different. This is a (tree). This is a bush. This is a small plant. Then, hold the flashcards next to each of the plants and ask: Has the tree got a (trunk)?

Make simple sentences and ask the children to come to the front to touch the correct picture. T: It has got a <u>long</u> trunk.

Make sure the children understand that trees have got long trunks, bushes have got short trunks and small plants have got stems.

Help the children build up a description of the differences. Create a spidergram with the names of plants and flowers that the children know.

Later, add each new plant name to it as the children learn them in class. This way, the children can see how much they are learning.

Work with the book

Student's Book, page 56, Activity 3

Say: Open your books at page 56. Look at the pictures of the trees, bushes and small plants.

Say: Look at picture 1. It's a lilac bush. Has it got a trunk? Is it a long trunk? Has it got flowers? What colour are they? Repeat for the other pictures.

Ask volunteers to read out their sentences. After each sentence, ask: Which plant is that? SS: The (oak tree).

Tell the children to work in pairs. S1 covers the text with their hand while S2 chooses a description and reads it out. S1 tries to guess the plant. The children change roles and repeat the procedure.

Student's Book, page 56, Activity 4

Say: Now we're going to play a drawing game.

Desmonstrate the game with a volunteer. Tell the volunteer to draw a plant. Ask questions from the board in the book and try to reproduce the picture the volunteer has drawn.

Tell the children to work in pairs and to play the game.

Optional Activity Book exercises



See page 239.

Practice

Continuous assessment

Children can name the parts of a plant.

Ask: Where do you see (trees) every day? S1: (In my garden). S2: (In the park). S3: (At school). Prompt the answers if necessary.

Then, ask: Have you got any plants at home? S1: Yes. T: What have you got? S1: I've got (trees) and (bushes).

T: Describe the (bushes).

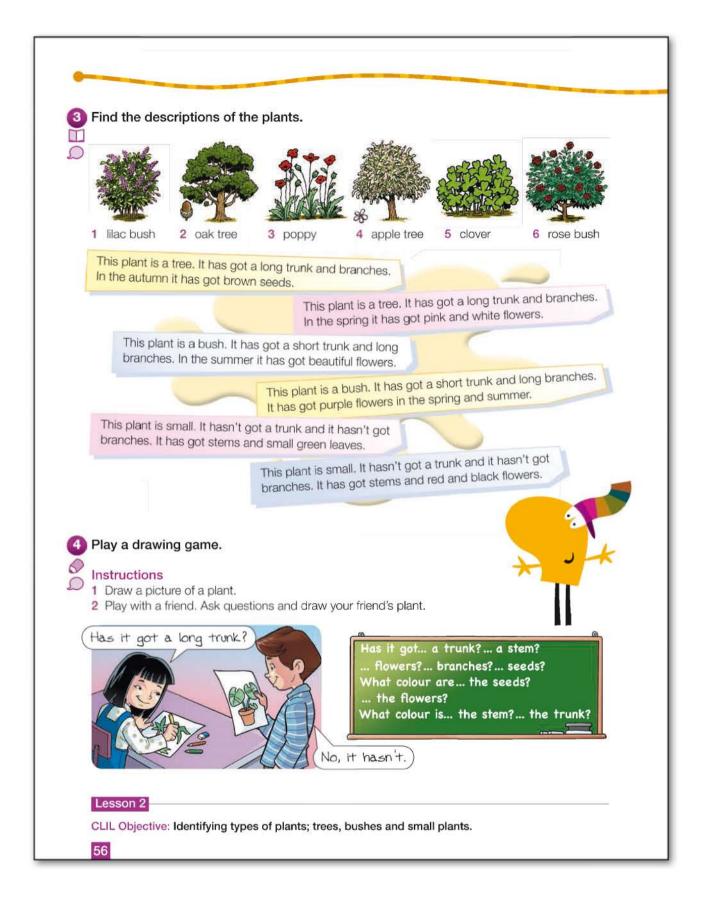
Then, ask: Are there any plants in our school? SS: Yes.

T: What kinds of plants? SS: (Trees) and (bushes). T: Are the trees inside or outside? SS: Outside. T: What about the bushes?

ANSWER KEY

Student's Book, Activity 3

plants: 2; 4; 6; 1; 5; 3

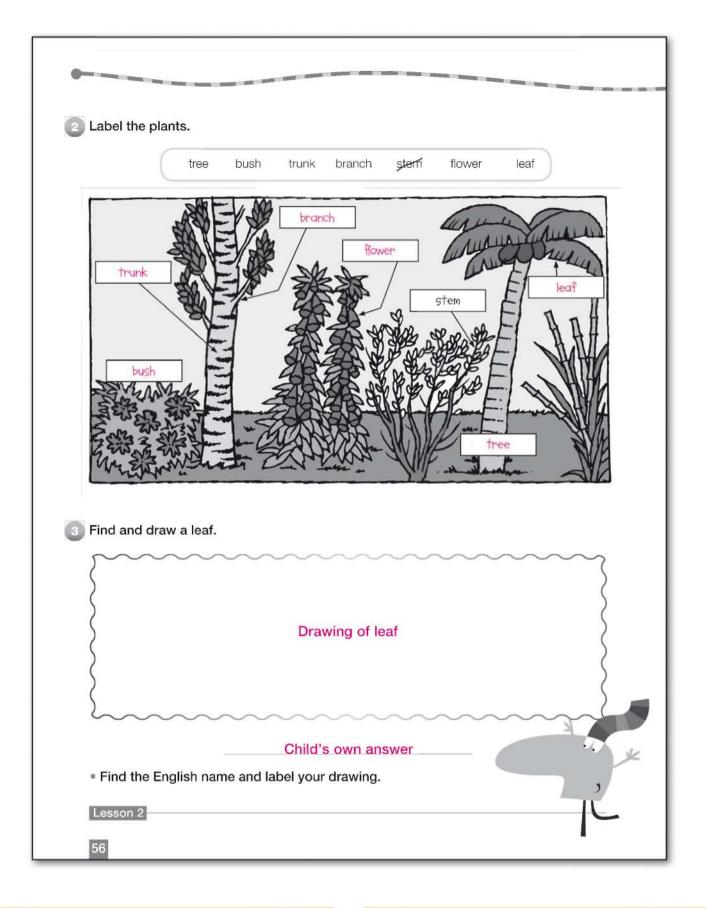


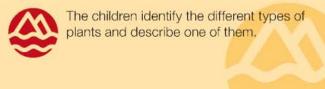


In this activity, the children learn about the different elements of trees and plants.



This game provides children with an opportunity to use descriptive vocabulary. They also use basic grammatical structures.







The children use their artistic ability to do an observational drawing of a leaf.

Activity Book

Page 56, Activity 2

Say: Open your Activity Books at page 56. Look at Activity 2.

Tell the children to use the words to label the picture.

Page 56, Activity 3

Say: Now look at Activity 3.

Say: Have you got your leaf for this lesson? The children who have forgotten to bring a leaf can use one of the teacher's. Say: Now look very carefully at the leaf and draw it in your books. Remember to look at the shape, the size and the markings on the leaf.

Tell the children to find the name in English of the plant that their leaf comes from and to label their picture.

Project Booklet

Super seeds

Page 25, Planting seeds

*Note: Before starting this lesson, make sure the children have brought seeds to the class.

Ask the children to give you the seeds they have brought into class. Place them in piles according to type.

Point to each pile of seeds and name the plants. These are (sunflower) seeds. Ask: Do we eat (sunflower) seeds?

Say: Let's plant the seeds.

Divide the class into groups and let each group choose a type of seed.

Say: Open your Project Booklets at page 25.

Ask the children to read the instructions in their groups. Assign children to give out the materials: six plates, six labels and some cotton wool for each group. Give a plastic cup of water to each group.

The children place a seed in the middle of the cotton wool on each plate and moisten the cotton wool. They write labels for the plates with the type of seed and a number from 1 to 6.

Say: You are responsible for watering your seeds. In groups the children decide on a watering timetable and circle the options.

Ask: How much light do the seeds need? Say: Let's do an experiment. Choose six places in the classroom for your seeds. Encourage pupils to vary their choices to include light and dark corners of the classroom. Draw a simple floor plan of the classroom on the board including the position of tables and shelves. Say: Copy the floor plan and mark the positions of your seeds.

They should indicate the numbers of the plates on their floor plans. The children explain the position of their seeds. S1: *Plate (1) is (by the window)*.



Let's play!

Three in a row

Draw a 3 x 3 grid on the board. Stick a picture or a flashcard in each square. Divide the class into two teams. One team is Noughts and the other team is Crosses. Ask a player from Noughts/Crosses to say the name of the picture/flashcard in one of the squares. If they are correct, they put a nought/cross in that square. The first team to get three in a row is the winner.

Resources

DVD

Unit 5, Real kids

Teacher's Resource Book

DVD worksheet, page 30



Understanding the growing cycle of a plant.

Curricular link: Music: Science

Language Objectives

Vocabulary: plant, bush, tree, leaves, flowers, fruit,

seed, root, stem, ground, fall, grow, ripe Structures: The root grows down.

Resources: CD; poster (side B); flashcards (trunk, stem, roots, branch, leaves, flower, fruit, seeds, tree,

bush, plant)

THE GROWING CYCLE OF A PLANT

Presentation M



Say: Today we're going to talk about the growing cycle of plants.

Hold up the poster (side B). Point to the photos of the tree, the bush and the plant. Point to the picture of the magnified seed and say: Look! This is the seed. It's the seed for the oak tree.

Then, point to the magnified stem and say: This is the stem and the first leaves. All plants look the same in the beginning.

Place the flashcards on the board.

Play Track 2.13. Point to the flashcards as they are mentioned in the song. Use gestures to clarify the meaning of the verbs: falls, grows down, grows out of, grows two new leaves, grows tall, grows fruit, gets ripe.

Work with the book [7]



Student's Book, page 57, Activity 5

Say: Open your books at page 57. Look at Activity 5. Now we're going to sing The growing cycle song.

Play Track 2.13. The children point to the pictures in their books. Play Track 2.13 again. The children join in by singing along and doing the movements.

Student's Book, page 57, Activity 6

Say: Now we're going to describe the growing cycle of a violet. Look at the first picture. Describe stage 1 to the children: The seed falls into the ground. Repeat for the other three stages.

Say: Now look at the song. Can you find the sentences to describe the stages?

Tell the children to raise their hands and to describe the stages using the words from the song.

Then, ask a child to decribe one of the four stages.

The other children can identify the stage that is being described. S1: (The seed falls into the ground.) SS: Stage (1).

Transcript



Track 2.13 Song The growing cycle

See page 243.

Optional Activity Book exercises

See page 243.

Practice

Continuous assessment

The children can describe the growing cycle of a plant.

Count around the class at random, assigning a stage of the growing cycle to each child (1 to 7).

Start the cycle off by asking all the children who have been assigned stage 1 to stand up and describe their stage. They can use the text from the song as a guide if they wish. All the children with stage 2 then raise their hands and describe their stage. Continue until the growing cycle is complete. Say: Now the cycle is complete we go back to stage 1!

ANSWER KEY

Student's Book, Activity 6

Model answer

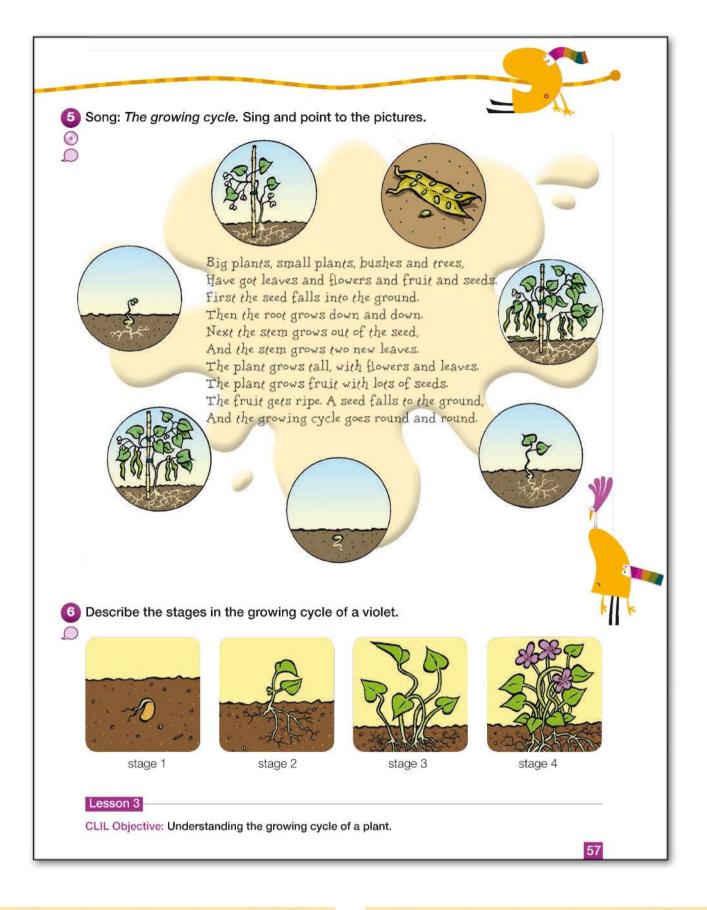
Stage 1: The seed falls into the ground. The root grows down and down.

Stage 2: The stem grows out of the seed. The stem grows two new leaves.

Stage 3: The plant grows tall with leaves.

Stage 4: The plant grows flowers.



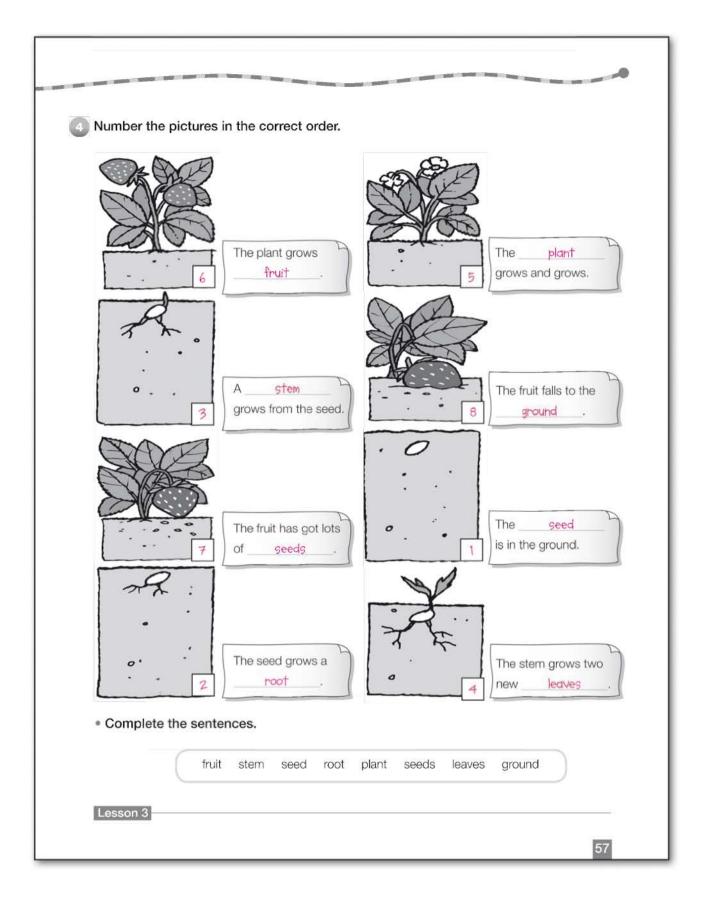




The children listen carefully and learn about the growing cycle by joining in with the song.



The children learn to sequence the stages in the growth of a plant and how to describe the process.





The children apply their knowledge of the growth cycle of plants.



Activity Book

Page 57, Activity 4

Say: Open your Activity Books at page 57. Look at Activity 4.

Say: Look at the pictures. Read out the relevant verses of the song one by one. Tell the children to find the pictures and to number them in the correct order. Then, say: Now look at the words. Ask a volunteer to read and complete the sentence for the first picture. Repeat with other volunteers and with the rest of the pictures.

Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences in the correct order.

Project Booklet

Super seeds

Page 26, Looking after plants

Ask the children about the plants that they have at home: What plants have you got at home? Where are they? In the living room?

Ask: What do plants need to grow? Do all plants need the same conditions? Let them speculate and write their ideas on the board. Say: Open your Project Booklets at page 26. Point to the first picture and ask: Do plants need sunlight? The children tick the pictures. Ask for volunteers to talk about the pictures: Plants don't need wind.

Ask questions about specific plants: Does a cactus grow in the rain? Does a cactus grow in hot temperatures? Do tomato plants grow in the snow? The children match in their booklets the different environmental conditions. Ask for volunteers to talk about them: S1: A banana tree grows in a tropical garden.

Brainstorm the names of plants with the class and make a list on the board. Point to and name different plants and ask: Where does a (rose) grow? The children choose a plant and draw it in a suitable landscape. They circle the words to describe the growing conditions.

Ask the children to describe their pictures. S1: This is a rose bush. It grows in gardens in warm places.

*Note: Explain to the class that they are going to make a seed mural of a tree in the following project (Lesson 6). Ask them to bring different coloured seeds from a variety of plants: rice, lentils, pulses, sunflower seeds, for example.



Let's play!

Memory chain

The children form a circle. The first child says a sentence, for example: I like (spring) and the second child repeats the same sentence but adds something else, and so on.

Resources

Multi-ROM

Unit 6, Activity 1

Teacher's Resource Book

Extension worksheet 1, page 49

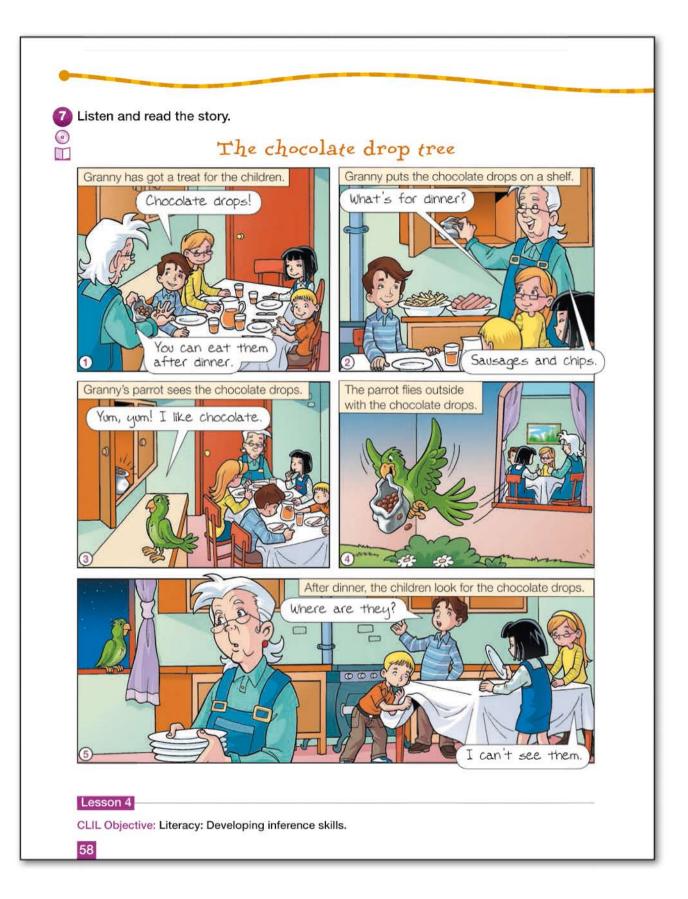
Transcript

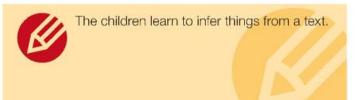


Track 2.13

Song: The growing cycle

Big plants, small plants, bushes and trees,
Have got leaves and flowers and fruit and seeds.
First the seed falls into the ground.
Then the root grows down and down.
Next the stem grows out of the seed,
And the stem grows two new leaves.
The plant grows tall, with flowers and leaves.
The plant grows fruit with lots of seeds.
The fruit gets ripe. A seed falls to the ground,
And the growing cycle goes round and round.



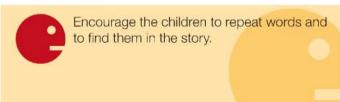




Remind the class that they should try to understand all the text even though they don't know all the words.







Literacy: Developing inference skills.

Curricular link: Literacy

Language Objectives

Story language: treat, chocolate drops, eat, dinner, shelf, sausages, chips, parrot, flies, outside, bedtime, tree, strange, leaves, fruit

What's for dinner? I like chocolate. Where are they? See page 249. I can't see them. Go and get ready for bed. Resources: CD; story cards

STORY: THE CHOCOLATE DROP TREE

Presentation



Sav: It's story time!

Put the story cards on the board. Tell the children to come to the board to look at the pictures.

Remove the story cards from the board, one by one, and ask questions about the story.

Say: Sit down now and let's listen to the story.

Play Track 2.14. Point to the story cards as the children listen to the story.

Work with the book n



Student's Book, pages 58 and 59, Activity 7

Say: Open your books to pages 58 and 59.

Play Track 2.14 again. Tell the children to follow the story in their books.

Ask comprehension questions:

Where are the children? What has Granny got? Do the children like chocolate drops? Where does Granny put the chocolate drops? What's for dinner tonight? Does the parrot like chocolate drops? What does the parrot do? Can the children find the chocolate drops after dinner? Are they under the table? Are they on the shelf? Where are they? What does Lily see the next morning? Is it a strange tree? Why? What do the children do?

Tell the children to read the story in silence. When they have finished, tell them to come to the board to write the words that they do not understand. Point to the words and explain them by using the story cards where possible or by giving examples.

Practice

Transcript

See page 249.

exercises

Track 2.14

Story: The chocolate drop tree

Optional Activity Book



Place the story cards on the board in random order. Play Track 2.14 again. This time, pause the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the story card and place it in a line below. Continue until all the story cards have been placed in the correct order in the line below.

Literacy: phonics, words ending in z (leaves, flowers), iz (branches, sausages), and s (chips, drops)

Curricular link: Literacy

Resources: CD; story cards

PHONICS

Retell the story

Place the story cards on the board in random order. Ask the children to come to the front of the class to look at the cards. Ask: Which is the first picture? Ask questions about the picture in order to check comprehension. Repeat for all the other story cards until the pictures are all in the correct order.

Work with the book [7]



Student's Book, page 59, Activity 8

Clap your hands to ensure that the children are watching you. Draw the following items on the board (there should be more than one of each item): *leaves, flowers, branches, sausages, chips, chocolate drops.*

Point to the picture of the leaves as you say: zzz leaves, leaves. Repeat several times. Articulate the z sound by buzzing like a bee.

Repeat several times. Articulate the *iz* sound clearly by making it clear that this is a complete syllable.

The children repeat: iz iz iz branches. Repeat with sausages.

Point to the picture of the chips. Say: s s s chips, chips. Repeat several times. Articulate the s sound very clearly by making a hissing noise like a snake. Repeat for *drops*. Tell the children to look at Activity 8 on page 59.

Play **Track 2.15**. The children listen and repeat the key sounds and words. Tell the children to find the pictures in the story that correspond to the words. Ask: *Can you find leaves?* SS: *Yes! In picture 7.* Use the story cards if necessary.

Transcript



Track 2.15 Phonics

See page 251.

Optional Activity Book exercises

See page 251.

Act out the story n



Divide the class into groups of five. Assign a character to each child. Play **Track 2.14** again. The children join in with their lines.

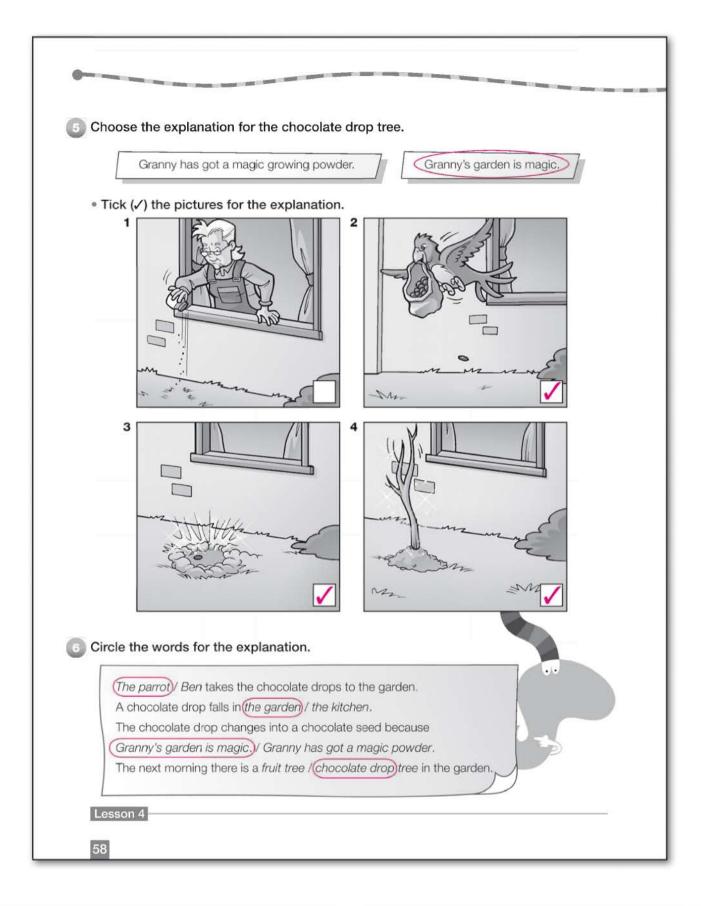
Ask groups to come to the front to act out the story. Use the recording if necessary.

*Note: The children are going to draw some seeds in the next lesson. Tell them to bring a seed to class. They should choose a seed from a plant that they know. Make sure you have a selection of seeds for children who forget to bring a seed to school.

ANSWER KEY

Student's Book, Activity 8

leaves: pictures 6, 7, 8; flowers: picture 4, branches: pictures 7, 8, 9; sausages: picture 2; chips: picture 2; drops: pictures 1, 2, 3, 4, 7, 8, 9







In this activity, the children explain what has happened in the story by reading and choosing the options in this activity.

UNIT 6 LESSON 4 OPTIONS

Activity Book

Page 58, Activity 5

Say: Open your Activity Books at page 58. Look at Activity 5.

Ask a volunteer to read out the first sentence. Say: Who thinks this is the explanation for the story of the chocolate drop tree? The children who think this is the explanation raise their hands. Repeat for the second sentence (Granny's garden is magic). There is only one correct explanation.

Say: Now look at the pictures and tick the correct ones for the explanation.

Page 58, Activity 6

Say: Now look at Activity 6.

Read out the two options for the first sentence (as complete sentences): The parrot takes the chocolate drops to the garden. Ben takes the chocolate drops to the garden. Which one is correct?

Ask for volunteers to do the same with the other sentences.

Tell the children to read the sentences and to circle the correct words for each sentence. Ask for volunteers to read out their complete sentences.



Teaching tip

Ask the children to retell the story. This is a good way of checking comprehension and knowledge of grammatical structures. At the same time, it will provide children with an opportunity to organise a text both orally and in written form. This is a good moment to introduce words such as: First, then, next, last, finally...

Resources

Multi-ROM

Unit 6, Story

Teacher's Resource Book

Ready to write worksheet, page 116



Let's play!

Living story card!

The children play in teams. Each group takes a turn to pick a story card and pose to recreate a live version of the story frame. The other teams make guesses about the pose. Award points for naming the characters; saying what is happening; and quoting dialogue.

Transcript



Narrator: Granny has got a treat for the children.

Jack: Chocolate drops!

Granny: You can eat them after dinner.

Narrator: Granny puts the chocolate drops on a shelf.

Grace: What's for dinner? Granny: Sausages and chips.

Narrator: Granny's parrot sees the chocolate drops.

Parrot: Yum, yum! I like chocolate.

Narrator: The parrot flies outside with the chocolate drops.

Narrator: After dinner, the children look for the chocolate

drops.

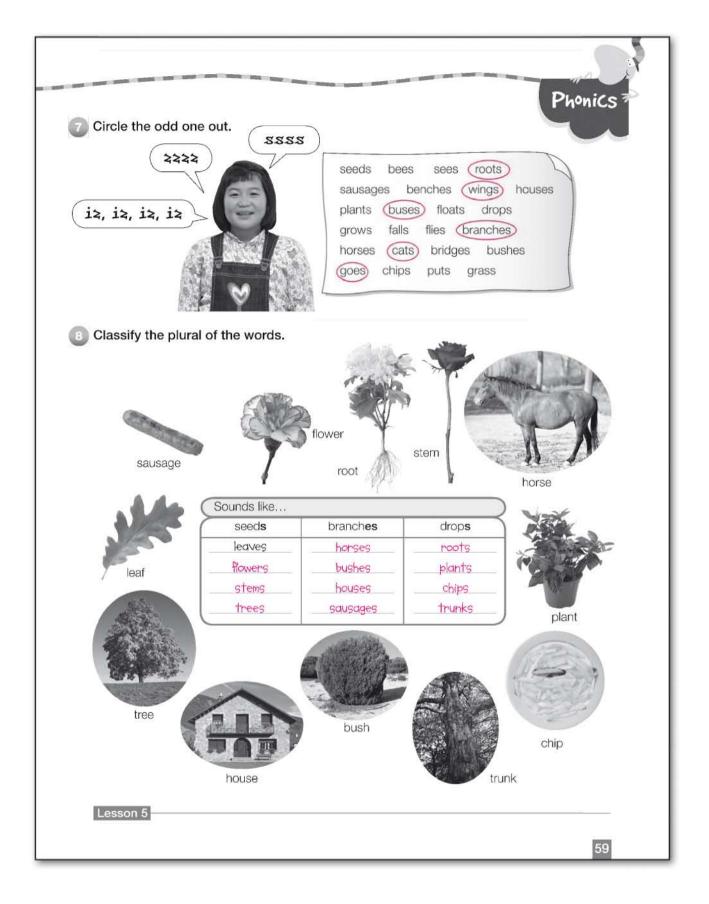
Jack: Where are they? Grace: I can't see them.

Narrator: Soon, it's bedtime.
Granny: Go and get ready for bed.
Ben: But I want some chocolate drops.

Narrator: The next morning... Lily: Look! Is that a new tree?

Narrator: The children go outside.
Jack: What strange leaves!
Grace: The fruit looks like...
Ben: Chocolate drops!

Narrator: The children eat the fruit. Jack: It's a chocolate drop tree!





The children identify and classify the words according to the pronunciation.

Activity Book

Page 59, Activity 7

Say: Open your Activity Books at page 59. Look at Activity 7.

Tell the children to repeat the sounds with you several times. Read the first four words out loud, making sure that you emphasise the different s sounds at the end of the words. Then, ask: Which one is different? Which one has got a different ending? SS: Roots.

Ask a volunteer to read the following four words out loud and correct any pronunciation errors. Ask: Which one is different?

Repeat with the other groups of words. Tell the children to read the groups of words again and to circle the word that does not belong to the group.

Page 59, Activity 8

Say: Now look at Activity 8.

Tell the children to take turns reading the words. Afterwards, they say the plural forms of them. Correct any errors.

Tell the children to classify the plural forms in the chart. Ask for volunteers to read out their lists of words.

Transcript



Track 2.15 Phonics

z z z leaves z z z flowers iz iz iz branches iz iz iz sausages s s s chips s s s drops



Let's play!

It's different!

Choose three words or flashcards with the same sound and one that is different. The children have to say which one is different. The children should say all the words to check the sound differences.

Resources

Multi-ROM Unit 6, Phonics



Contrasting different means of seed dispersal.

Curricular link: Science

Language Objectives

Vocabulary: runner bean, iris, dandelion, seeds, wind, moves, travel, air, seed pod, opens, pop out, grows, water, fall, float; by wind, by water, by explosion

Structures: The seed pod explodes... I think seed (1) travels by (wind).

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

(seeds)

Materials: Different types of seeds.

SEED DISPERSAL

Presentation M



Show the children the poster (side B). Point to the photos of the apple tree, the dandelion, the runner bean, the iris and the grass and name them.

