



Richmond

58 St Aldates Oxford OX1 1ST United Kingdom

© **2012 Ediciones Santillana, S. A.** Leandro N. Alem 720 C1001AAP Buenos Aires, Argentina

© Susan House and Katharine Scott 2009

First published by Richmond Publishing ® / © Santillana Educación, S.L. 2009

ISBN: 978-950-46-3095-1

House, Susan Sparks 4 Teacher's Book / Susan House y Katharine Scott. - 1a ed. - Buenos Aires : Santillana, 2012. 368 p. + CD-ROM ; 28x21 cm.

ISBN 978-950-46-3095-1

1. Enseñanza de Inglés. 2. Libro del Docente. I. Scott, Katharine CDD 420.7

Publisher: Mabel Manzano Project Editor: Elsa Rivera Editorial Team: Julie Davies, Harriet Grigg, Idoia Llama Writer: Paul House Teaching Consultants: Inés Delgado-Echagüe, Matilde Díaz-Caneja Proofreading: Elvira Bartolomé Correia Translation: Belén Garrido, Hot English Musical adaptation, arrangements and original composition: H.G. Sigalov Recorded at: EFS Motivation Sound Studios, London Art Director: José Crespo Design: Martín León Barreto Cover Illustration: Javier Vázquez Illustrations: Beehive Illustration: Mike Brownlow, Moreno Chiacchiera, Jorge Santillan Photo Research: Amparo Rodríguez Layout: Rocío Lominchar, Miguel Á. Mora-Gil, Leticia Fernández, Ana Lucía Garibotti

The publishers would like to thank all those who have contributed to the development of this course, in particular: Ana Ferrer Ferrer, Eva González García, Daniel Ramírez Herra, Ana Rosiñol Lluch, Amalia Luque Suárez, María Pérez, Francisca Rufián Martos, Beatriz Rodríguez Martín Ginés Olivares Fernández, Alberto Borrejón Ramos, Mª Jesús Álvarez Prado, Sofía Ortiz Collado, Casilda Tortosa Pérez-Ojeda, Mónica Soldevilla Vitoria, Esperanza Bujanda, Mercè Oller Campdelacreu, Ana Isabel Ramos Aguilar, Santiago Pozuelo Ordóñez, Almudena Martín Rojero

This Teacher's Book includes Audio CDs.

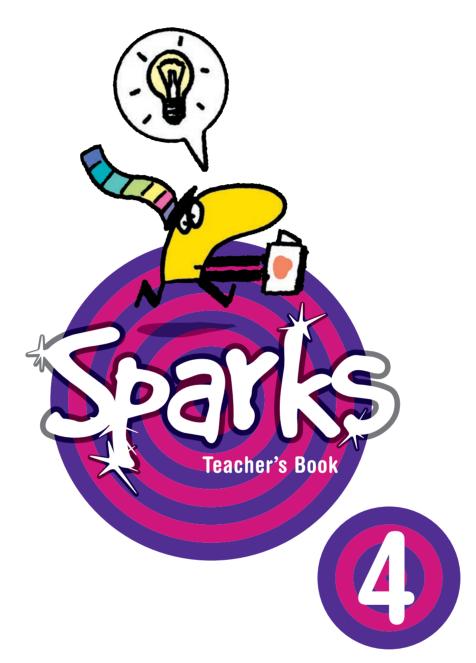
Queda hecho el depósito legal que marca la ley 11.723. Impreso en Argentina. Printed in Argentina. First Edition Published 2012

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

Este libro se terminó de imprimir en el mes de noviembre de 2012, en en Artes Gráficas Integradas, William Morris 1049, Florida - Vicente López, Argentina.

Susan House Katharine Scott





Contents

Unit	CLIL Topic	Structures	Key Language		
0. Hello again!		Question forms	Letters of the alphabet		
1. Where do people live? Page 32	Landscapes and habitats	She's at the (shopping centre). Are there any museums? Comparative adjectives We (eat) in the (dining room). Are there any? Yes, there are. / No, there aren't.	Countries and cities Town and city Rooms and furniture		
2. Twisting and turning! Page 72	The human body	Comparative adjectives: You're/He's/She's taller/ shorter than Present continuous: I'm moving my foot. Imperatives: Do sit ups! Possessive adjectives	Parts of the body Movements Exercises		
3. Getting	Communications	How far is it from (London) to	Cardinal points		
around Page 112	Communications	(Paris)? Present continuous: What are they doing? They'reing Questions: Who? What? Where? When?	Transport		
4. Fabulous food! Page 152	Properties of materials	Present continuous Countable and uncountable nouns: <i>a, an, some, any</i> <i>How much? How many?</i>	Food preparation Food composition		

Sparks 4

Jnit	CLIL Topic	Structures	Key Language
5. Out and about Page 192	People and human activities	Present simple 3 rd person: <i>He sells the tickets…</i> Questions: <i>Does (Jack) like concerts?</i> <i>No, he doesn't.</i> Pronouns: <i>he, she, they</i>	Culture Types of museum
5. Animal groups Page 232	Living things	Tigers live in the jungle. A lizard eats flies. What do (elephants) eat? Elephants eat plants. Does a (frog) lay eggs? Yes, it does. / No, it doesn't.	Animals Animal body parts Classification of animals
7. The planets Page 272	The Universe	Comparative and superlative adjectives: <i>Mars is smaller</i> <i>than the Earth.</i> <i>Jupiter is the biggest planet.</i> Big numbers Future with <i>going to</i>	Planets Activities associated with space travel
3. Seeing the world Page 312	Culture and civilization	I'm going to take They're going to travel around the world. Are you going? Time clauses: then, after that	Nationalities Sights Activities Objects

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.

........

DDD

Dual focus

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

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

Classroom work

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



- 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 skills are the foundation which support all further learning, irrespective of the subject area, and they include both reading and writing skills. In the English class we need to develop these skills to ensure that the children's progress is balanced correctly. The literacy programme in **Sparks** is developed using stories, and has two basic elements:

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.





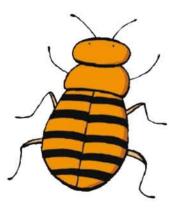
Activity Book

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.



Multi-RoM

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 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 contentrelated 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.

Teacher's maferial

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.
- 2. Interactive YLE practice (Movers level)

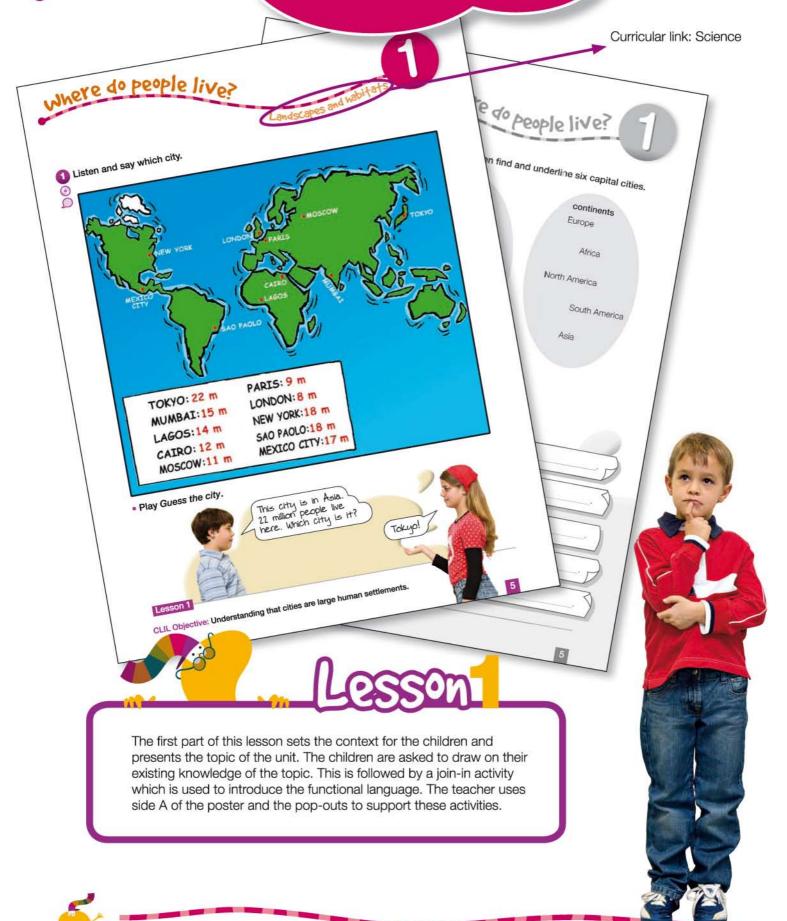
The CD-ROM YLE can be used in the language laboratory or on an interactive whiteboard.

3. Teacher's Interactive Resources: This contains e-flashcards, e-storycards and e-posters. The digital components of SPARKS are compatible with all available interactive whiteboard software.



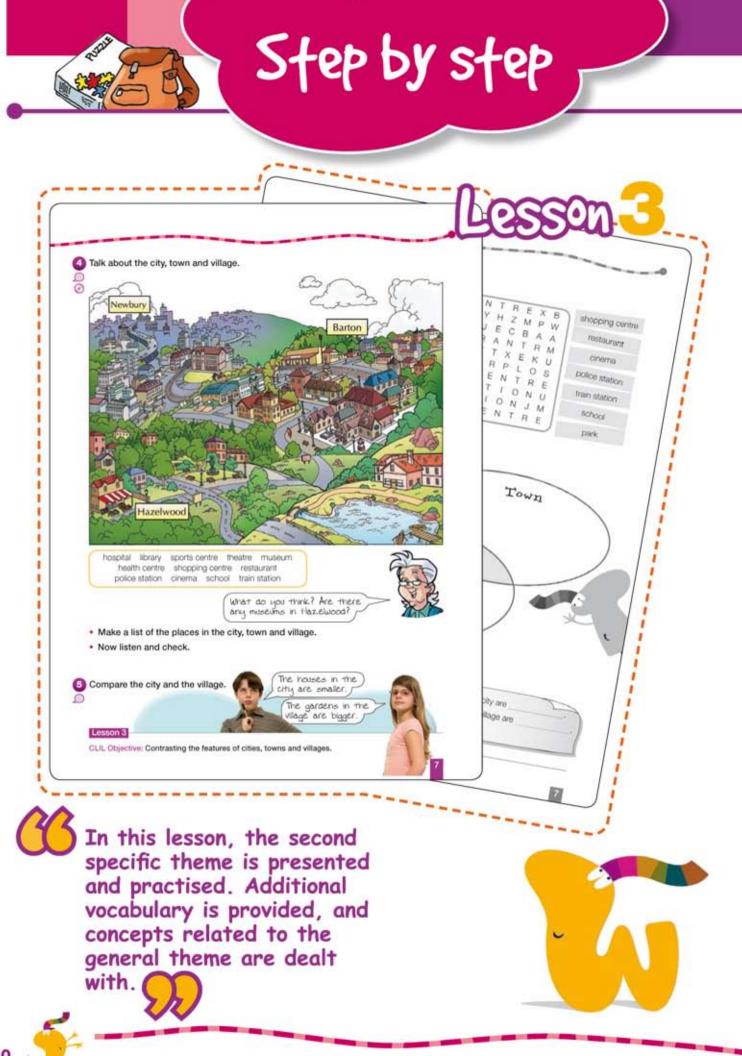
7

Step by step



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

chego

Find and label three things that begin with sh and three things that

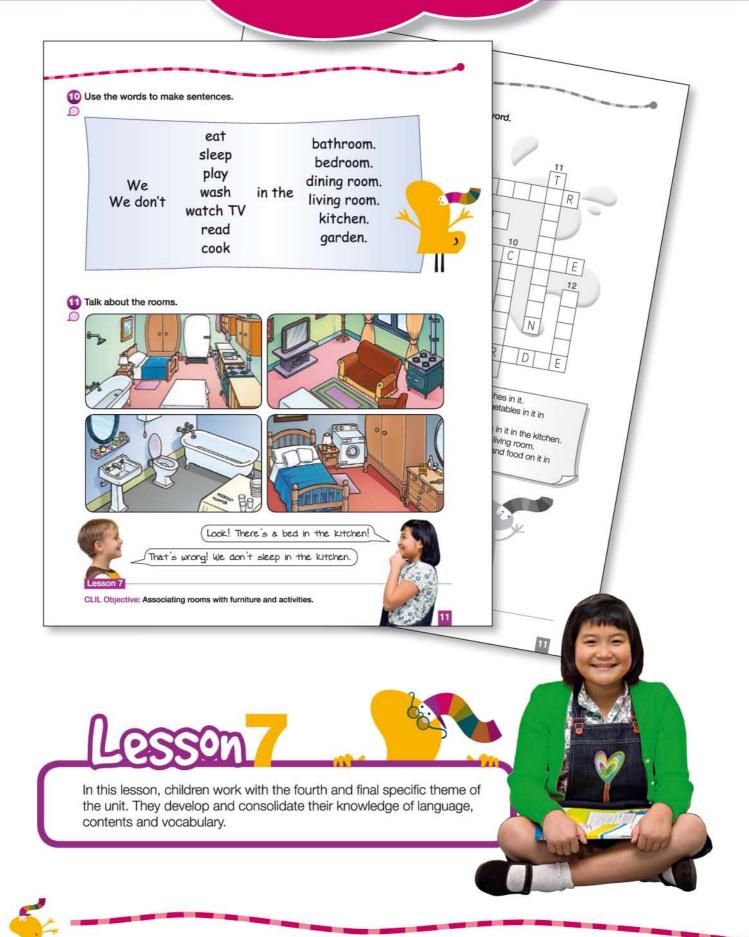
Phonics

In lesson 5, the children focus on specific sounds and letters. In the early stages, children work with initial word sounds that they are most familiar with. As their literacy skills develop, children work with final and medial sounds, and with a variety of graphic representations of sounds.