Say: Look carefully at the seeds. They are very different. Hand out the pop-outs and tell the children to pass them around, looking carefully at the different seeds.

Explain that the seeds need to find their own space for growing. They travel in different ways. Write on the board: water, wind, explosion, animals.

Point to the iris and say: The iris seeds float on water. They travel by water. Can you find the pop-out of these seeds? The child holding the correct seeds comes to the board and places the pop-out.

Do the same with the green bean: The seed pod explodes and the seeds pop out! They travel by explosion; the dandelion: These seeds are very light. They fly away. They travel by wind; the apple and grass seed: Animals move these seeds. They eat the apple seeds. The grass seeds are sticky. They stick to the animals and then fall off.

Work with the book n



Student's Book, page 60, Activity 9

Say: Open your books to page 60. Look at Activity 9. Look at the pictures of the seeds.

Say: Look at the runner bean. Do you remember how the seeds travel? Help them by pointing to the poster. Repeat for the other seeds. Ask volunteers to read the sentences out loud. At the end of each sentence, ask: Do you know what seeds they are?

Student's Book, page 60, Activity 10

Sav: Now look at Activity 10.

Ask the children if they know the names of the plants in English. Give them the names where necessary:

1 poplar tree; 2 foxglove; 3 gorse bush; 4 coconut tree; 5 bulrush; 6 geranium.

Draw a chart on the board with three columns and write: by wind, by water, by explosion, at the top of the columns. Say: Look at seed 1, from a poplar tree. Do you think this seed travels by wind, by water or by explosion? Take a class vote for each seed and write the number of the seed in the correct column according to the majority vote.

Say: Now let's listen and see if we are right.

Play Track 2.16. Tick the correct answers on the chart on the board as you listen.

Play Track 2.16 again. Pause after each seed is described and ask: So, how does seed (2) travel? SS: By (wind). Repeat for all the seeds.

Transcript



Track 2.16 Activity 15

See page 255.

Optional Activity Book exercises

See page 255.

Practice

Ask the children to remind you of the plants they see around them (Lesson 2, Practice). Explain that most seeds travel by wind. Some seeds even have wings like the blades of a helicopter to help them fly long distances. Others are just very light. Look at the selection of seeds you brought in and discuss their characteristics.

ANSWER KEY

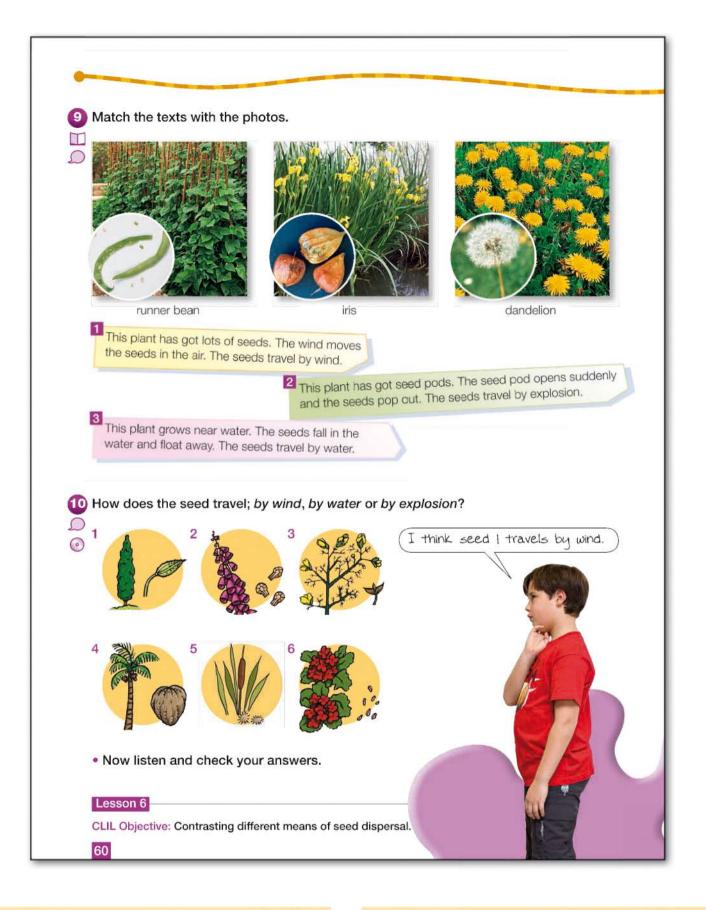
Student's Book, Activity 9

1 dandelion; 2 runner beans; 3 iris

Student's Book, Activity 10

1 by wind; 2 by wind; 3 by explosion; 4 by water; 5 by wind; 6 by explosion



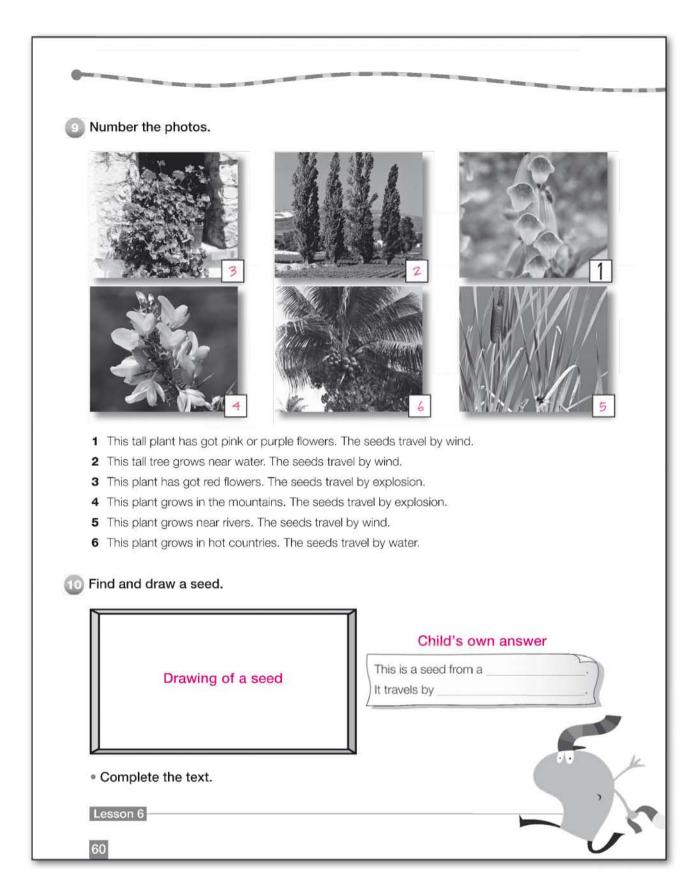




Explain to the children that they should read the texts and relate them to the photos.



The children identify and classify the plants by applying their newly-acquired knowledge.





The children relate the descriptions to the images.



The children draw a seed and complete the information about it.

UNIT 6 LESSON 6 OPTIONS

Activity Book

Page 60, Activity 9

Say: Open your Activity Books at page 60. Look at Activity 9.

Tell the children to look at the photos of the plants. Say: These plants have different types of seeds.

Tell the children to read all the sentences carefully. (The names in English are: *geranium*, *poplar*, *foxglove*, *gorse*, *coconut tree*, *bulrush*.)

Say: Look at the first photo. It's a geranium. Has it got any flowers? Can you find the correct sentence?

S1: Number 3. Ask a child to read out the sentence.

Repeat the procedure for the other photos and sentences.

Page 60, Activity 10

Say: Now look at Activity 10.

Tell the children to take out the seeds that they have brought to class. The children who have forgotten to bring a seed can use one of the teacher's seeds. Tell the children to describe their seeds: It's very (small). It's (black). It's a (violet) seed. Ask: Do you think it travels by water, wind or explosion?

The children may need more words related to plants. Tell the children to draw their seeds and to complete the sentences.

Ask for volunteers to show their pictures and to read out their sentences.

Project Booklet

Super seeds

Page 27, A seed mural

Say: Let's make a mural of a big tree. Ask: Have you got any seeds? Hand out the plastic plates and ask the children to place their seeds on the plates.

Draw a picture of a tree on the board with the roots visible. The tree should have a strong trunk and a large, leafy top with many branches.

Write the words for parts of the tree (trunk, roots, branch, leaves, flowers, fruit) as anagrams on the board.

Point to one of the anagrams: unrtk and ask: What word is that?

Ask a volunteer to come to the board to write the word correctly: *trunk*.

Say: Open your Project Booklets at page 27. Pupils label the tree.

Ask for a volunteer to read the list of materials out loud. Show the class the materials as they are named.

Divide the class into groups of four. The children read the instructions in their groups.

Draw lines through the tree on the board dividing it into four roughly equal parts. Give a large piece of paper to each group. The children draw a large tree on the paper, copying the tree on the board if necessary. They draw lines to divide the picture into four parts.

Hand out glue. In groups, the children choose a part of the tree and fill it in with seeds.

The children complete the summary in their Project Booklets.

Put the seed murals on walls in the classroom. In groups, the children talk about their work. This is my part of the tree. The trunk has got rice and sunflower seeds.



Let's play!

Where am I?

Say an expression or sentence from the unit out loud and stop at different points. The children have to try to say what the next word is. If they are correct and it makes sense, they get a point. For example: Trees have got a trunk, branches, and...



Resources

Multi-ROM

Unit 6, Activity 2

DVD

Unit 6, Song: The growing cycle

Transcript



Track 2.16 Activity 10

Seed 1 is by wind.

Seed 2 is by wind.

Seed 3 is by explosion.

Seed 4 is by water.

Seed 5 is by wind.

Seed 6 is by explosion._

Understanding animal-aided seed dispersal.

Curricular link: Science

Language Objectives

Vocabulary: squirrel, collects, nuts, eats, sticks, tail, moves, tree, falls, ground, droppings, grows Structures: A squirrel (collects nuts).

Resources: poster (side B); poster pop-outs (seeds) Materials: Fruit stones and pips (apple, kiwi, avocado): a selection of fruit with different types of seeds: a peach, an apricot, a cherry, a strawberry, a pear, etc.

ANIMAL-AIDED SEED DISPERSAL

Presentation



Say: Today we're going to learn how animals help seed dispersal.

Hold up an apple pip: This is a seed. It's a fruit seed. Which fruit do you think it comes from? It comes from an apple tree. Look at this seed carefully. Do you think it travels by water, by wind or by explosion?

Allow the children to answer and then explain: This seed doesn't travel by water, by wind or by explosion. It doesn't travel by water; the tree doesn't live by water. It doesn't travel by wind; it's too heavy. It doesn't travel by explosion. This is a different kind of seed. Animals disperse these seeds.

Look at the poster (side B) with the pop-outs in place. Focus on the apple seeds and the sticky grass seeds. Explain that seeds (or the fruit containing the seeds) are sometimes very colourful. They are attractive and animals eat them. Say: Look at the apple tree. Birds eat the apples and they eat the apple seeds. Then the seeds are in the droppings.

Then, point to the grass and the grass seeds. Say: These seeds are sticky. They stick to animals. The animals move and the seeds fall off in different places.

Work with the book

Student's Book, page 61, Activity 11

Say: Open your books at page 61.

Say: Animals move plant seeds to new ground. Look at the pictures of the squirrel.

Say: Where is the (seed) in picture (one)? SS: (The seed is on the squirrel's tail). Repeat for the other pictures. Ask: Can you find three different ways that the squirrel helps a new plant to grow?

Ask for volunteers to say which pictures represent the three ways they have identified. The three sequences are:

Pictures 1, 5, 7: the seed is on the squirrel's tail; the squirrel moves from tree to tree and the seed falls to the ground; a new plant grows from the seed.

Pictures 2, 4, 7: the squirrel collects nuts; a nut falls to the ground; a new plant grows from the nut.

Pictures 3, 6, 7: the squirrel eats the seeds (in the fruit); a seed is in the squirrel's droppings; a new plant grows from the seed.

Say: Look at the sentences below the pictures. They describe three ways animals help plants. Remind the children that they do not have to understand all the words. Ask a volunteer to read out the first sentence in the vellow

Tell the children to read the sentences in the purple box. Ask: Which sentence is next? Ask a volunteer to read the following sentence in the sequence. Repeat for the red box. Repeat for the other two sequences about how squirrels help plants to grow.

Student's Book, page 61, Activity 12

Say: Now look at Activity 12.

Tell the children to look at the fruit. Ask: Do you know the name of the first piece of fruit? SS: A kiwi. T: Can you see the seeds? What colour are they? SS: Black. T: Are they big or small? SS: Small.

Repeat for the avocado and the apple.

Optional Activity Book exercises

See page 259.

Practice

Cut the fruit that you have brought to class in half, so that the seeds are visible. If you have a strawberry, point out that strawberrries have their seeds on the outside.

Tell the children to choose a piece of fruit and to draw a cross-section of it.

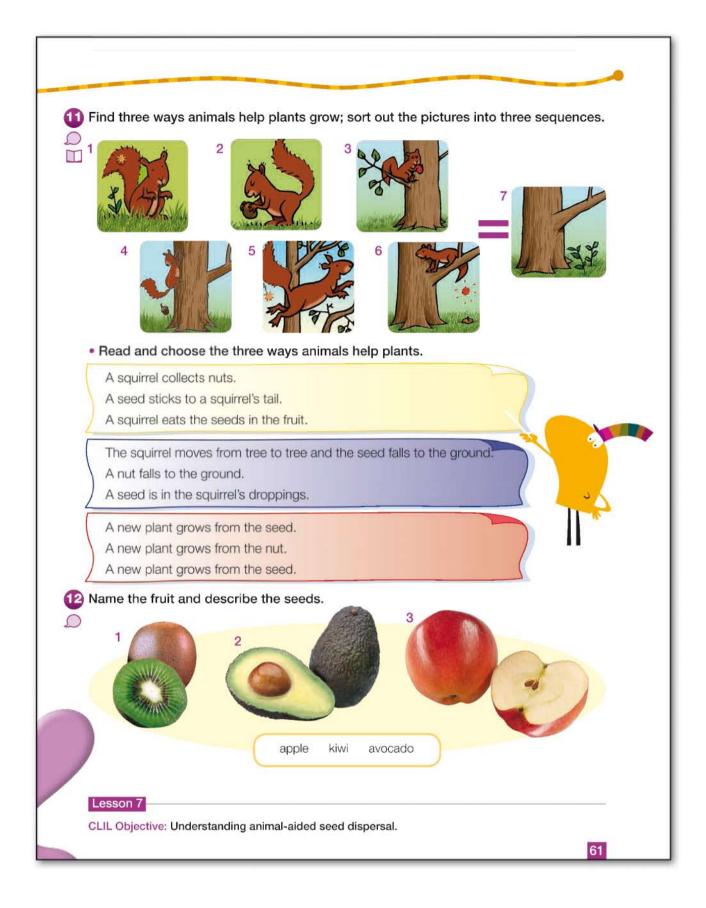
Collect the drawings and hand them out again, making sure that the children do not get their own picture.

Ask the children to show their pictures to the rest of the class. They say which fruit it is and describe the seeds.

Answer key

Student's Book, Activity 11

See page 259

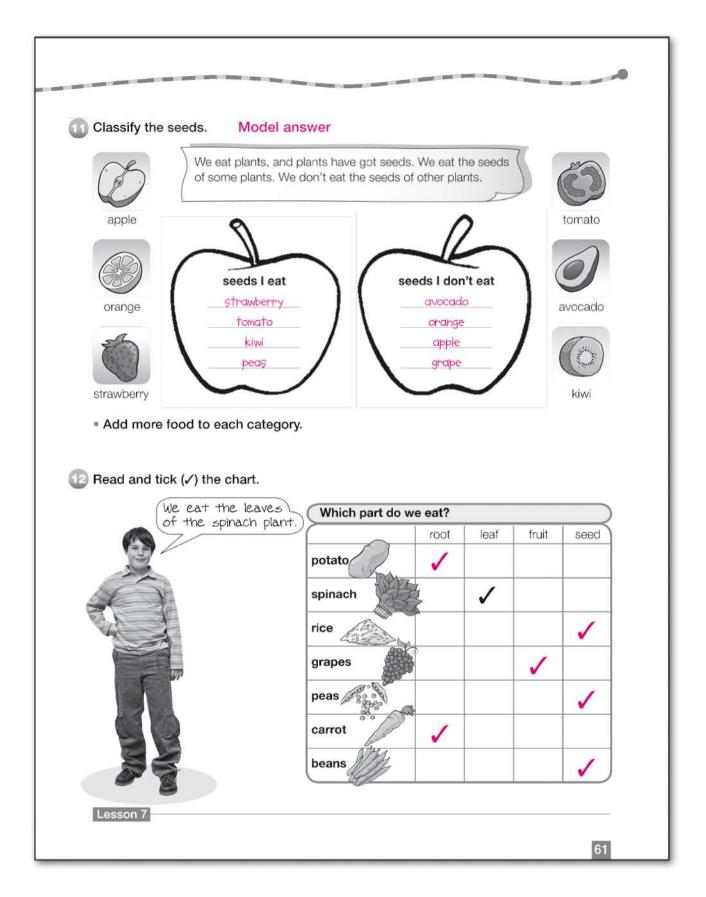




Explain to the children that they have to use the images to create a sequence of events.



The children identify the different ways that animals help plants.





The children classify the information about the seeds.



The children demonstrate their knowledge of seeds by identifying the types of seeds and the part of the plant that we eat.

UNIT 6 LESSON 7 OPTIONS

Activity Book

Page 61, Activity 11

Say: Open your Activity Books at page 61. Look at Activity 11.

Read the preliminary text out loud.

Ask: Do you eat the seeds in an apple? SS: Yes/No. Repeat for the other fruit. Explain that there are some seeds that we eat, and others that we don't eat: Which seeds <u>can't</u> we eat?

Tell the children to classify the fruit according to whether we eat the seeds or not. Ask them to add more food to each category.

Page 61, Activity 12

Say: Now look at Activity 12.

Tell the children to remember the different parts of a plant: roots, leaves, flowers, fruit, seeds, stem and trunk. Say: We eat different parts of plants. We usually eat the roots, the fruit, the leaves, the seeds and sometimes the stem.

Tell the children to look at the example. Say: We eat the leaves of the spinach plant.

Look at the other food from plants and ask the children what part of the plant the food corresponds to.

Tell the children to tick the corresponding column in the chart.

*Note: It would be interesting to mention to the children that the part of the potato plant that we eat is called the *tuber*. The tuber grows as part of the underground stem and root system of the potato plant.

Project Booklet

Super seeds

Page 28, Progress of plants

Say: Today we can look at our plants. The children get into their project groups from Lesson 2 on page 25 of their Project Booklet. T: Get into your groups.

The children collect their plates from around the classroom. Ask: Are your plants growing?

Ask groups: What plant have you got? Say: Put your plants in order of size.

Say: Open your Project Booklets at page 28. Point to the first picture and say: This plant is very little. Point to the last picture and say: This plant is bigger. It's got five leaves.

Ask: Are your plants different sizes? The children record the size of their plants by labelling the pictures from the smallest to the biggest with the numbers on their plates. The children measure their plants and record the results in the table. Ask a group: Was this plant (by the window)? Ask the children to check by looking at the

sketch they made on page 25. They complete the chart by writing the position of the plates. Was there a lot of or a little sunlight by plate 1? The children make a note of the amount of sunlight that each plate received.

They complete the conclusion by looking at the results of the biggest plant.

The children tell each other about their plants. S1: (Sunflower seeds) like a lot of sunlight. This plant is (4 cm) tall.



Let's play!

Flash!

Take a flashcard from the unit and show it really quickly to the children so they only get a quick glimpse of it.

Repeat the action but a bit more slowly this time. The child who guesses the flashcard comes to the front and takes another flashcard. Start the game again and continue until all the flashcards have been used.



Resources

Teacher's Resource Book

Extension worksheet 2, page 50

ANSWER KEY

Student's Book, Activity 11

- Read and choose the three ways animals help plants.
 - 1 A squirrel collects nuts. A nut falls to the ground. A new plant grows from the nut.
 - 2 A seed sticks to the squirrel's tail. The squirrel moves from tree to tree and the seed falls to the ground. A new plant grows from the nut.
 - 3 A squirrel eats the seeds in the fruit. A seed is in the squirrel's droppings. A new plant grows from the seed.

Languaje awareness: he/she/it.

Curricular link: Literacy (Grammar)

Language Objectives

Structures: He/she/it is.

Resources: poster (side A); poster pop-outs (the characters in *winter, spring, summer, autumn*); Unit 6 cut-outs (He's/She's/It's...), or Teacher's Resource

Book, page 14 (one copy per child)

Materials: scissors, glue

Write Jack, Grace, a squirrel on the board.

Tell the children to complete the sentences about Jack, Grace and a squirrel. (Remind them to use *He's*, *She's* and *It's* accordingly).

Then, cut out the sentences.

Demonstrate the language game with two volunteers. Each person chooses a character (Jack, Grace or the squirrel). Place all the sentences face down on the table. The children take turns turning over a sentence, reading it out loud and deciding if the sentences are for their character. The first player to collect all nine sentences for their character is the winner. The children play the game in groups of three.

FOCUS ON LANGUAGE

Presentation



Show the children the poster (side A) with the pop-outs in place. Point to the characters and say: He's Jack, she's Lily, he's Ben and she's Grace.

Then, point to the objects and then back again to the characters (make sure you include the *bird* as well as the inanimate objects such as the *house* and the *tree*). Say: *It's* a *bird*. *It's* a *tree*. *It's* a *house*. *It's* a *bush*. *He's Jack*. *She's Grace*.

Walk around the classroom doing the same: He's Daniel. She's Ana. It's a table.

Point to a table in the classroom and say: It's a table. Ask: Do we use it for boys? SS: No! T: What do we use for boys? SS: He. T: Do we use it for girls? SS: No. T: What do we use for girls? SS: She.

Then, summarise the information for the children: So we use he for boys, we use she for girls and we use it for animals and objects.

Ask four volunteers to come to the front and give each one a pop-out. Tell them to place them on the poster and say: S1: She's Lily; S2: She's Grace; He's Jack; and S4: He's Ben.

Work with the book

Student's Book, page 62, Activity 13

Say: Open your books at page 62. Look at the board. Say: There are words missing in these sentences. The missing words are He, She or It.

Ask for volunteers to complete the sentences orally. Ask the children if they can form other sentences about people or objects in the class using *He*, *She* or *It*.

Student's Book, page 62, Activity 14

Say: Now we're going to play a game. Find your cut-outs for Unit 6.

Optional Activity Book exercises



See page 263.

Practice

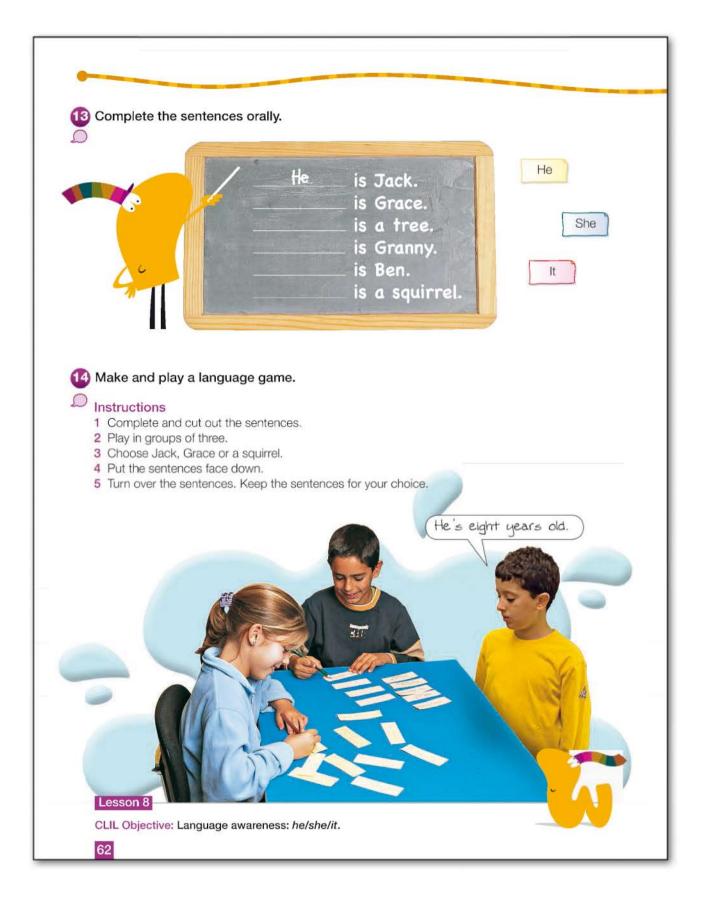
Play a board game.

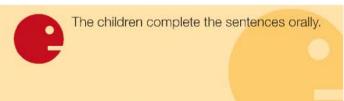
Divide the board into three columns: boys' names, girls' names, and animal words and objects. Write a selection of boys' names, girls' names, and animal words and objects in the corresponding columns.

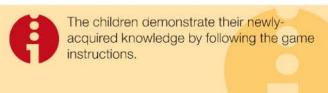
Divide the class into two teams and call out *he, she* or *it*: A child from each team runs to the board and rubs out a word which fits the pronoun. They should say the sentence out loud as they rub off the word: *She's (Elena)*.

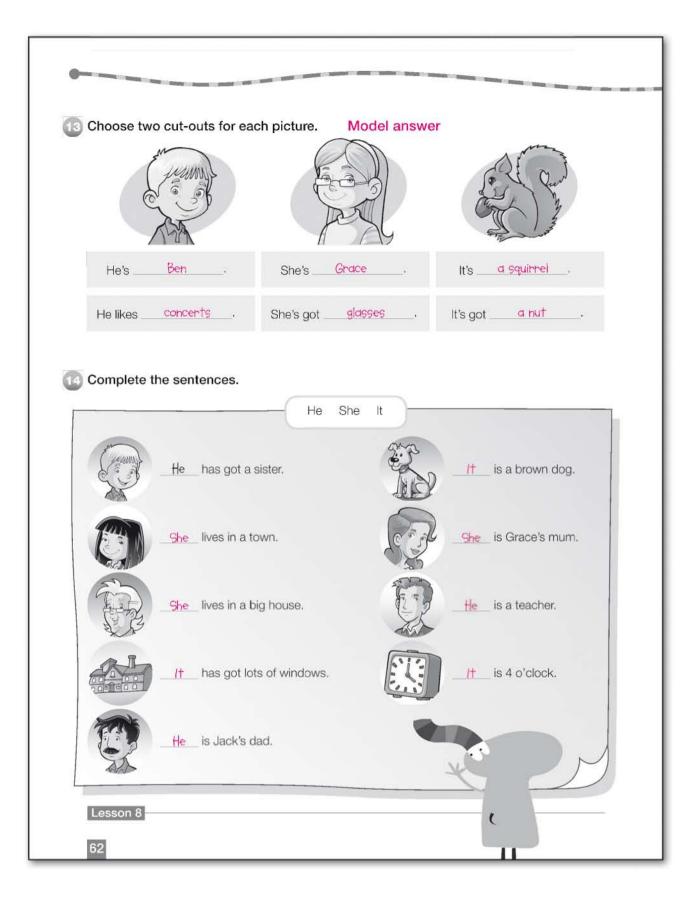
Award a point to the team whose player rubs the words

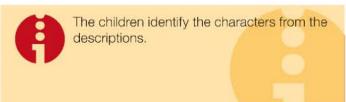
Award a point to the team whose player rubs the words out first and says the sentence correctly. The team with the most points at the end of the game is the winner.

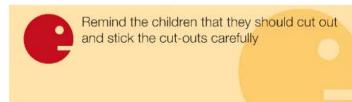












Activity Book

Page 62, Activity 13

Say: Open your Activity Books at page 62. Look at Activity 13.

Tell the children to choose two sentences from their cut-outs for each character. They place them in their Activity Books (but they should not stick them yet). Ask for volunteers to read out their sentences and check that they are placed correctly.

Tell the children to stick their sentences in place.

Page 62, Activity 14

Say: Now look at Activity 14.

Ask: Who is the character in the first picture? SS: Ben. Ask a child to complete the sentence with: He, She or It. Repeat for the other sentences.

Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences and correct the activity.



Let's play!

Show and tell

A child picks a flashcard and tells the class about it. For example: A banana is yellow. I like bananas.

Resources

Multi-ROM

Unit 6, Activity 3



Learning about unusual plants.

Curricular link: Science

Language Objectives

Story language: venus flytrap, baobab tree, mangrove tree, roots, grow, water, catches, eats, insects, carnivorous, trunk, bush, small plant

Resources: CD

Materials: coloured paper, scissors, glue

THE WONDERFUL WORLD: AMAZING PLANTS

Presentation

Say: Today we're going to learn about some amazing plants. But first, what can you tell me about normal plants? Do plants walk? SS: No! T: Do they talk? SS: No! T: What do they do? SS: They grow, they make seeds... Explain that all plants need water and sunlight. Some plants are very unusual because they grow in unusual places or do unusual things.

Work with the book [n]



Student's Book, page 63, Activity 15

Say: Open your books at page 63. Look at these three photographs of amazing plants.

Give the children a few moments to look at the photos and then ask questions: What do you notice about the tree in photo 1? Look at the trunk. SS: It's very big. T: What about the trees in photo 2? Where are the roots? SS: In the water. T: Now look at the plant in photo 3. This is an unusual leaf. What can you see inside on the leaf? SS: An insect. T: Yes! This plant catches and eats insects. It's carnivorous!

Read the names of the three plants out loud.

Say: Now let's listen to the descriptions and find the plants. Play Track 2.17. The children listen and point to the photos.

Play Track 2.17 again. This time, pause after each sentence and ask: What photo is that? What's the name of the plant?

Ask a volunteer to read the first text. Ask: What plant is this?

Ask a volunteer to read the text again and add the missing words.

Ask questions about the trees and the plant: Has the mangrove tree got a big trunk or a small trunk?

Student's Book, page 63, Activity 16

Say: Now we're going to invent an amazing plant and make a poster.

Read and explain the instructions.

Say: Look at Grace's amazing plant. Ask a volunteer to read out the text.

Hand out the materials and tell the children to make their posters.





Track 2.17 Activity 15

See page 267.

Optional Activity Book exercises

See page 267.

Practice

Continuous assessment

Children can name four methods of seed dispersal.

Ask the children to take turns coming to the front of the class. They display their plant poster on the board and explain their amazing plants to the rest of the class. Remind them to use language such as: It's got... It grows... The seeds travel by (wind). Animals eat the seeds.

ANSWER KEY

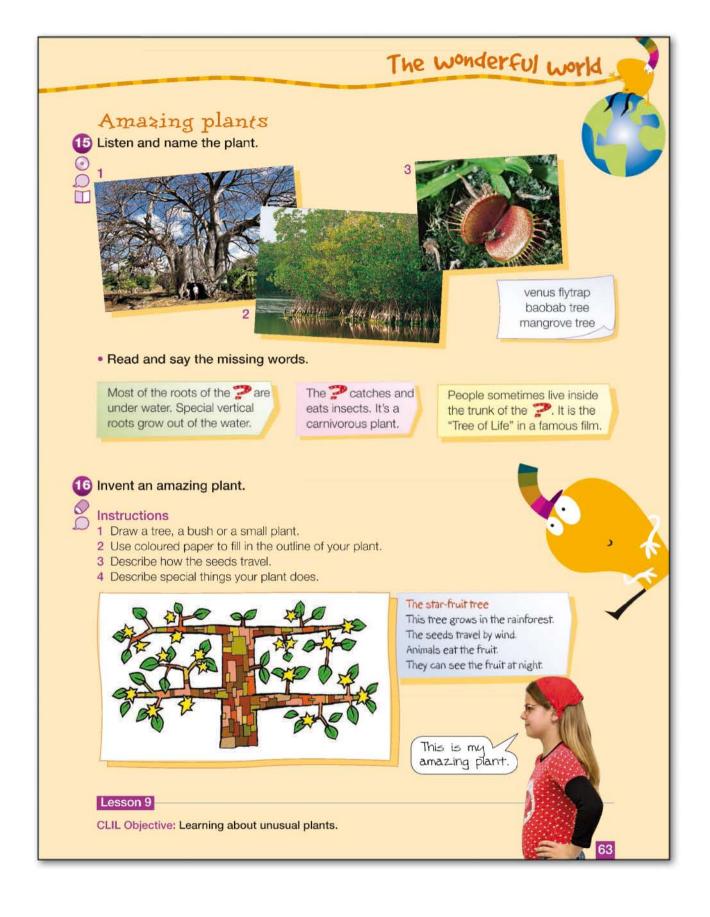
Student's Book, Activity 15

1 baobab tree; 2 mangrove tree; 3 venus flytrap

· Read and say the missing words.

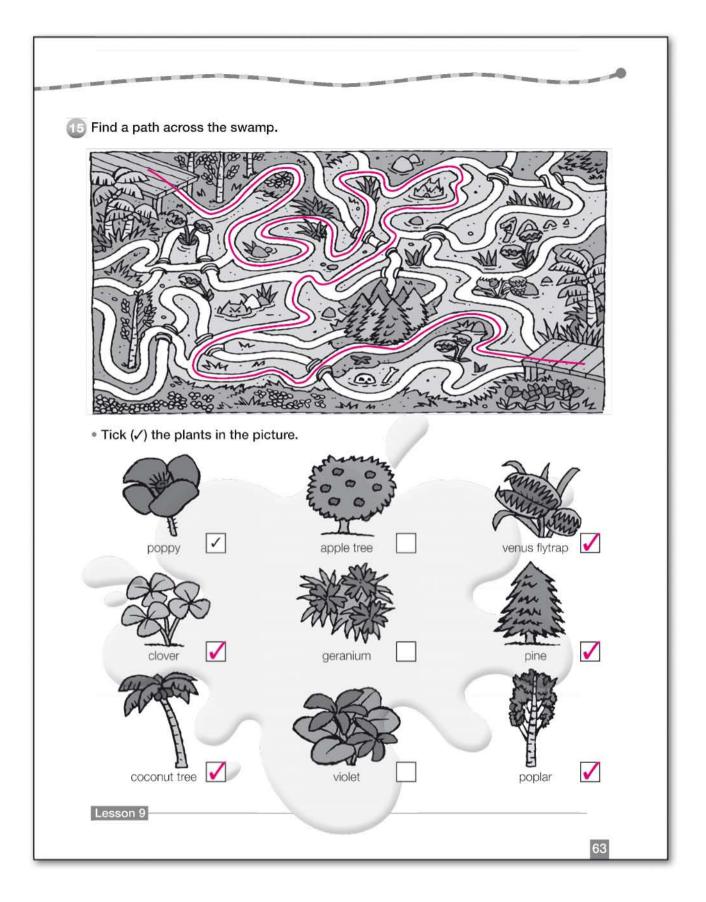
Most of the roots of the mangrove tree are underwater.

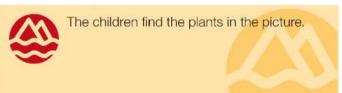
The venus flytrap catches and eats insects. People sometimes live inside the trunk of the baobab tree.

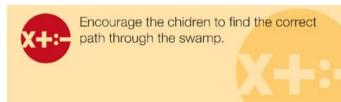




The children use the information to identify the images and complete the texts.







Activity Book

Page 63, Activity 15

Say: Open your Activity Books at page 63. Look at Activity 15.

Tell the children to look at the picture. The children have to find a path through the swamp from one side to the other (from bridge to bridge) using their finger. Once they have found the correct route, they go over it with a pencil.

Ask: Can you see any (pine trees) in the picture? SS: Yes. Repeat for the other plants.

Tell the children to tick the plants that they can see in the picture of the swamp.

Ask for volunteers to read out the names of plants that they have found in the picture: *I can see pine trees...*



Let's play!

Liar!

This game is played in pairs with the key vocabulary cards or Teacher's Resource Book, page 22 (one copy per child). The two children put all their key vocabulary cards together and shuffle them. They deal out all the cards. A player picks one of the cards and says a sentence: It's a (tree). This could be true or false. The other player says Yes! or No! according to what they think. If the player is right, they keep the card. The winner is the player with the most cards.

Resources

Multi-ROM

The wonderful world

Teacher's Resource Book

Ready to write worksheet, page 74

Transcript



Track 2.17 Activity 15

The mangrove tree grows in water. The venus flytrap has got green and red leaves. The baobab tree has got a very big trunk.

Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from Unit 6.

Resources: CD; poster (sides A and B); poster popouts (trunk, stem, root, branch, leaves, flower, fruit, seeds); flashcards (trunk, stem, roots, branch, leaves, flower, fruit, seeds, tree, bush, plant)

REVIEW

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 6.

Ask: Do you remember The growing cycle song? Hold up the flashcards of the parts of the plant and tell the children to identify them.

Play Track 2.13 (see page 243). The children join in by singing along.

Hold up the poster (side A). Ask: What season is it here? Ask: Whose favourite season is (winter)? The children who raise their hands come to the board and write their names on the side of the corresponding section of the poster. Repeat for the other seasons.

Work with the book

Student's Book, page 64, Activity 17

Say: Open your books to page 64. We're going to read the definitions and say the part of the plant.

Ask for volunteers to read out their definitions and ask: What part of the plant is that?

Student's Book, page 64, Activity 18

Say: Look at the pictures of the trees. All the trees are very different. They grow in different types of places and they like different conditions.

Say: Look at the words in the book. Let's see if we can make sentences about these trees.

Ask a child: Can you tell me about the (pine) tree? S1: It grows on mountains. It likes a cold climate.

Repeat for the other trees.

Say: Now, we're going to play a guessing game. Tell the children to work in pairs and to take turns describing a tree and guessing which one it is: It likes lots of water. It grows in tropical rainforests. It grows in (salt) water. The roots are under the water.

Optional Activity Book exercises



See page 271.

Round up



Write the words tree, bush and small plant on the board. Ask for volunteers to come to the board and hand out the flashcards. Tell them to describe the differences between these three types of plants: Trees have got long trunks. They have got branches...

Hold up the poster (side B) and the pop-outs of the seeds. Ask for volunteers to come to the board to place the seeds next to the plants. Ask questions about the seeds: Is it small? Is it heavy? Does it travel by wind, by water or by explosion? Do animals move this seed? How do they do that?

ANSWER KEY

Student's Book, Activity 17

It grows out of the seed. It grows down. (root)

It smells very good. (flower)

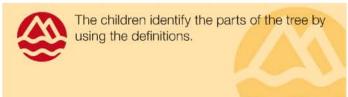
It grows inside the fruit. (seed)

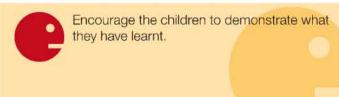
It grows out of the seed. It grows up. (stem)

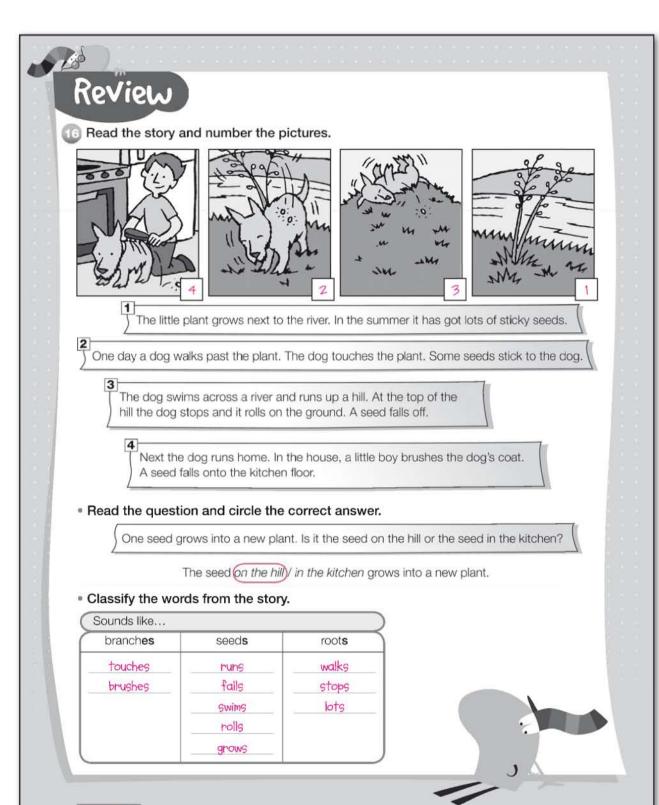
It changes colour in autumn. (leaf)

A tree has got this, but a small plant hasn't. (trunk)









Lesson 10

64



The children put the story in the correct order.



This activity provides the children with an opportunity to demonstrate their understanding of plurals and the use of the charts.

Activity Book

Page 64, Activity 16

Say: Open your Activity Books to page 64. Look at Activity 16.

Tell the children to look at the pictures for a few moments.

Then, ask a volunteer to read out the first sentence. Say: Can you find the right picture? SS: Picture four. Repeat for the other sentences and pictures.

Tell the children to read the sentences and to number the pictures.

Then, say: Listen to this question. Read out the question in the book and ask: Which seed grows into a new plant? The seed in the kitchen, or the seed on the hill? SS: The seed on the hill. Tell the children to look at the words on the chart at the bottom of page 64 in the Student's Book. Say: Classify the words from the story with the same sounds.

Ask for volunteers to read out their lists and correct any pronunciation errors.

Optional extra activity

You can give another story to the children. Cut it up and put it in envelopes so that each group of four children has to put the story in the correct order and stick it on the poster.



Let's play!

Charades

Mime words or sentences for the children to guess. The first child to guess correctly can mime the following word in front of the class.

Resources

Multi-ROM

Unit 6, Activity 4

Teacher's Resource Book

Unit 6, Test, pages 95 and 96



See Transcript Track 2.18

Transcript



Track 2.18 Unit 6 Test. Activity 1

Listen and number the pictures.

Animals help seed dispersal in different ways.

- 1 Seeds stick to the animal.
- 2 The animal moves around and the seed falls to the ground.
- 3 The animal collects nuts.
- 4 A nut falls to the ground.
- 5 An animal eats the nuts.
- 6 A seed is in the animal's droppings.
- 7 A new plant grows.

Assessment criteria

CLIL Objectives

Children can describe clues in nature for identifying the four seasons.

Children can distinguish between a tree, a bush and a small plant.

Children can identify the different methods of seed dispersal.

Children understand the growth cycle of a plant.

Language Objectives

Children can name the four seasons.

Children can name the parts of a plant.

Children can describe the growth cycle.

Children can name four methods of seed dispersal.



WHAT'S IT MADE OF?

Tools and materials

CLIL Objective

Recognising the parts of vehicles.

Curricular link: Music: Science

Language Objectives

Vocabulary: engine, wheel, seat, handlebars, lights, mirror, bus, bike, motorbike, car

Structures: A car's got four wheels. A car hasn't got handlebars.

Resources: CD; poster (side A); pop-outs (two wheels, engine, light, mirrors, handlebars, seat)

WHAT'S IT MADE OF?

Presentation M





Present the context. Say: Today we are going to talk about machines. Show the children the poster (side A). Point to the motorbike and say: This is Granny's motorbike. A motorbike is a means of transport.

Then, ask: Can you name any other means of transport? If necessary, prompt them by drawing other means of transport on the board: car, plane, train, bus and bike. Then, write the following words on the board: horse, donkey, dog-sledge. Say: These are forms of transport, but they aren't mechanical. Point to the other means of transport and say: These are all machines. Then, ask: Who makes machines? SS: People. Say: Yes, mechanics. Granny is a mechanic. She can fix her motorbike. Hold up the pop-outs and name the parts of Granny's motorbike: two wheels, an engine, a light, mirrors, handlebars and a seat.

Say: Let's help Granny put her motorbike back together. Play Track 2.19. Tell the children to listen to the recording while you put the parts together using the pop-outs. Choose four children to be Grace, Jack, Ben and Lily, Give them the pop-outs.

Play Track 2.19 again. The children listen and place the pop-outs on the poster.

Work with the book [fr



Student's Book, page 65, Activity 1

Say: Open your books at page 65. Look at the pictures. This is Granny's motorbike collection.

Play Track 2.20. The children listen to the recording and point to the pictures.

Play Track 2.20 again. Pause the recording after each question and ask: Which motorbike is that? The children identify the corresponding motorbike from the part that is missing and say: The (blue) motorbike.

Student's Book, page 65, Activity 2

Say: Now look at the chart in Activity 2. Say: We're going to describe the vehicles.

Read Grace and Jack's speech bubbles: A car's got four wheels. A car hasn't got handlebars.

Ask if anyone else can make other sentences about the car. Tell the children to work in pairs and to make as many sentences as they can about each vehicle in their notebooks.

Divide the class into four groups and assign a vehicle to each group. Tell the children to write the sentences for their vehicle. Ask a spokesperson from each group to read the sentences out loud to the rest of the class.

Transcripts



Track 2.19 Poster Activity

See page 275.



Track 2.20 Activity 1

See page 275.

Optional Activity Book exercises

See page 275.

Practice

Write the following on the board: 2 wheels, 4 wheels, 6 wheels, handlebars, engine, lights, 1 seat, 4 seats, lots of seats.

Tell the children to choose one of the words and to write it on a slip of paper. Collect the slips of paper and then hand them out again. The children walk around the class trying to make a vehicle. They have to ask each other questions to find the correct parts: Have you got? I've got... It's got... The first group to make a vehicle shouts: Stop! and is the winner.

ANSWER KEY

Student's Book, Activity 1

blue

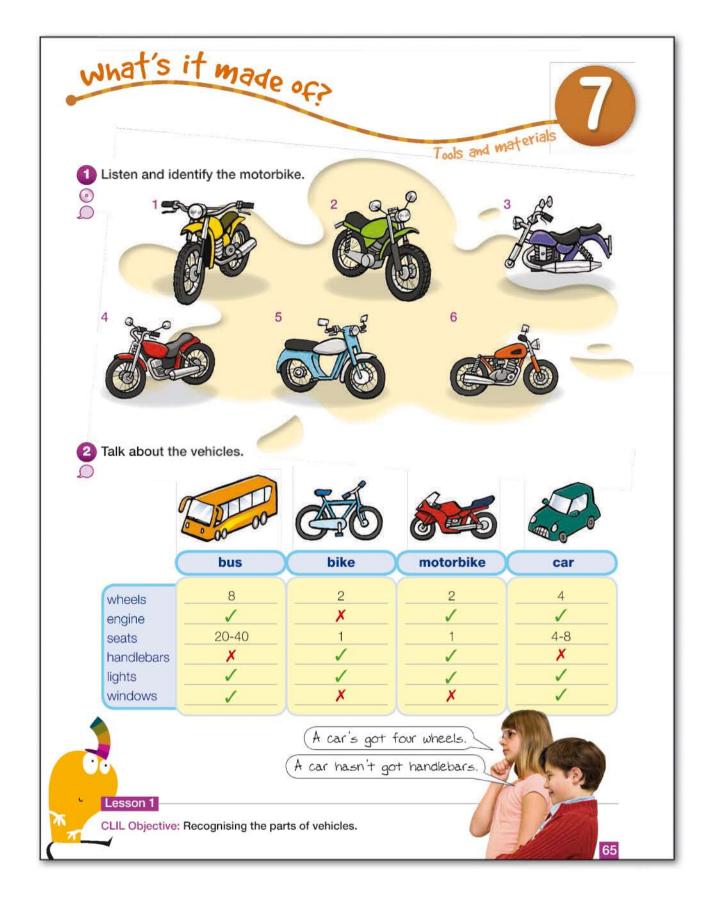
purple

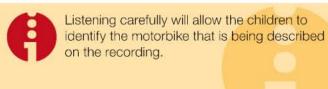
orange

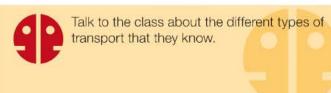
green

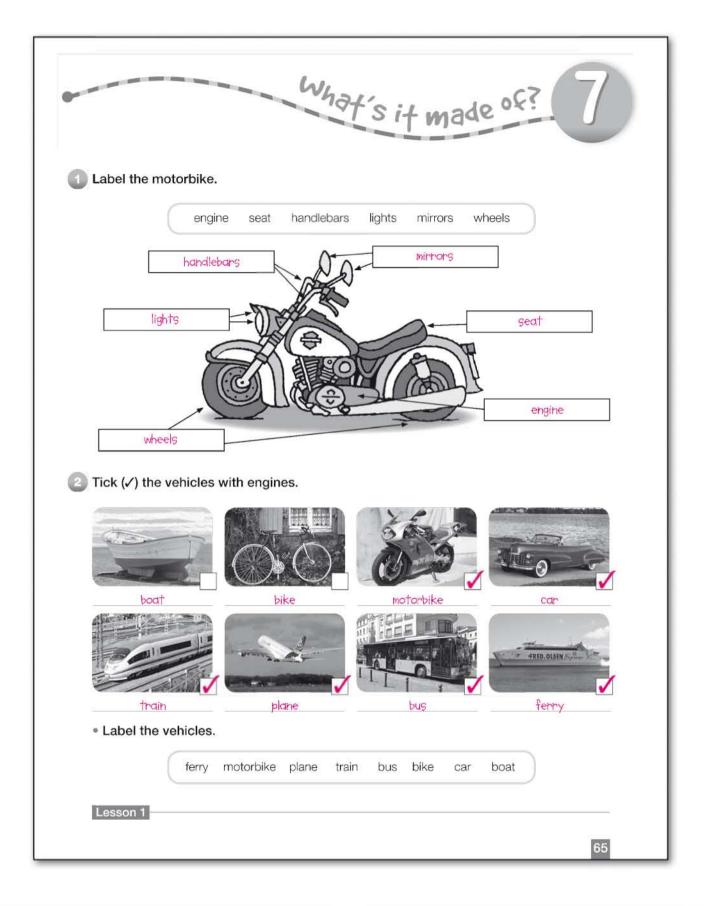
red

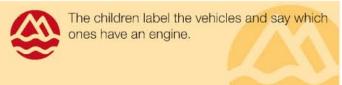
yellow













The children identify the parts of a motorbike.

UNIT 7 LESSON 1 OPTIONS

Activity Book

Page 65, Activity 1

Say: Open your Activity Books at page 65. Look at Activity 1.

Ask a volunteer to read out the words. Then, say: Now use these words to label the motorbike.

Page 65, Activity 2

Say: Now look at Activity 2.

Say: I'm going to say the names of means of transport. Stand up if the means of transport has got an engine. Say: car, bike, donkey, bus, horse, ferry, plane, motorbike, dog-sledge.

Tell the children to tick the vehicles that have an engine. Then, ask: Which vehicles have got engines? SS: The motorbike, the car, the train, the plane, the bus and the ferry.

Tell the children to use the words to label the photos.



Let's play!

Hangman

Choose a word that the children have learnt recently. Put a space on the board to represent each letter of the word. The children take turns calling out letters. If one of the letters corresponds to the letters of the word you have written on the board, write it in the appropriate space. If the letter is not part of the word, draw one part of a stick man. The children win if they guess the word before you draw the stick man.

Anticipating difficulties

In this unit the children will be working with materials, their origins and properties. It is important that they understand that the properties of materials make them appropriate for certain functions and not for others. The fact that windows are made of glass is not incidental. It is because glass has certain properties (hard, transparent, waterproof) that make it ideal for windows.

Transcripts



Track 2.19 Poster Activity

Granny: Come on children. Help me fix my motorbike. Now, Grace. Please pass me the engine.

Grace: Here you are, Granny.

Granny: Thank you.

Granny: Right. Now, Jack. Pass me the two wheels

please.

Thank you, Jack. Now, Ben. Pass me the seat.

Ben: Here you are, Granny.

Granny: Thanks. OK, Lily. Pass me the handlebars.

Lily: Here they are.

Granny: Thanks. Now Jack, pass me the light.

And Grace, pass me the mirrors. There! It's

finished.

Children: Wow! Brilliant!



Track 2.20 Activity 1

Narrator: Listen and say the colour of the motorbike.

Granny: Come on children. Help me fix my motor bike.

Now, Grace. Please pass me the engine.

Grace: Here you are, Granny.

Granny: Thank you.

Narrator: What colour is the motorbike?

Granny: Right. Now, Jack. Pass me the two wheels

please. Thank you, Jack.

Narrator: What colour is the motorbike?

Granny: Now, Ben. Pass me the seat.

Ben: Here you are, Granny.

Granny: Thanks.

Narrator: What colour is the motorbike?

Granny: OK, Lily. Pass me the handlebars.

Lily: Here they are. Granny: Thanks.

Narrator: What colour is the motorbike?

Granny: Now Jack, pass me the light. **Narrator:** What colour is the motorbike?

Granny: And Grace, pass me the mirrors. **Narrator:** What colour is the motorbike?

Identifying common materials in everyday machines and gadgets.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: glass, rubber, metal, leather, cotton, plastic, wool, paper, wood; engine, wheels, seat, mirrors; scissors, hair elastic, wallet, glasses, pencil case

Structures: It's made of ... They're made of ...

Resources: CD; poster (side A); poster pop-outs (two wheels, engine, light, mirrors, handlebars, seat) Materials: Objects for the 'feely bag': a hair elastic. scissors, pencil, glasses, pencil case, wallet

COMMON MATERIALS IN EVERYDAY MACHINES

Presentation M



Continuous assessment

Children can name the parts of a motorbike.

Say: Today we are going to learn about some common

Hold up the poster (side A). Hold up the pop-outs of the parts of the motorbike and ask: What's (this)? SS: A seat. Point to the words at the bottom of the poster and say: Yes! It's a seat and it's made of leather.

Point to the objects made of plastic in the class and say: They're (felt-tip pens). They're made of plastic.

Work with the book In



Student's Book, page 66, Activity 3

Say: Open your books at page 66. Look at the pictures of Granny's workshop.

Ask: What can you see in Granny's workshop? Encourage the children to name the parts of the bike and any other objects that they can. Say: Granny and Ben are in Granny's workshop. She's fixing her motorbike and Ben is helping her.

Play Track 2.21. The children listen to the recording and try to find the things that Granny is asking for.

Play Track 2.21 again. Tell the children to join in by singing along.

Play Track 2.21 again. Stop the recording just before Ben identifies the missing part and ask: What does she want? Play Track 2.21 again. The children sing the song again.

Student's Book, page 66, Activity 4

Say: Now we're going to play The feely bag game. Show the children the objects you are going to put in the bag and identify them. T: What's (this)? SS: It's a (pencil case). T: What's it made of? SS: Plastic, T: What are these? SS: They're (glasses). T: What are they made of? SS: Glass and plastic.

Put all the items you have brought to class into the bag. Walk around the class. Ask a child to put their hand in the bag. They describe the materials of one of the objects while another child guesses the object.

Transcript



Track 2.21 The mechanic's song

See page 279.

Optional Activity Book exercises

See page 279.

Practice

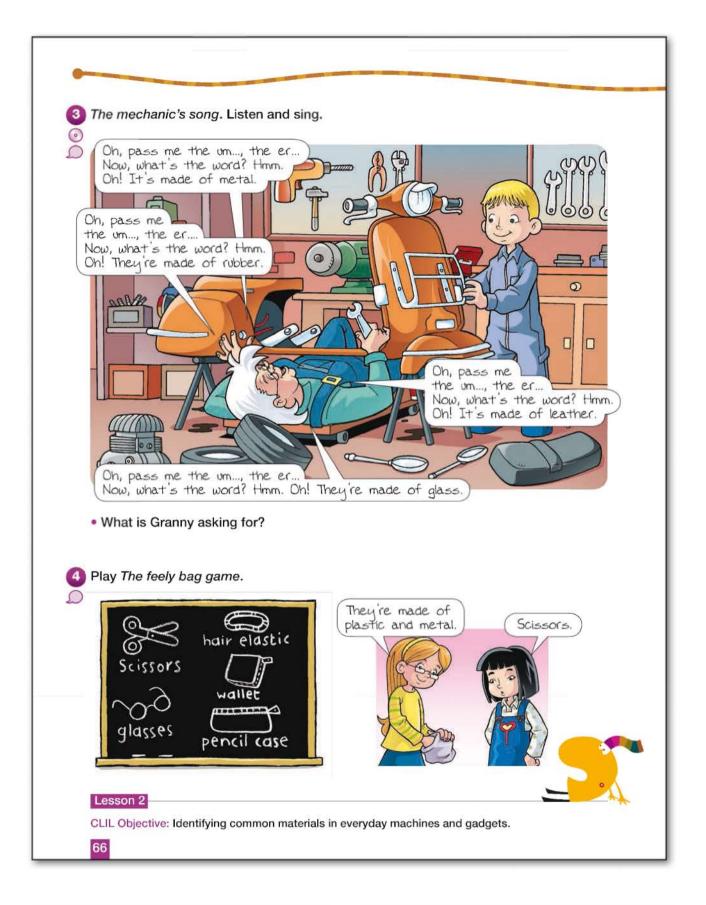
Ask: What's the most common material in our classroom? Encourage the children to call out the names of materials. Write their suggestions on the board. Then, do a class vote. Ask: Who thinks the most common material is (metal)? The children raise their hands if they think (metal) is the most common material in the class. Count and write the number on the board next to the name of the material. Discuss the results and decide which is correct.

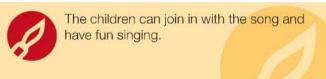
Answer key

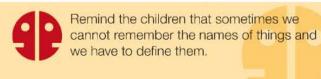
Student's Book, Activity 3

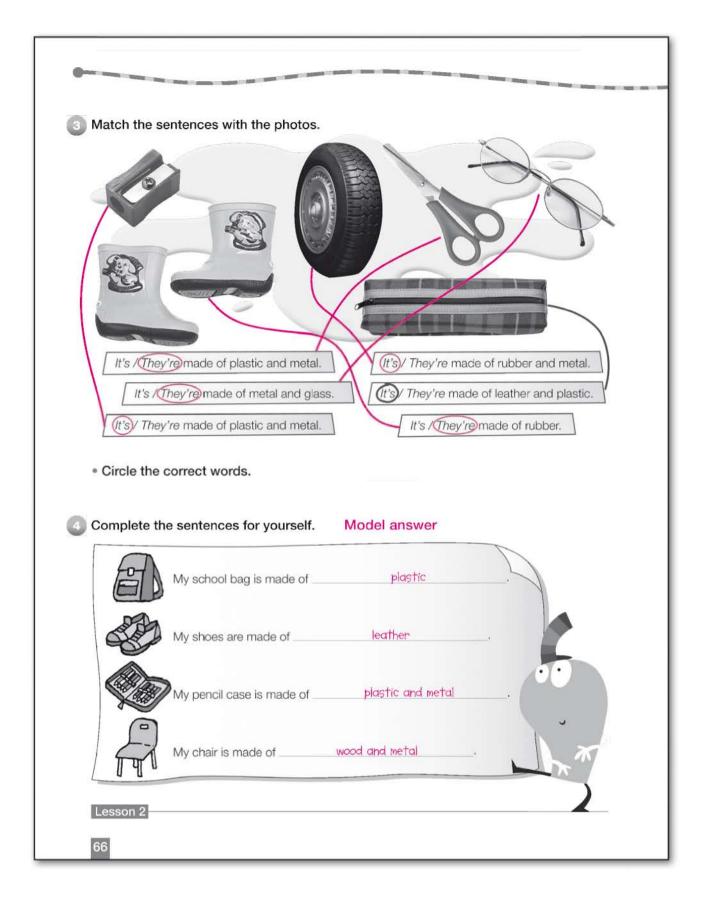
See Transcript, page 279.













The children associate the descriptions with the objects, paying special attention to the materials they are made from.

UNIT 7 LESSON 2 OPTIONS

Activity Book

Page 66, Activity 3

Say: Open your Activity Books at page 66. Look at Activity 3.

Tell the children to identify the objects in the photos. Each time they name an object, ask: What's it made of? / What are they made of?

Tell the children to match the sentences with the objects.

Tell the children to summarise the information: *The* (pencil case) is made of (leather and plastic).

Say: Circle the correct words in each sentence: It's or They're.

Ask for volunteers to read out the sentences and correct the activity.

Page 66, Activity 4

Say: Now look at Activity 4.

Tell the children to look at their things and to complete the sentences about the objects by writing the names of the materials that they are made from.

Ask for volunteers to read out their sentences and correct the activity.

Project Booklet

Ready to recycle!

Page 29, Classifying materials

Ask: Do you recycle glass/paper/plastics at home? Ask: where do you put old paper? What colour is the bin?

Ask: Why do we recycle (paper)? Prompt the answer: We can make new paper from old paper.

Say: Open your Project Booklets at page 29. Point to the pictures and ask: What is (a jam jar) made of? With the organic residues ask: Is this organic?

The children match the pictures to the recycling bins. Point to the pictures in Activity 2 and ask: What are these made of?

Ask: Do you recycle these at home? The children tick the items they recycle.

Ask the children to talk about the things they recycle at home. S1: We recycle (envelopes, batteries and plastic bottles.)

Resources

DVD

The mechanic's song

Multi-ROM

Unit 7, Activity 2



Let's play!

Guess the words

The children get into groups of four or five. Each team has to choose a category of words related to a particular field, for example, things that you can hear, parts of the body, things in a landscape... Each team writes ten words that correspond to their category. When they have finished, one of the teams has to say the words they think the other team has written. The team that gets the most words is the winner.

Transcript



Track 2.21 The mechanic's song

Granny: Oh, pass me the um..., the er...

Ben: What? What?

Granny: Now, what's the word? Hmm. Oh! It's made of

metal.

Ben: Oh! The engine!

Granny: Oh, pass me the um... the er...

Ben: What? What?

Granny: Now, what's the word? Hmm. Oh! They're made

of rubber.

Ben: Oh! The wheels!

Granny: Oh, pass me the um... the er...

Ben: What? What?

Granny: Now, what's the word? Hmm. Oh! It's made of

leather.

Ben: Oh! The seat!

Granny: Oh, pass me the um... the er...

Ben: What? What?

Granny: Now, what's the word? Hmm. Oh! They're made

of glass.

Ben: Oh! The mirrors!

Identifying the origin of common materials.

Curricular link: Science

Language Objectives

Vocabulary: animal, mineral, plant; glass, rubber, metal, leather, cotton, plastic, wool, paper, wood Structures: The door is made of metal and wood. Metal comes from a mineral. Wood comes from a plant

Resources: poster (side A) Materials: sticky notes

MATERIALS: ANIMAL, PLANT AND MINERAL

Presentation M



Say: Today we're going to talk about where materials come from.

Show the children the poster (side A) and point to the list of materials. Use objects in the classroom to give examples of each material, for example: This jumper is made of wool. This T-shirt is made of cotton.

Point to each word on the poster and say: Find an object made of...

Write the objects the children mention on sticky notes and stick them under the words on the poster. Make a separate column for objects that are made of more than one material. Point out that many things are made of more than one material. Point to objects in the list of mixed items and ask: What they are made of? / What is it made of?

Work with the book

Student's Book, page 67, Activity 5

Say: Open your books at page 67. Look at Activity 5. Let's talk about the materials and where they come from. Read out the title of the activity: Talk about the materials. Animal, mineral or plant? Explain that all materials come from animals, minerals or plants. Tell the children to put their finger on the first object and to follow the line to the central pictures. Then, ask: Where does wool come from? SS: Wool comes from an animal.

Repeat the procedure with the other objects. Then, ask: Which objects come from an animal? SS: Wool and leather. Repeat for the other sources.

You could also create a word map on the board.

Student's Book, page 67, Activity 6

Sav: Now we're going to make a diagram.

Draw a Venn diagram on the board like the one in the book and ask the children if they can remember what these diagrams show. (You can remind them what Venn diagrams consist of.) Tell the children to draw the three circles and to shade in the background according to the key. Ask the children to brainstorm a list of objects in the classroom. Write the list on the board.