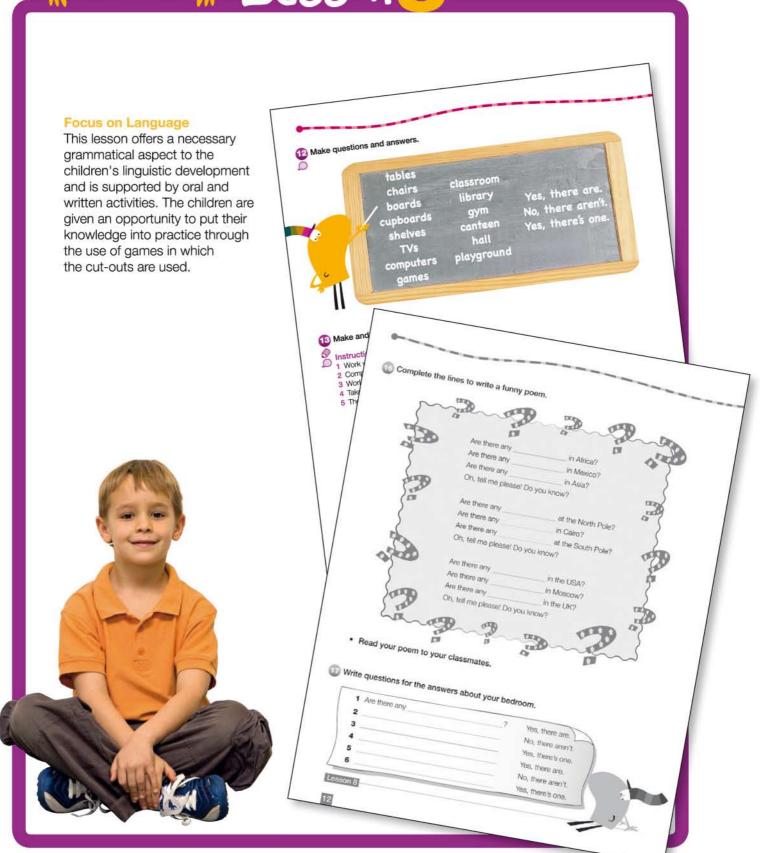
All the work related to the story is supported by the story cards. The children retell the story and find examples of the phonemes they have learnt in the story card picture frames. This also provides an opportunity to learn how to act out a story. Say the words down the Then they fly Soon the children are over the city That's the British Museum The Hou Parliam Tower Bridge And thats I andon ext I ey fly und Read. for Gran ovriting Aagh Listen and repeat the sounds and words. Phonics Then find the pictures in the story. sharpener shelf sheep shirt shorts children chess 0 0 cheese chicken chair Lesson 5 CLIL Objective: Literacy: phonics.



Step by step



Lesson 2



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.

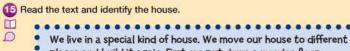
the plans.

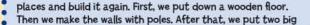
13









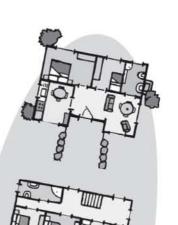


- poles in the centre. Then we cover the frame with white material.

16 Draw and describe a special house. 2Q This house is on a tropical beach. There aren't any walls, windows or doors because it is very hot. There is a bedroom, a bathroom and a kitchen-living room.



Lesson 9 CLIL Objective: Recognising that houses reflect their surroundings and climate.











D

Lesson 0

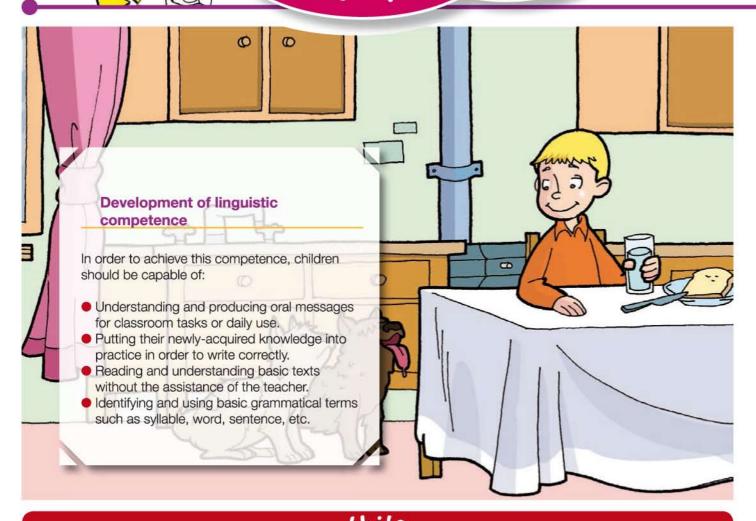
A fun way to revise and consolidate newly-acquired concepts, content and language.

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

0



Units										
Basic competences in Sparks 4 0 1 2 3 4 5 6 7 8										
X+:-	мс				×	×			×	
	KIPW		×	×	×	×	×	×	×	
A	PI	×	×	×	×	×	×	×	×	×
\$	ICC	×	×	×	×	×	×		×	×
Ø	CAC	×	×	×	×	×	×		×	×
Ø	LTL			×	×	×	×	×	×	×
e	API	×	×	×	×	×	×	×	×	×

18 🛒



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. Also, language can 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.

Ð

Cultural and artistic competence

Literacy also plays an important part in the development of this competence through reading texts and drama based activities. Also, exercises that involve interpreting the images that accompany the texts 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. On the other hand, 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.

HELLO AGAIN!

CLIL Objective

Recognising sources of information.

Curricular link: Social Science

Language Objective

Vocabulary: atlas, dictionary, encyclopaedia, reference book **Structures:** Look in the (dictionary).

Resources: CD **Materials:** an atlas, a dictionary, an encyclopaedia, various reference books (brought from home)

HELLO AGAIN!

Presentation

Hold up a copy of the Student's Book and the Activity Book. Say: *These are our new English books*. Using the front cover of the book, ask questions such as: *What is the title of the book*?

Then, say: Let's open the books and have a look at them. Let the children browse through the book for a while and ask any questions (they may do this in L1). Answer their questions in English. Then, tell them to open their books at page 2 and to look at the photos of the four characters. Ask: Who are these characters? Can you remember their names? Then, ask: Can you remember any stories? Supply any information if the children do not remember or if they do not know the answers.

Hold up an atlas and say: *This is an atlas. It is a reference book. Can you think of any other reference books?* Prompt them so that they mention *dictionary* and *encyclopaedia*.

Work with the book 🕥

Student's Book, page 2, Activity 1

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

Play **Track 1.1**. Encourage the children to join in with the song.

Play **Track 1.1** again. The children point to the pictures of the characters and the books that each one needs. Ask: *Which book does (Jack) need?*

SS: The (dictionary).

Tell the children to ask and answer questions in pairs.

S1: (What's the plural of foot?)

S2: Look in the (dictionary).

Play Track 1.1 again. Tell them to sing along to the song.



Track 1.1 Song: Ready to learn

See page 23.

Optional Activity Book exercises

See page 23.

Practice

Write the names of the books on the board (*atlas*, *dictionary*, *encyclopaedia*, *reference book*). Identify the books that you have brought to class. Then, ask a question. T: *How do you spell (acrobat)?* A volunteer goes to the corresponding book and says: *I need a dictionary!* The child can look for the information and answer the question (optional).

Answer key

Student's Book, Activity 1 See Transcript.





The children sing the song in order to help them learn the vocabulary.



The children learn about different reference books that can help them find the information they are looking for.



The children identify the reference books that should be used for each question.



The children look for answers to the questions using the appropriate reference books.

Activity Book

Page 2, Activity 1

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

Read the first question out loud and ask: *Does anybody know the answer to that question?* Write the children's suggestions on the board.

Ask them what kind of book they need to find the answer. Make sure that they understand that they are special books that give us different types of information, for example, an atlas gives us geographical information. Repeat the procedure with the other questions and tell the children to match the questions to the corresponding reference books.

Then, tell them to use the reference books to find the correct answers to the questions. They write the answers in their Activity Books.

Correct the activity by asking for volunteeers to read out the questions and answers, telling you which reference books they have used.



Let's play!

Repeat the truth

Invent sentences, some true and some false, about the lesson, for example: *I need an atlas to find out (the plural of mouse). I need an encyclopaedia to find out (the number of planets in the solar system).* The children repeat the sentences that they think are true. If they are false, they do not say anything. Ask for volunteers to invent sentences for the rest of the group.

Resources

Teacher's Resource Book *Diagnostic Test,* pages 83-84



See Transcript Track 2.39

Transcripts



Track 1.1 Song: Ready to learn

Chorus:

Are you ready to listen? Are you ready to look? Are you ready to use all kinds of books? Then come with us, and learn with us. And find out about the world.

Jack: Hey, Grace? Grace: Yes, Jack? Jack: What's the plural of foot? Grace: Look in the dictionary! Hey, Jack? Jack: Yes, Grace? Grace: How many planets are there? Jack: Look in the encyclopaedia! (Chorus) Ben: Hey. Lilv?

Lily: Yes, Ben? Ben: Where do tigers live? Lily: Look in a reference book! Hey, Ben? Ben: Yes, Lily? Lily: What's the capital of Canada? Ben: Look in the atlas!

(Chorus)

Track 2.39 Diagnostic Test. Activity 1

Listen and tick the animals.

Ben: I'm bored. Let's play What am I? Grace, you go first. **Grace:** OK. I've got four legs and a long tail. I live on a

farm, I eat hay and I can run very fast. What am I? **Ben:** I know! You're a... Now you, Jack.

Jack: I'm a wild animal. I can fly with my wings and I've got feathers. What am I?

Granny: Oh, I know, Jack. You're a...

Ben: Now you, Lily.

Lily: Mmm. Let's see. I haven't got legs. I can swim. I've got fins and lots of teeth!

Ben: Aarrgh! You're a... Granny, what are you?

Granny: I've got black stripes, I am small, I can fly and I make honey. What am I?

Grace: I know! You're a... And you, Ben?

Ben: OK. I'm a wild animal. I've got four legs and a long tail. I've got black and orange fur.

Jack and Lily: You're a...

CLIL Objective

Recognising the alphabet and alphabetical order.

Curricular link: Literacy; Maths

Language Objective

Vocabulary: the alphabet

Resources: CD

THE ALPHABET

Presentation 🔞 🥤

Say: Today we are going to learn about the alphabet. Ask: How many letters are there in the Spanish alphabet? SS: 28. Ask: Do you know how many there are in the English alphabet? Write on the board: 26 in English, 28 in Spanish. Ask: What letters are missing in the English alphabet? SS: ñ, II.

Place the alphabet poster on the board and tell the children to look at it.

Say: *Listen to these words.* (Pronounce some of the words with initial consonants). *What letter do they start with?* Ask for a volunteer to come to the board to point to the letter on the poster.

Say: *Let's listen to* The alphabet chant. Play **Track 1.2**.

Say: *Now let's say* The alphabet chant. Play **Track 1.2** again. The children join in by saying the letters of the alphabet.

Work with the book 🞧

Student's Book, page 3, Activity 2

Say: Open your books at page 3. Let's say The alphabet chant.

There is a chorus for the chant on the page. (26 letters in the alphabet, can you say them very quickly from A to Z?) There are 25 letters of the alphabet missing from the chant. Play **Track 1.2** again so they can learn the chant.

Tell the children to say the alphabet. Then, ask them to say the missing letters in the words. The children copy the text adding the missing letters and answering the question: *Which letter is not there?*

Tell them to say The alphabet chant in pairs.

Practise alphabetical order by asking: Which letter comes before (f)? Which letter comes after (f)? Which letter comes between (f) and (h)?



Track 1.2 *The alphabet chant*

See page 27.

Optional Activity Book exercises

See page 27.

Practice

Tell the children to stand up in alphabetical order according to their surnames.

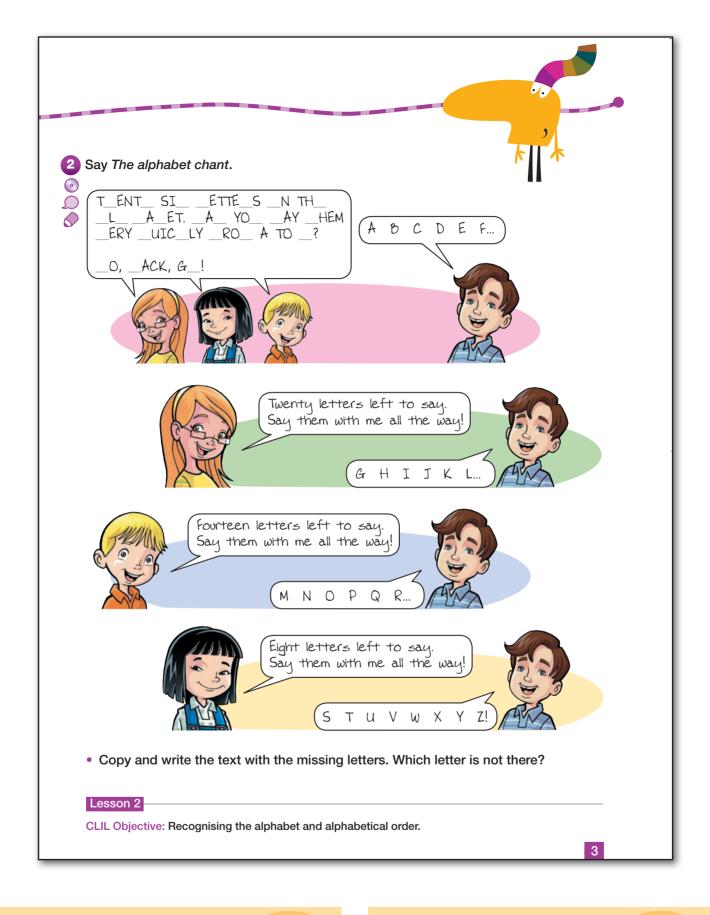
When they are all standing, tell them to say the initial letter of their surname out loud.

Do the same with their names.

ANSWER KEY

Student's Book, Activity 2 The missing letter is X.





The children revise the alphabet in English and practise how to order words alphabetically.



The children look for words in the dictionary to revise the vocabulary and to learn about alphabetical order.

2 Write the names in alphabetical order.
GrannyImage: A constraint of the second
1 Ben 2 Grace 3 Granny
3 Choose ten friends and write their names in alphabetical order.
Child's own answers
Write the words. Then number them in alphabetical order. All these things begin with the letter s.
<u>sausages sandwich strawberries sweets soup</u> Lesson 2



The children practise writing words in alphabetical order.



The children learn about the uses and usefulness in real life of knowing how to put words in alphabetical order.

Activity Book

Page 3, Activity 2

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

Ask for volunteers to say the names of the characters. Then, say: *Let's say these names in alphabetical order. Which is the first name?* SS: *Ben.*

Repeat for the other names.

Tell the children to write the names in their Activity Books.

Page 3, Activity 3

Say: Now look at Activity 3.

Tell the children to choose ten friends. (If ten is too many, then at least five). Tell them to write the names of their friends on a piece of paper and then to number them in alphabetical order.

Tell the children to write the names in alphabetical order in their Activity Books.

Ask for volunteers to read out the list of their names.

Page 3, Activity 4

Say: Now look at Activity 4.

Tell the children to name the objects. Then, they write the name of these objects in the lines below the pictures.

Then, say: Which is the first word in alphabetical order? SS: Sandwich.