Point to the objects one by one and ask: What is the (door) made of? SS: It's made of metal and wood. T: And where do metal and wood come from? SS: Metal comes from a mineral and wood comes from a plant.

The children write the word in the correct section of their Venn diagrams. Repeat for the other objects in their list on the board.

Optional Activity Book exercises



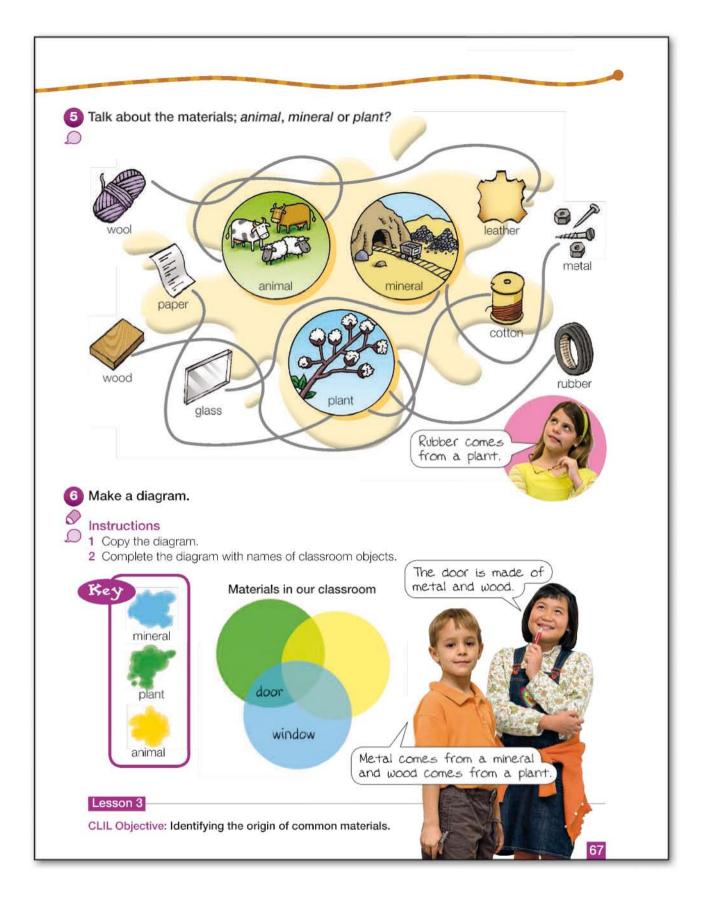
See page 283.

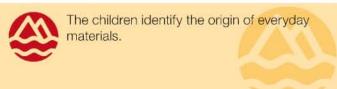
Practice

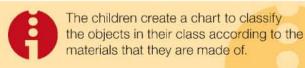
Continuous assessment

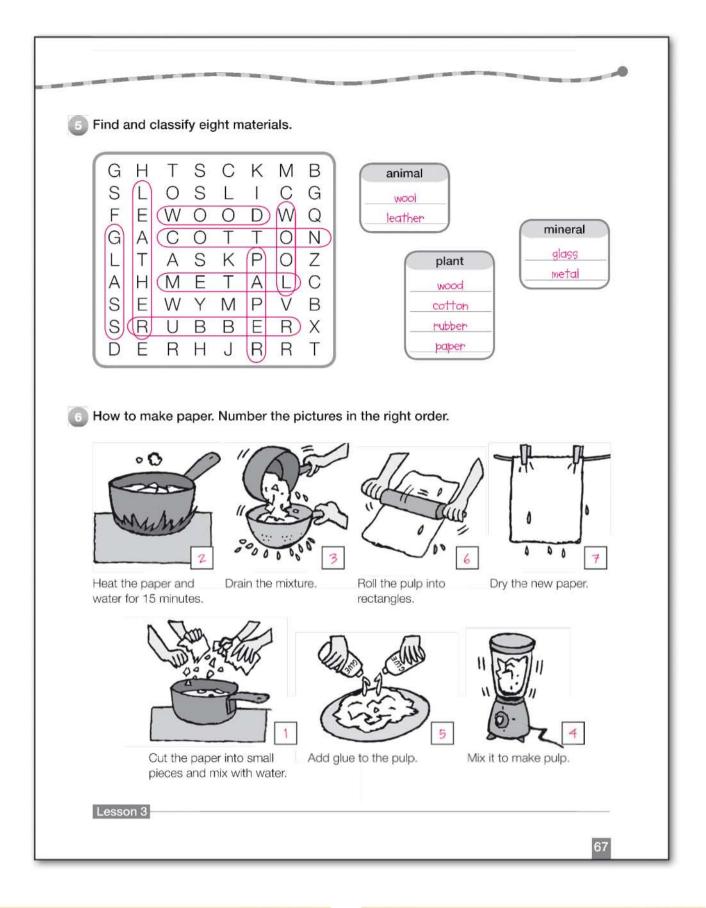
Children can name the main materials and their origins.

Divide the class into three groups. Assign animal, mineral or plant to each group. The children make a list of the things in the classroom that are in their group. When they have finished, encourage them to tell the other groups about their lists, S1: The table is made of wood. Wood comes from a plant. S2: The window is made of glass and metal. Glass and metal come from minerals.











Children find and classify the materials from the unit.



Children use their knowledge of the process of making recycled paper to put the stages in the correct order.

Activity Book

Page 67, Activity 5

Say: Open your Activity Books at page 67. Look at Activity 5.

Tell the children to find and circle the eight materials. Ask for volunteers to read out the words and write them on the board. Then, say: Let's classify these words. Where does (wood) come from? SS: From a plant. Tell the children to classify the words.

Page 67, Activity 6

Say: Now look at Activity 6.

Say: Look at the pictures. What are they making?

SS: Paper.

Tell the children to look at the pictures carefully. Ask a child: What's the first stage? S1: Cut the paper into small pieces and mix it with water.

Repeat until the process has been completed.
Tell the children to number the pictures in the book.
Then, ask for volunteers to read out their sentences and to describe the steps that are necessary to complete the process.

Project Booklet

Ready to recycle!

Page 30, Recycled furniture

Write on the board: *REUSE*. Explain that it is a good idea to recycle but we can also find new ways to use old things.

Ask: What can we make with a plastic water bottle? Write the ideas on the board. Repeat with shoe box/ yogurt pot/jam jar.

Explain that some people even make new furniture from old/second-hand furniture.

Say Open your Project Booklets to page 30. Point to the illustration and ask: Is this furniture new? Ask: Can you see any reused items? The children colour the furniture and things made of reused objects. Ask questions about the objects. T: What is (the sofa) made of?

The children match the words to make sentences. Ask for a volunteer to read out the list of objects at the bottom of the page. Ask: What can you make with these things? Give ideas. T: Can you make a bed? A desk? A picture? A carpet? A curtain?

The children invent and draw a piece of furniture or

other object using the items in the list.

Ask for volunteers to describe their recycled object. S1: This is (a chair). It's made of...

*Note: for the next project class, ask the children to bring in old newspapers.



Let's play!

Number race

Divide the board in half. Write some numbers in each half. Divide the class into two teams. Give pieces of chalk to two children - one from each team. Say a number and the two children have to circle the correct number. The child who does this first gets a point for their team. The game finishes when all the numbers have been circled.



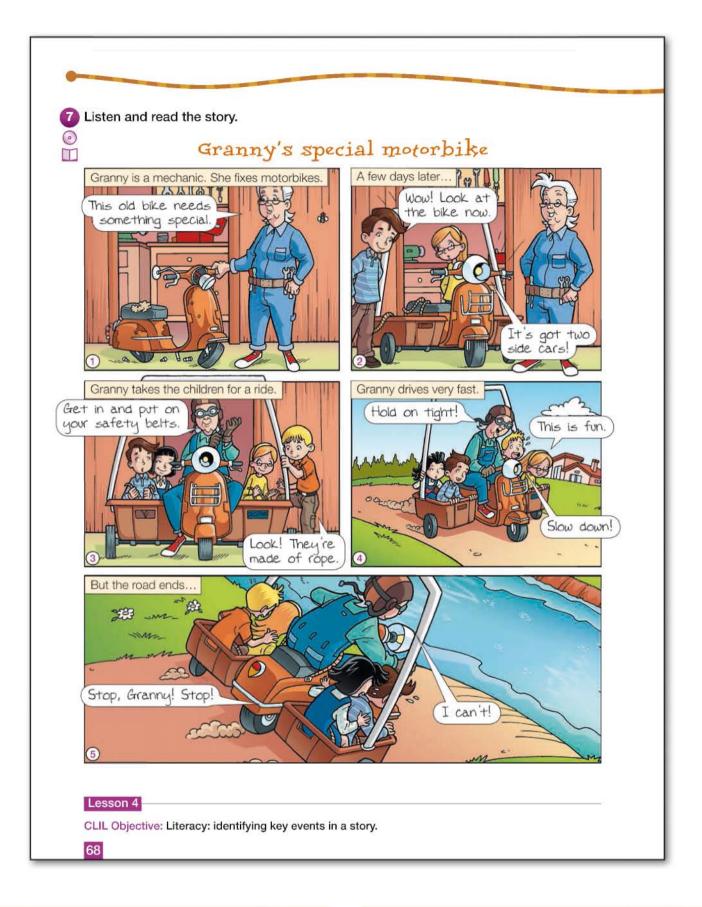
Resources

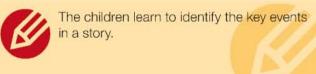
Multi-ROM

Unit 7, Activity 1

Teacher's Resource Book

Extension worksheet 1, page 51







The children use aural, visual and reading comprehension to understand the story.





Remind the children of the importance of listening carefully as the sounds are very similar.

Literacy: identifying key events in a story.

Curricular link: Literacy

Language Objectives

Story language: mechanic, fixes, motorbike, old, needs, special, side cars, takes, ride, safety belts, rope, drives, fast, road, ends, cliff, pushes, button, wings, plastic bags, flies, brilliant; Hold on tight! This is fun. The motorbike has got... They're made of...

Resources: CD; story cards

STORY: GRANNY'S SPECIAL MOTORBIKE

Presentation



Say: It's story time!

Put the story cards on the board. Tell the children to come to the front to look at the pictures.

Remove the story cards one by one and ask questions about the story.

Say: Sit down now and let's listen to the story.

Play Track 2.22. Point to the story cards as you listen to

the story.

Work with the book In



Student's Book, pages 68 and 69, Activity 7

Say: Open your books at pages 68 and 69.

Play Track 2.22 again. Tell the children to follow the story in their books.

Ask comprehension questions: Where's Granny? What does she do with motorbikes? Is the motorbike old? What has the motorbike got? Where do the children sit? What are the safety belts made of? What happens to the road? What happens to the motorbike? What has the motorbike got now? What can they see from the air?

Tell the children to read the story in silence. When they have finished, tell them to come to the board to write any words that they do not understand. Point to the words and explain their meaning using the story cards where possible, or by giving examples.

Transcript



Track 2.22

Story: Granny's special motorbike

See page 289.

Optional Activity Book exercises

See page 289.

Practice



Place the story cards on the board in random order. Play Track 2.22 again. This time, pause the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the story card and place it in a line below. Continue until you have placed all the story cards in the correct order in the line below.

Literacy: phonics, initial consonant blends: al (gloves, glass); pl (plastic, plane); fl (flower, fly)

Curricular link: Literacy

Recursos: CD; story cards; flashcards (engine,

wheel, handlebars, seat, light, mirror)

PHONICS

Retell the story

Place the story cards in random order on the board. Tell the children to come to the board to look at the story cards. Ask: Which is the first picture? Ask questions about the picture to check understanding. Repeat with the other story cards until all the pictures are in the correct order.

Work with the book [7]



Student's Book, page 69, Activity 8

Clap your hands to ensure that the children are watching you. Write the word gloves on the board as you say: gl gl gl gloves. Repeat several times. Articulate the gl sound very clearly as you show the children how the two sounds blend together. The children repeat: gl gl gl gloves.

Repeat with glass.

Write the word plane on the board as you say: pl pl pl plane. Repeat several times. The children say: pl, pl, pl plane.

Repeat with plastic.

Write the word flower on the board and say: fl fl flower. Repeat several times. The children say: fl fl fl flower. Repeat with fly.

Tell the children to look at Activity 8 on page 69.

Play Track 2.23. The children listen and repeat the key sounds and words.

Tell the children to find the pictures in the story that correspond to the words.

Ask: Can you find gloves? SS: Yes! In picture 3. Use the story cards if necessary.

Tell the children to think of other words in English that start with the sounds: gl, pl or fl.

Transcript



Track 2.23 Phonics

See page 291.

Optional Activity Book exercises

See page 291.

Act out the story n



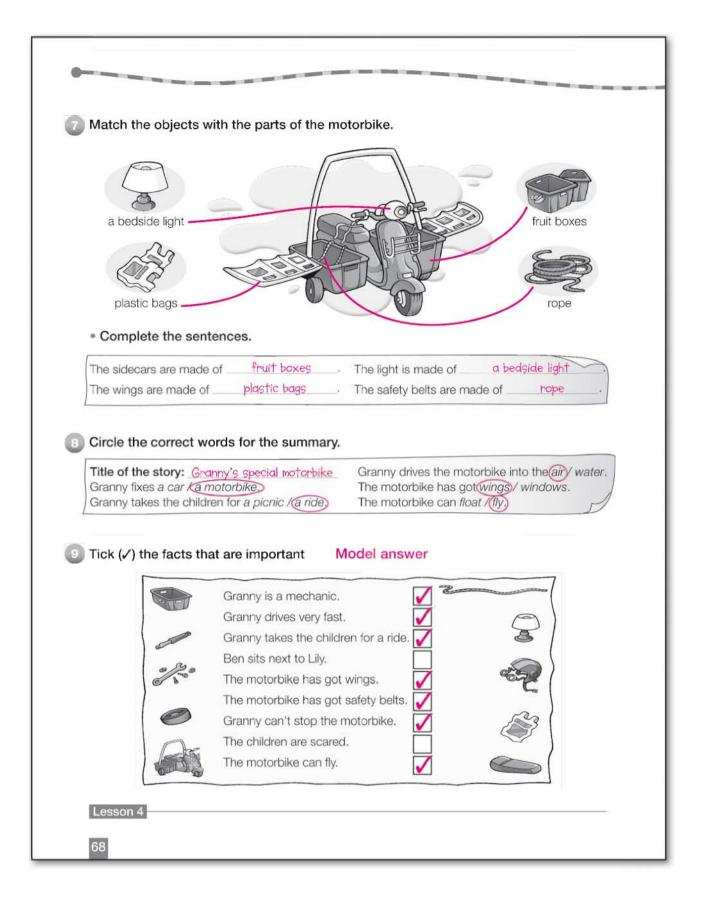
Divide the class into groups of five. Assign a character to each child. Play Track 2.22 again. The children join in with their lines.

Ask groups to come to the front to act out the story. Use the recording where necessary.

ANSWER KEY

Student's Book, Activity 8

gloves: pictures 3-9; glass: picture 9; plastic: pictures 2-9; plane: picture 8; flower: pictures 5, 9; fly: picture 1





Tell the children to find any recycled objects in the motorbike in the story.



The children learn to create a record of the story showing the key information.

UNIT 7 LESSON 4 OPTIONS

Activity Book

Page 68, Activity 7

Say: Open your Activity Books at page 68. Look at Activity 7.

Tell the children to look at the pictures. Say: Can you see the bedside light? What part of the motorbike is it? SS: The light.

Repeat with the other objects.

Tell the children to match the objects with the parts of the motorbike.

Tell the children to complete the sentences.

Ask for volunteers to read out their sentences and correct the activity.

Page 68, Activity 8

Say: Now look at Activity 8.

Ask the children to tell you the title of the story and to complete the summary of the story out loud.

Tell the children to write the title and to circle the correct words for the summary.

Ask for volunteers to read out their sentences and correct the activity.

Page 68, Activity 9

Say: Now look at Activity 9.

Ask volunteers to read out each sentence and then ask: Is that important for the story? Try to help the children to understand that some events are important and others are secondary in relation to the plot. Help them to distinguish the important events from the secondary events in the story. Tell the children to tick the important events.

Ask for volunteers to read out the sentences that they have ticked and correct the activity.



Let's play!

Tell the story!

Ask some children to form a line in front of the class. Give each child a story card, but make sure they are in the wrong order. The rest of the class gives instructions to these children to put the story cards in the correct order. Then, each child says what happens in their story card. This will be a way of retelling the story.

Recursos

Multi-ROM

Unit 7, Story

Teacher's Resource Book

Ready to read worksheet, page 75

Transcript



Track 2.22

Story: Granny's special motorbike

Narrator: Granny is a mechanic. She fixes motorbikes.

Granny: This old bike needs something special.

Narrator: A few days later... Jack: Wow! Look at the bike now. Grace: It's got two side cars!

Narrator: Granny takes the children for a ride. Granny: Get in and put on your safety belts.

Lily: Look! They're made of rope.

Narrator: Granny drives very fast.

Granny: Hold on tight!
Grace: This is fun.
Ben: Slow down!

Narrator: But the road ends... Lily: Stop, Granny. Stop!

Granny: I can't!!

Narrator: Then, Granny drives off the cliff.

Children: Help!!

Granny: Don't worry! This is a special motorbike.

Narrator: Granny pushes a red button. Ben: Look! The motorbike has got wings. Jack: They're made of plastic bags!

Narrator: The motorbike flies perfectly.

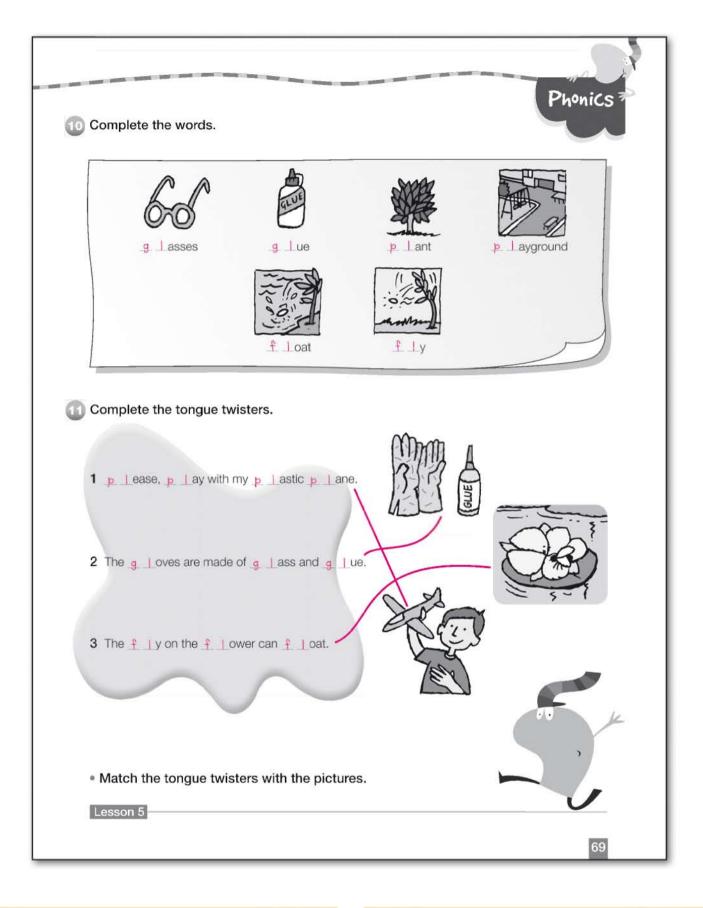
Lily: There's the house!

Grace: You're brilliant, Granny!

Narrator: Granny takes the children home. Granny: There you are, children! Back at home.

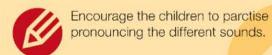
Children: Hurray!







Children recognise the different sounds and their spellings.



Page 69, Activity 10

Say: Open your Activity Books at page 69. Look at Activity 10.

Tell the children to look at the pictures and to complete the words orally.

Page 69, Activity 11

Say: Now look at Activity 11.

Explain that in each of the three tongue twisters, different consonant blends are used. Ask: Can anybody find the tongue twister with the (fl) blend? The children who know the answer raise their hands. Ask for a volunteer to complete the tongue twister orally. Repeat with the other tongue twisters.

Tell the chidren to write the missing letters. Ask for volunteers to read out their tongue twisters and correct the activity.

Then, the children match the tongue twisters with the corresponding pictures.

Resources

Multi-ROM

Unit 7, Phonics



Transcript



Track 2.23 Phonics

gl gl gl glass pl pl pl plastic pl pl pl plane fl fl fl flower fl fl fl fly



Let's play!

I spy phonics

Play I spy using the sounds that the children have learned, for example: I spy with my little eye something beginning with (gl).

Analysing the properties of different materials.

Curricular link: Science

Language Objectives

Vocabulary: strong, transparent, hard, heavy, flexible, waterproof; bottle, coat, chair, pillow, shoes, window; glass, rubber, metal, leather, cotton, plastic, wool, paper, wood, wooden, woollen

Structures: (Rubber) is flexible. (Wood) isn't transparent. You can't make a (chair) from (paper). Why not? Because (paper) isn't (strong). (Windows) are made of (glass), because (glass) is (transparent).

Resources: poster (side A)

PROPERTIES OF DIFFERENT MATERIALS

Presentation



Say: Today we're going to describe different materials. Show the children the poster (side A) and point to the names of the materials. Then, talk about the properties of the materials. Point to the (chair) and ask: What's (this chair) made of? SS: (Wood and metal).

Ask questions about the other materials: Is (wood) strong? Is it transparent? What about (metal)?

Continue the process until you have explained the properties of all the materials by relating them to different objects in the classroom.

Work with the book

Student's Book, page 70, Activity 9

Say: Open your books at page 70. Look at Activity 9. Look at the words.

Ask a volunteer to read the first word out loud. Then, point to the materials on the poster and tell the children to make sentences: (Metal) is strong. (Paper) isn't strong.

Continue with the other adjectives and materials, asking for both affirmative and negative sentences.

Student's Book, page 70, Activity 10

Say: Now look at Activity 10.

Tell the children to read the labels under each object. Say: Wow! A (paper chair!) That's a crazy invention, isn't it? Read the speech bubbles out loud. Make appropriate suprised faces as you name the inventions. Tell the children to choose an invention. S1: You can't make a (chair) from (paper). The rest of the class asks: Why not? S1: Because (paper) isn't (strong).

Repeat the process with the other objects.

Then, point to a window in the classroom and say: Look! Windows are made of glass. Why is that? SS: Because glass is transparent.

Tell the children to take turns pointing at objects in the classroom. They describe the materials while another child gives the reason for the material.

You could also tell the children to create their own crazy invention and to write sentences with the appropriate adjectives.

They could also create a poster with photos of everyday objects. Then, they can add cards with a description of the materials used and what they are like.

Optional Activity Book exercises



See page 295.

Practice

Continuous assessment

The children can describe the main properties of materials.

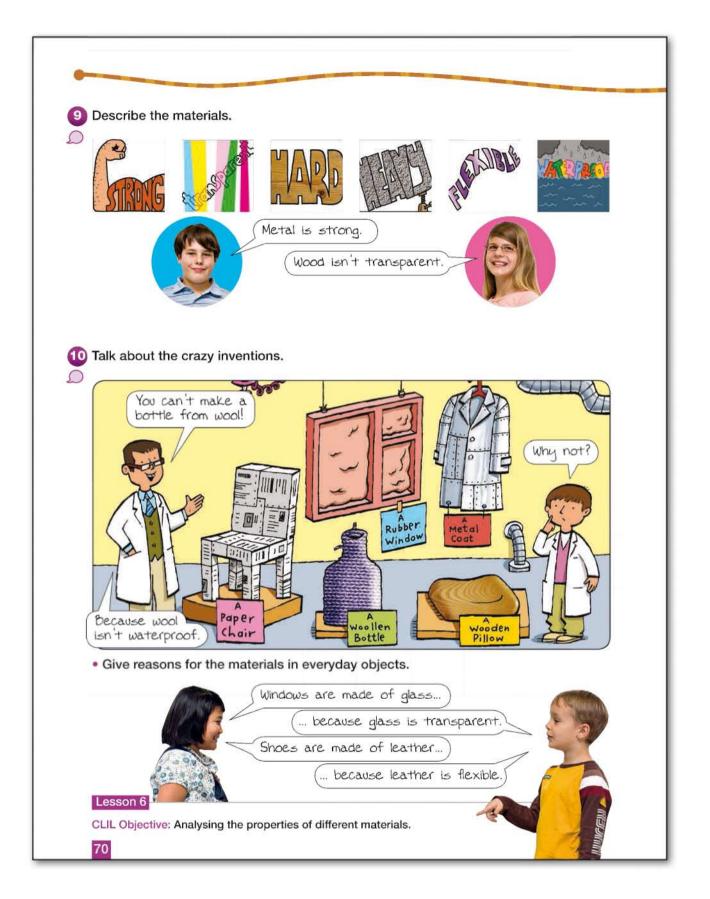
Tell the children to write the names of five objects from their bedrooms. You can prompt them by asking: Is there a (bed) in your bedroom?

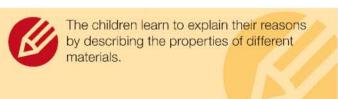
Then, you can tell them to write what the objects are made of. S1: In my bedroom there is a (desk). It's made of (wood) and (metal). Ask them if it would be possible to make the same objects using other materials. T: Can we make a (desk) from (metal) and (glass)?

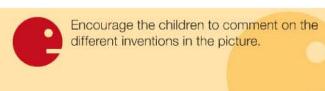
Answer Key

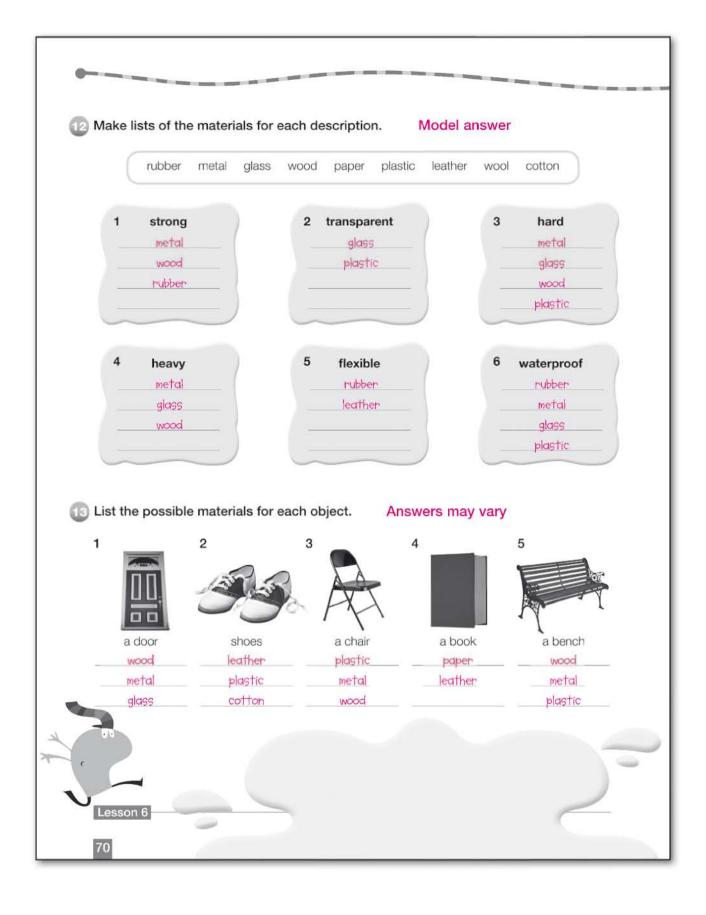
Student's Book, Activities 9 and 10

See page 295.











The children identify and classify the materials, paying special attention to their characteristics.

UNIT 7 LESSON 6 OPTIONS

Activity Book

Page 70, Activity 12

Say: Open your Activity Books at page 70. Look at Activity 12.

Ask a volunteer to read out the words in the text box. Say: Look at box 1. Which materials are strong? SS: Metal, wood.

Repeat with the other adjectives.

Tell the children to classify the materials for each adjective in their books.

Ask for volunteers to read out their lists and correct the activity.

Page 70, Activity 13

Say: Now look at Activity 13.

Ask: Can we make a door from (paper)? SS: No! T: Why

not? SS: Because (paper) isn't strong.

Repeat with the other objects and materials.

Tell the children to write the other suggestions for materials to create these objects. They write their ideas under each picture. Ask for volunteers to offer suggestions: We can make a door from wood, because wood is strong.

Project Booklet

Ready to recycle!

Page 31, A paper mache mask

Say: Let's think about paper. Ask: Where does paper come from? Ask: How can we help the trees? Write ideas on the board. Elicit ideas. Hold up a piece of paper that has not been fully used (maybe one side is blank.) Say: Can we use this piece of paper again? How? Explain that they are going to reuse old newspaper. Collect the old newspapers. Say: Let's make paper mache. Open your Project Booklets at page 31. Ask: What materials do we need? Hold up the items as they are named. Say: Look at the pictures. Which picture is first? The children point to the picture. Explain the action in the picture: We tear the paper into strips. Continue. T: Which picture is next? The children number the pictures. Divide the newspaper between the children. Say: Tear the paper into strips. Demonstrate this to the class. Collect the strips in a bucket. Pour water, glue and flour onto the newspaper and stir to make a paste. Divide the class into pairs and give each pair a balloon. Separate the paper paste onto four trays and assign a tray to each pair.

Say: Cover your balloon in strips of paper. Demonstrate. Once the children have covered the balloons with strips of paper, ask them to write their names on pieces of paper. They tie these to string tied to the knot on the balloon.

Collect the finished balloons and leave them to dry. Say: Now look at your booklets again. Explain: We are making masks. Point to the pictures and say: You can make a full mask or a half mask.

The children choose a shape for their mask and draw the outline.

Say: Now think of a design and decorations for your mask. Prompt ideas with questions: What colours has it got? Has it got any (feathers)?

Ask them to think of decorations they could add to their mask. Show pictures of ribbons, tinsel, sequins or feathers. They should bring as many of these things as possible to the next project lesson.



Let's play!

Find your partner

Hand out flashcards (photos and words) randomly to the children. Tell them they have to make pairs with the children who have the words that go with the pictures.

Resources

Multi-ROM

Unit 7, Activity 4

Teacher's Resource Book

Extension worksheet 2, page 52



ANSWER KEY

Student's Book, Activity 9

(Model answer)

Glass is transparent. Rubber is flexible. Metal is strong. Leather is flexible. Cotton isn't waterproof. Plastic isn't flexible. Wool isn't waterproof. Paper isn't strong. Wood is hard.

Student's Book, Activity 10

(Model answer)

You can't make a window from rubber because rubber isn't transparent. You can't make a coat from metal because metal isn't flexible. You can't make a pillow from wood because wood isn't flexible.

Learning about textiles.

Curricular link: Science

Language Objectives

Vocabulary: cotton, lycra, leather, polyester, silk, wool; swimsuit, jumper, jacket, dress, T-shirt, tracksuit Structures: 50% (polyester) and 50% (cotton). My (trousers) are made of (cotton) and (polyester).

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

(lycra, wool, leather, silk, cotton, polyester)

TEXTILES

Presentation



Say: Today we're going to learn about textiles. Show the children the poster (side B). Ask for two volunteers to come to the poster. They point to the garments as you name them.

Say: These clothes are made of different things. What do you think they are made of? Ask: What do you think the jumper is made of? SS: It's made of wool. Ask: What do you think the jacket is made of? SS: It's made of leather. Hold up the pop-outs of the fabric names and ask: What do you think is made of lycra? SS: The swimsuit.

Continue with the other fabrics. The children may disagree with each other, so ask them to give their reasons. Point to the jacket and ask: What's the jacket made of? SS: Leather. T: That's right. It's 100% leather. Write the composition on the board. Then, say: Sometimes clothes are made of more than one textile. For example, the (tracksuit) can be made of cotton and polyester. It's 50% cotton and 50% polyester. Write the composition on the board.

Work with the book n



Student's Book, page 71, Activity 11

Say: Open your books at page 71. Look at the pictures and the labels.

Ask: Look at label 1. Which item of clothing is 50% polyester and 50% cotton? Let the children discuss their answers and then take a show of hands and write the result on the board. Repeat for the other items and labels.

Play Track 2.24. The children listen to the recording and tick or cross out the predictions on the board.

Play Track 2.24 again. Correct any predictions that were wrong by stopping the recording and asking the children to chose the correct item of clothing. Ask questions about the garments. T: What is the (tracksuit) made of? S1: The (tracksuit) is made of (50% cotton and 50% polyester).

Student's Book, page 71, Activity 12

Say: Now look at Activity 12.

The children take turns talking about their clothes. They should look inside the labels to obtain the information. S1: My (trousers) are made of (cotton and polyester).

Transcript



Track 2.24 Activity 11

See page 299.

Optional Activity Book exercises

See page 299.

Practice

Continuous assessment

Children can name the main textiles and describe the composition of garments using percentages.

Choose four garments that are common to most of the children in the classroom, for example: T-shirt, trousers, skirt and socks. Write the words on the board in four columns.

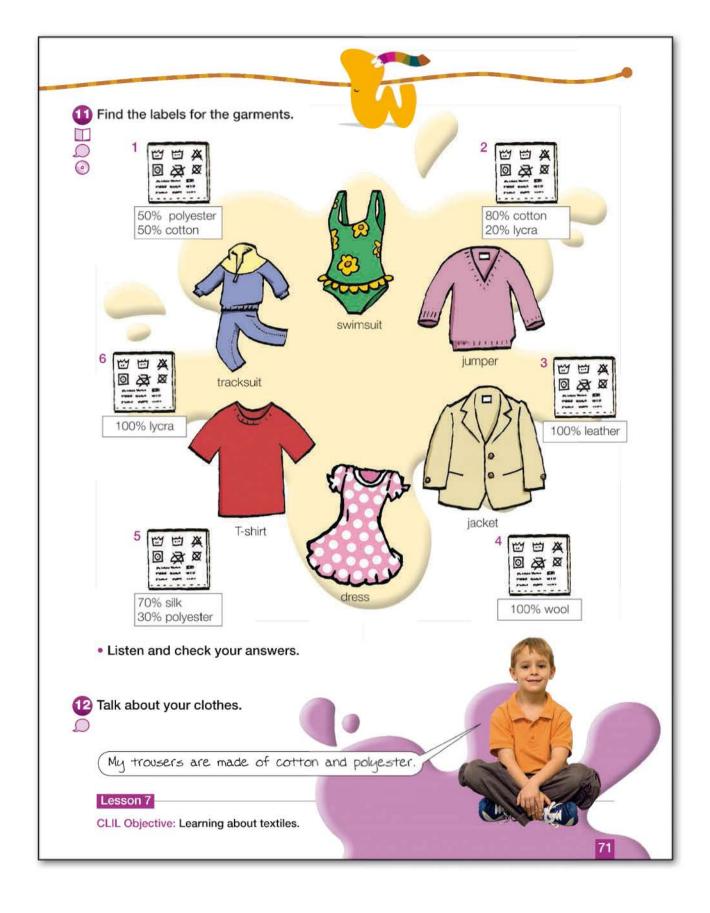
Tell the children to come to the board to write down the composition in the correct column.

Ask: What is the most popular textile? Discuss how this might be different if it were winter time rather than summer time.

ANSWER KEY

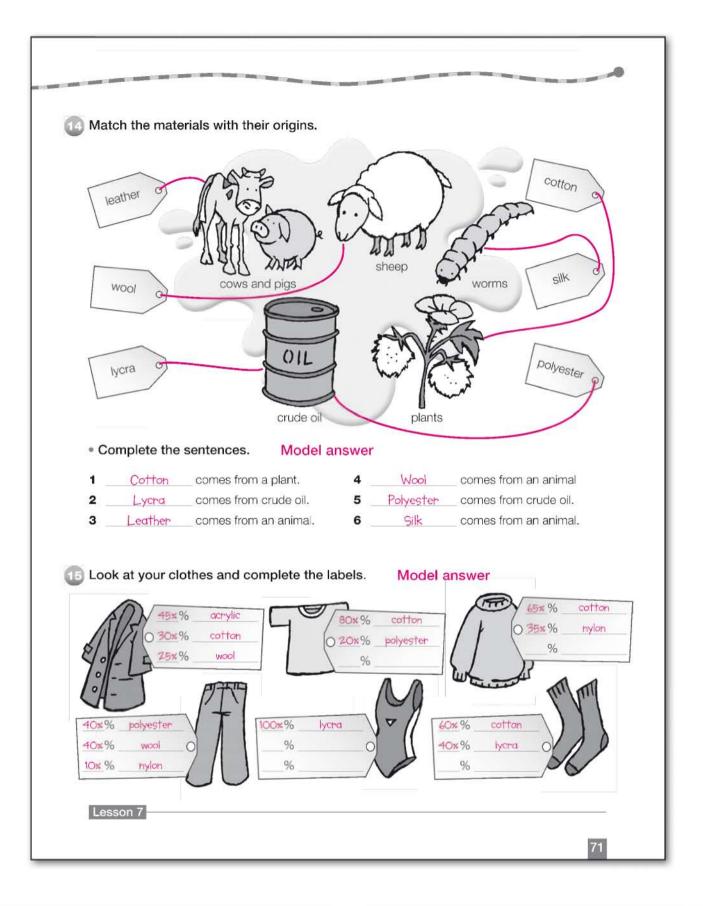
Student's Book, Activity 11

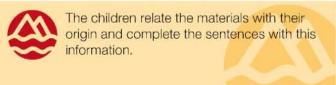
See Transcript, page 299.





Encourage the children to describe their clothes by talking about the materials that they are made of.







The children complete the labels with the composition of their garments.

Page 71, Activity 14

Say: Open your Activity Books at page 71. Look at Activity 14.

Tell the children to look at the pictures and to identify the objects/animals. They may not know what crude oil is. Explain that crude oil is obtained from under the sea. It is used to make petrol and some fabrics. Ask: Where does (leather) come from? SS: Cows and pigs. Repeat for the other materials.

Tell the children to match the materials with the pictures. Then, say: So if leather comes from cows and pigs, where does leather come from: a plant, an animal or a mineral? SS: An animal.

Repeat for the other materials.

Tell the children to complete the sentences in their books.

Ask for volunteers to read out their sentences and correct the activity.

Page 71, Activity 15

Say: Now look at Activity 15.

Tell the children to look at the labels inside their clothing and to complete the labels in the book.

Ask for volunteers to read out the information on their labels: My (coat) is 100% (wool).

Project Booklet

Ready to recycle!

Page 32, Decorating the mask

Say: Today we are decorating the masks. Ask: Have you got any decorations? The children take them out. Name the items. T: We've got (feathers, ribbons...)

Write the words on the board.

Say: Now find your balloons. Say: Open your Project Booklets at page 32.

Ask the children to choose the decorations they want and organise them on their desks.

Ask for a volunteer to read the instructions.

Hold up a balloon and indicate the direction of the cut. Go around the class helping them to cut the balloon in half. Help them cut eye holes and any other shapes they want.

The children paint the masks and decorate them using the design from the previous project lesson.

Help them to fix the elastic.

Once they have finished the masks, ask the children to write a description following the model in their booklets. Collect the masks and display them around the classroom. Ask volunteers to read their descriptions out loud. The rest of the class finds the mask.

S1: My mask is made of... It is a full/half mask. It's got (feathers and sequins).

They can vote on the best mask. Ask teachers or children from other classes to vote. The prize could be a diploma or a simple present. You could display the masks in the corridors with a description that is written by the children.

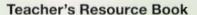


Let's play!

Use the word

Use the key vocabulary cards or the Teacher's Resource Book, page 20 (two copies per group). The children play in groups of four. They shuffle the key vocabulary cards and place them face down on the table. Then they take turns taking a card and making a sentence using the word. If they make a correct sentence, they keep the card. If not, they put it to the bottom of the pile. The child with the most cards wins.

Resources



Ready to write worksheet, page 117



Transcript



Track 2.24 Activity 11

The swimsuit is made of 100% lycra.

The tracksuit is made of 50% cotton and 50% polyester.

The jumper is made of 100% wool.

The T-shirt is made of 80% cotton and 20% lycra.

The jacket is made of 100% leather.

The dress is made of 70% silk and 30% polyester.

Language awareness: adjectives.

Curricular link: Literacy

Language Objectives

Vocabulary: blue, brown, black, green, yellow, red; old, new, big, small, hard, waterproof; hat, boots, swimsuit, trousers, jumper

Resources: poster (side B); Unit 7 cut-outs or Teacher's Resource Book, page 15 (one copy per child)

Materials: scissors, glue

FOCUS ON LANGUAGE

Presentation



Show the children the poster (side B). Point to the pictures of the different hats. Say: These are all hats. But they are all different.

Ask some children to come to the poster and say: Show me an (old) hat. The children point to the corresponding hat. Then, say: Show me a (blue) hat.

Then, combine two adjectives and say: Show me a (big), (black) hat.

Write the sentences on the board.

Point to one of the sentences and ask: Which word is a thing? SS: Hat! T: Which words describe the thing? SS: (big, black).

Say: That's right. The word hat is a noun. The word (big) is an adjective. The word (black) is an adjective. An adjective describes a noun.

Work with the book

Student's Book, page 72, Activity 13

Say: Open your books at page 72. Look at the board in the book.

Tell the children to help you describe the clothes. Say: Let's describe the boots. What colour are they? SS: Black. T: So they are black boots. Which word is the adjective? SS: Black. T: And which word is the noun? SS: Boots. Repeat for the other items of clothings.

Then, ask: So which words do we put in the list of adjectives? SS: Black, blue... T: And which words do we put in the list of nouns? SS: Boots, swimsuit...

Student's Book, page 72, Activity 14

Say: Now we're going to play a game. Find your cut-outs for Unit 7.

Tell the children to cut out the triangles.

Demonstrate the language game with two volunteers.

Place all the triangles face down in the middle of the table, except those that are in the box, which are face up. Take turns turning over three triangles. If two adjectives and a noun are turned over, the children can form sentences. If not, they turn over three triangles again. Each time they make a correct sentence, they read it out loud. The children play in pairs.

Optional Activity Book exercises



See page 303.

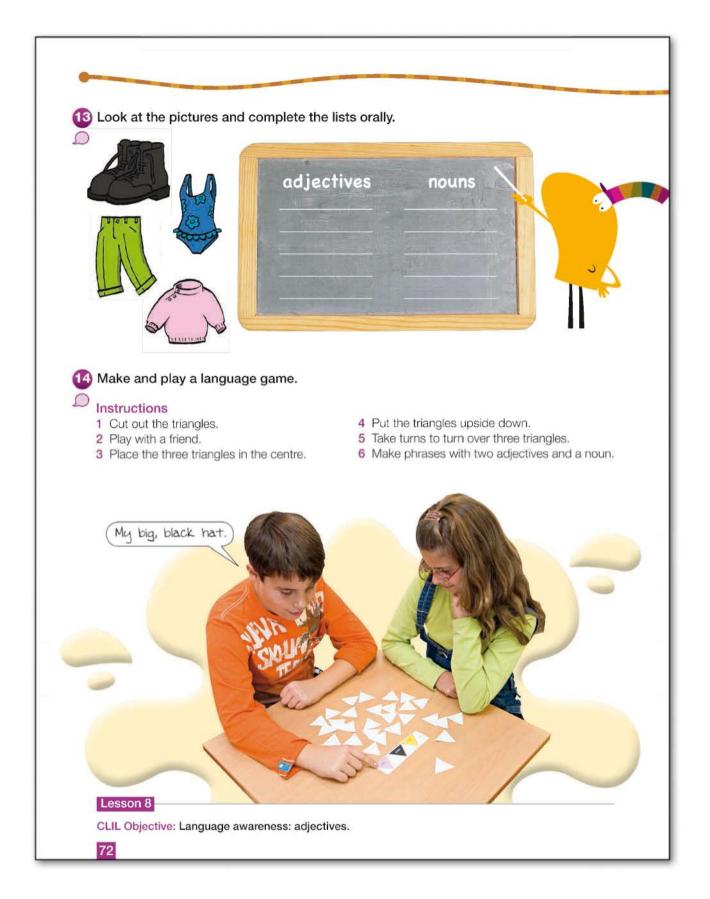
Practice

Play I spy with adjectives. T: I spy with my little eye, something big and transparent. SS: The (window). Ask a volunteer to describe an object while the rest of the class tries to guess what it is. The child who guesses correctly can describe the following object.

ANSWER KEY

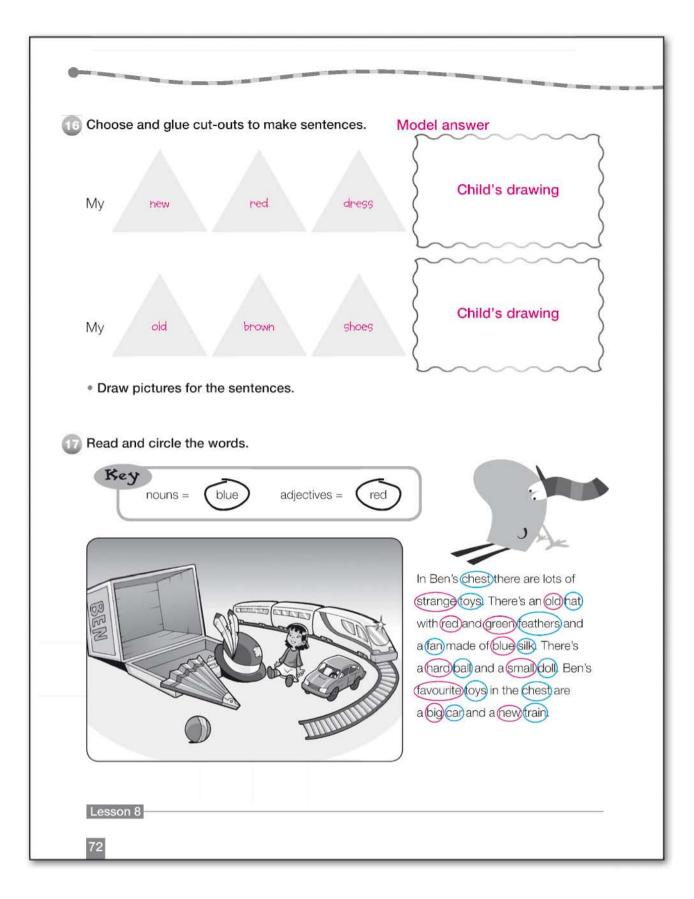
Student's Book, Activity 13 adjectives nouns

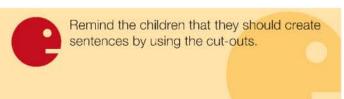
black boots blue swimsuit green trousers pink jumper

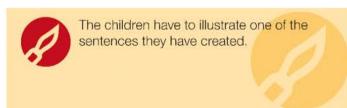




The children have to classify the information about the clothing according to its grammatical category.







Page 72, Activity 16

Say: Open your Activity Books at page 72. Look at Activity 16.

The children choose six of the cut-outs to form two sentences.

Tell the children to choose their cut-outs and to form the two sentences on their tables.

Ask for volunteers to read out their sentences and correct them when necessary.

Tell the children to stick the cut-outs in their books to form sentences.

Tell the children to draw pictures to illustrate their sentences.

Ask for volunteers to read out their sentences and to show their pictures to their classmates.

Page 72, Activity 17

Say: Now look at Activity 17.

Ask volunteers to read out the text, stopping at the end of each sentence: Who can tell me the adjectives in that sentence? Who can tell me the nouns?

Tell the children to use the key to circle the words from the text: *adjectives* and *nouns*.

Ask for volunteers to come to the board to write a word that they have circled in the corresponding column. Continue until all the words have been identified.



Let's play!

Charades

Mime words or sentences so the children can guess them. The child who guesses first can mime correctly the following word.

Resources

DVD

Unit 7, Real kids

Teacher's Resource Book

DVD worksheet, page 31



Learning about different objects made of plastic.

Curricular link: Art: Science

Language Objectives

Vocabulary: jacket, guitar, mat, sofa, pen, school bag, wellies, table, book, chair; plastic, useful, crude oil, recycle, bottle, bag, Earth, moon, million, billion, bird trav. pencil holder, maracas

Resources: CD

Materials: plastic objects (bags, bottles, toys, folders...) Activity 17 (plastic bottles, scissors, coloured paper, glue, sticky tape, string, rice)

THE WONDERFUL WORLD: PLASTIC, A MAGIC MATERIAL

Presentation

Say: Today we're going to learn about plastic. Show the children the things that you have brought to class and identify other objects made of plastic in the classroom. Describe the objects: This plastic is hard. This plastic is/ isn't transparent.

Explain that plastic can be made into different shapes, colours and textures.

Work with the book n



Student's Book, page 73, Activity 15

Say: Open your books at page 73.

Read the text out loud. Then, say: Look at these pictures of different objects. Some of them are made of plastic and some aren't.

Give the children a few moments to look at the pictures and then ask them to try to guess which objects are made out of plastic: Do you think the jacket is made of plastic? SS: No!

Play Track 2.25. The children listen and point to the

Play Track 2.25 again. This time, stop after each sentence and ask: What's the (jacket) made of? SS: Plastic. Ask the children if they are surprised by any of these facts. They will probably be surprised to know that the jacket is made of plastic. This is because it is made of recycled plastic.

Student's Book, page 73, Activity 16

Say: Now we're going to learn about plastic bottles. Tell the children to look at the pictures and to identify the objects. Say: Look at the first picture. Can you see the Earth? Can you see the moon? Repeat for the other objects: a pile of plastic bottles, a recycling bin, a jacket and a plastic bottle, a plastic bag.

Read the first sentence out loud, showing that there is a missing number. Sav: Look at the pictures. What number is missing? SS: 9.

Ask a volunteer to read out and complete the sentence. Repeat the process with the other sentences.

Student's Book, page 73, Activity 17

Say: Now we're going to reuse a plastic water bottle. Read the list of materials out loud and place them on the

Make three columns on the board and write the three objects: bird tray... at the top of each column. Tell the children to choose an object. They come to the front and write their names in the corresponding columns.

Tell the children to collect their materials in order to make their recycled handicraft.

Transcript



Track 2.25 Activity 15

See page 307.

Optional Activity Book exercises

See page 307.

Practice

The children take turns showing their classmates what they have made. They describe their handicraft.

Answer key

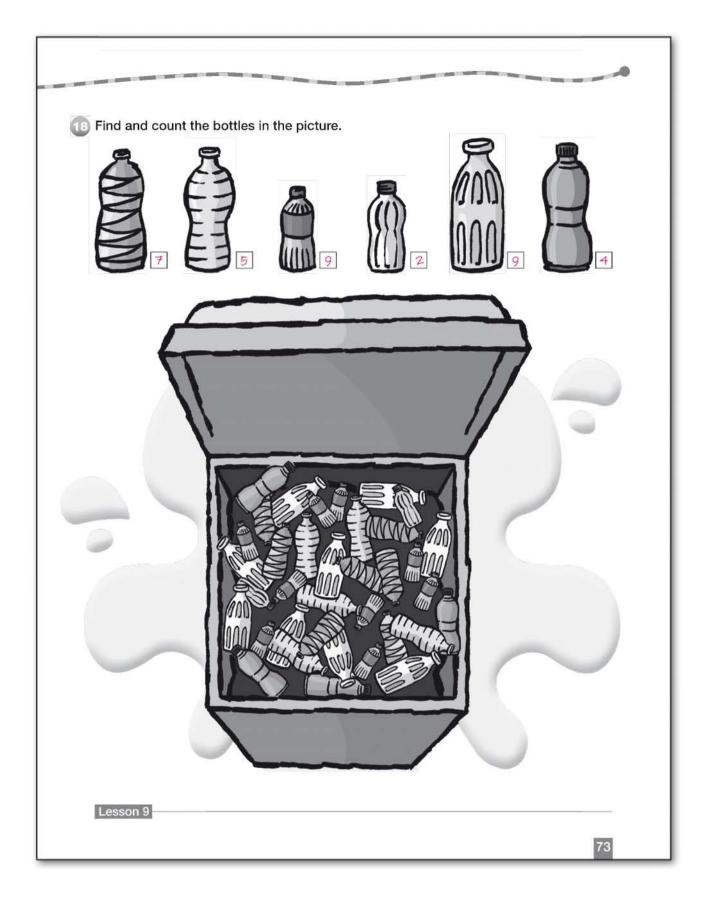
Student's Book, Activities 15 and 16

See page 307





The chidren have to recognise and practise saying large numbers.





The children find, identify and count the bottles which appear in a variety of shapes and sizes.

Page 73, Activity 18

Sav: Open your Activity Books at page 73. Look at Activity 18.

Tell the children to count the number of plastic bottles of each type in the picture and to write the numbers in the boxes.



Let's play!

Pictionary

Divide the class into groups of six. Together with the children, write words on slips of paper. Gather all the slips together and put them in a bag or a hat. One child from one of the teams chooses a word and has to draw it (or things that represent it) on the board, so that their team can guess it. Set a time limit of one minute. If they guess the word, they get two points. If not, the other teams can try to guess the word.

Transcript

Track 2.25 Activity 15

The jacket is made of plastic. The book is made of paper. The mat is made of plastic. The table is made of wood. The quitar is made of plastic. The schoolbag is made of plastic.

ANSWER KEY

Student's Book, Activity 15

See Transcript.

Student's Book, Activity 16

We use more than nine billion plastic bottles every year in the UK.

Twenty-five 2-litre plastic bottles make one jacket. We use five hundred million plastic bags every week in the UK.

We recycle about three hundred and sixty million plastic bottles in the UK.

All the plastic bags in the world measure the distance from the Earth to the moon and back five times.

Resources

Multi-ROM

The wonderful world Unit 7, Activity 3



Assessment.

Curricular link: Science: Social Science

Language Objectives

All the vocabulary from Unit 7

Resources: CD; poster (sides A and B); poster pop-outs (two wheels, engine, light, mirrors, handlebars, seat)

REVIEW

Let's remember!



Say: Today we are going to remember all the work we have done in Unit 7.

Ask: Do you remember The mechanic's song? Show the children the poster (side A). Ask eight volunteers to come the board. Hand out the pop-outs for the parts of

Play Track 2.21. The children join in by singing along. The eight children with the pop-outs build the motorbike.

Work with the book

Student's Book, page 74, Activity 18

Say: Open your books at page 74. We're going to choose a material and write about it.

Tell the children to look at the different materials and the different adjectives. Read the example: Leather is flexible and strong. Shoes are made of leather.

Tell the children to choose one of the materials. They write about it using the model. Ask all the children to read their sentences out loud one by one. Correct any mistakes. You could put all the sentences on a big piece of paper to act as a reminder to the class.

Student's Book, page 74, Activity 19

Say: Now we're going to play a guessing game. Read Jack's speech bubble out loud and ask: What do you think that is? SS: The socks! T: No. They're made of 50% cotton and 50% polyester. SS: The trousers.

Tell the children to work in pairs. They take turns describing and guessing an item of clothing.

Optional Activity Book exercises



See page 311.

Round up



Show the children the poster (side A). Point to the materials. Ask: Can you show me something made of (glass) here in the classroom? SS: (The windows). T: Why do we make (windows) of (glass)? SS: Because it's (transparent).

Repeat with the other materials.

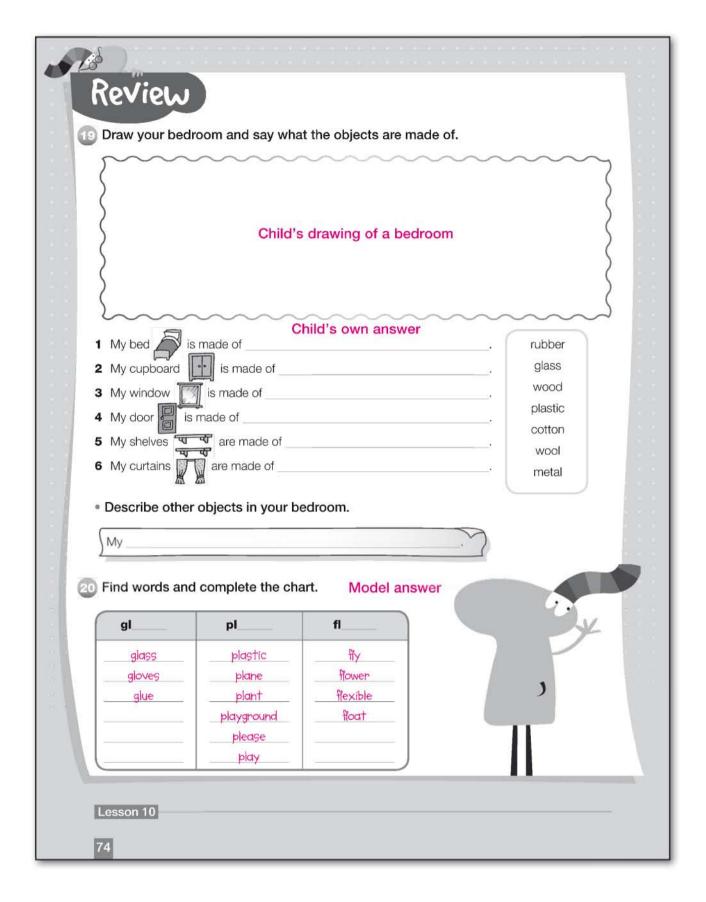
Turn the poster over and show the children the poster (side B). Ask them to come to the poster to name the garments. Then, ask: Have you got a (swimsuit) at home? What's it made of? Is it (100% lycra)? What do you think? If you have time, play a guessing game. A volunteer describes an object in the classroom and the rest of the class tries to guess what it is. S1: It's made of metal and wood. It's hard and strong. SS: The door! The children take turns describing objects and the rest of the class tries to guess the words.

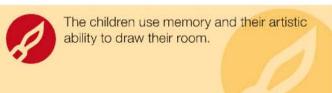
*Note: Tell the children to bring a photo of their bedrooms for Activity 19 of the Activity Book.

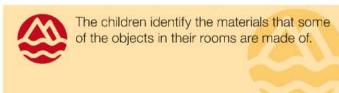




The children show their understanding of the vocabulary, the structures and the content.







Page 74, Activity 19

Say: Open your Activity Books at page 74. Look at Activity 19.

Tell the children to do a drawing of the furniture and the objects in their rooms. They can use the photos that they have brought to class.

Then, ask them about their pictures: What's in your bedroom? S1: (A bed). T: What's it made of? S1: (Wood) and (metal).

Tell the children to complete the sentences about their rooms.

Ask for volunteers to read out their sentences and correct the activity.

Say: Now choose something else from the picture of your bedroom and complete the sentence.

Ask for volunteers to read out their sentences.

They can exchange photos and describe their classmate's room.

Page 74, Activity 20

Say: Now look at Activity 20.

Ask: Can you tell me a word that starts with the gl sound? SS: Gloves! Repeat with the other consonant blends.

Tell the children to complete the lists. They can look through their books to find words.



Let's play!

Memory

The children can play this game in pairs with the key vocabulary cards or the Teacher's Resource Book, page 21 (one copy per child). Put the key vocabulary cards face down on the table. The children take turns choosing two cards. If they are the same, they keep them. If not, they put them back in the same place.

Resources

Teacher's Resource Book

Unit 7 Test, pages 97 and 98



See Transcript Track 2.26

Transcript



Track 2.26 Unit 7 Test. Activity 1

Listen and number the vehicles.

1

This vehicle has got two wheels and an engine. It's got one seat, handlebars and a light, but it hasn't got any windows. What is it?

2

This vehicle has got two wheels, one seat, handlebars and a light. It hasn't got an engine and it hasn't got any windows. What is it?

3

This vehicle has got eight wheels and an engine. It's got twenty seats, lots of windows and lights, but it hasn't got any handlebars. What is it?

4

This vehicle has got four wheels and an engine. It's got four seats, windows and lights, but it hasn't got any handlebars. What is it?

Assessment criteria

CLIL Objectives

Children can identify common materials.

Children can identify the origin of common materials and their main properties. Children can identify the main materials used for textiles and understand the concept of percentages when applied to textiles.

Children can identify some ways to recycle plastic.

Language Objectives

Children can name the parts of a bike.

Children can name some main materials.

Children can name the origins of materials.

Children can describe the properties of materials using adjectives.

Children can name some main textiles.

Children can identify parts of speech: nouns and adjectives.



PARTY TIME!

Culture and civilization

CLIL Objective

Contrasting public and private celebrations.

Curricular link: Social Science

Language Objectives

Vocabulary: New Year, Halloween, wedding, anniversary, Christmas, birthday, village festival

Structures: It's a (public) celebration.

Resources: CD; poster (side A); poster pop-outs (New Year, birthday, Christmas, wedding anniversary, village

festival, Halloween)

PARTY TIME!

Presentation





Present the context. Show the children the poster (side A). Say: Today we are going to talk about celebrations. We all celebrate in our families and our communities. Look at the pictures on the poster.

Point to the celebrations one by one and tell the children to name the clues. For example, point to the cake and say: What kind of cake is this? SS: A birthday cake.

Hand out the pop-outs of the words. Point to the first picture and ask: What kind of celebration is this? SS: A birthday. Tell the child who is holding this word to come and label the picture.

Repeat for the other words.

Remove the pop-outs and ask six children to come to the poster. Give them each a pop-out.

Play Track 2.27. Pause the recording after the sound effects and ask the children to place the pop-outs on the correct pictures.

Repeat the procedure for all the pictures.

Work with the book n



Student's Book, page 75, Activity 1

Say: Open your books at page 75. Look at the pictures and photos. Some of these celebrations are private celebrations. We celebrate with our families and often at home. Others are public celebrations. We celebrate as a community.

Tell the children to look at the pictures/photos and say: Look at picture number 1. Is it a public or a private celebration? SS: Private.

Repeat for the other pictures and photos.

Play Track 2.28. The children listen to the recording and point to the pictures/photos.

Play Track 2.28 again. Pause the recording after each question and tell the children to answer the question. Summarise the activity by asking questions. T: Is (New Year) a public or a private celebration? S1: It's a (public) celebration.

Transcripts



Track 2.27 Poster Activity

See page 315.



Track 2.28 Activity 1

See page 315.

Optional Activity Book exercises

See page 315.

Practice

Talk about your favourite celebrations.

Say: I like New Year because I like fireworks. I like Christmas because I like Christmas music... and so on. Give a reason for liking each celebration.

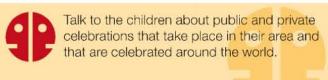
Ask: What's your favourite celebration? Encourage the children to tell the rest of the class what their favourite celebration is and why they like it best. Most children will probably say that they like Christmas or their birthday best because they receive presents. Explain that there are many celebrations that do not involve receiving presents.