Ask for volunteers to read out the words in alphabetical order.

Transcript



Track 1.2 The alphabet chant

Twenty-six letters in the alphabet. Can you say them very quickly from A to Z? Go, Jack, go! A B C D E F...

Twenty letters left to say. Say them with me, all the way! G H I J K L...

Fourteen letters left to say. Say them with me, all the way! M N O P Q R...

Eight letters left to say. Say them with me all the way! S T U V W X Y Z!

Twenty-six letters in the alphabet. Can you say them very quickly from A to Z? Go, Jack, go!

Let's play!

Hangman

Play hangman with categories of words that the children know, for example, animals, food, things at school, etc. Make a simple drawing of a gallows and draw dashes next to it for each letter of the word you have chosen.

The children call out letters. If one of the letters is in the word, write the letter in all the places where it appears in the word. If they do not say a letter from the word, draw a body part. The children win if they can guess the word before the man is "hung".

CLIL Objective

Learning to ask for information.

Curricular link: Literacy

Language Objective

Vocabulary: spell, mean, carefully **Structures:** How do you...? What's...? Can you...?

Resources: CD

QUESTIONS

Presentation

Start by asking a volunteer the following question: *How do you spell your name in English?*

S1: (*J*-*u*-*a*-*n*). Tell the volunteer to ask another child a similar question using "*spell*": *How do you spell (your surname) in English*? S2: (*L*-*o*-*p*-*e*-*z*). Continue with the other children and then say: *Today we are going to learn how to ask some important questions in English. When we are learning we need to ask lots of questions. Let's learn how to do this.* Write the following words on the board: *Who? When? What? Where? Why? How?* Tell the children to ask questions using the words. S1: *Who (are you)?* S2: *When (do you do English)?* S3: *What (is the capital of Spain)?* S4: *Where (do you live)?* S5: *Why are you studying English)?* S6: *How (do you spell 'acrobat')?* Help the children ask the questions if necessary.

Say: *Now we're going to listen to* The questions and answers chant.

Play Track 1.3.

Explain that they are going to listen to the recording again and that they should write all the question words that they can hear.

Play Track 1.3 again.

Work with the book 🕥

Student's Book, page 4, Activity 3

Say: Open your books at page 4. Look at Activity 3. Tell the children to read the questions that are on the lefthand side of the page. Play **Track 1.3** again. The children join in with the chant, looking at the questions in the book. Play **Track 1.3** again. This time, stop the recording after each question so that a volunteer can respond. They can read the answers on the right-hand side of the page if necessary. Let the children read the questions and answers again for a few minutes and then tell the children to match them. Go around the class and ask a child to read one of the questions and another child to give the correct answer. When they have all the correct answers, they listen to **Track 1.3** and follow the chant in their books. Mention that these questions are very useful when we are learning English. Explain that they are going to make posters with the different questions on them to stick up on the classroom walls to help them remember the questions. Make the posters and put them on the classroom walls.

Transcript

Track 1.3 The questions and answers chant

See page 31.

Optional Activity Book exercises

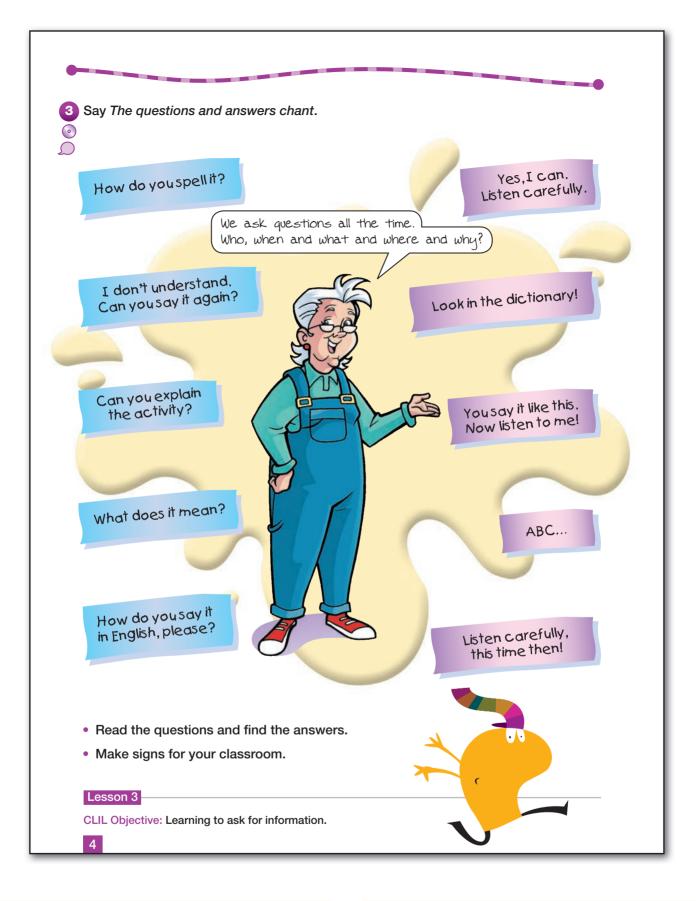
See page 31.

Practice

Divide the class up into groups and give each one a category (*animals, food, countries, parts of the body, etc.*). Tell the children to think of three words for their category that they know how to say in English, and three words that they do not know. Ask the teacher. Put the words in groups on the board and tell them to use the words to ask questions: *What does (elbow) mean?*

ANSWER KEY

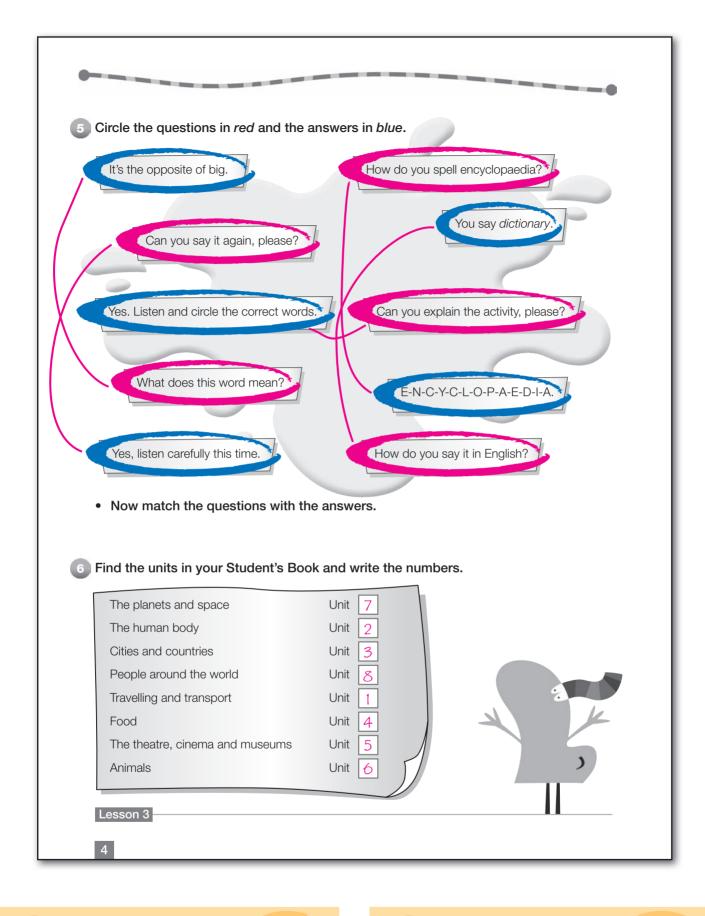
Student's Book, Activity 3 See Transcript.



The children demonstrate their understanding of the questions by matching them to the corresponding answers.



The children learn that making posters of the most common questions will help them to remember the questions and to write them correctly.



The children identify the basic structure of questions and answers.



The children learn how to use their books. They can also become more familiar with them by looking for different things.

Activity Book

Page 4, Activity 5

Say: Open your Activity Books at page 4. Look at Activity 5.

Tell the children to identify and to read the questions out loud.

Then, read one of the questions and ask: *What's the answer to that?* The children look for the answer and say it out loud. Repeat for the other questions. Tell them to circle the questions with a red pen and the

answers with a bue pen. Then, tell them to match the questions with the answers.

Page 4, Activity 6

Say: Now look at Activity 6.

Tell the children to look for the topics in the units of their Student's Books and to write the number of the unit that each topic belongs to. When they have finished, say: *The planets and space. Which unit is that?* Repeat for the other topics and tell them to correct the activity.

Let's play!

Pictionary

Divide the class into groups of six. Tell the children to write three words that they know on three slips of paper. Then, collect all the words in the class and put them in a bag or a hat. One child from each team comes to the front, takes a slip of paper and draws the word on the board so that their team can guess it. Set a time limit, for example, one minute. If the team guesses correctly, they get two points. If not, the other team can try to guess the word. If they are correct, they get one point. Repeat with different children from all the teams.

Transcript

Track 1.3 The questions and answers chant

We ask questions all the time. Who, when and what and where and why? How do you spell it? ABC... What does it mean? Look in the dictionary! I don't understand. Can you say it again? Listen carefully, this time then! Can you explain the activity? Yes, I can. Listen carefully. How do you say it in English, please? You say it like this. Now listen to me!

Assessment criteria

CLIL Objectives

Children can recognise sources of information. Children can ask for information.

Language Objectives

Children can organise words in alphabetical order.

WHERE DO PEOPLE LIVE?

Landscapes and habitats

CLIL Objective

Understanding that cities are large human settlements.

Curricular link: Geography

Language Objectives

Vocabulary: Europe, Africa, North America, South America, Asia; Japan, India, Nigeria, Egypt, Russia, France, England, United States of America, Brazil, Mexico; Tokyo, Mumbai, Lagos, Cairo, Moscow, Paris, London, New York, Sao Paolo, Mexico City

Structures: Twenty-two million people live in this city. Which city is it?

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

WHERE DO PEOPLE LIVE?



Present the context. Say: *Today we are going to learn about where people live.*

Show the children the poster (side A). Point to the scale and the compass and the other elements on the map. Say: *This is a map of the world.* Point to a country and ask: *What country is this?* SS: (*Spain*). Ask the children to come to the map. They point to a country and name it.

Supply the names of the countries in English if necessary. Make sure you include the ten countries from the lesson. Ask the children if they know which continents these countries are in. Point to the parts of the map which are sparsely populated and ask: *Do lots of people live here? Are there any big cities here?* SS: *No.*

Ask: *Where do we live?* Ask for a volunteer to come to the board. They point to our country and name it.

Play **Track 1.4** and place the pop-outs as the cities are named.

Remove the pop-outs from the poster and ask for five volunteers to come to the board. Give each one a pop-out and play **Track 1.4** again. The children place the pop-outs in the corresponding places.

Work with the book 🕥

Student's Book, page 5, Activity 1

Say: Open your books at page 5. Look at the map of the world. Name the continents and tell the children to point to the continents in their books. Play **Track 1.5**. The children point to the places on the map.

Play **Track 1.5** again. This time, stop the recording after each sentence so the children can name the city. Play **Track 1.5** again and ask the children to call out the answers quickly. Say: *Now we're going to play* Guess the city.

Put the children into pairs. Explain that they should take turns naming the continent and giving details while the other child guesses the city.



Optional Activity Book exercises

See page 35.

Practice

Ask: Do you know the population of our country? Give three figures for them to choose from: 20 million, 35 million or 41 million.

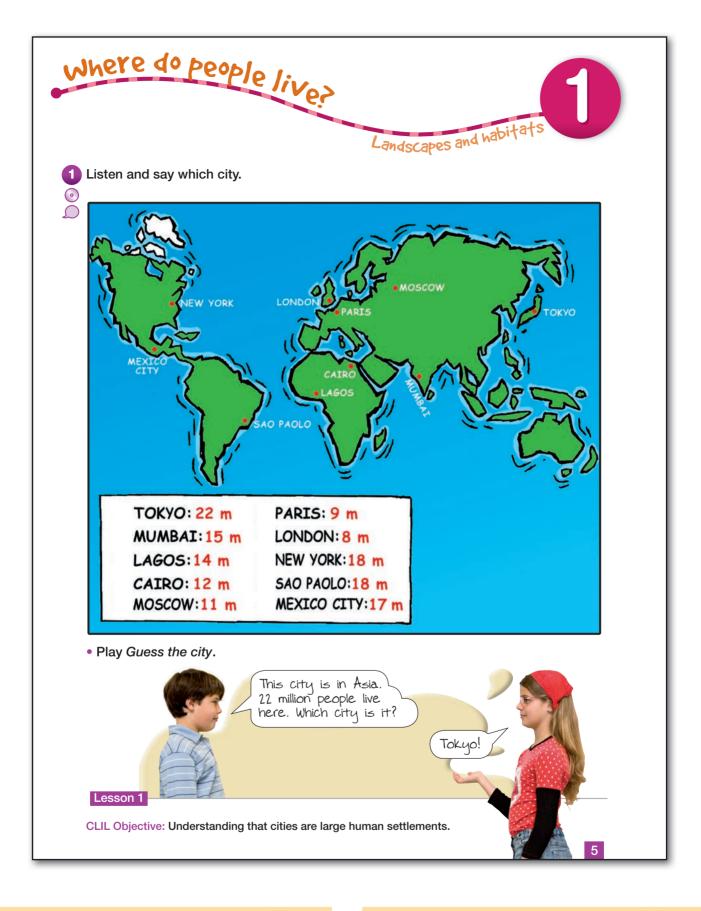
Ask: *What are the big cities in our country*? Help them to name the major cities.

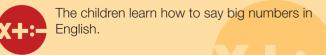
Ask: Do we live in a big city? SS: Yes/No.

Ask other questions about the location: Do we live by the sea/a river? Is it a long river? Do we live in the mountains?