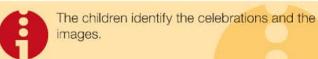
Answer key

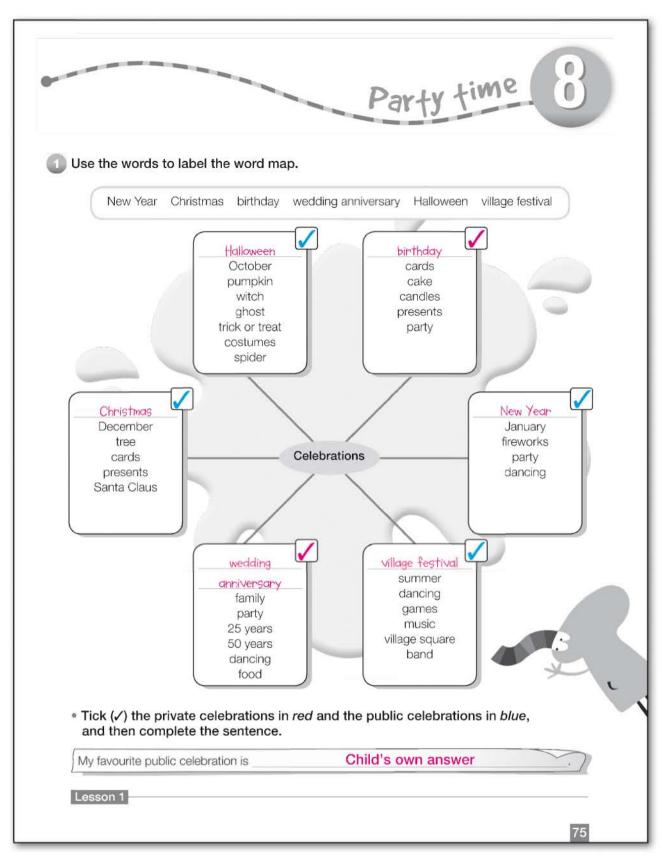
Student's Book, Activity 1

New Year: public celebration Halloween: public celebration birthday: private celebration village festival: public celebration Christmas: public celebration wedding anniversary: private

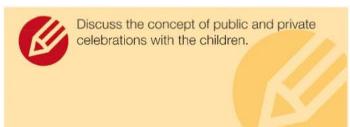












UNIT 8 LESSON 1

Activity Book

Page 75, Activity 1

Say: Open your Activity Books at page 75. Look at Activity 1.

Ask a volunteer to read the words accross the top of the page out loud.

Then, ask another volunteer to read out the first list of words. Ask: What celebration do you think this is? SS: Halloween.

Repeat with the other list of words.

The children label each list of words in their books.

Ask: Which of these celebrations are public

celebrations? SS: New Year, Christmas, Halloween and a village festival.

Repeat for the other private celebrations.

Tell the children to tick the words in their books using red for the private celebrations and blue for the public celebrations.

Ask: Whose favourite celebration is (Halloween)? The children whose favourite celebration is (Halloween) raise their hands. Count the number of hands and write the celebration and number on the board.

Continue with all the other celebrations to find out which one is the most popular in the class.

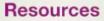
Tell the children to complete the sentences in their books. Ask for volunteers to read out their sentence.



Let's play!

Three in a row

Draw a 3 x 3 grid on the board. Stick a picture or a flashcard in each square. Divide the class into two teams. One team is Noughts and the other team is Crosses. Tell a child to name one of the pictures. If the child gets it right, they can put a nought/cross in this square for their team. The first team to get three in a row is the winner.



Multi-ROM

Unit 8, Activity 1

Transcripts



Track 2.27 Poster Activity

The same as Track 2.28 (see below) but without the narrator's lines.



Track 2.28 Activity 1

... 5, 4, 3, 2, 1... (fireworks, Auld Long Syne) Narrator: Is this a public celebration or a private celebration?

Children: Trick or treat?

Narrator: Is this a public celebration or a private celebration?

Grace: Look at all those candles! 1, 2, 3, 4, 5, 6, 7, 8!

Blow them out.

Grace: Now make a wish, Ben!

Narrator: Is this a public celebration or a private

celebration?

Musician: Testing, testing, 1, 2, 3.

Narrator: Is this a public celebration or a private

celebration?

(Christmas music)

Narrator: Is this a public celebration or a private

celebration?

People: Congratulations!

Narrator: Is this a public celebration or a private

celebration?

Anticipating difficulties

In this unit many of the children will share common celebrations because they come from the same cultural background. However, you may well have children in your class who celebrate different events and in different ways. Encourage these children to talk about their celebrations. If you think they are confident enough, ask them to come to the front of the class and encourage the other children to ask them questions.



Sequencing days and months.

Curricular link: Maths: Music: Social Science

Language Objectives

Vocabulary: months (January, February...); ordinal numbers (1st - 31st)

Structures: When's your birthday? It's on the 31st of October.

Resources: CD; poster (side B); poster pop-outs (1st - 31st); flashcards (cake, crisps, sandwiches, sweetie bags, candles, cards, games, presents) Materials: post-its with the ordinal numbers (first. second...- thirty-first); small pieces of card, Blu-Tack

DAYS AND MONTHS

Presentation M



Show the children the poster (side B). Ask: What day is it today? SS: (Monday). Ask: What month is it? Tell a child to come forward to point to the month. T: That's right, it's (June). What date is it? The child points to the date. T: That's right. It's the (5th) of (June).

Write the date on the board: Today is (Monday), the (5th) of (June).

Make sure the children understand that we say: Today is Monday the fifth of June, but we don't write the words the

Point to the ordinal number and say: Look. We use different numbers when we say the date. These are the ordinal numbers. They show us the order of the dates. Hand out the pop-outs of the abbreviations. Name them all in order as you hand them out. Tell the children to come to the board to place their pop-out under the corresponding number and in order. Put the corresponding post-it next to the poster. As the children are placing their pop-outs, say the number and tell them to say the corresponding ordinal number. T: One! S1: First.

Work with the book [n]



Student's Book, page 76, Activity 2

Say: Open your books at page 76. We're going to sing a song about the months of the year.

Play Track 2.29. The children listen to the song and point to the words.

Play Track 2.29 again. The children join in by singing along and pointing to the months as they sing.

Tell the children to look at the photo of Jack and Grace and to read the conversation (When's your birthday, Jack? It's on the 31st of October, Halloween!).

Tell the children to ask their classmates when their birthday is. S1: When's your birthday, (María)? S2: It's on the (15th) of (November).

Student's Book, page 76, Activity 3

Place the flashcards on the board. Ask: When do you have these things? Is it for a birthday or Christmas? Say: Look at the picture in the book. It's someone's birthday. What can you see in the picture? The children identify the objects. If they are having difficulties remembering the words, guide them to the list on the right. Ask: Do you have all these things on your birthday? What do you have? S1: I have (presents), (cake) and (sandwiches). Continue with other volunteers.

Transcript





Track 2.29 The months song

See page 319.

Optional Activity Book exercises

See page 319.

Practice



Continuous assessment

Children can name the months of the year.

Use the poster. Ask a child: When's your birthday? S1: It's on (15th) (November).

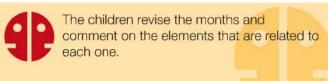
Tell the children to write their names on pieces of card. Ask a volunteer to come to the poster to place their name on the date of their birthday.

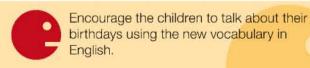
Tell a child to choose a classmate and to ask that person when their birthday is. After they answer, tell them to place the name on the date of their birthday.

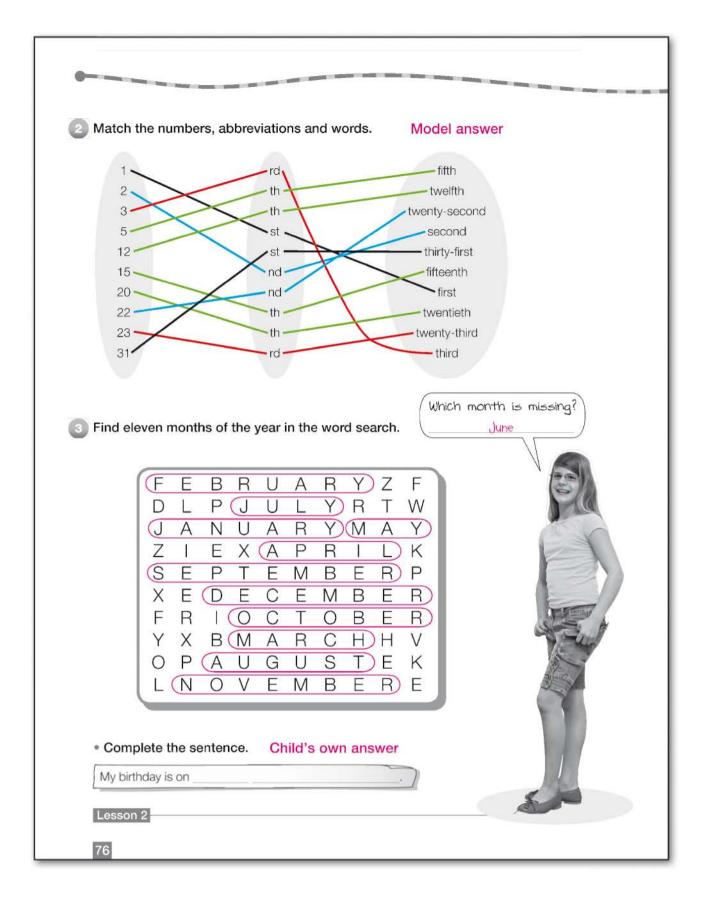
Repeat the procedure until all the children have placed their names on the dates of their birthdays.

See which month has the most birthdays in it and which one has the fewest.











The children relate ordinal numbers to their names and abbreviations.



Page 76, Activity 2

Say: Open your Activity Books at page 76. Look at Activity 2.

Tell the children to look at the first column of numbers and to point to number one. Say: One. How do we say this when it is a day of the month? For example, today is the (1st) of (June). Encourage the children to say the ordinal number out loud: first.

Say: Listen to that word (say first). What two letters can you hear at the end of the word? SS: st.

Tell the children to find the abbreviation in the middle column.

Then, say: Now find the word first in the next column. Now match the three things together.

Repeat the process for a few more numbers and their corresponding abbreviations and words. Tell the children to match the elements of the three columns.

Page 76, Activity 3

Say: Now look at Activity 3.

Tell the children to find the 11 months of the year.

Ask: Which month is missing?

The children write the month that is missing.
Tell the children to complete the sentence.
Ask for volunteers to read out their sentences.

Project Booklet

It's party time!

Page 33, Party costumes

Divide the class into four groups.

Explain that they are going to organise a party around different themes. Write the words: *Pirates, Magicians, Apaches* and *Animals* on the board. Assign children to each group.

Ask the children: What do pirates wear? What do they carry?

Repeat the procedure for the magicians and the apaches. Then ask the children to help you brainstorm a list of animals.

Say: Open your Project Booklets at page 33.

The children write their theme at the top of the page. Hand out the materials.

The children make their props for their costumes.

The children show and talk about their props with the rest of the class.

Collect the props and write the children's names on them.

* Note: Tell the children to bring in their favourite song on a CD or MP3 player for the next project lesson.



Let's play!

Where am I?

Put a mural or some flashcards on the board. The class looks at it for two or three minutes. Then, remove the mural or the flashcards and the children have to tell you what they can remember.

Resources

DVD

The months song

Teacher's Resource Book

Extension worksheet 1, page 53

Transcript



Track 2.29 The months song

January, February, March,
The first three months of the year.
April, May, and June,
Holiday time is here.
July, August, September,
It's back to school and then,
October, November, December.
A new year starts again.

Describing characteristics of specific public celebrations.

Curricular link: Maths: Social Science

Language Objectives

Vocabulary: Sweden, Japan, United States, United Kingdom; Santa Lucia, Shichi Go San, Independence Day, Guy Fawkes; celebrate, dress, crown, candle, shirt, trousers, hat, star, town, kimonos, bags, match, music, songs, barbecue, fireworks, bonfire, sausage,

Structures: We celebrate Guv Fawkes. In our region. we wear traditional consumes.

Resources: CD; poster (sides A and B) Materials: card; small pieces of card; Blu-Tack Preparation: Find a calendar with the date of the next local holiday in your area.

COMMON PUBLIC CELEBRATIONS

Presentation M



Tell the children to look at the poster (side A) again. Identify the public holidays. Ask: Which of these is a public holiday? Say: On public holidays we don't come to school. Most people don't work on public holidays. Ask: Which is your favourite public holiday?

Explain that some official holidays are national, such as Christmas Day, and others are regional. Then, ask: Which other days are public holidays in our region?

Turn the poster to (side B). Put the children in groups. Ask them to write the names of the public holidays on small pieces of card. Ask for volunteers to come to the poster to stick the cards on the correct dates on the calendar.

Work with the book [6]



Student's Book, page 77, Activity 4

Say: Open your books at page 77. Look at Activity 4. We're going to talk about public celebrations in different countries.

Ask the children to look at the photos and say what they can see: Look at photo (2), of (Independence Day). What can you see?

Tell the children to look at the flags and to identify the countries. Play Track 2.30. The children listen to the recording and use their fingers to match the holidays to the countries.

Play Track 2.30 again. Stop after each country and ask: Which country is that?

Then, ask: Which photograph shows the celebration from (Sweden)? SS: Photo (4).

Ask about the holidays: Can you remember any of the things the people do to celebrate (Santa Lucia)? T: Can you remember the date they celebrate (Santa Lucia)?

Student's Book, page 77, Activity 5

Say: Now we're going to make a holiday calendar. Tell the children to name an important local holiday. Write the month on the board. Draw a chart with the calendar for that month and ask volunteers to come and write the days at the top of each column. Say: (The) first (of) (March) is on a (Saturday). Write number 1 in the corresponding place. Ask for volunteers to come to the board to write the ordinal numbers. Ask a volunteer to come to the front to circle the name of the local holiday.

Hand out the card and tell the children to make their own holiday calendar. Tell the children to add any other important date for this month, for example, the birthday of a member of their family. Ask: Do you do anything special to celebrate our local holiday? S1: We have (a picnic). S2: We dress in (traditional costume). S3: We have (music concerts).

Practice

Ask the children if they know of any holidays that are celebrated in other countries, including Spain. Ask: Do they celebrate (Christmas Day) in (the UK)? SS: (Yes). What about (The Three Kings on 6th January)? SS: (No). Talk about other well-known celebrations in your country. Ask the children if they know the dates and the reasons for the celebrations.





Track 2.30 Activity 4

See page 323.

Optional Activity Book exercises

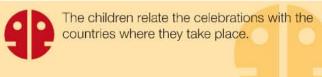
See page 323.

Answer Key

Student's Book, Activity 4

See page 323

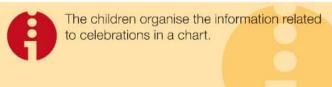


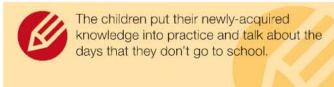




The children create a calendar with the celebrations that they know about. At the same time, they demonstrate their artistic ability.







UNIT 8 LESSON 3 OPTIONS

Activity Book

Page 77, Activity 4

Say: Open your Activity Books at page 77. Look at Activity 4.

Tell the children to name the celebrations in their region. Encourage them to think about those celebrations that are specific to the region rather than national celebrations. Tell the children to complete the chart with the dates and the names of the celebrations. Ask for volunteers to read out what they have written.

Page 77, Activity 5

Say: Now look at Activity 5.

Tell the children to read out the dates. Make sure they use the spoken forms: (Wednesday the 3rd of October). Ask: Do you come to school on the 3rd of October; or is it a public holiday?

Repeat for the other dates. Explain that, of course, if it is a Saturday or a Sunday there is no school, but the important question is the date. Tell the children to tick the days that they do not go to school.

Project Booklet

It's party time!

Page 34, Music and dance

Ask: What kinds of things do we do at parties? Do we eat special food? Do we wear special clothes? Do we dance? Do we sing? Do we play games?

Then ask: What's your favourite song at the moment? Who is it by?

Write the children's suggestions on the board.

Say: Open your Project Booklets at page 34.

Tell the children to look at the pictures and describe the movements. Say: In the first picture the boy is bending his right knee and his right elbow. Tell the children to stand up and copy the movements.

Repeat the procedure for the other movements. Divide the class into four groups.

Tell the children to decide on one of the songs. If possible let them listen to the song in their groups to remind them of the music.

They number the pictures in the correct order for their choreography. They will have to add movements to their dances.

The children practise their dances. Then they perform their dances for the rest of the class.

Resources

Teacher's Resource Book

Ready to read worksheet, page 76



Let's play!

Where am I?

Read out an expression or a sentence from the unit and stop at different points. The children have to say what the following word is. If they are correct, and it makes sense, they get a point. For example: Halloween is on...

Transcript



Track 2.30 Activity 4

In Sweden on 13th December, we celebrate Santa Lucia. All the girls wear white dresses and crowns with candles. The boys wear white shirts and trousers and hats with gold stars. We wake our families up in the morning with coffee and special cakes. We finish school early and walk through the town singing the Santa Lucia song.

Narrator: Find the picture.

In Japan on 15th November, we celebrate Shichi-Go-San. It means seven, five, three. All the children who are seven, five or three years old, wear special clothes called kimonos. We have white bags with pictures, and a long red and white sweet.

Narrator: Find the picture.

In The United States on 4th July we celebrate American Independence Day. We march through the streets with music and we sing songs. Then we have a barbecue, and at night we have fireworks.

Narrator: Find the picture.

In the United Kingdom we celebrate Guy Fawkes on 5th November. We don't have a holiday but at night we light bonfires and have fireworks. It's always very cold but we cook sausages and potatoes on the fire.

Narrator: Find the picture.

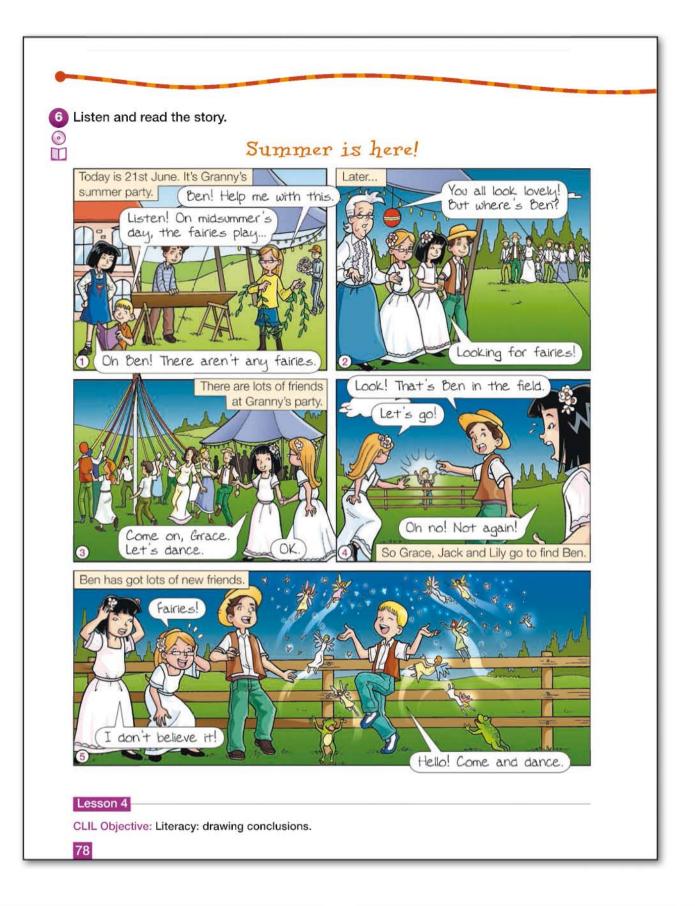
ANSWER KEY

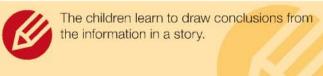
Student's Book, Activity 4

picture 4: Santa Lucia, Sweden picture 3: Shichi-Go-San, Japan

picture 2: Independence Day, USA

picture 1: Guy Fawkes, UK

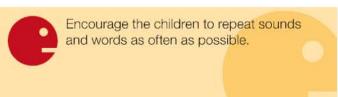






Encourage the children to read the story out loud in order to practise pronunciation and intonation.







Remind the children that it is important to pay special attention to the pronunciation of the teacher and the speakers on the CD in order to copy the sounds.

Literacy: Drawing conclusions.

Curricular link: Literacy

Language Objectives

Story language: summer party, Midsummer's day, fairies, field, friends, dance, sleepy, asleep, special, secret; Help me with this. You all look lovely! Let's go! Oh no! Not again! I don't believe it! You're right, Ben. See you next year, Ben.

Recursos: CD; story cards

Transcript



Track 2.31 Story: Summer is here!

See page 329.

Optional Activity Book exercises

See page 329.

STORY: SUMMER IS HERE!

Presentation



Sav: It's story time!

Put the story cards on the board. Tell the children to come to the front to look at the pictures.

Remove the story cards from the board one by one and ask the questions from the back of the story cards. Say: Sit down now and let's listen to the story.

Play Track 2.31. Point to the story cards as they listen to the story.

Practice



Place the story cards on the board in random order. Play Track 2.31 again. This time, pause the recording after each picture frame. Tell the children to point to the corresponding story cards. Remove the story card and place it in a line below. Continue until all the story cards have been placed in the correct order in the line below.

*Note: In this story, the characters are celebrating Midsummer's Day on 21st June. Midsummer's Day is a much older term and refers to the middle of the growing season in northern Europe.

Work with the book n



Student's Book, pages 78 and 79, Activity 6

Say: Open your books at pages 78 and 79.

Play Track 2.31 again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children? Why are there so many people in Granny's garden? What are they celebrating? What are the girls wearing? Where does Ben go? What is he looking for? What does he find? Is Lily surprised? What do the children do with the fairies? What happens then? Are there any fairies when they wake up? Does Ben see another fairy? Do the others? Tell the children to read the story in silence. When they have finished, tell them to come to the board to write the words that they do not understand. Point to the words and explain them by using the story cards where possible or by giving examples.

Literacy: phonics, consonant blends with r: gr (grass, green), dr (dress drink); fr (friend, frog); br (branches, bridge)

Curricular link: Literacy

Resources: CD; story cards

PHONICS

Retell the story

Place the story cards on the board in random order. Tell the children to come to the board to look at the story cards. Ask: Which is the first picture? Ask questions about the picture to check understanding. Repeat with all the other story cards until all of the pictures are in the correct order.

Work with the book [f]



Student's Book, page 79, Activity 7

Clap your hands to ensure that the children are watching you. Write the following words on the board: grass, green, dress, drink, friend, frog, brances, bridge.

Point to the word grass and say: gr gr gr grass. Repeat several times. Articulate the gr sound very clearly.

The children repeat: gr gr gr grass.

Continue with green.

Point to the word dress and say: dr dr dr dress. Repeat several times.

The children repeat: dr dr dr dress.

Continue with drink.

Point to the word friend as you say: fr fr fr friend. Repeat several times. Articulate the fr sound very clearly.

The children repeat: fr fr fr friend.

Repeat with frog.

Point to the word branches as you say: br br br branches. Repeat several times. Articulate the br sound very clearly. The children repeat: br br br branches.

Continue with bridge.

Tell the children to look at Activity 7 on page 79.

Play Track 2.32. The children listen and repeat the key sounds and words.

Tell the children to find the pictures in the story that correspond to the words. Ask: Can you find (grass)? SS: Yes! In picture (1). Use the story cards if necessary. Tell the children to think of other words in English that start with the sounds gr dr fr or br.

Transcript



Track 2.32 Phonics

See page 331.

Optional Activity Book exercises

See page 331.

Act out the story n



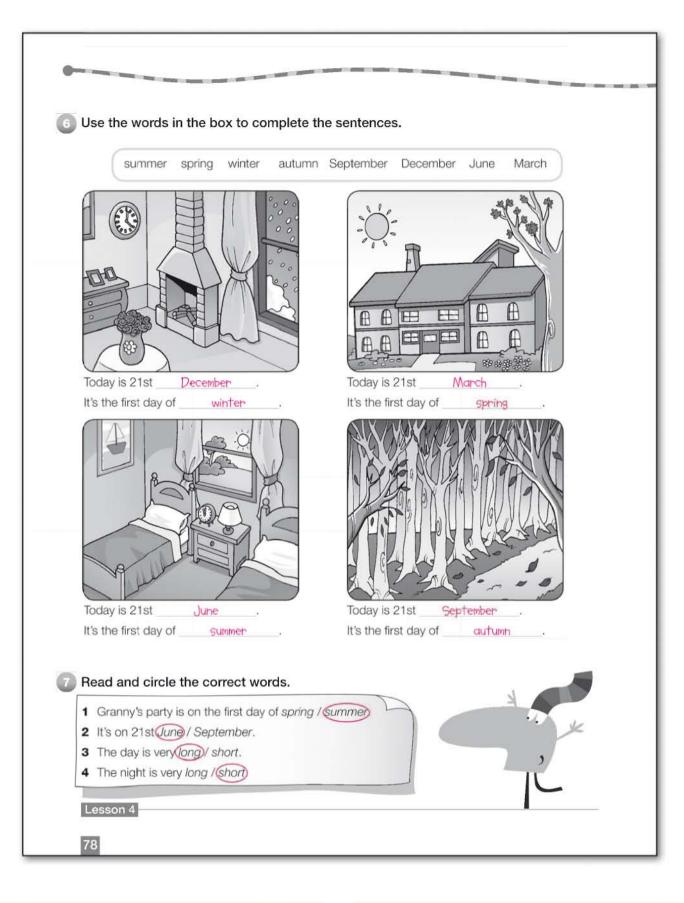
Divide the class into groups of five. Assign a character to each child. Play Track 2.31 again. The children join in with their lines. Ask groups to come to the front to act out the story. You could assign the part of the fairy at the end of the story to another child, or you could play the part vourself.

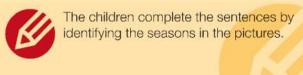
Use the recording if necessary.

ANSWER KEY

Student's Book, Activity 7

grass: pictures 1-9; green, pictures 1-9; dress: pictures 2-9; drink: picture 2; friend: picture 3, 5; frog: picture 5; branches: pictures 7, 8; bridge: picture 6







The children use the information from the story to complete this activity.

UNIT 8 LESSON 4 OPTIONS

Activity Book

Page 78, Activity 6

Say: Open your Activity Books at page 78. Look at Activity 6.

Ask a volunteer to read out the names of the seasons. Write them on the board. Then, ask another volunteer to read out the names of the months.

Ask: When does winter begin? SS: December.
Repeat for the other seasons and months. Tell the children to look at the pictures and to complete the sentences in their books.

Page 78, Activity 7

Say: Now look at Activity 7.

Ask for volunteers to read out the sentences including the two options. Then, ask: Which word is correct? Tell the children to circle the correct word for each sentence.

Ask for volunteers to read out the correct sentences.



Let's play!

Tell the story!

Tell some of the children to form a line in front of the class and give each one a story card. Make sure the story cards are in the wrong order. The rest of the class gives instructions to these children until they manage to put the story cards in the correct order. Afterwards, each child says what happens in their story card as a way of retelling the story.

Resources

Multi-ROM

Unit 8, Story



Transcript



Track 2.31 Story: Summer is here

Narrator: Today is 21st June. It's Granny's summer party.

Grace: Ben! Help me with this.

Ben: Listen! On midsummer's day, the fairies play...

Lily: Oh Ben! There aren't any fairies.

Narrator: Later ...

Granny: You all look lovely! But where's Ben?

Lily: Looking for fairies!

Narrator: There are lots of friends at Granny's party.

Lily: Come on, Grace. Let's dance.

Grace: OK.

Jack: Look! That's Ben in the field.

Grace: Let's go! Lily: Oh no! Not again!

Narrator: So Grace, Jack and Lily go to find Ben.

Narrator: Ben has got lots of new friends.

Grace: Fairies! Lily: I don't believe it!

Ben: Hello! Come and dance.

Lily: You're right Ben. There are fairies!

Narrator: They dance and play all afternoon, and all night.

Jack: Phew! I'm sleepy.
Grace: Me too!

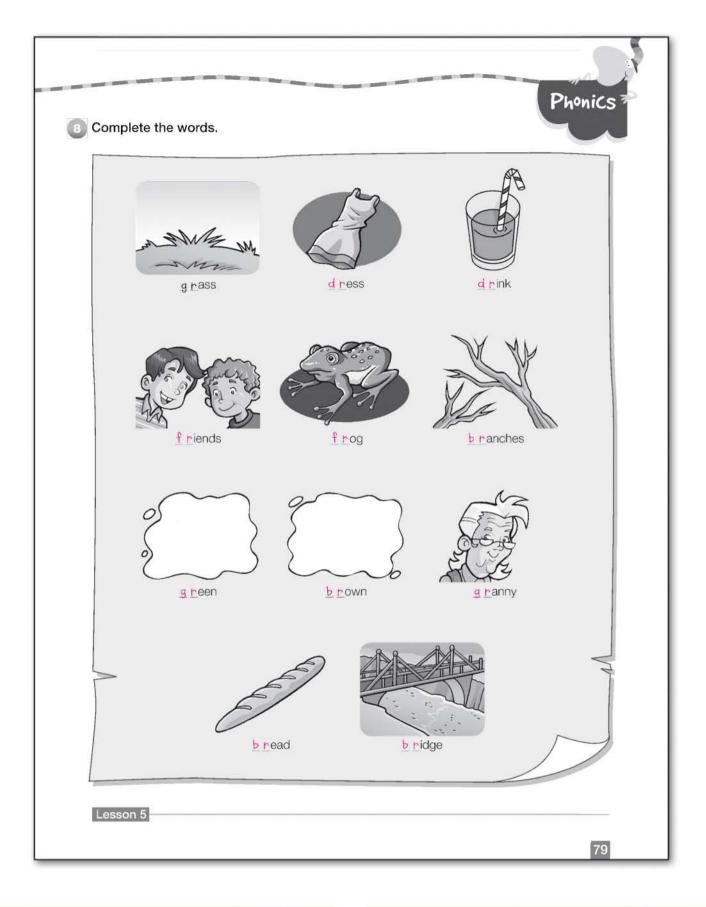
Narrator: The cousins fall asleep.

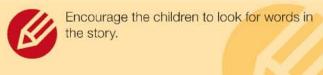
Narrator: The next morning... Lily: Good morning, everybody! Ben: Where are the fairies?

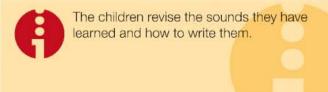
Grace: What fairies? You are silly, Ben!

Fairy: Shhh! See you next year, Ben.

Narrator: Now, Ben has got a special secret.







Activity Book

Page 79, Activity 8

Say: Open your Activity Books at page 79. Look at Activity 8.

Tell the children to identify the objects in the pictures. Write the consonant blends on the board: *gr, dr, fr* and *br.* Tell the children to complete the words that are under the pictures using one of the consonant blends. Then, the children colour the pictures for *green* and *brown*.

Ask for volunteers to read out the completed words.

Transcript



Track 2.32 Phonics

gr gr gr grass gr gr gr green dr dr dr dress dr dr dr drink fr fr fr friend fr fr fr frog br br br branches br br br bridge



Let's play!

Same as me

Put the children in small groups. Say a word. The children have to say a word or words that starts with the same sound as the initial sound in the word you have said.

Resources



Unit 8, Phonics



Identifying different celebrations around the world.

Curricular link: Social Science

Language Objectives

Vocabulary: friend, family, celebrates, Diwali, Chinese New Year, candles, house, garden, red mark, brother, clothes, decorate, presents, sweets, make, dragon, masks, dance

Structures: She lights candles... We make dragon masks...

Preparation: Download and print some examples of Diwali chalk patterns from this website: http://www.diwalifestival.org/gifs/diwali-rangoli-b19.jpg

SIMILARITIES IN CELEBRATIONS AROUND THE WORLD

Presentation

Say: All over the world people celebrate things. The reasons are different, but the way we celebrate has many similarities.

Ask the children what special things we do when we have celebrations. Write their ideas on the board.

Prompt their answers to lead them towards the idea that: we have special food; wear special clothes; do special dances; sing special songs; play special music; give presents.

Work with the book

Student's Book, page 80, Activity 8

Say: Open your books at page 80. Look at Activity 8. Say: Look at the pictures. Read out Jack's speech bubble. Explain that Diwali is a Hindu celebration. There are many Hindus all over the world and many live in the UK, so Diwali is celebrated in many Hindu communities in the UK. Read the first sentence out loud and ask: Which picture is that?