ANSWER KEY

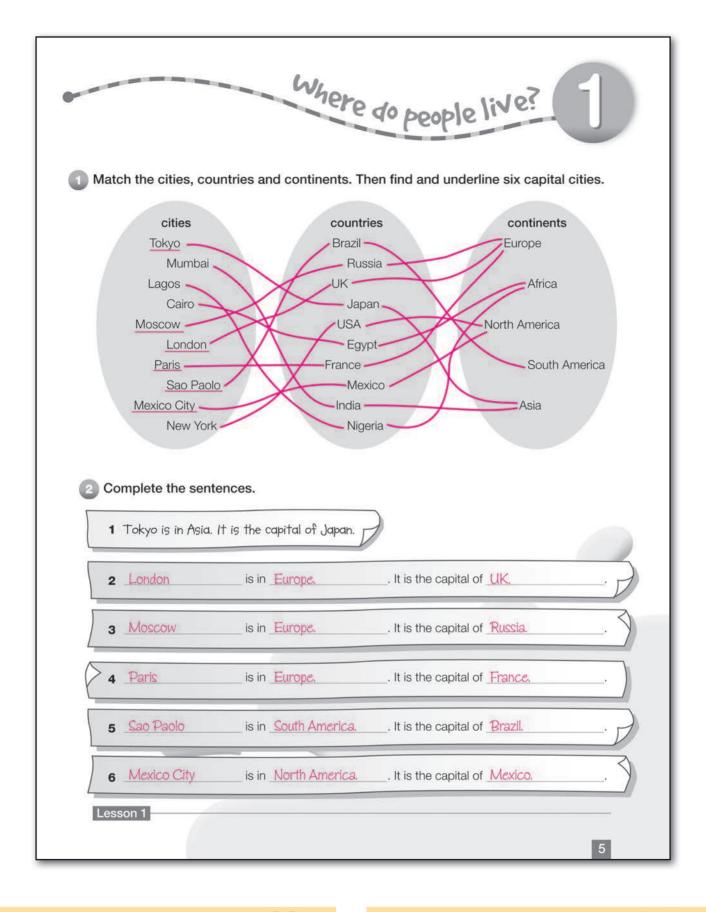
Student's Book, Activity 1 See Transcript.







The children are reminded of the difference between a city and a country, as well as the names and the location of the cities in the world that they know.



The children match the cities with the corresponding countries and continents in which they are found.



The children complete the sentences with the information that they have learned. At the same time, they revise the grammatical structure.

Activity Book

Page 5, Activity 1

Say: Open your Activity Books at page 5. Look at Activity 1. Does anybody know which country Tokyo is in? The children read the list of countries to find the answer (Japan). Then, say: Which continent is Japan in? SS: Asia. Tell them to match all the words in the Activity Book.

Then, say: Tokyo is a capital city. It is the capital of Japan. Can you find any more capital cities? The children look at the list of cities and underline another five capitals. Ask for volunteers to read out the information: Tokyo is the capital of Japan. Japan is in Asia.

Page 5, Activity 2

Say: Now look at Activity 2.

Read out the example.

Tell the children to complete the sentences with the corresponding capitals, countries and continents from Activity 1 according to the model.

Ask for volunteers to read out their sentences.

Let's play!

Repeat the truth

Invent sentences related to the lesson. Include some false ones, for example: *Tokyo is in Japan. Moscow is in Mexico...* The children have to repeat the ones they think are true. If they think the sentences are false, they keep quiet. Play until you have used all the cities, countries and continents from the lesson.

Resources

Multi-ROM Unit 1, Activity 1

Teacher's Resource Book Extension worksheet 1, page 39

Transcripts



Tokyo is the capital of Japan. Japan is in Asia. Twenty-two million people live in Tokyo.

Lagos is in Nigeria. Nigeria is in Africa. Fourteen million people live in Lagos.

Mumbai is in India. India is in Asia. Fifteen million people live in Mumbai.

Mexico City is the capital of Mexico. Mexico is in North America. Seventeen million people live in Mexico City. London is the capital of the United Kingdom. The United Kingdom is in Europe. Eight million people live in London. New York is in the USA. The USA is in North America. Eighteen million people live in New York.

Paris is the capital of France. France is in Europe. Nine million people live in Paris.

Sao Paolo is in Brazil. Brazil is in South America. Eighteen million people live in Sao Paolo.

Moscow is the capital of Russia. Russia is in Europe and Asia. Eleven million people live in Moscow.

Cairo is the capital of Egypt. Egypt is in Africa. Twelve million people live in Cairo.

Track 1.5 Activity 1

This city is in Asia. Twenty-two million people live in this city. Which city is it? This city is in Africa. Fourteen million people live in this city. Which city is it? This city is in Asia. Fifteen million people live in this city. Which city is it? This city is in North America. Seventeen million people live in this city. Which city is it? This city is in Europe. Eight million people live in this city. Which city is it? This city is in North America. Eighteen million people live in this city. Which city is it? This city is in Europe. Nine million people live in this city. Which city is it? This city is in South America. Eighteen million people live in this city. Which city is it? This city is in Europe. Eleven million people live in this city. Which city is it? This city is in Africa. Twelve million people live in this city. Which city is it?

Recognising the features of a city.

Curricular link: Geography

Language Objectives

Vocabulary: city; cinema, health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall **Structures:** She's at the (shopping centre). Are there any museums? Is there a building in...? Is it a museum?

Resources: CD; flashcards (*cinema, health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall*) **Materials:** white paper and rulers

HUMAN SETTLEMENTS: PUBLIC BUILDINGS

Presentation

Say: Today we are going to learn about the places in a city. Let's think about our (city). What buildings can you name? Ask the children to name the public buildings in their home town/city.

Present the new places using the flashcards. For example, hold up the flashcard for the health centre and say: *We go to the health centre to see the doctor.*

Ask the children if these places exist in their town/city.

Work with the book 🕥

Student's Book, page 6, Activity 2

Say: Open your books at page 6.

Tell the children to look at the map and to identify the different buildings. Ask: *Where's the hospital?* SS: *Next to the school.* Repeat for the other buildings (*health centre, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall*). Play **Track 1.6**. The children point to the different buildings on the map in their books.

Play **Track 1.6** again and tell them to say where the people are. Stop after each question. T: *Where's (Lily)?* SS: (*She's*) at the (shopping centre).

Play **Track 1.6** again. This time, tell the children to answer the questions quickly. Check the children's answers. T: *Who's at the (library)?* SS: (Jack).

Student's Book, page 6, Activity 3

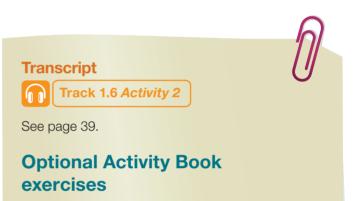
Say: Now we are going to play 3-3-3! Look at the list of places in the key.

Tell the children to choose three places in the city. Explain the instructions. They should draw a 6×6 grid, with the numbers from 1 to 6 along the top, and the letters A-F down the side.

The children use the key to write the letter that corresponds to three different buildings on their grid. They write each letter three times.

Put the children into pairs and say: Now you are going to ask questions to find out which places your partner has got. S1: Are there any (museums)? S2: Yes, there are. / No, there aren't.

When the children have discovered which places their partner has chosen, they must locate them on the grid. S1: *Is there a building in (A3)*? S2: *Yes, there is. / No, there isn't.* S1: *Is it a (museum)*?



See page 39.

Practice

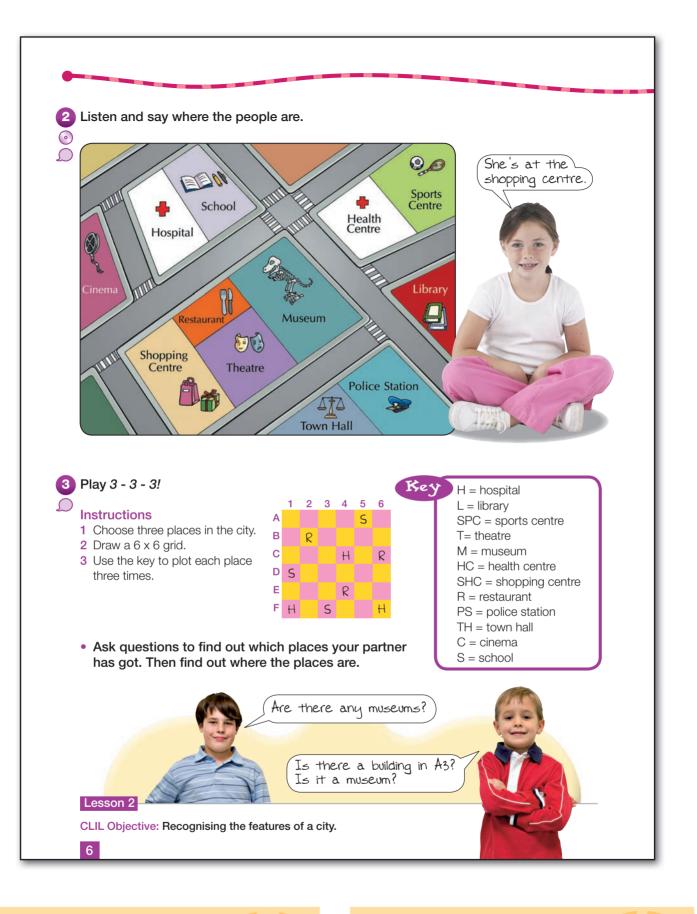
Play a *Spelling Bee* game. Divide the class into four teams. Tell the children to close their books.

Assign words from the key on page 6, and the names of cities, countries and continents from page 5 to each team. The children discuss in their teams how to spell their words.

Then, each group spells their words out loud. If they spell them correctly, they get a point. If they don't, another group has a chance to win an extra point.

Answer key

Student's Book, Activity 2 See Transcript.



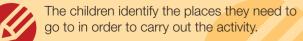


The children learn the importance of paying careful attention during a listening activity in order to complete the task correctly.



The children learn to read a map of a city and to use the key to identify places.

Sook at Ben and Grace's lists and use the key to tick (\checkmark) the places they go to.
Thigs to do this week: By tride book about tiges: Wist the dataset tiges: Visit the dataset Phy basettall Phy basettall See the dimage extension See the space utilities of the new See the dimage extension Phy basettall See the space utilities of the hum s See the space of the space of the number See the space of the space of the space of the number See the space of the sp
Key red = Ben blue = Grace hospital Ibrary Ibrary sports centre health centre icinema Image: Sports centre
Write about the places in your city or town. Model answer In my town there are some restaurants, a hospital, a sports centre and a cinema There is a library and a theatre. There aren't any shopping centres or museums.





The children think about the places that there are in their village/town/city and describe them using the structures that they have learned.

OPTIONS

Activity Book

Page 6, Activity 3

Say: Open your Activity books at page 6. Look at Activity 3. Look at Ben's list. Ask for a volunteer to read out the list. Ask: Where does Ben have to go to do these things? Look at the places. Does he go to the hospital?

Repeat the process for the other places/buildings, and then, do the same with Grace's list.

Tell the children to use the key to tick (\checkmark) the places/ buildings in their Activity Books.

Page 6, Activity 4

Say: Now look at Activity 4.

Ask the children questions about the places/buildings in their cities: *Is there a library? Are there any shops?* Tell them to complete the sentences in their Activity Books.

Project Booklet

City planners: Make a city plan Page 5, *The shape of the city*

Talk about city planning and the differences between new and old cities. Bring in city maps or find some on the internet. Stick them on the board, point to the dfferent shapes and name them. Say: *Open your Project Booklets at page 5.* Tell the children to look at the pictures, to read the text under them and to write the names of the cities. Put the children into pairs and tell them that they are going to design a city plan. Read the instructions and tell them to draw the cities on a piece of paper.

Then, they have to complete the text. Each pair shows their plan to the class and talks about it. Keep a few plans for the following class. Tell the children to start collecting boxes of a variety of different sizes and to bring them to class in order to use them in the final project lesson.

Let's play!

Right side

Draw a vertical line down the centre of the board. On one side write, *Yes, it is,* and on the other side write, *No, it isn't.* Hold up a flashcard and say: *Is it a (police station)?* The children go to the right or the left of the line according to what they think. Repeat for the other unit flashcards.

Resources

Multi-ROM Unit 1, Activity 2

Teacher's Resource Book *Ready to write worksheet, page 111*

Transcript

Track 1.6 Activity 2

Lily: Let's see. I need to go to the computer shop first and then the bookshop.

Narrator: Where's Lily?

Grace: Congratulations, auntie! **Woman:** Thank you, Grace. **Narrator:** Where's Grace?

(the public clapping and saying: Encore!) **Narrator:** Where are Jack's mum and dad?

Jack: Can I…? Librarian: Shhhh! Jack: Oh, sorry! Can I have these two books, please? Narrator: Where's Jack?

Lily: Yes! Narrator: Where's Lily?

Ben: Wow! Look at this dinosaur! It's very old. **Narrator:** Where's Ben?

Doctor: What's the problem? **Granny:** It's my eye, Doctor. I've got something in it. **Doctor:** Let's see... **Narrator:** Where's Granny?

Lily's mum: I'd like tomato soup and then chicken and salad.
Lily's dad: I'd like cheese salad and then fish and chips.
Waiter: OK.
Narrator: Where are Lily's mum and dad?

Contrasting the features of cities, towns and villages.

Curricular link: Geography

Language Objectives

Vocabulary: *city, town, village; cinema, health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall, train station*

Structures: The houses are smaller in the city. The gardens are bigger in the village.

Resources: CD

HUMAN SETTLEMENTS: SIZES

Presentation

Say: *Today we are going to learn about cities, towns and villages.* Draw three columns on the board with the following headings: *city, town* and *village*.

Tell the children to name places in their region and write these on the board in the corresponding columns according to their size.

Point to the big cities and say: These are all cities. They are big. Lots of people live in cities and they've got lots of different services.

Point to the towns and villages and say: These are all towns, or villages. Towns are smaller than cities, and villages are smaller than towns. More people live in towns than in villages. There aren't as many different services in towns and villages.

Ask questions about the cities, towns and villages in your region to clarify the meaning of *bigger* and *smaller*. Say: (...) is very big, isn't it? What about (...)? Is it big? Is it bigger than (...) or smaller?

Leave this initial classification on the board until the end of the lesson.

Work with the book **n**

Student's Book, page 7, Activity 4

Say: Open your books at page 7. Look at Activity 4. There's a city, a town and a village. What's the name of the city? SS: Newbury. Repeat the process for the town and the village. Tell the children to look at the list of places/buildings. Then, ask them questions following Granny's examples. S1: What do you think? Are there any (museums) in (Hazelwood)? S2: Yes, there are. / No, there aren't. Tell the children to take turns asking the rest of the class about the other places on the list. Tell them to use the words in the box to make a list of the places/buildings and to write the letters *c*, *t* or *v* next to each one according to their opinion. They can add other places/buildings, for example: *house, post office, shop, garden...*

Then, say: Jack, Grace, Lily and Ben live in Newbury. Granny lives in Hazelwood. Let's listen to them talking about the places they live in and check our list. Play **Track 1.7**. The children check their predictions on the lists. Play **Track 1.7** again and this time stop after each section. Ask: Are there any (schools) in Newbury)? SS: Yes, there are (lots of schools) in (Newbury). Repeat for the other places/buildings.

Student's Book, page 7, Activity 5

Explain to the children that they are going to compare a big city and a village. First, identify the places/buildings that are common to both: *houses, schools, shops, libraries.* Tell them to make sentences using *bigger* and *smaller*, following the example in the Student's Book. S1: *The* (*houses*) in the (city) are (smaller).



exercises

See page 43.

Practice

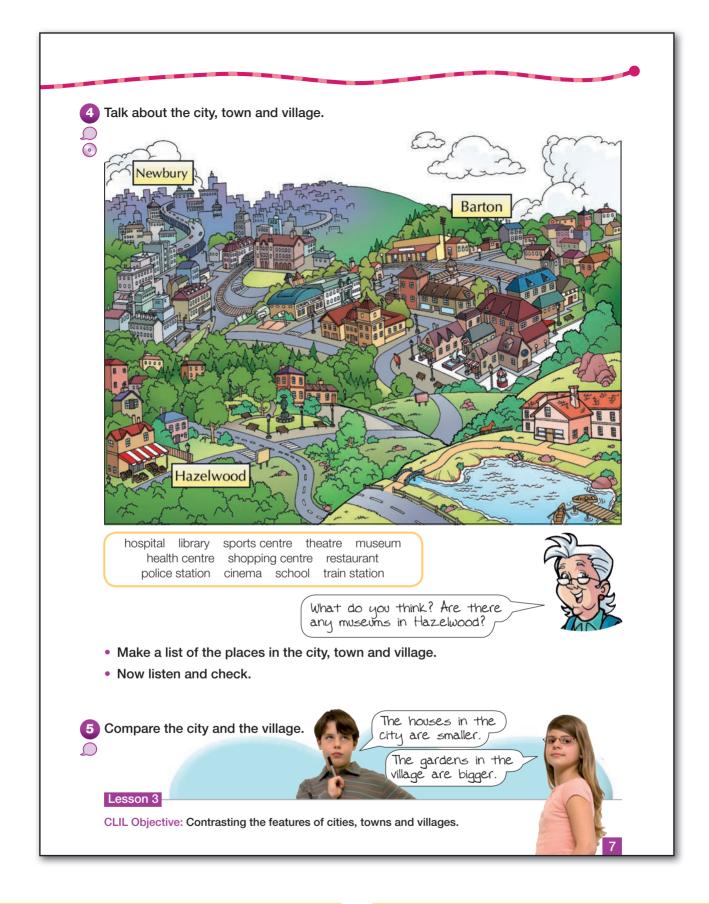
Continuous assessment

The children can name the main buildings in a city and compare the sizes.

Say: Now, let's compare the villages, towns and cities in our region.

Use the initial classification on the board from the Presentation stage.

Tell the children to make sentences comparing the buildings in the different locations. For example: *There are lots of shops in (...). The shops are bigger in (...).*

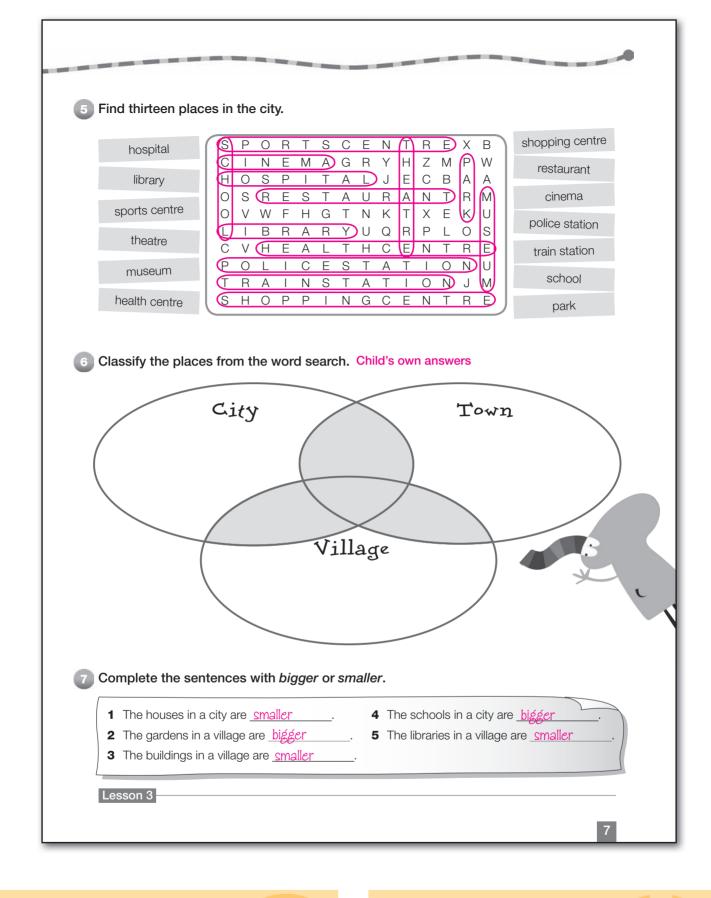


(

The children should organise the places according to whether they are found in a city, town or village.



Encourage the children to discuss the pros and cons of living in either a city, town or village.



The children revise the vocabulary by looking for the words in the word search.



The children use the diagram to classify the vocabulary related to the places.

OPTIONS

Activity Book

Page 7, Activity 5

Say: Open your Activity Books at page 7. Look at Activity 5. Tell the children to find thirteen words in the word search.

Page 7, Activity 6

Say: *Now look at Activity 6.* Point to the words at the side of the word search in Activity 5 and ask: *Are there any hospitals in villages? What about in towns or cities?* Tell the children to classify the words. Remind them that a lot of the words belong to more than one category. Ask for volunteers to read out their categories and to talk about them.

Page 7, Activity 7

Say: Now look at Activity 7.

Ask for volunteers to complete the sentences out loud. Then, tell the class to complete the sentences in their Activity Books.

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

Project Booklet

City planners: Make a city plan Page 6, *Buildings*

Tell the children to name different types of buildings and write them on the board. Make sure different classes of buildings are included. Ask them what these buildings are used for, for example: *Do people work here? What else are buildings used for?*

Say: Open your Project Booklets at page 6.

The children match the sentences to the buildings. Tell the children that they are going to add some buildings to the city plan. Read the instructions to choose the buildings and complete the map.

Once the children have finished their plans, they show them to the rest of the class and comment on them. Remind the children that they should continue bringing in boxes for their buildings.



Resources

Teacher's Resource Book *Extension worksheet 2*, page 40

Let's play!

Which one?

Place the key vocabulary cut-outs (or a copy of the Teacher's Resource Book, page 10) on the board. Start describing one of the places. The children have to guess which one it is. For example: *It's a place where you go to eat...* SS: *It's a restaurant!* Repeat for all the key vocabulary cut-outs.

Transcript

Track 1.7 Activity 4

Jack:

We live in Newbury. It's a city. There are lots of schools, health centres, libraries and restaurants. There are two hospitals, two sports centres and three theatres. There are six museums, two shopping centres and three cinemas. There is a big train station. Every Friday we take the train to go to Granny's house.

Grace:

We take the train from Newbury to Barton. Barton is a town. There are two health centres, but there aren't any hospitals. There are some shops, but there aren't any shopping centres. There are four libraries, a museum and a small theatre, but there aren't any cinemas. There are three schools, two restaurants, a police station and a small sports centre. Granny collects us from the station.

Lily:

We drive from Barton to Hazelwood. Hazelwood is a village. There are two shops and a market on Fridays. There aren't any restaurants, theatres, museums, sports centres or cinemas, but there is a library and a small school.

Ben:

We do the shopping in the market and then we drive to Granny's house!



The children improve their pronunciation and intonation in English by listening to the recording and repeating key words and phrases.



The children find the clues in the text to help them understand the story.



The children revise the vocabulary by identifying the words in the story.



The children demonstrate what they have learned from the story.

Literacy: finding and interpreting clues.

Curricular link: Literacy

Language Objectives

Story language: garden, build, tree house, work hard, sleeping bags, chess set, storm, windy, safe, strong, air, British Museum, London Eye, city, Houses of Parliament, Tower Bridge, fly, under, bridge, early; Ready for an exciting trip?

Resources: CD; story cards

Transcript

Track 1.8 Story: The tree house

See page 49.

Optional Activity Book exercises

See page 49.

STORY: THE TREE HOUSE

Presentation

Say: It's story time!

Place the story cards on the board. Tell the children to come to the board to look at the pictures and to make predictions about the story. Help them with questions: *Who can you see in picture one? What are the children doing in picture two? What's happening to the house in picture five?*

Say: *Sit down now and let's listen to the story.* Play **Track 1.8**. Point to the story cards as they listen to the story.

Work with the book 🕥

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

Say: Open your books at pages 8 and 9.

Play **Track 1.8** again while the children follow the story in their books.

Ask comprehension questions: Where are the children? What do they build? How long do they work? What has (Jack) got? What do they eat for supper? Where do they sleep? What happens during the night? Is the tree house magic? Where do they go? What do they see? What has Granny got? Do the children want to go on a trip with Granny?

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 have not understood. Point to the words and explain them by using the story cards where possible or by giving examples.



Place the story cards on the board in random order. Play **Track 1.8** again. This time, stop 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. Tell the children to explain what happens in the story. You could tell them to read the captions at the top of each picture in their books. Continue until you have placed all the story cards in the correct order in the line below.

Literacy: phonics *sh* (*sharpener, shelf, sheep, shirt, shorts*) and *ch* (*children, chess, cheese, chicken, chair*)

Curricular link: Literacy

Resources: CD; story cards

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 their understanding. Repeat for the other story cards until all the pictures are in the correct order.

Work with the book <u>∩</u>

Student's Book, pages 8 and 9

Tell the children to read the story out loud. Assign a character to five children and tell others to read the parts of the narrator.

Don't interrupt them as they are reading, but make a note of any words that are pronounced incorrectly.

When they have finished, write the words that need to be corrected on the board. Point to the words one by one and ask if anyone can read them out loud. Correct their pronunciation where necessary.

Student's Book, page 9, Activity 7

Clap your hands to ensure the children are watching you. Write the letters *sh* several times on the board. Point to each letter as you say: *sh sh sh sharpener*. Repeat several times. Articulate the *sh* sound clearly by pushing your mouth forwards and partially closing your teeth. Push the air out past your tongue.

The children repeat: sh sh sh sharpener.

Repeat for the other words (*shelf, sheep, shirt, shorts*). Write the letters *ch* on the board several times.

Point to each letter as you say: *ch ch ch children*. Repeat several times.

Articulate the *ch* sound clearly by half opening your mouth and closing your teeth and opening them as you produce the sound.

The children repeat: ch ch ch children.

Repeat for the other words (*chess, cheese, chicken, chair*). Tell the children to look at Activity 7 on page 9.

Play **Track 1.9**. The children repeat the sounds and the words.

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

Ask: Can you find a (shelf)? SS: Yes! It's in picture (4). They can use the story cards if necessary.



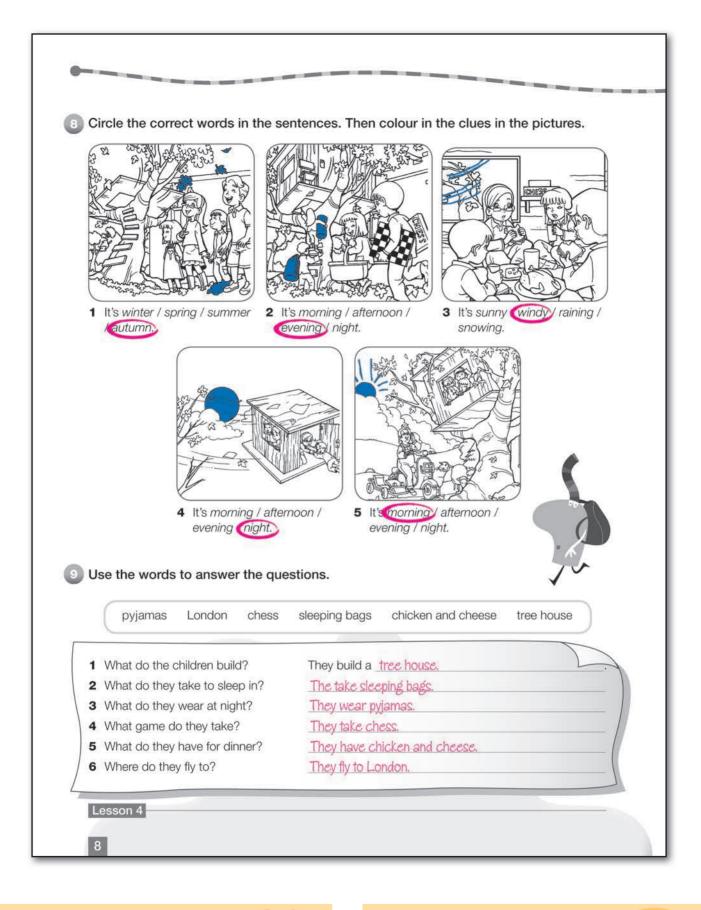
Optional Activity Book exercises

See page 51.

Act out the story n

Divide the class into groups of five. Assign a character to each child. Play **Track 1.8** again. The children join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording if necessary.



The children have to look for clues in the pictures in order to complete the activity.



The children demonstrate their understanding of the story by answering the questions.

Activity Book

Page 8, Activity 8

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

Say: Look at picture number 1. Read the words underneath. Which is the correct word? How do you know? What can you see in the picture?

Tell the children to circle the correct words and to colour the clues.

Page 8, Activity 9

Say: *Now look at Activity 9.* Read the questions and tell the children to call out the answers.

Tell the children to write the answers in their Activity Books.

Ask for volunteers to read out the questions and their corresponding answers.



Let's play!

Tell the story

Ask volunteers to get into a line in front of the class and give each one a story card. Make sure the story cards are in random order. The rest of the class have to give instructions to help the children at the front get into the correct order according to the story. Then, each child says what happens in their story card. In this way, they will retell the story.

Resources

Multi-ROM Unit 1, Story

Transcript



Picture 1

Narrator: There is a big, old tree in Granny's garden. **Jack:** Do you want to help me build a tree house? **Grace:** That's a great idea!

Picture 2

Narrator: They work hard all day long. Lily: Here's the door, Grace! Grace: Good! The windows next, please!

Picture 3

Narrator: They decide to spend the night in the tree house.Grace: We've got the sleeping bags.Lily: I've got the food.Ben: And I've got the chess set!

Picture 4

Narrator: But that night there is a terrible storm. Ben: It's very windy. Is this house safe? Jack: Oh yes! It's very strong. Narrator: And then, suddenly...

Picture 5

Narrator: The children are in the air. Grace: Hold on, Ben! I've got you! Ben: Wow! This tree house is magic!

Picture 6

Narrator: Soon the children are over the city. **Jack:** That's the British Museum! **Grace:** And that's the London Eye!