Repeat the procedure for the other pictures and sentences. When you have corrected the exercise, tell the children to look at picture (1) and say: When Priya celebrates Diwali, does she (decorate the house)? SS: Yes, she does. T: Do we (decorate the house) when we celebrate (Christmas)? SS: Yes, we do.

Continue with the other sentences and other festivals.

Student's Book, page 80, Activity 9

Say: Now look at Activity 9.

Brainstorm a list of celebrations and write the suggestions on the board. If there are any children from different faith communities or countries, ask them to include their most important festivals.

Ask the children to volunteer to come to the front of the class to answer questions about how they celebrate these festivals in their families. Prompt the questioning and then encourage the children to join in: Do you wear special clothes? Do you decorate the house? Do you eat special food? Do you give presents? Do you sing and dance? Do you light candles?

Optional Activity Book exercises



See page 335.

Practice

Continuous assessment

Children can name the most common activities and items that form part of a celebration.

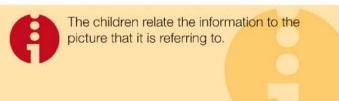
Tell the children to choose their favourite celebration. Write their suggestions on the board. Then, ask: *How is this similar to the way that Priya celebrates Diwali?*Repeat for the other festivals and customs.

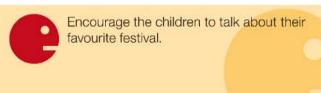
Say: Some customs are very similar and others are very different. For Diwali, people make beautiful patterns using coloured chalk.

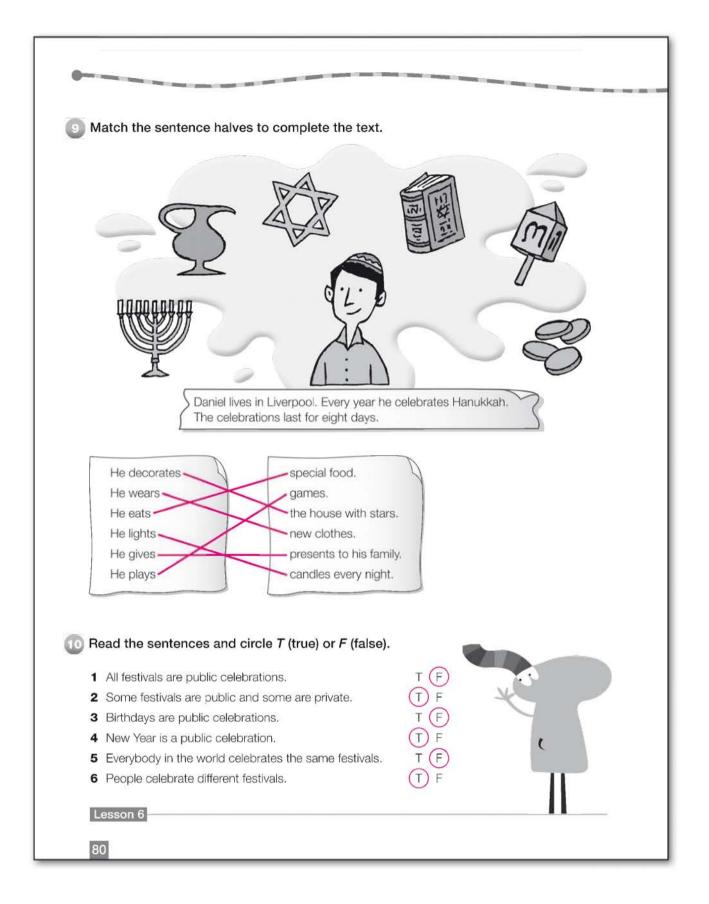
Show the children some examples from the internet. Ask them which ones they like best.

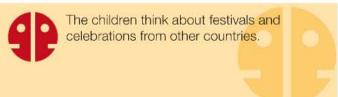
*Note: The children should not confuse the term Hindu with Indian. Hindu is not a nationality, it is a faith community. Many Hindus are not Indian nationals and many Indians are not Hindus.













The children apply their newly-acquired knowledge about different cultures to complete the information.

Activity Book

Page 80, Activity 9

Say: Open your Activity Books at page 80. Look at Activity 9.

Read out the text about Daniel. Ask if anyone knows what *Hanukkah* is. It's a Jewish festival. It is also called the Festival of Lights. It is celebrated on a different day each year.

Ask for volunteers to read out the text in the two columns and to try to form sentences.

Tell the children to match the corresponding sentence halves to form sentences.

Ask for volunteers to read out the completed sentences.

Page 80, Activity 10

Say: Now look at Activity 10.

Read out the first sentence and ask: Is that true or false?

Repeat with the other sentences.

Tell the children to read the sentences and to circle them: *T* (*true*) or *F* (*false*).

Project Booklet

It's party time!

Page 35, Party games

Say: Do you remember what we said last lesson about the kinds of things we do at parties? What were they? Encourage the children to reconstruct the list you made in the last project lesson.

Say: Today we are going to organise some games. Brainstorm party games on the board. To ensure you reproduce the list from the Project Booklet page 35, ask questions: Do we play a game with (music and chairs, and taking a chair away)? Do you know that game? It's called (musical chairs).

Say: Open your Project Booklets at page 33.

Divide the class into six groups. Assign a game to each group. Point to a child in one of the groups and ask: What's your game? Do you need (chairs) for your game? Do you need (music)?

Tell the children to work in their groups. They discuss their games and tick the things they need.

Ask volunteers to say the name of their game and the list of things they need.

Then ask: Can you tell me how to play this game? What do you do first? And after that? Prompt the children to give an oral description of their game.

Tell the children to write a description of the game in their Project Booklets.



Let's play!

Memory

Put the chidlren in pairs and make sure that each one has two sets of key vocabulary cut-outs or the Teacher's Resource Book, page 24, (one photocopy per child). The children place the cut-outs face down on the table. In turns, they turn over two cards. If they find two the same, they keep them. If not, they put them back in the same place. The person who gets the most pairs wins.

Resources



Unit 8, Activity 2

Teacher's Resource Book

Extension worksheet 2, page 54



ANSWER KEY

Student's Book, Activity 8

She lights candles in the house and garden: picture 4 She puts a red mark on her brother: picture 6

She wears special clothes: picture 2 She decorates the house: picture 1 She gives presents: picture 5 She eats special sweets: picture 3

Learning about a specific British school celebration: sports day.

Curricular link: PE; Social Science

Language Objectives

Vocabulary: sports day, egg and spoon race, sack race, three-legged race, tug-of-war, first, second, third **Structures:** We celebrate the end of the school year...

Resources: CD

Materials: hard-boiled eggs, spoons, scarves for tying

the children's legs, sacks, a rope

A BRITISH SCHOOL CELEBRATION: SPORTS DAY

Presentation

Tell the children to think of events that they have celebrated with their friends at school: Do we celebrate birthdays at school? Do we celebrate Christmas? Do we celebrate the end of the school year? What do we do?

Explain that in England, many schools celebrate the end of the school year with (sports day).

Explain that there are special races which are funny (they are not serious), and there are also team events.

Work with the book



Student's Book, page 81, Activity 10

Say: Open your books at page 81. Look at Activity 10. Tell the children to look at the photos. Explain that they are different events or races for sports day. Ask questions about the photos: What are the children holding in photo 1? What are they doing in photo 2?

Play Track 2.33. Tell the children to listen to the recording and to name the photos.

Play Track 2.33 again. Stop after each description and ask: Which photo is that?

Ask for volunteers to describe a race or event: They put the egg on a big spoon. They run to the end of the line. They stand in a sack. They jump to the end of the line. Repeat for the other sports.

Student's Book, page 81, Activity 11

Say: Now we're going to do sports day. Tell the children to copy the chart.

Take the children into the playground or the gym for these activities. Draw a line as the finishing line and hold the events. You can either have all the children racing at once or in groups, in which case you need to time them. After they have finished each race, they record the results on the chart.

Ask them to talk about the results of the races. Ask questions, for example, T: Who is first in the (egg and spoon race)?

Transcript



Track 2.33 Activity 10

See page 339.

Optional Activity Book exercises

See page 339.

Practice

Say: Let's see if we can invent a new race. Give them some suggestions to start them off, for example: a hopping race, or a skipping race.

Tell them to work in pairs. They choose a race and write the results.

Ask for volunteers to explain and demonstrate their race to the rest of the class.

ANSWER KEY

Student's Book, Activity 10

picture 4, Tug-of-war

picture 1, Egg and spoon race

picture 2, Sack race

picture 3, Three-legged race



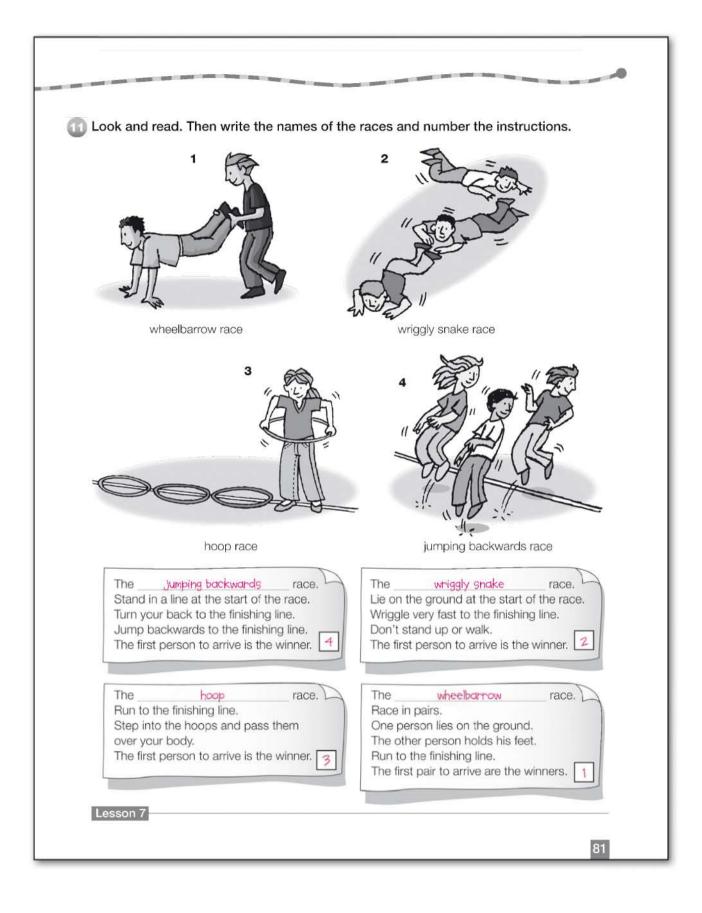




Explain to the children the importance of paying special attention to the recording in order to identify the photographs.



Encourage the children to participate in the games in order to complete the chart with the points.





The children identify the games that appear in the pictures.

Activity Book

Page 81, Activity 11

Say: Open your Activity Books at page 81. Look at Activity 11.

Tell the children to look at the pictures. Explain that they are four more races that children participate in on sports day. Ask volunteers to read the names of the races. Read out the first text at the bottom. Then, ask: What race do you think that is? SS: Jumping backwards race! Ask for volunteers to read out the other texts; then, tell the rest of the class to name the races.

Tell the children to write the name of the race at the top of each text and to write the corresponding number. It would be fun for the children to try some of these races.

Project Booklet

It's party time!

Page 36, Let's party!

Remind the children about the list of things you made to do at a party. Write: party food on the board. Ask: Do we eat soup at parties? No, not usually. Do we eat egg and chips at parties? No, not usually. So what do we eat? Brainstorm a list of party food. Prompt the children by asking: Do we eat sandwiches? Then, ask: And what do we drink? Write their suggestions on the board. Tell the children to work in groups to make a menu for their party.

Then say: Now choose three games from the project lesson on page 35 and make a list of what you need. Hand out the costume props from project lesson 1, page 33, and tell the children to walk around the classroom looking at their classmate's costumes. They then write the name of the person who they think is wearing the best costume.

Collect the slips of paper, and declare the winner. The children perform their dances in their groups (assign a number to each group).

Tell the children to write the number of their favourite group on slips of paper.

Collect the slips of paper, and declare the winner. Tell the children to complete the sentences in their Project Booklets.



Let's play!

At my party...

The children form a circle. The first child says: At my party I have sandwiches. The second child repeats the same sentence, but adds something else: At my party I have sandwiches and games. Continue round the circle.

Resources



Teacher's Resource Book

Ready to write worksheet, page 118

Transcript



Track 2.33 Activity 10

Grace: My favourite event is the tug-of-war! I love it! There are two teams. We pull very hard on a rope. The winners pull the other team over the line.

Ben: My favourite race is the egg and spoon race. We put an egg on a big spoon and run to the finishing line. I always win!

Lily: Well my favourite race is the sack race. We stand in a sack and jump to the finishing line. I always win that race!

Jack: My favourite race is the three-legged race. We tie Grace's left leg to my right leg and then we run to the finishing line. I always win that race with Grace!

Linquistic awareness: ordinals.

Curricular link: Maths: Literacy (Grammar)

Language Objectives

Vocabulary: ordinal numbers

Resources: poster pop-outs (1st - 31st); Unit 8 cut-outs (numbers and ordinals chart) or Teacher's Resource Book, page 16 (one copy per child)

Materials: glue, scissors

FOCUS ON LANGUAGE

Presentation

Ask a child to come to the board. Say: Write today's date on the board.

Ask two other volunteers to write yesterday's and today's dates. Say: We use these numbers to say the date. Ask some children to come to the front. Tell them to get into a line along the board. Hand out the pop-outs in order (1st, 2nd, 3rd, 4th...). Say: These numbers give us the order. Walk behind them touching their heads and saying: first, second...

Draw a block of flats with fourteen floors. Ask a child to come to the front to mark the floor that they live on. Say: (Maria) lives on the (seventh) floor. Repeat for the other children. Ask questions: What floor does (Maria) live on? SS: The (seventh) floor.

Work with the book

Student's Book, page 82, Activity 12

Say: Open your books at page 82. Look at the numbers on the board.

Tell the children to say the numbers out loud.

Student's Book, page 82, Activity 13

Say: Now we're going to play a game. Find your cut-outs for Unit 8.

Tell the children to cut the word grid out and to cut out each word square. Demonstrate the language game with a volunteer. Put a set of squares for each player upside down on the table.

Take turns turning over a word and placing it on your grid in order to cover the correct ordinal number. You can only move forwards. Each time you reach the end, you start again until one player has covered all the numbers on their grid. Tell the children to play in pairs.

Optional Activity Book exercises

See page 343.



Practice

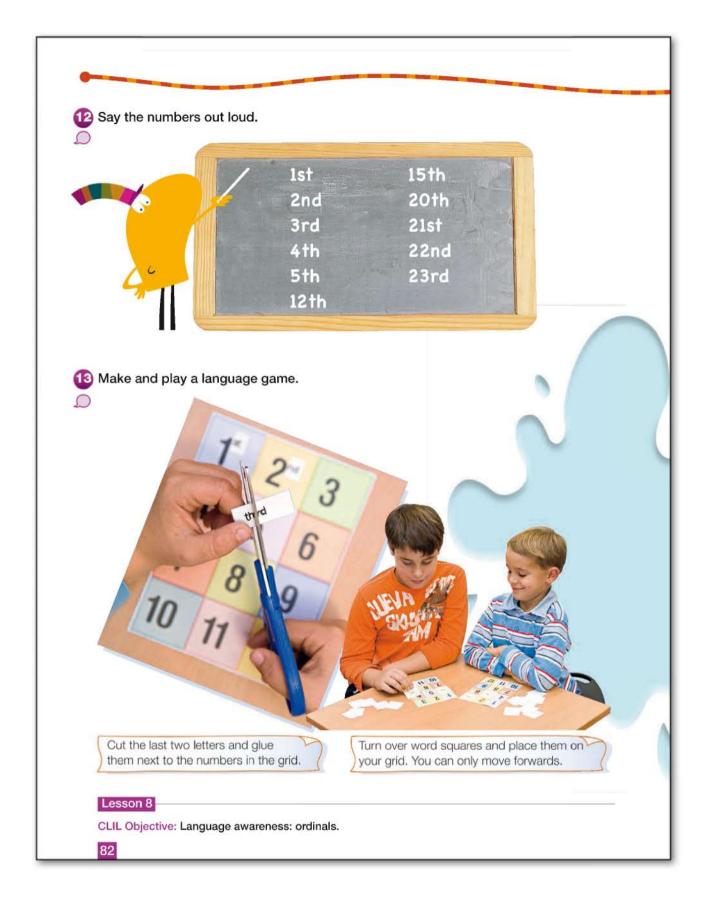
Continuous assessment

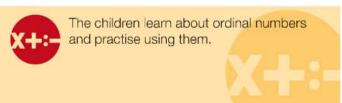
Children can name the ordinal numbers.

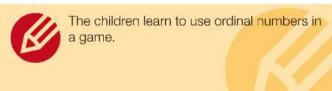
Start off with ten children standing in a line. Tell these children to call out their position in the line using ordinal numbers, S1; first, S2; second... S10; tenth.

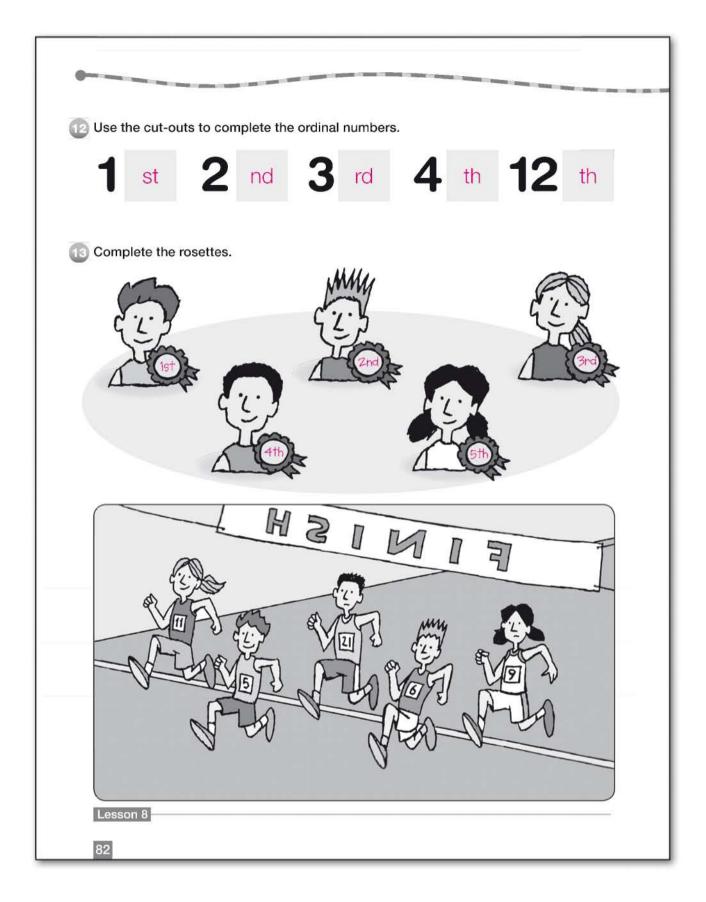
Point to a child who is not in the line and call out an ordinal number, for example: Sixth!

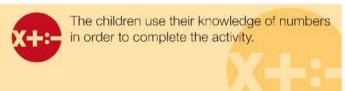
The child runs to the front and squeezes their way into the correct position in the line. Continue until all the children are in the line. Then, ask the children to say their positions again starting from: first, second, etc.

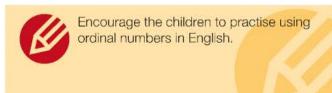












Activity Book

Page 82, Activity 12

Say: Open your Activity Books at page 82. Look at Activity 12.

Tell the children to use the words with the yellow background on their cut-outs. Tell them to cut off the two last letters of the ordinal numbers and to stick them next to the corresponding numbers in their Activity Books. Ask for volunteers to read out the numbers.

Page 82, Activity 13

Say: Now look at Activity 13.

Tell the children to find the characters from the race and to complete their rosettes with the corresponding ordinal numbers.



Let's play!

Miming game

Use the key vocabulary cut-outs, or the Teacher's Resource Book, page 24. Tell the children to play in teams. One pair in each team takes a key vocabulary cut-out without showing it to the rest of the team. They mime the word and their team has a minute to guess it. If they do not guess correctly, the other teams can guess. Award a point for each correct guess. The team with the most points wins.

Resources

Multi-ROM

Unit 7, Activity 3

Multi-ROM

Unit 7, Real kids

Teacher's Resource Book

DVD worksheet, page 32



Learning about multi-cultural celebrations.

Curricular link: Art: Music: Social Science

Language Objectives

Vocabulary: London, carnival, costumes, parade, steel band, steel drums, food, chicken, rice, peas, instrument, percussion band, maracas, tambourine. drums, cymbals

Resources: CD

Materials: paper plates, dried pulses, tins, tin lids, pot covers, ribbon, plastic bottles, paper, rubber bands,

alue or stapler, cravons

THE WONDERFUL WORLD: NOTTING HILL CARNIVAL

Presentation

Tell the children that one of the most popular and common street celebrations is the carnival. Tell them that it is celebrated in most of Europe, America (North and South) and the Caribbean.

Ask them if they know where the most famous carnivals are: Rio de Janeiro, Venice, Notting Hill, the Caribbean, New Orleans (Mardi Gras) and Tenerife. Explain that there is a very famous carnival in London called the Notting Hill Carnival. Everywhere in the world, Carnival is celebrated in February or March, but in London it is celebrated on the last weekend in August (because the weather is better).

Work with the book n



Student's Book, page 83, Activity 14

Say: Open your books at page 83. Read the speech bubble out loud. Tell the children to look at the pictures.

Play Track 2.34. The children listen to the recording and point to the photos.

Play Track 2.34 again. Stop the recording after each sentence and ask: Which photo is that? Ask questions about the photos: What do they eat? What do they wear? What do they play?

Student's Book, page 83, Activity 15

Say: Now look at Activity 15. The children look at the photo and describe the costumes (colours, stripes, scarves...).

Student's Book, page 83, Activity 16

Say: Now we're going to make a percussion band. Read out the list of materials and place them on your table. Write the instruments on the board in three columns: cymbals, drums, tambourines.

Tell the children to choose an instrument and to come and write their names in the correct columns. Tell the children to collect their materials and to make their instrument.

Tambourine: Staple or glue two paper plates together. leaving a gap to put the filling in. Fill with dried pulses and close up the gap. Decorate the plates.

Drums: Decorate two large tins. Put the lids on and bang with pencils.

Cymbals: Two matching pot covers. Tie ribbon around the handles of the pot covers. Strike together.

Tell the children to work in groups. They choose a song from the book. They sing the song and play along with their instruments. (They can also use the maracas that they made in Unit 7.)

Hold a class vote on the best performance.

Transcript



Track 2.34 Activity 14

See page 347.

Optional Activity Book exercises

See page 347.

Practice

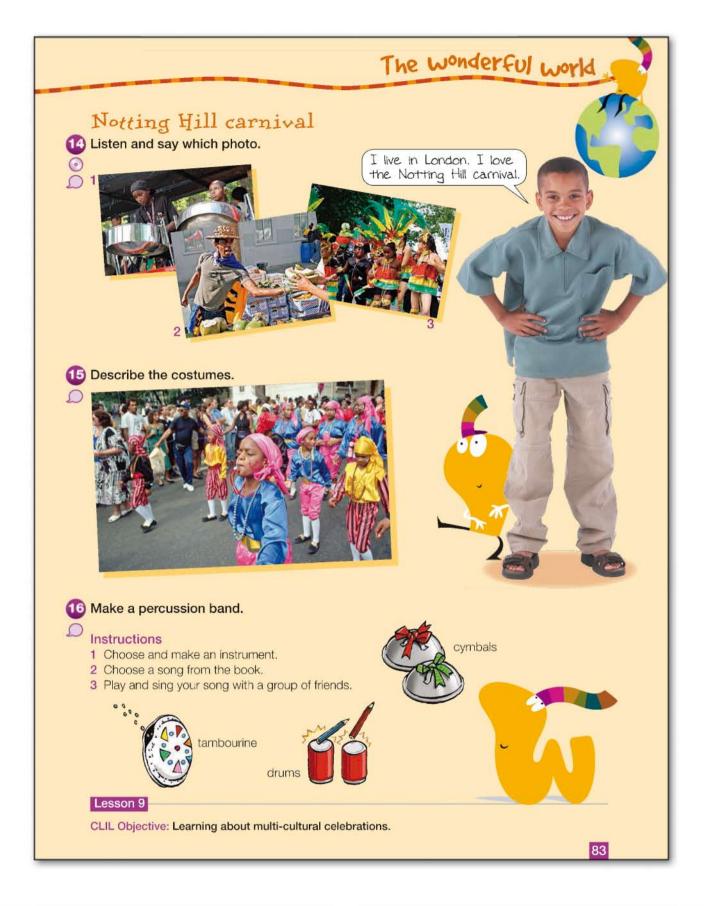
Hold a class vote for the favourite song in the book. Divide the class into groups according to the instruments they made. Play the track for the song that got the highest number of votes. Tell the children to join in singing and playing their percussion instruments.

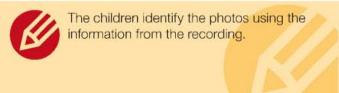
ANSWER KEY

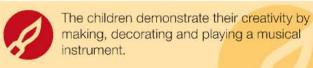
Student's Book, Activities 14 and 15

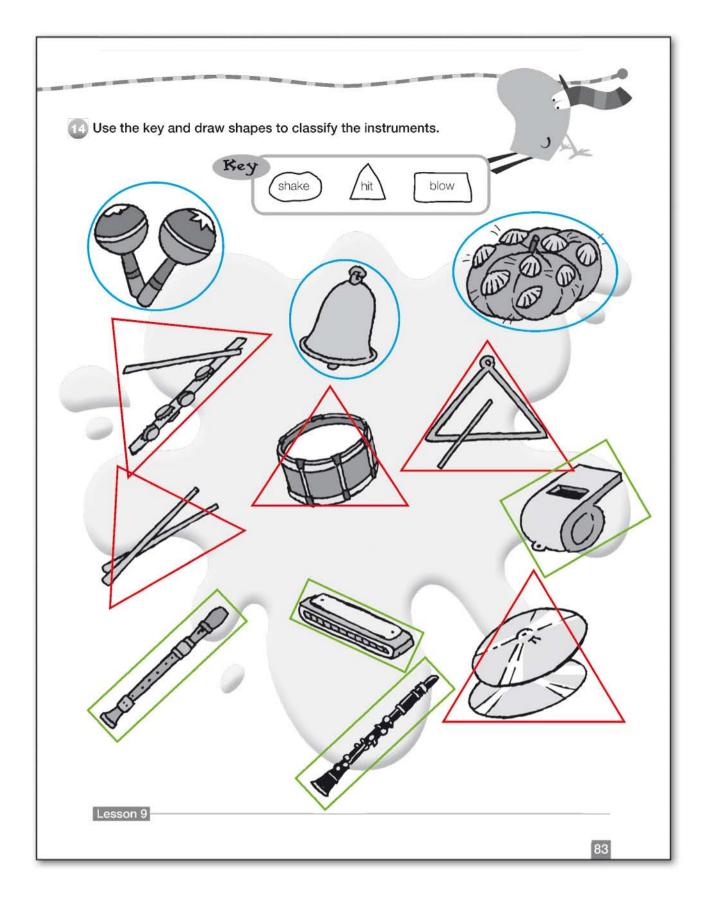
See page 347













Talk to the children about the musical instruments they know and how the sound is produced in each one.

UNIT 8 LESSON 9 OPTIONS

Activity Book

Page 83, Activity 14

Say: Open your Activity Books at page 83. Look at Activity 14.

On the board, draw three shapes: a circle, a triangle and a square. Write the following words in each shape: shake, hit, blow.

Tell the children to look at the instruments. Say: Look at the maracas. Do I shake them, hit them or blow them? Tell the children to look at the key and classify the instruments according to how they are played by drawing the corresponding shape around the instruments.



Teaching tip

Celebrations around the world

It would be interesting for the children to watch a video about the different celebrations around the world.

Alternatively, they could do some research on the internet or go to the library.



Let's play!

Flash!

Take a flashcard from the unit and show it really quickly to the children so they only get a quick glimpse of it.

Repeat the action but a bit more slowly this time. The child who guesses the flashcard comes to the front and takes another flashcard. Start the game again and continue until all the flashcards have been used.

Resources

Multi-ROM

The wonderful world



Transcripts



Track 2.34 Activity 14

I live in London. I love the Notting Hill carnival. We all dress up in colourful costumes. Then we parade down the street.

I belong to a steel band. We play the steel drums and everyone dances.

I love the food at the carnival. We have chicken, rice and peas. And then coconut and banana!

ANSWER KEY

Student's Book, Activity 14

picture 3; picture 1; picture 2

Student's Book, Activity 15

(Model answer)

They've got yellow shirts, and trousers with pink and black stripes; blue shirts and pink trousers; pink scarves, and scarves with pink and black stripes, and black shoes. They've got whistles.

Assessment.

Curricular link: Music: Social Science

Language Objectives

All the vocabulary from Unit 8

Recursos: CD; poster (sides A and B); poster

pop-outs; flashcards

REVIEW

Let's remember!





Say: Today we are going to remember all the work we have done in Unit 8.

Ask: Do you remember The months song?

Show the children the poster (side B).

Play Track 2.29 (see page 319) and tell the children to join in by singing along.

Point to the months as they are mentioned in the song.

Work with the book

Student's Book, page 84, Activity 17

Say: Open your books at page 84.

Read the first sentence and tell the children to call out suggestions for finishing the sentence. Repeat the process for the following sentence.

Tell the children to copy and complete the sentences in their notebooks.

Ask for volunteers to read out the sentences.

Ask for volunteers to choose one of the celebrations they listed and to describe how they celebrate it. Ask questions to prompt their answers: Do you eat special food? Tell the children to choose a celebration and to describe it.

Student's Book, page 84, Activity 18

Say: Now look at Activity 18.

Read out the first sentence and tell the children to supply the missing word.

Repeat the process for the rest of the sentences.

Tell the children to complete the sentences.

Optional Activity Book exercises

See page 351.

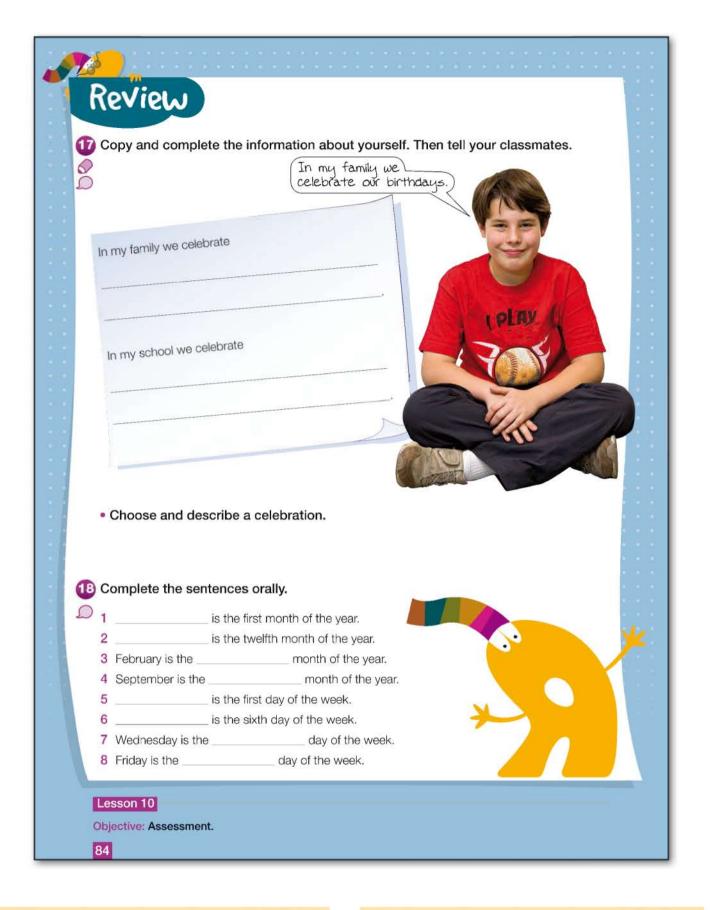
Round up

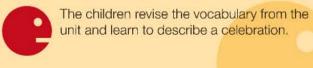
Tell the children to help you make a list of all the different celebrations they can remember from the unit. Prompt them by asking questions, for example: Did we talk about a celebration in (Notting Hill)? SS: Yes, the (Camival). Make a list of all the suggestions for public and private celebrations. Once you have finished the list on the board, ask for volunteers to choose one of the celebrations and to describe everything they know or can remember about it.