Picture 7

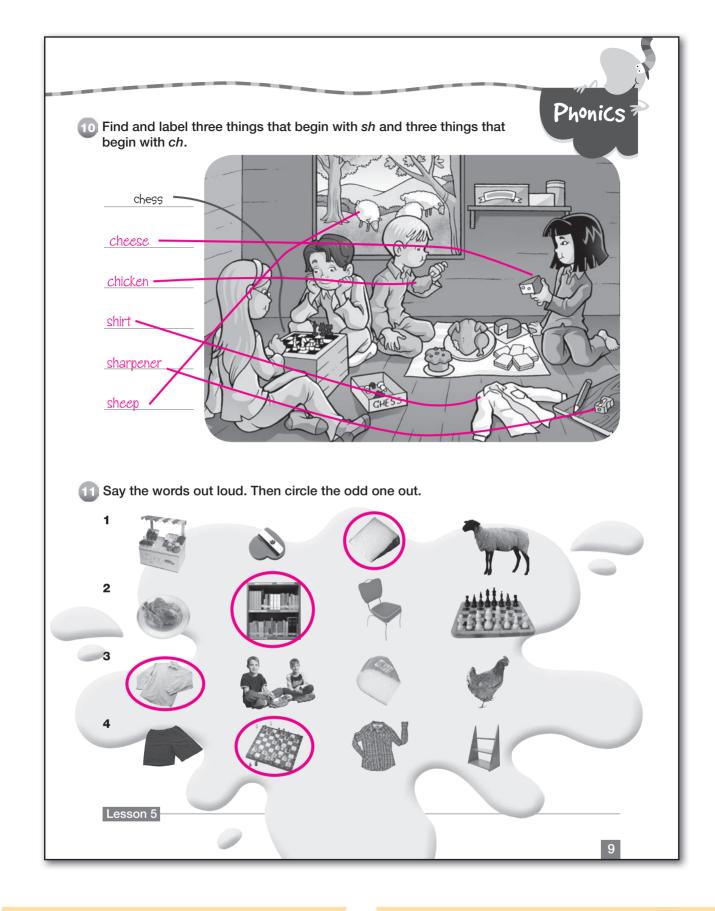
Narrator: Then they fly down the river. **Lily:** Wow! The Houses of Parliament! **Ben:** And Tower Bridge!

Picture 8

Narrator: Then they fly under the bridge. **All:** Aagh!

Picture 9

Narrator: The next morning Granny is up very early. **Granny:** Ready for an exciting trip? **Children:** Yes, Granny!



The children identify the vocabulary that contains the sound they have practised in this lesson.



The children repeat the words out loud to help them remember the words and to improve their pronunciation.

OPTIONS

Activity Book

Page 9, Activity 10

Say: Open your Activity Books at page 9. Look at Activity 10. Look at the picture. Can you find three things that begin with the sh sound? Repeat for the ch sound.

Tell the children to write the names of the things in the picture that begin with *ch* and *sh*.

Page 9, Activity 11

Say: Now look at Activity 11.

Ask for volunteers to read out the names of the words that correspond to the photos in each row. Ask: *Which word starts with a different sound? Which is the odd one out?* Tell the children to read the words in silence and to circle the odd one out in each row.



Let's play!

Shout out

Pronounce a sound, for example *sh*. Then, tell the children to call out the names of things that start with that sound, for example, *sheep, shirt, shelf* ... Write the sound *sh* on the board and tell them to write the words below. Then, play the game with the *ch* sound.

Resources

Multi-ROM Unit 1, *Phonics*

Transcript



sh sh sh sharpener sh sh sh shelf sh sh sh sheep sh sh sh shirt sh sh sh shorts

ch ch ch children ch ch ch chess ch ch ch cheese ch ch ch chicken ch ch ch chair

Anticipating difficulties

Children may find the distinction between a town and a village difficult to grasp. The main difference is in size and the number of services available. Towns have many public services such as health centres, sports centres and possibly even theatres and cinemas. Villages are much smaller and most people who live in villages go to their nearest town for public and administrative services.

Comparing different types of houses.

Curricular link: Social Science

Language Objectives

Vocabulary: house, flat, home, kitchen, dining room, living room, library, hall, stairs, bedroom, bathroom, toilet, playroom, attic, basement, garage, garden; inside, outside, upstairs, downstairs

Structures: There aren't five bedrooms in my house, but there is a library in my house. My kitchen is smaller. My living room is bigger.

Resources: CD; poster (side B)

TYPES OF DWELLINGS: PRIVATE BUILDINGS

Presentation

Tell the children to look at Granny's house on the poster (side B).

Say: Let's compare our houses to Granny's house. Where does Granny live; in a city or a village? Where do you live? Do you live in a house or a flat? Draw a block of flats on the board next to the poster to clarify the difference. Explain that both flats and houses are called homes.

Ask: Is your house bigger or smaller than Granny's house? Ask: Can you remember the names of the rooms in a house? Point to the rooms on the poster and ask: What's this? Then, ask: Where do we (cook food)? SS: The (kitchen). Say: Some homes have different rooms. Some homes have a special room where people eat. Point to the dining room and say: It's called the dining room. Some houses have a room at the top (point to the attic). It's called the attic. Some houses have a room at the bottom (point to the basement). It's called the basement.

Work with the book 间

Student's Book, page 10, Activity 8

Say: Open your books at page 10. Look at the picture of Granny's house.

Ask: Is there a bathroom in Granny's house? SS: Yes, there is. T: Is the bathroom upstairs or downstairs? SS: It's upstairs. Go through the other rooms (library, bedroom, bathroom, playroom, kitchen, garage, garden, toilet, hall, dining room, living room, attic and basement). Say: Now we're going to sing a song about Granny's house. Play **Track 1.10** while the children look at the picture. Play **Track 1.10**. Stop after each verse and ask: Where are they? Inside or outside? Upstairs or downstairs? Play **Track 1.10** again. The children join in with the song.

Student's Book, page 10, Activity 9

Say: Now look at Activity 9.

Tell the children to work in pairs. They compare their house to Granny's house. S1: *There aren't (five bedrooms) in my house, but there is a (playroom).* S2: *My (kitchen) is* (*smaller) than Granny's (kitchen).*

Transcript

Track 1.10 Song: Granny's house

See page 55.

Optional Activity Book exercises

See page 55.



Continuous assessment

Children can name rooms in a house.

Play Guess which room I'm in.

Mime actions that are related to a particular room in the house.

T: Which room am I in? SS: The (kitchen).

Repeat for the other rooms. Ask for volunteers to mime actions that correspond to a room while the rest of the class tries to guess which room it is.

ANSWER KEY

Student's Book, Activity 8 See Transcript.





The children identify the parts of the house and the elements that are found in each room.



The children compare their houses with the one in the picture and with other children's houses.

bedroom	
bathroom	
kitchen	
living room	
library	
playroom	
hall	님수 나 나 네
toilet	
garage	
cinema room	
gym	
computer room	└┤ ╇
museum	
	Ні тт Т
2	
31	
<u>0</u> 7	- parati - langa - lan
 Think of son 	ne different rooms.
Describe your	fantasy house. Child's own answers
In my house	there is
11 11 10050	
	-01

Encourage the children to design a house and to choose the rooms that they are going to include.



The children write a description of the house they have designed using the vocabulary and structures that they have learned.

)PTIONS

Activity Book

Page 10, Activity 12

Say: Open your Activity Books at page 10. Look at Activity 12.

Ask volunteers to read out the list of rooms. Then, ask guestions about their houses: Is there a cinema in your house? Is there a kitchen?

Ask: How many rooms are there in this plan? SS: Six. Tell the children that they can say what these rooms are and that they can make a list for the house of their dreams.

Ask for volunteers to describe their houses: In my house there is...

Page 10, Activity 13

Say: Now look at Activity 13. Tell the children to complete the description of the house of their dreams.

Ask for volunteers to read out their descriptions.

Project Booklet

City planners: Make a city plan Page 7, Green areas

Point to the green areas on the maps that you brought in for lesson 2. Ask: What green space(s) have we got near us? Are there any green spaces near the school? What do people do there? Are they important? Are there any other places where people are outside? (Squares, open areas with benches...)

Say: Open your Project Booklets at page 7.

The children put a tick (\checkmark) next to the things that people do in parks.

Tell the children to add green areas to their maps. Then, they answer the questions about the parks in their city.

The children show their city plans and talk to the rest of the class about the green areas in their towns. Remind them to keep bringing in boxes for their buildings.

Resources

DVD Unit 1, Song: Granny's house

Multi-ROM Unit 1, Activity 3



Let's play!

Three in a row

Draw 9 simple pictures of rooms that the children have learned in the lesson (see page 10 of the Student's Book and Activity Book).

Draw a 3x3 grid on the board and use Blu-Tack to stick a picture in each square. Divide the class into two teams: noughts and crosses, and tell a child from each team to choose a picture and to say what it is. If they are correct, remove the picture and put a nought or cross (depending on which team the child is from) in the square. If they are not correct, the other team has a turn to guess what it is. The first team to get four noughts or crosses in a row wins.

Transcript

Track 1.10 Song: Granny's house

There are lots of rooms in Granny's house! Come and see! The library and the bedroom, The attic and the bathroom. Inside, outside, Upstairs, downstairs, Oh, where are we?

There are lots of rooms in Granny's house! Come and see! The playroom and the kitchen, The garage and the garden. Inside, outside, Upstairs, downstairs, Oh, where are we?

There are lots of rooms in Granny's house! Come and see! The toilet, hall and dining room, The basement and the living room. Inside, outside, Upstairs, downstairs, Oh, where are we?

Associating rooms with furniture and activities.

Curricular link: Social Science

Language Objectives

Vocabulary: eat, sleep, play, wash, read, cook, watch TV; bed, wardrobe, chair, table, lamp, shelves, shower, bath, toilet, sink, cooker, cupboard, washing machine, dishwasher, fridge, sofa, TV, bedroom, kitchen, bathroom, living room

Structures: We (eat) in the (dining room). We don't (sleep) in the kitchen.

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

INSIDE THE HOUSE

Presentation

Show the children the poster (side B). Say: *This is a picture of Granny's house. Who can name the rooms*? Tell a child to come to the poster and to point to a room. S1: *This is the (kitchen).* Continue with the other rooms and with other children.

Then, talk about the different activities for each room. Say: We eat in the dining room. We cook in the kitchen. We wash in the bathroom and we watch television in the sitting room. Then, ask questions to reinforce these words. T: Where do we (sleep)? SS: In the (bedroom).

Then, present the furniture using the pop-outs. Hold them up and name the furniture and electrical goods. Give the pop-outs to the children and tell them to place them in the corresponding rooms on the poster. When they have placed them all, ask: *Where's the (washing machine)?* SS: *It's in the (kitchen).*

Work with the book

Student's Book, page 11, Activity 10

Say: Open your books at page 11. Look at Activity 10. Tell the children to read the words in the box. Check their understanding by asking questions such as: Do we (wash) in the (living room)? SS: No, we don't. T: Do we (sleep) in the (bedroom)? SS: Yes, we do.

Then, tell them to work in pairs to make sentences with the words. Tell them to make affirmative and negative sentences.

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

Student's Book, page 11, Activity 11

Tell the children to look at the poster (side B). Then, tell them to close their eyes while you place the pop-outs in the wrong rooms. Point to the (kitchen) and ask: *What's wrong with the (kitchen)?* SS: *There's a (bed) in the kitchen.* Say: *That's right. We don't sleep in the kitchen, do we?* Repeat for the other furniture and electrical goods. Say: *Now look at Activity 11.* Give them a few minutes to look at the pictures then ask: *What's wrong with picture (1)?* SS: *There's a (bed) in the (kitchen).* Prompt them to continue with: *We don't (sleep) in the (kitchen).* Tell the children to work in pairs and to take turns describing the rooms and saying what's wrong with each one.

Optional Activity Book exercises



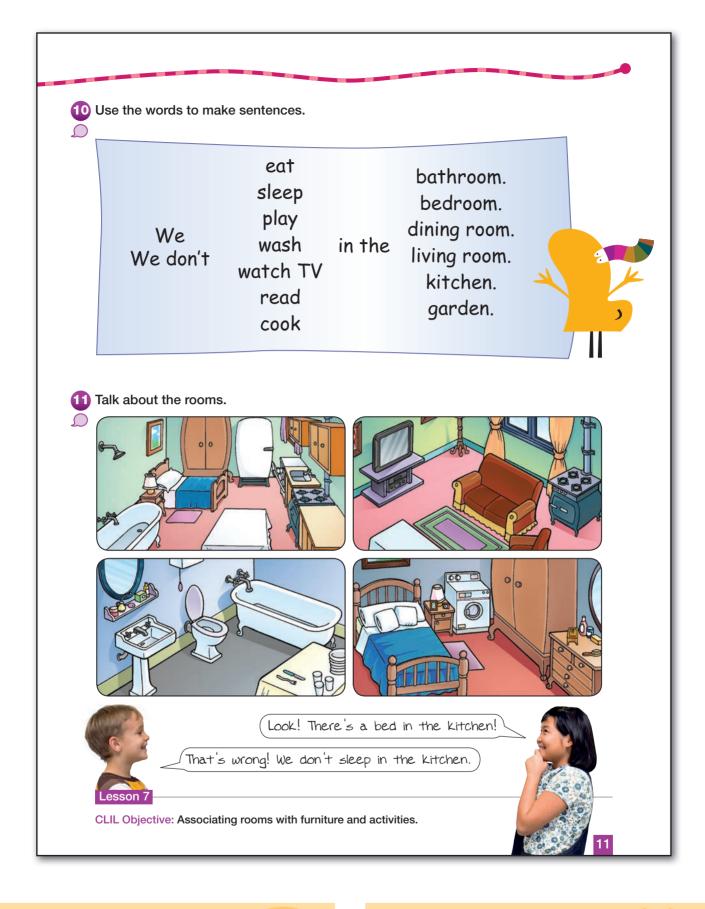
See page 59.

Practice

Continuous assessment

Children can name the main activities in different parts of the house and some of the furniture and electrical goods.