Answer key

Student's Book, Activity 18

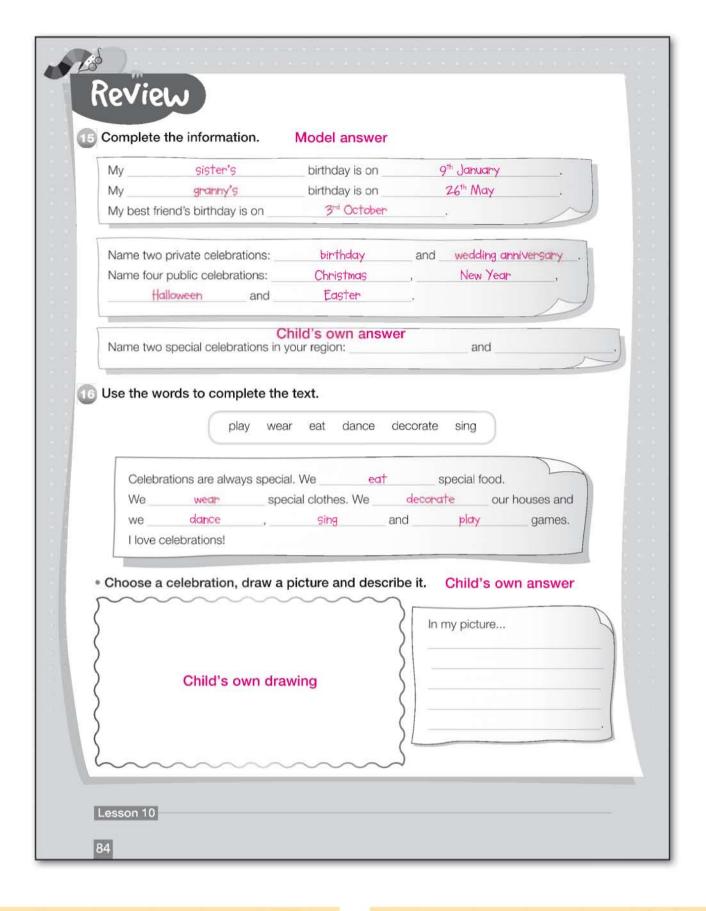
- 1 January
- 2 December
- 3 second
- 4 ninth
- 5 Monday
- 6 Saturday
- 7 third
- 8 fifth







The children complete the chart with information about their own experiences.





Remind the children that going over things is a good way of helping them to memorise them.



The children apply what they have learned about celebrations to complete the information in the text boxes.

UNIT 8 LESSON 10 OPTIONS

Activity Book

Page 84, Activity 15

Say: Open your Activity Books at page 84. Look at Activity 15.

Say: My mother's birthday is on (19th October). My father's birthday is on (26th April). My best friend's birthday is on (29th September).

Then, ask volunteers to tell you the same information about themselves.

Tell the children to complete the sentences. Ask other volunteers to read out their sentences. Ask: Can you tell me two private celebrations? What about two public celebrations?

Tell the children to complete the information in their books.

Then, ask: What about special celebrations in our region?

Tell the children to complete the information in their books.

Page 84, Activity 16

Say: Now look at Activity 16.

Tell the children to use the words to complete the text. Ask for volunteers to read out their sentences and correct the activity.

Tell the children to choose a celebration from their region or country and to do a picture of it and to describe it. They can use the vocabulary they have seen before. If they need more vocabulary, they can look in their Student's Books or ask the teacher.

Assessment criteria

CLIL Objectives

Children can distinguish between a private and public celebration.

Children can identify the most common private and public celebrations.

Children can identify regional celebrations; children can identify the similarities in the way different cultures celebrate

Children can sequence the months of the year and the ordinal numbers.

Language Objectives

Children can name private and public celebrations. Children can name the months of the year.

Children can name the most common activities in celebrating.

Children can name items that often form part of celebrations.

Resources

Multi-ROM

Unit 7, Activity 4

Teacher's Resource Book

Unit 8 Test, pages 99 and 100



See Transcript Track 2.35

End of year Test, pages 101 and 102



See Transcript Track 2.40

Transcripts



Track 2.35 Unit 8 Test. Activity 1

Listen and match the dates to the people. Narrator: When's your birthday, Jack?

Jack: The 31st of October. Narrator: That's Halloween! Jack: Yes, that's right.

Narrator: What about you, Grace? When's your birthday? Grace: It's on the 14th of May. Right in the middle of

spring.

Narrator: That's nice. What about you Lily? When's your

birthday?

Lily: My birthday's near Christmas. It's on the 12th of

December.

Narrator: So you have lots of presents in December then,

don't you?

Lily: Yes.

Narrator: And when's your birthday, Ben? Ben: My birthday is on the 21st of July.

Narrator: Oh! A summer birthday. That's nice. And does anybody know when Granny's birthday is?

All: The 1st of April!

(1)

Track 2.35 Unit 8 Test. Activity 1

Listen and number the objects.

1 It's made of wood. It's hard and strong.

2 It's made of rubber. It's strong and flexible.

3 It's made of metal and glass. It's hard and transparent.

4 They're made of leather. They're flexible and strong.

5 They're made of cotton. They're soft and flexible.

6 They're made of plastic. They're hard and waterproof.



Learning about Halloween.

Language Objectives

Vocabulary: Halloween, street, cat, bat, witch, ghost, scream, knock, shout, fun, eat, fancy dress, pumpkin, spider, monster, skeleton

Structures: Trick or treat?

Resources: CD

Materials: black card (one sheet per four children), white paper (one sheet per child), scissors, glue

Halloween is celebrated on 31st October. It is not a public holiday and festivities take place after the school day. Children dress up in fancy dress. The costumes are often related to the festival, such as ghosts. witches, pumpkins, cats, bats or spiders. In the USA, there is a tradition called Trick or Treat? The children walk around their neighbourhoods in their fancy dress costumes, knocking on the doors of their neighbours and shouting Trick or treat? People open their doors and hand the children sweets.

Pumpkin lanterns are also a widespread tradition for Halloween.

Presentation

Ask: What is this month? SS: October. Then, ask: How many days are there in October? SS: Thirty-one. Explain that the last day of October is the 31st and that on this day children in English-speaking countries celebrate Halloween. Ask: Do you celebrate Halloween? Some of the children will already know about this festival. Explain that it is a traditionally that we have "borrowed" from other countries.

Work with the book n



Student's Book, page 85, Activity 1

Say: Open your books to page 85. Let's read what Jack

Read the text in the speech bubble out loud. Then, say: Look at the picture. Can you find the children? Write the following words on the board: cat, bat, witch, ghost. Then, ask: Who is dressed as a cat? SS: Ben. Repeat for the other characters and fancy dress costumes (Lily - ghost, Grace - witch, Jack - bat)

Play Track 2.36. The children listen and point to the characters as they hear their fancy dress costume mentioned. Play Track 2.36 again. Encourage the children to join in with the sona.

Student's Book, page 85, Activity 2

Say: Now look at Activity 2. Let's make a Halloween frieze. Divide the class into groups.

Hand out the materials.

Tell the children to each choose a Halloween shape. They draw it on white paper and cut it out. Remind them to cut out the shapes within the pictures, so they will have a black background like silhouettes.

They then glue their shapes onto the black card. Ask a spokesperson from each group to describe their picture: In our picture, there is a ...

Collect all the pictures and put them next to each other on the wall to form a Halloween frieze.

Play Track 2.36 again. Encourage the children to join in with the song and to touch the silhouettes as they hear them mentioned in the sona.







See page 355.

Optional Activity Book exercises

See page 355.

Practice

Tell the children to get back into their groups. On the board, write the names of all the silhouettes that they used in the frieze. Tell the children to go to the frieze to count the number of each silhouette very carefully. Give them just a minute to do this.

Ask each group to tell you how many of each shape they found and write the numbers on the board.

Then, count up the shapes with the whole class and see which group is right. Also, see which groups organise the task most successfully. For example, do they assign shapes to each member to make the counting easier? Do they assign a part of the frieze to each member and then add the totals? Discuss how they could have made the task simpler and repeat if necessary.

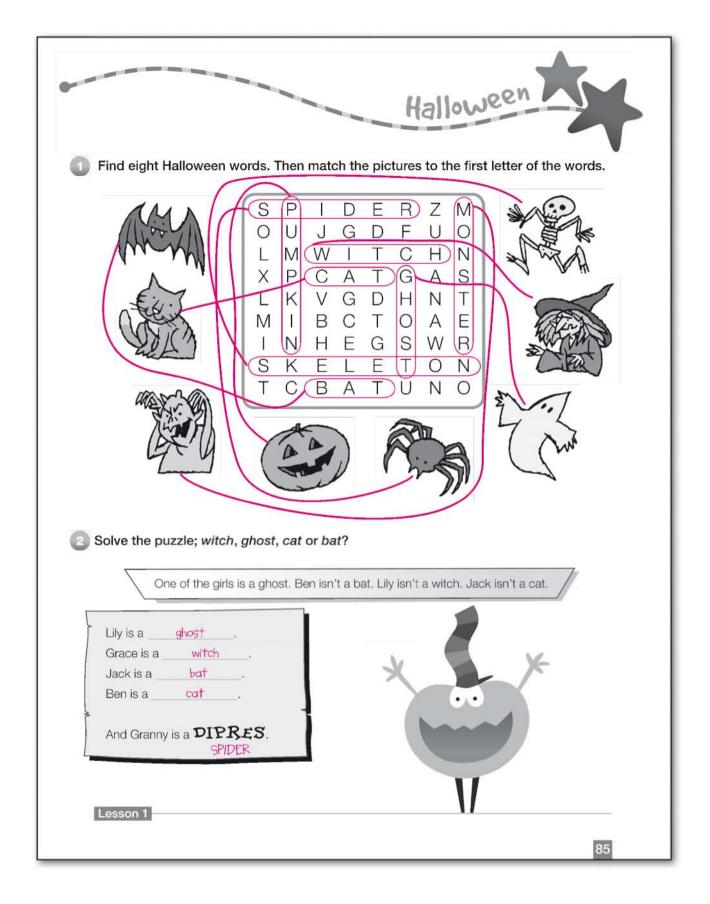


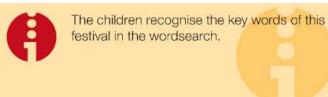


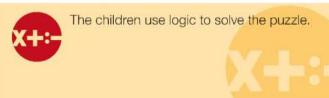
Encourage the children to sing the song and to learn it.



The children make a Halloween decoration using and improving their manual skills.







HALLOWEEN LESSON 1 OPTIONS

Activity Book

Page 85, Activity 1

Say: Open your Activity Books to page 85. Look at Activity 1.

The children look for the eight Halloween words in the wordsearch and circle them. Then, they match the pictures to the words. Ask: Which words did you find? SS: Bat, cat, monster, pumpkin, spider, ghost, witch and skeleton.

Page 85, Activity 2

Say: Now look at Activity 2. Read the puzzle out loud.

Show the children how to solve logical puzzles on the board.

Draw a chart with four rows with the following headings: witch, ghost, cat and bat. Then, add four columns with the names of the four characters as headings. Read out the first part of the sentence: One of the girls is a ghost. Cross out the corresponding boxes for the boys and the word ghost to eliminate them. Repeat the process with the other characters until there is only one box that hasn't been crossed out for each character. Tell the children to complete the sentences in their books.

Then, tell the children to work out what Granny is (spider).

Ask for volunteers to read out their sentences.

Transcript



Track 2.36 The Halloween song

All the children in the street
Are out for Halloween.
Cats and bats, witches and ghosts,
Listen to them scream!
We knock on everybody's door,
We shout out "trick or treat?"
We want to have some fun tonight,
And yummy things to eat!
All the children in the street
Are out for Halloween.

Learning about Christmas.

Language Objectives

Vocabulary: snowman, snow, outside, cold, head, toes, scarf, neck, hat, head, bed, sun, warm, run away, Rudolph

Structures: 25th December

Resources: CD

Preparation: a blindfold

Christmas The Christmas festivities cover several days: 24th December is Christmas Eve (all day, not just the evening), 25th December is Christmas Day and 26th December is Boxing Day.

Traditionally children receive their presents on Christmas Day in the morning. Christmas Eve is not a holiday in the UK and the USA and the children often go to bed guite early in preparation for the arrival of their presents during the night.

Santa Claus (also called Father Christmas) is a popular mythological figure that most young children believe in. He makes the toys in his workshop with his elves. Then he takes the presents to all the children late at night on Christmas Eve. He travels on a sleigh pulled by his reindeer. The most important reindeer is Rudolph. He has a very red, shiny nose and he uses this as a light to guide Santa through the dark, snowy night.

Presentation

Ask: What special celebration is there at the end of this term? SS: Christmas. T: That's right. What day is Christmas Day? SS: 25th December.

Then, ask: What is the weather like where we live at Christmas time? The children answer, describing the main weather conditions. Explain that in some parts of the USA and the UK it is very cold and snowy. Ask: When it's snowing what can we make? Draw a snowman on the board and see if any of the children remember the word. Then, draw the sun just above the snowman and ask: What happens when the sun comes out and it gets hotter? Draw drops of water falling off the snowman and say: The snowman melts!

Work with the book [m]



Student's Book, page 86, Activity 1

Say: Open your books to page 86. Let's read what Grace says.

Read out the text in the speech bubble. Then, say: Look at the pictures of the snowman.

Describe the pictures one by one: First Grace builds a snowman. Then she dresses the snowman. What does she put on the snowman? SS: A hat and a scarf. T: Then the sun comes out and the snowman melts! What a pity! Play Track 2.37. The children listen and point to the pictures that go with the different verses.

As the song is playing, do the actions to reinforce meaning (see Transcript, page 359).

Play Track 2.37 again. Encourage the children to join in by singing the song and doing the actions.

Student's Book, page 86, Activity 2

Say: Now look at Activity 2. Let's play a game. Draw a picture of Rudolph on the board (no nose and no tail). You can ask the children to help you do this if you have good artists in your class. Write the name Rudolph above the picture and remind the children who Rudolph is. Point to where Rudolph's nose should be and say: We need to draw Rudolph's nose. Do the same for the tail. Tell the children to stand in a line facing the board. Choose the first child to come to the board. Blindfold them, guide them to the picture on the board and tell them to draw the nose and tail. When they have finished, remove the blindfold and write the child's name next to the nose and the tail they have drawn.

Repeat the procedure for all the children in the class. The child who places each item the nearest to the correct position is the winner.

Transcript



Track 2.37 The snowman song

See page 359.

Optional Activity Book exercises

See page 359.

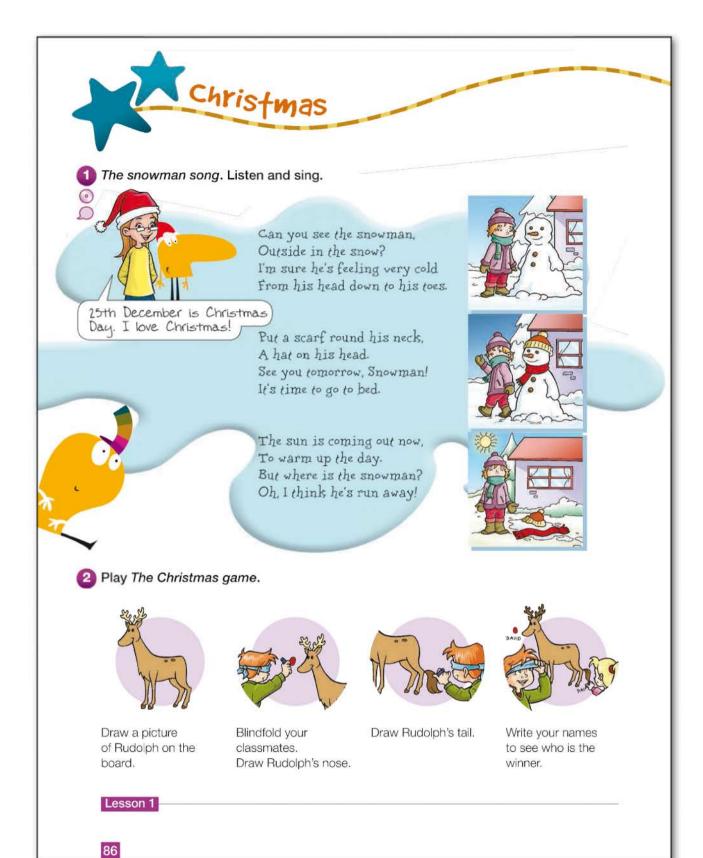
Practice



Divide the class into groups.

Tell each group to read the song again on page 86 of the Student's Book and to think of actions that go with the

Play Track 2.37 again. The children act out the song in their groups.

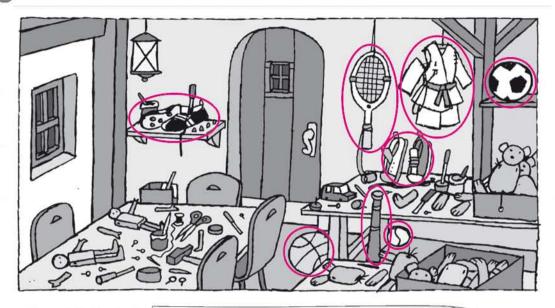




The children learn a song and enjoy themselves singing and playing a game.



Find and circle the sports equipment in Santa's workshop.



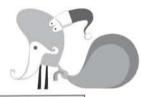
Complete the text.

In Santa's workshop I can see a tennis racket, a karate suit, football boots, a football, a basketball, a baseball, trainers and a baseball bat.

Read and solve the puzzles.

On the Christmas tree there are seven bells, eight angels, twelve silver balls and eleven gold balls, ten lights, nine chocolates and nine reindeer.

In Santa's workshop there are lots of elves. Twelve elves have got green hats, six have got red hats, two elves have got yellow hats, three have got red and green hats, five have got red and yellow hats, four have got green and yellow hats, and two elves have got red, green and yellow hats.



How many decorations are there altogether?

How many elves are there altogether? 34

Lesson 1

86



The children revise sports vocabulary by identifying the sports equipment in the picture.



The children use various mathematical operations to solve the puzzle.

Activity Book

Page 86, Activity 1

Say: Open your Activity Books to page 86. Look at Activity 1.

The children circle all the sports equipment in the toy workshop. Then, ask: Which sports equipment can you see? SS: A football, a tennis ball...

Tell the children to complete the text in their books. Ask a volunteer to read out the text.

Page 86, Activity 2

Say: Now look at Activity 2.

Read the first puzzle out loud. Ask: Who can come to the board to solve the puzzle? Focus more on how to solve the puzzle rather than the solution itself. Ask: What do we need to do? Both puzzles require maths to solve them.

Ask volunteers to write the sums on the board as another child reads out the puzzle.

Tell the children to solve the puzzle in their books.

Transcript



Track 2.37 The snowman song

Can you see the snowman,
Outside in the snow? (Point outside.)
I'm sure he's feeling very cold (Shiver.)
From his head down to his toes. (Point to your head and your toes.)

Put a scarf round his neck, (Mime putting on a scarf.)
A hat on his head. (Mime putting a hat on.)
See you tomorrow, Snowman! (Wave goodbye.)
It's time to go to bed. (Mime going to sleep.)

The sun is coming out now, (Move your hand in circles to represent the sun.)

To warm up the day.

But where is the snowman? (Shrug your shoulders.) Oh, I think he's run away! (Mine running away.).

Making Christmas pompoms.

Language Objectives

Vocabulario: pompom, circle, hole, wool, wrap, cut, tie, glitter, Christmas tree, branch, angel

Materials: red, green and white wool, card, scissors, glue, glitter, paper plates

Preparation: Make a pompom to show the children.

Optional Activity Book exercises

See page 363.

Work with the book

Student's Book, page 87, Activity 3

Say: Now look at Activity 3. Let's make a pompom for the Christmas tree. Show the children the pompom you have made. Read and explain the steps in the Student's Book. Hand out the materials.

Walk around the class helping and correcting as the children work.

Once the pompoms are tied, they dip them in glitter. You can hang the pompoms on the classroom Christmas tree or hang them from the ceiling or windows to decorate the classroom.

Student's Book, page 86, Activity 4

Say: Now look at Activity 4. Listen while I read the puzzle out loud.

Read the text out loud and ask: What do we need to do to solve this problem?

Encourage the children to come to the board to write the sums: $4 \times 6 = ?24 \times 5 = ?$

Tell the children to do the sums and to shout *Stop!* when they know the answers. Ask: *So how many branches are there all together?* SS: *Twenty-four.* T: *And how many angels are there all together?* SS: *A hundred and twenty.*



Make Christmas pompoms.

You need red, green and white wool card scissors glue glitter

a paper plate







1 Cut two circles the same size. Cut a hole in each circle.

2 Wrap the wool around the circles.



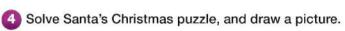
3 Cut the wool between the two circles.



4 Tie the pompom and remove the circles.



5 Put glue on your pompom. Cover it in glitter.





There are four Christmas trees, each one with six branches. There are five angels on each branch. How many angels are there on the trees?



Lesson 2

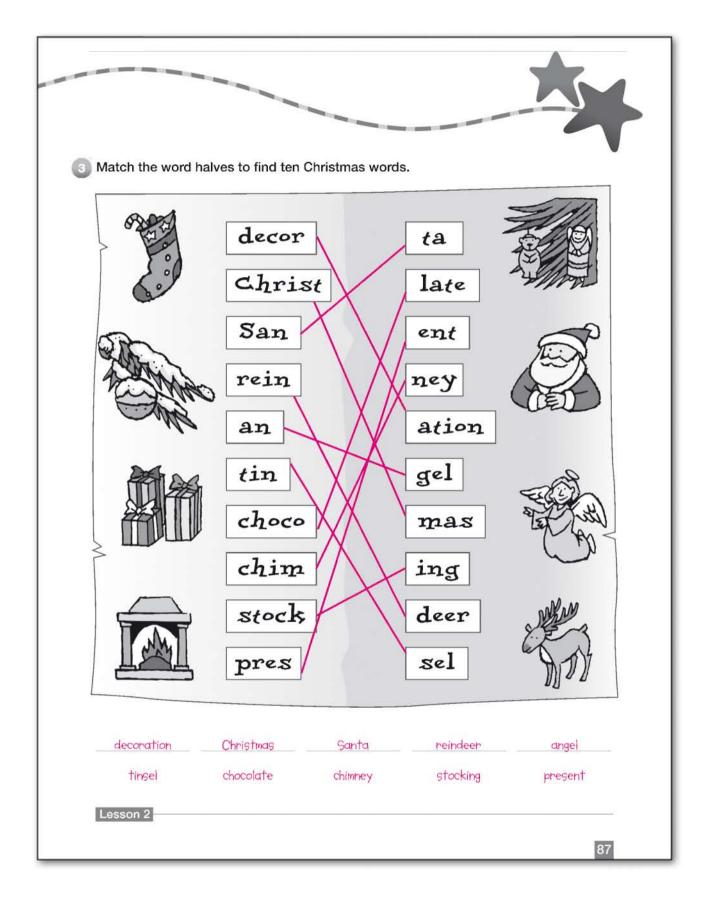
87



Children use their creativity and learn to make a Christmas decoration.



The children use their mathematical skills to solve the puzzle.





The children create Christmas words by joining the halves that appear in the boxes on the left- and the right-hand-side.

Activity Book

Page 87, Activity 3

Say: Open your Activity Books at page 87. Look at Activity 3.

Tell the children to look carefully and see if they can form words by matching the two halves. Ask for volunteers to say the words out loud. Write the words on the board.

Tell the children to write the words in their books.

LESSON 1

CLIL Objective

Learning about Pancake Day.

Language Objectives

Vocabulary: Tuesday, Easter Sunday, crack, pancake, eggs, flour, stir, add, milk, salt, mix, drop, mixture, pan, shake, toss, air, catch

Resources: CD

Materials: 4 small frying pans, 4 discs of card, 4

Pancake Day is always celebrated on a Tuesday. It is exactly forty-seven days before Easter Sunday. As Easter Sunday is a different date each year, so is Pancake Day. Traditionally all children have pancakes for their tea on Pancake Day. Children also make pancakes at school and have pancake races. They run a race tossing their pancakes in their frying pans as they run. The first child to reach the end without dropping their pancake is the winner.

Presentation

Find out the date for the next Easter Sunday and write it on the board. Say: This is Easter Sunday this year. Point to the calendar and say: Let's count back from Easter Sunday, forty-seven days. Count back with the children. When you reach the day, which will be a Tuesday, say: Look, it's a Tuesday. It's Pancake Day.

Ask the children if they know what a pancake is. They may know it by the name crepe. Explain that it is a very flat type of cake made with flour, eggs and milk. People in Englishspeaking countries eat pancakes with sugar, lemon, syrup or jam. In the USA, people eat pancakes for breakfast.

Work with the book [7]



Student's Book, page 88, Activity 1

Say: Open your books to page 88. Let's look at the pictures. What can you see in the first picture? SS: Milk, eggs, flour and salt. T: Those are the ingredients for making pancakes.

Play Track 2.38. The children listen to the recording and point to the pictures.

Play Track 2.38 again. Encourage the children to join in by singing along to the song.

Student's Book, page 88, Activity 2

Say: Now look at Activity 2. Let's find the pancakes. Tell the children to work in pairs. They count the pancakes that they can see in the picture.

Then, ask: How many pancakes are there? SS: Fifteen! Tell the children to say where the pancakes are. Write a number on the board each time they find a pancake and describe its position. Continue until they have decribed the position of all fifteen pancakes.

Play Track 2.38 again. The children join in with the song and do the actions.

Transcript



Track 2.38 The pancake song

See page 367.

Optional Activity Book exercises

See page 367.

Practice

Divide the class into groups of four. Tell them to look at the words to the song again and to decide on actions for each line. Ask each group to come to the front of the class. Hand the members of the group the frying pans and the paper discs (these are the pancakes) and the spoons. The children perform the song in their groups.





1 The pancake song. Listen and sing.





Crack the eggs, add the flour. Don't forget to stir it. Add the milk and then the salt. Don't forget to mix it!



Drop the mixture in the pan.

Don't forget to shake it!

Toss your pancake in the air

And don't forget to catch it!



2 Find and count the pancakes.



Lesson 1

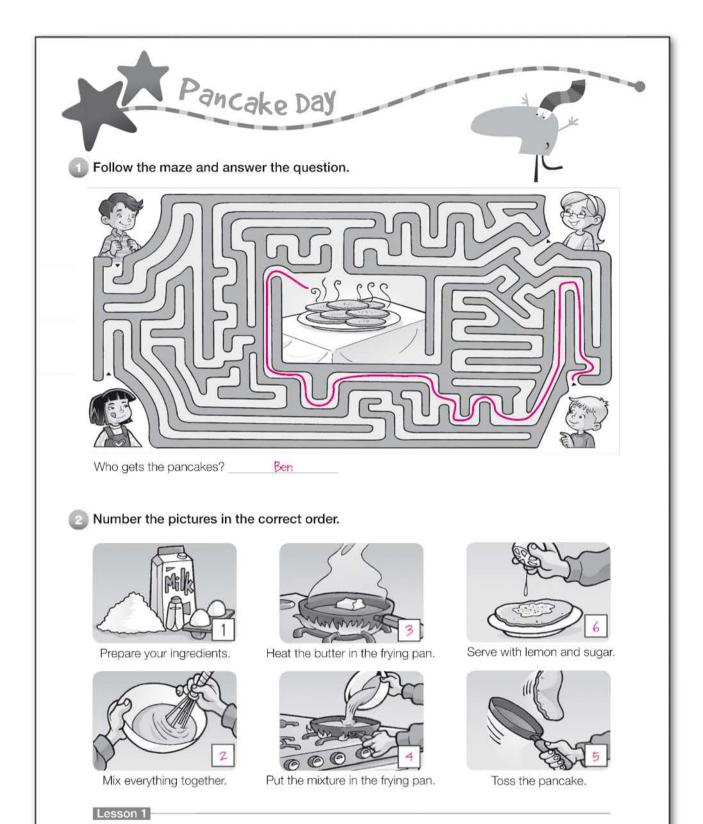
88



The children learn about a British tradition and how to make pancakes.



The chidren demonstrate their knowledge of numbers in English.





88

The children have to find the route through the maze in order to answer the question.



The children have to number the steps in order to sequence the recipe correctly.

Activity Book

Page 88, Activity 1

Say: Open your Activity Books to page 88. Look at Activity 1.

The children trace a route through the maze with their fingers. Once they have seen who gets the pancakes, they draw the route with a pencil. Ask: Who gets the pancakes? SS: Ben!

Page 88, Activity 2

Say: Now look at Activity 2.

Explain that the pictures show how to make pancakes. Tell the children to look at the pictures carefully and to find the picture that goes first. Check their answers by asking: What can you see in the picture? Repeat with the other pictures until they put them in the correct order.

Tell the children to number the pictures in the correct order in their books.

Transcript

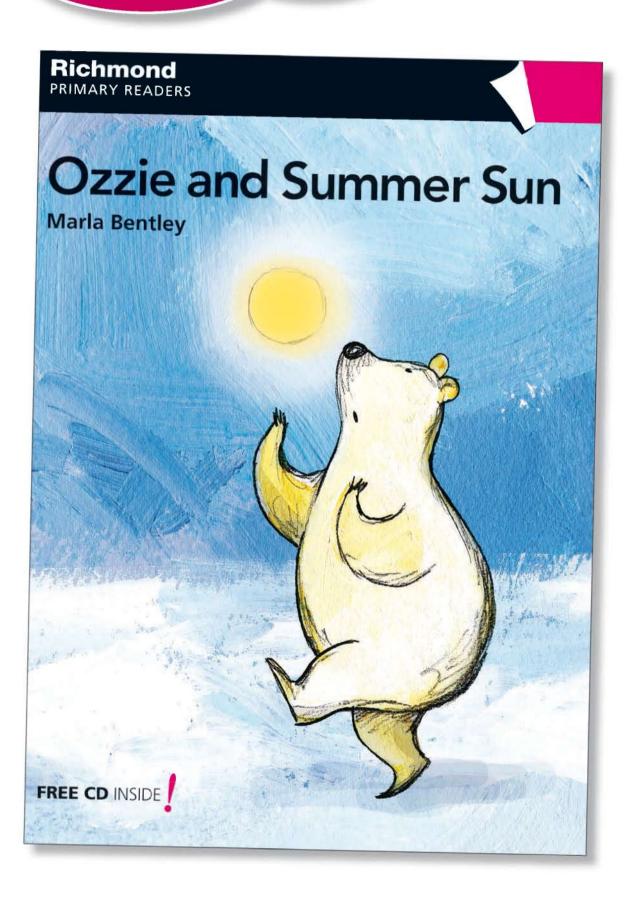


Track 2.38 The pancake song

Crack the eggs, add the flour.
Don't forget to stir it.
Add the milk and then the salt.
Don't forget to mix it!
Drop the mixture in the pan,
Don't forget to shake it!
Toss your pancake in the air
And don't forget to catch it!

Associated reading







Student's Material



Student's Book



Activity Book + Multi-ROM + Project Booklet + Cut-Outs

Teacher's Material



Teacher's Book + Class CDs