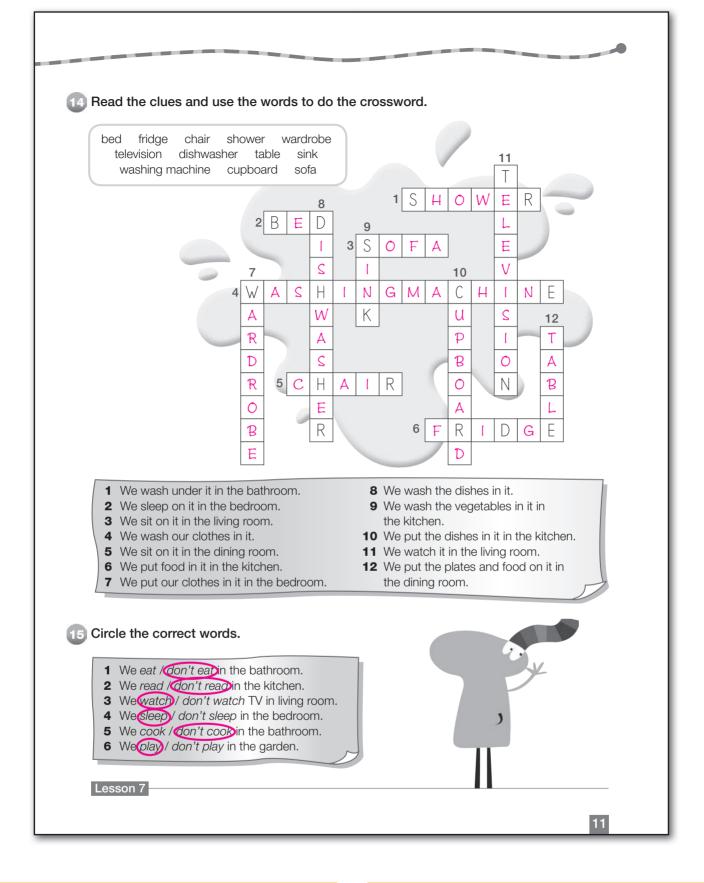
Discuss what people do in the different rooms of the house. Ask questions to show that some actions take place in more than one place in the house. Ask: *Do we only eat in the dining room? Where else do we eat?* SS: *The (garden, living room, kitchen)*. T: *Do we only cook in the kitchen? Where else do we cook?* SS: *The garden.* T: *Do we only sleep in the bedroom? Where else do we sleep?* SS: *The living room, the garden...* T: *Is there only a table in the kitchen?* SS: *No.* T: *Where else are there tables in the house?* SS: *In the living room, in the bedrooms...*



The children revise the grammatical structures that they have learned by making their own sentences.



The children identify the rooms by looking at the furniture. They think about the furniture and its uses in a variety of different rooms.



The children use the clues to complete the crossword.



The children correct the sentences by drawing on their own experiences.

OPTIONS

Activity Book

Page 11, Activity 14

Say: Open your Activity Books at page 11. Look at Activity 14.

Read the clues out loud and tell the children to give you the answers.

Tell them to complete the crossword in their Activity Books.

Page 11, Activity 15

Say: Now look at Activity 15. Look at the first sentence. Ask: Do we eat in the bathroom? SS: No. T: That's right. We don't eat in the bathroom. Tell them to circle don't eat in order to complete the sentence.

Tell the children to read the sentences and to circle the correct words in their Activity Books.

Then, ask for volunteers to read out the correct sentences.

Project Booklet

City planners: Make a city plan Page 8, *Model city*

Materials: sheets of paper, paint, paint brushes, glue, crayons.

Tell the children that they are going to make a model of their city using their plans or guides to help them. Put the boxes that the children have brought to class on the table and ask them which boxes they could use for

buildings in their model city. Say: *Open your Project Booklets at page 8.* Read the instructions about how to make a model of a town.

Hand out the materials.

Brainstorm some names for streets and write these on the board.

When they have finished their model city, tell them to complete the information about their cities. The children display their models and talk about them.

Let's play!

Outburst

Divide the class into six or seven groups and assign a room in the house to each group. In their teams, the children write a list of all the furniture and electrical goods that you can find in these rooms. Then, tell each team to guess which words the other team has written in their lists. The team that guesses the most words wins.



Resources

Teacher's Resource Book *Ready to read worksheet, page 69*

Objective

Language awareness: asking general questions using any.

Curricular link: Literacy

Language Objectives

Vocabulary: *tables, chairs, boards, cupboards, shelves, TVs, computers, games, classroom, library, gym, canteen, hall, playground*

Structures: Are there any (tables) in our classroom? Yes, there are. No, there aren't. Yes, there's one. There aren't any (computers) in our classroom.

Resources: poster (sides A and B); poster pop-outs (furniture from Granny's house); flashcards (*cinema*, *health centre, hospital, library, museum, police station, restaurant, school, shopping centre, sports centre, theatre, town hall*); Unit 1 cut-outs **Materials:** scissors

LANGUAGE

Presentation

Use the pop-outs or flashcards to ask the children general questions about their school: *Are there any (televisions) in the school?* SS: *Yes/No.*

Ask for volunteers to form the same type of question for the rest of the class.

Repeat several times until you are sure that they have understood that they should include the word *any* in general questions.

Work with the book

Student's Book, page 12, Activity 12

Say: Open your books at page 12. Look at the words on the board. Read out the words very quickly and tell the children to point at the objects in the classroom. If the objects are not in the classroom, they should shake their heads and say: *There aren't any (computers) in our classroom.*

Ask questions using the words on the board: *Are there any (tables) in our classroom?* SS: *Yes, there are.* Make sure you ask questions to elicit all three possible answers. Tell the children to work in pairs and to take turns asking and answering questions.

Student's Book, page 12, Activity 13

Say: Now we're going to make a language game! Find your cut-outs for Unit 1.

Tell the children to cut out the example question and answer strips.

Then, tell the children to play in pairs and to complete the cut-out questions in order to make a quiz. The questions are all based on the contents of Granny's house from the poster (side B).

Tell the children to form groups of two pairs and to place the model answers on the table in front of them. The children take turns asking the other pair questions. If they answer correctly, they get a point. At the end of the game, the pair with the most points is the winner.

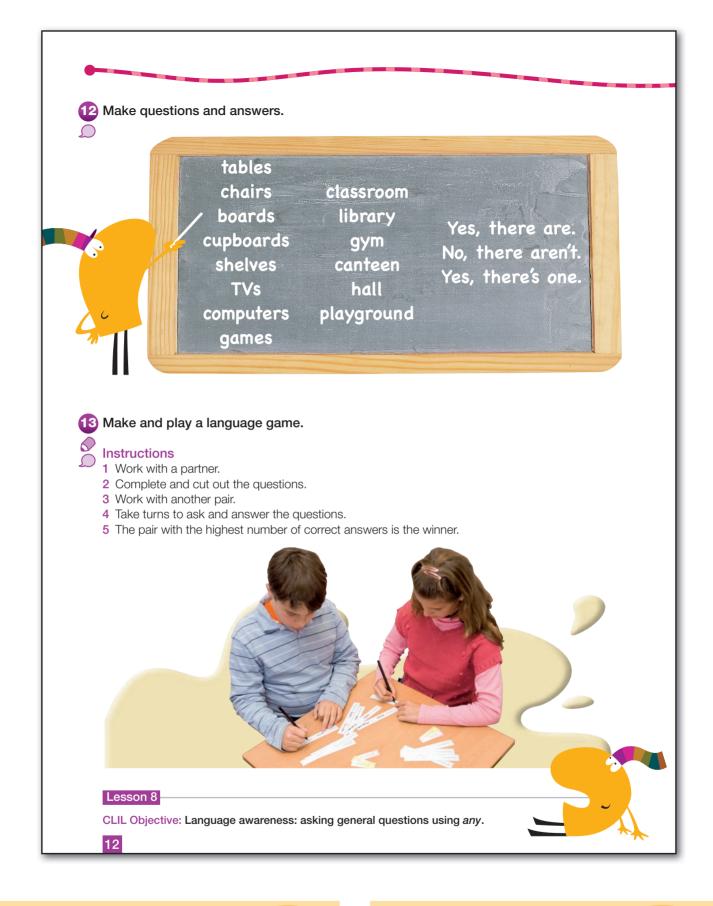


See page 63.



Use the poster (side A). Tell the children to come to the poster to point to a place. Ask questions about the places that they choose: Are there any people in the (North Pole)? Are there a lot of people? Are there any people in (the desert)? Are there a lot of people? Are there any people in (Tokyo)? Are there a lot of people?

Repeat the process asking questions about houses, schools, etc.

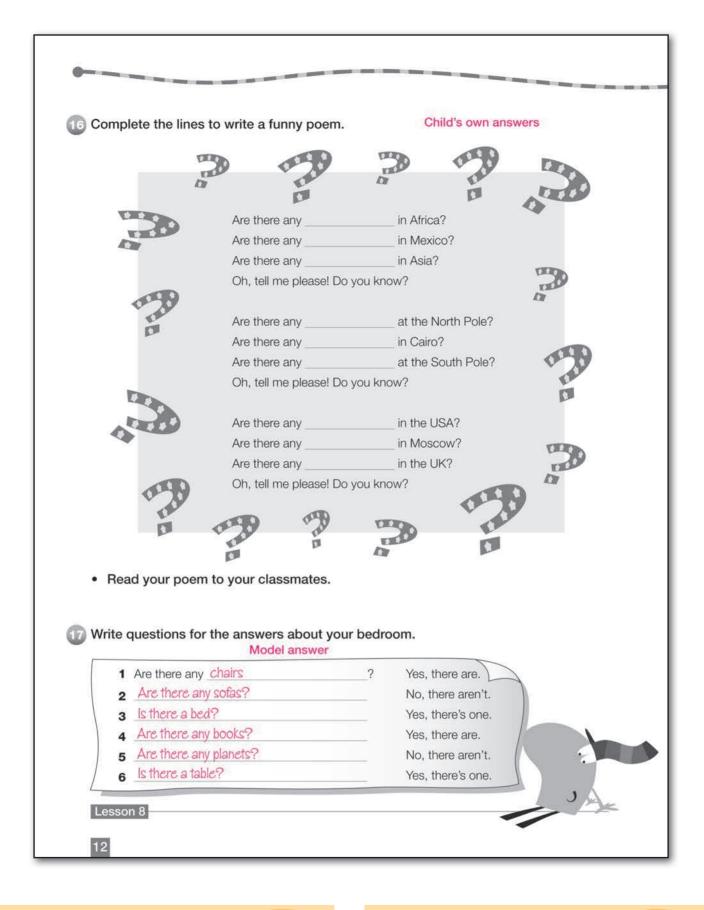


The chil with the

The children form questions and answers with the words in the box.



The children play a language game using the structures for questions and answers.





The children compose a funny poem using the vocabulary they have learned.



The children revise the structures by asking questions about their rooms. They should give true answers about their rooms.

Activity Book Page 12, Activity 16

Say: Open your Activity Books at page 12. Look at Activity 16.

Explain that this is a poem that they have to complete. Say: *Write a funny poem, a poem to make me laugh.* Ask the children to make suggestions and encourage them to make their poem as funny as possible, for example: *Are there any polar bears in Africa?* Tell them to complete the poem in the Activity Book. Ask for volunteers to read out their poems.

Page 12, Activity 17

Say: *Now look at Activity 17.* Ask: *Are there any books in your bedroom?* Continue asking questions to elicit answers for the activity.

Tell the children to look at the answers carefully and to complete the questions about their own bedrooms. Ask for volunteers to read out their questions and answers.



Let's play!

What's different?

Place the flashcards in a row on the board. Then, tell the children to close their eyes and change the position of two of the flashcards. The children open their eyes and say which ones have been moved. Continue playing by changing the position of the flashcards or by removing them from the board. In this case, the children have to say which ones are missing: *There isn't a (theatre).*

Resources

Multi-ROM Unit 1, Activity 4

63

Recognising that houses reflect their surroundings and climate.

Curricular link: Geography

Language Objectives

Vocabulary: ger, long house, house on stilts, Indonesia, Amazon rainforest, Central Asia, nomads, sea, water, leaves, wood

Resources: CD; poster (side A) **Materials:** white paper, crayons

THE WONDERFUL WORLD: INTERESTING HOUSES

Presentation



Explain to the children that people all over the world live in different types of homes. Ask the children what homes are like in cities. Ask: *Are flats the same in (London) and (Madrid)?* SS: *Yes.* Explain that homes in cities tend to be very similar. In the country and out of the cities, homes are often different because they reflect the climatic conditions much more closely.

Point to places on the map where it snows heavily and then the desert. Ask: *Are the homes the same here and here?* SS: *No.*

Then, explain that houses that are built in places where there is a lot of rain or snow have very steep roofs, but houses in the north of Africa or the south of Spain have flat roofs because it rains very little.



Student's Book, page 13, Activity 14

Say: Open your books at page 13. Look at the pictures. Ask questions about the photos: Do you think these homes are in different countries? Are the houses very different? Play **Track 1.11**.

Play **Track 1.11** again. This time, stop the recording after each description and ask: *Which house is that?* The children point to the houses.

Ask questions to correct the activity: *Which house is in (Indonesia)*?

Tell them to come to the map and guide them to the corresponding places (*Indonesia, The Amazon rainforest* and *Central Asia*).

Student's Book, page 13, Activity 15

Say: Now we're going to read the text. Then we're going to find the house. Read the text out loud and ask questions: Is the house special? What do they do first? What do they use for the walls? What do they cover the frame with? Tell the children to identify the house that has been described.

Student's Book, page 13, Activity 16

Tell the children to look at the picture of the house and ask a volunteer to read the text out loud. Tell the children to draw a picture of a special house. When they have finished, they describe the house using the model in the Student's Book.



Optional Activity Book exercises

See page 67.

Practice

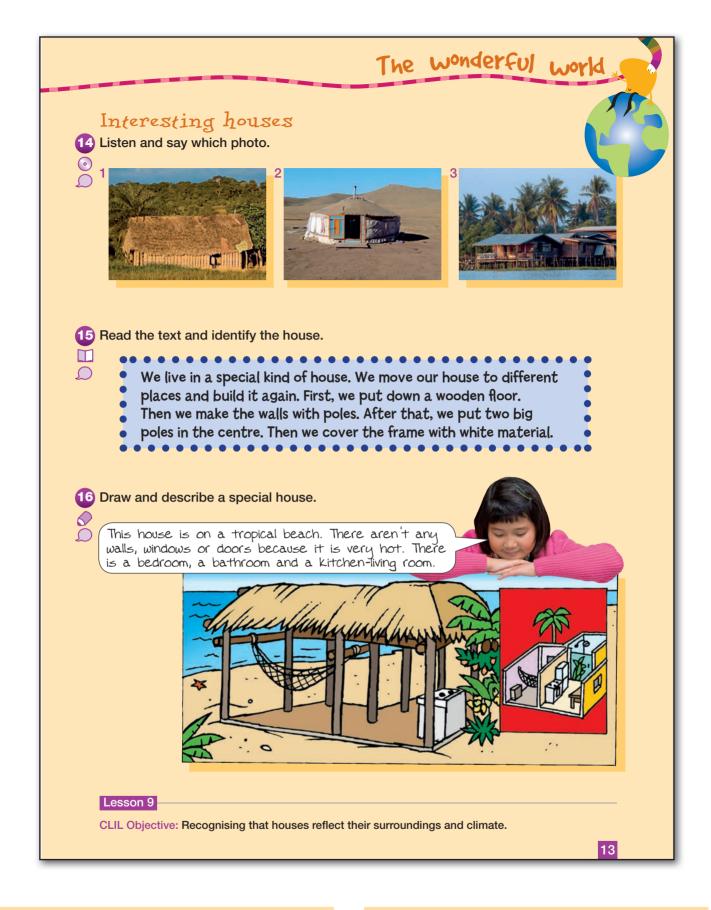
Ask for volunteers to describe the houses that they have drawn.

Elicit the answers by asking questions if necessary. For example: T: Where is your house? Are there any walls? How many windows are there? Is there a bathroom?

ANSWER KEY

Student's Book, Activity 14 See Transcript.

Student's Book, Activity 15 The house is the ger.

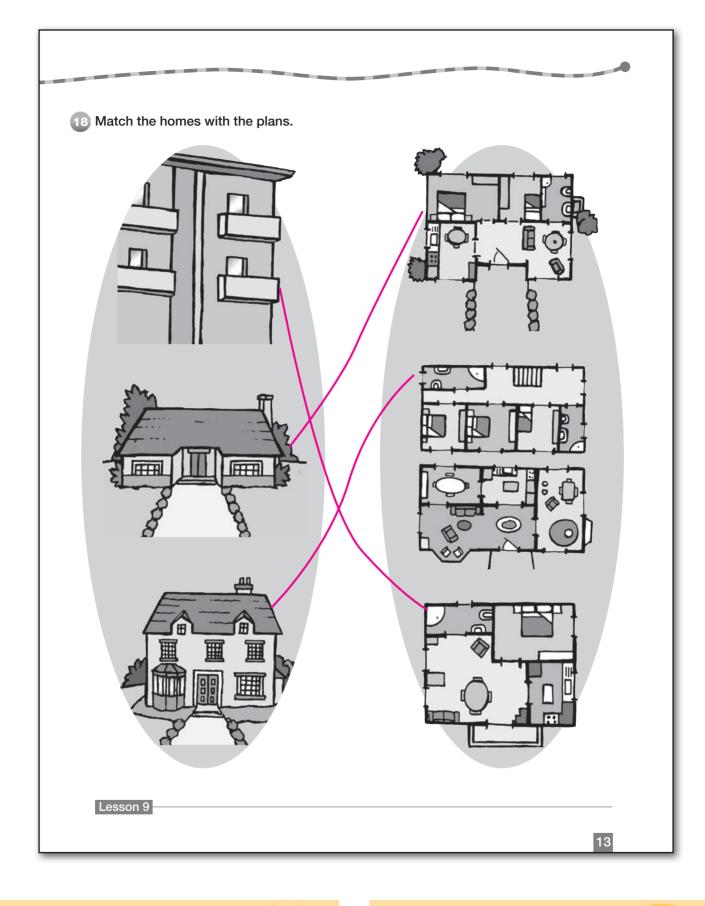


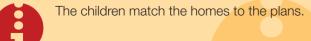


The children learn about different types of houses.



The children describe the house that they have designed.







The children explain how they identified each house from the plans.

Activity Book

Page 13, Activity 18

Say: Open your Activity Books at page 13. Look at Activity 18.

Tell the children to look carefully at the pictures of the outside of the houses and the plans on the right-hand side.

Ask questions about the pictures: *Which one is a flat? Which one is a bungalow?*

Tell the children to match the houses to the plans.



Let's play!

Jump!

Call out the word on one of the flashcards from the unit. Then, show the children all the flashcards one by one. The children have to jump when they see the card that you named.

Resources

DVD Unit 1, *Real Kids*

Multi-ROM Unit 1, The Wonderful World

Teacher's Resource Book DVD worksheet, page 25



Transcript



In many parts of Indonesia, people live in houses on stilts. The stilts are in the sea and the houses are over the water.

In the Amazon rainforest, people share a house made from leaves and wood. These houses are called long houses.

In Central Asia, there are many nomads. Nomads travel from one place to another. They carry their houses with them. These houses are called gers.

Assessment.

Curricular link: Literacy; Social Science

Language Objectives

All the vocabulary from unit 1.

Resources: CD; poster (sides A and B)

REVIEW



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

Show the children the poster (side A).

Say: Look at the poster. Tell them to identify the continents, some countries and some major cities. Ask: Do you remember the difference between a village, a town and a city? Are there any (shopping centres) in a (village)? Are there any (schools)? Is a (town) bigger or smaller than a (village)?

Show the children the poster (side B).

Ask: *Do you remember the song* Granny's house? Play **Track 1.10** so the children can join in by singing along.

Work with the book

Student's Book, page 14, Activity 17

Say: Open your books at page 14. Read the sentences and identify the places.

Ask for volunteers to read the definitions out loud and then ask: *Is that a city, a town or a village?*

Student's Book, page 14, Activity 18

Tell the children to look at the signs.

Read them with the class and then tell the children to identify the places.

Then, tell them to work in pairs asking about the signs and identifying them. S1: *Look at number (1). What is it?* S2: *That's a (museum).*

Transcript

Track 1.10 Song: Granny's house

See page 55.

Optional Activity Book exercises

See page 71.



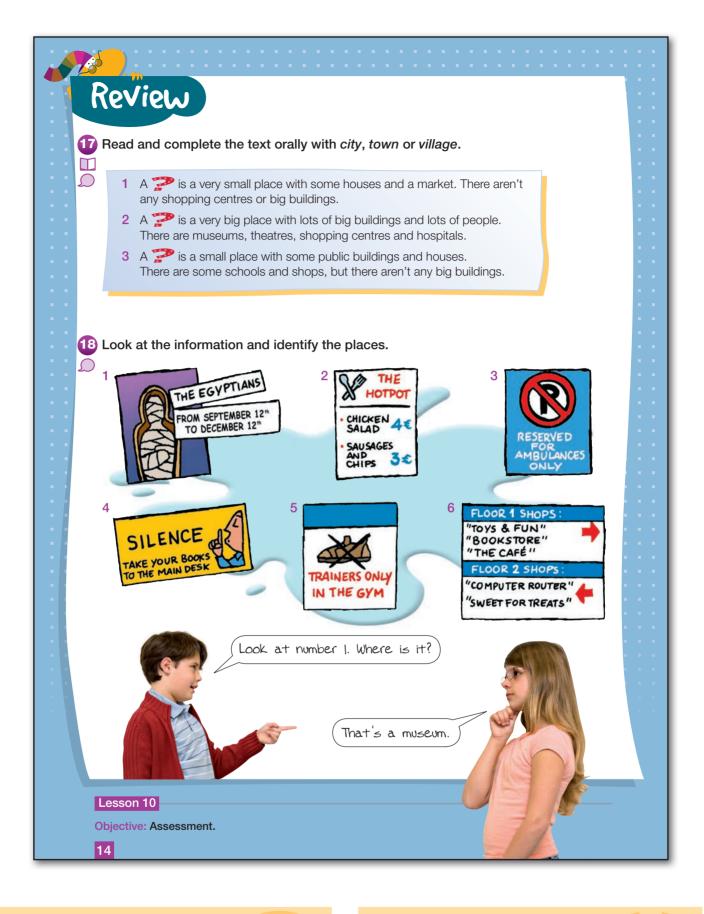
Show the children the poster (side B) with the pop-outs in their correct places. Point to the different items of furniture and electrical goods and ask: *Which room is the (washing machine) in? What is the room we (sleep) in called? Is there a (bed) in the (living room)?*

ANSWER KEY

Student's Book, Activity 17 1 village 2 city 3 town

Student's Book, Activity 18

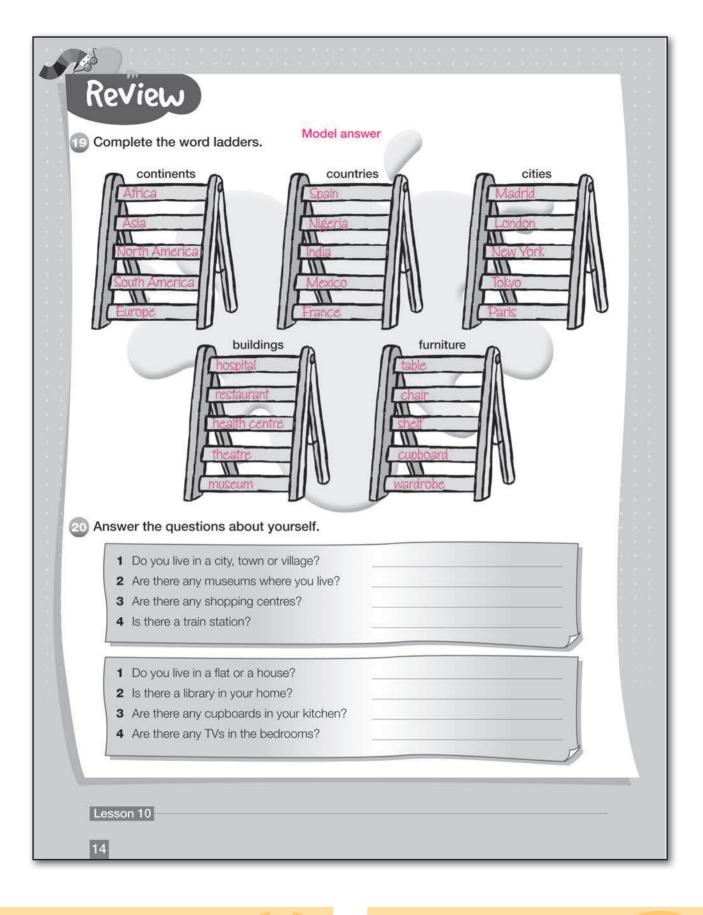
- 1 museum
- 2 restaurant
- 3 hospital
- 4 library
- 5 sports centre
- 6 shopping centre



The children read the description and draw on their own knowledge in order to identify the places.



The children use the information on the signs to identify them.



The children use different types of diagrams to practise classifying vocabulary.



The children use the structures they have learned to talk about themselves.

Activity Book

Page 14, Activity 19

Say: Open your Activity Books at page 14. Look at Activity 19. Ask: Who can say the name of a continent? The children offer suggestions. Repeat the process for the other categories. Tell the children to complete the word ladders.

Ask for volunteers to read the words from their word ladders.

Page 14, Activity 20

Say: Now look at Activity 20.

Read the questions and ask a few children to call out the answers.

Tell the children to write the answers with information about themselves in their Activity Books.

Ask for volunteers to read out their questions and answers.

Let's play!

Tennis

Divide the class into two teams. They take turns saying the names of places and buildings in a city until they can't remember any more words. Then, they play a game in pairs with other words, for example: countries, continents, cities, furniture, etc.



Resources

Teacher's Resource Book Unit 1 *Test*, pages 85-86



See Transcript Track 1.12

Transcript



Listen and tick the chart.

Jack: There are some houses with big gardens. There's a small shop and one school. There aren't any hospitals, cinemas or museums. Narrator: Where's Jack?

Grace: There are lots of big buildings, people, cars, restaurants, schools and theatres. **Narrator:** Where's Grace?

Ben: There's a health centre, but there isn't a hospital. There's a museum, a train station and a library. There isn't a cinema.

Narrator: Where's Ben?

Lily: There are three big shopping centres and some sports centres. One million people live here. Narrator: Where's Lily?

Granny: There's a police station, five schools, some restaurants and a sports centre, but there isn't a shopping centre. **Narrator:** Where's Granny?

Assessment criteria

CLIL Objectives

Children can recognise the features of all three settlements.

Children understand that dwellings reflect their surroundings and predominant climate.

Language Objectives

Children can name some major world cities and identify the continents. Children can name the main buildings in a city/town and compare sizes. Children can name the rooms in the house. Children can name some of the main activities that take place in different rooms in the house. Children can ask questions using *any*.

TWISTING AND TURNING! The human body

CLIL Objective

Recognising that bodies are similar and different.

Curricular link: Science

Language Objectives

Vocabulary: hair, eyes, blonde, red, brown, blue, green

Structures: I've got (black) (hair). He's/She's got... You're/He's/She's taller/shorter than...

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

TWISTING AND TURNING



Say: Today we are going to learn about the human body. Show the children the poster. Say: Look at the children. Point to the parts of the body. Ask: How do you say this in English? SS: (Arm). T: How many (arms) has (Lily) got? SS: 2. T: That's right! All the children have got two arms. Continue with the other parts of the body. Say: So, the human body is very similar. But there are differences. Ask for several pairs of children to come to the front and point out the differences in their eye and hair colouring. T: (María) has got (brown) eyes and (Daniel) has got (green) eves.

Then, call out pairs of children to the front and point out differences in height. T: *(María) is taller than (Daniel).* Look at the poster (side A).

Describe some of the children on the poster. Say: *She's got (black) hair and she's (taller than Jack). Who is she?* The children come to the front and find the correct child in the poster.

Hand out the pop-outs and describe the characters: *She's* got (black hair) and (brown) eyes. Who is she? A: (Lily). Play **Track 1.13**. Stop the recording after each description and ask a volunteer to come and point to the child that has been described. Then, ask the child holding the correct pop-out to come and place it in the correct place.

Work with the book 🞧

Student's Book, page 15, Activity 1

Say: Open your books at page 15. Look at the picture of the children. Point to Jack and ask: What colour hair has he got? SS: Brown.

Say: I'm going to describe one of the children. Listen. He's got (red) hair. Who is he? SS: (Bob).

Ask: *Is (he) taller or shorter than Jack?* SS: *(He's shorter).* Continue with the other children.

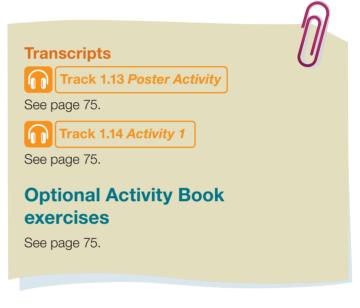
Play **Track 1.14**. Say: *Listen and find the children.* The cihldren point to the characters as they listen to the recording.

Play **Track 1.14** again and stop the recording after each description. Ask: *Who is (he)*?

Student's Book, page 15, Activity 2

Say: Now we're going to play a guessing game. Tell the children to look at the picture and to read the speech bubble: She's shorter than Jack. She's got blonde hair. Who is she?

Tell the children to choose two classmates and to describe them following the model. The other children have to guess the children being described.

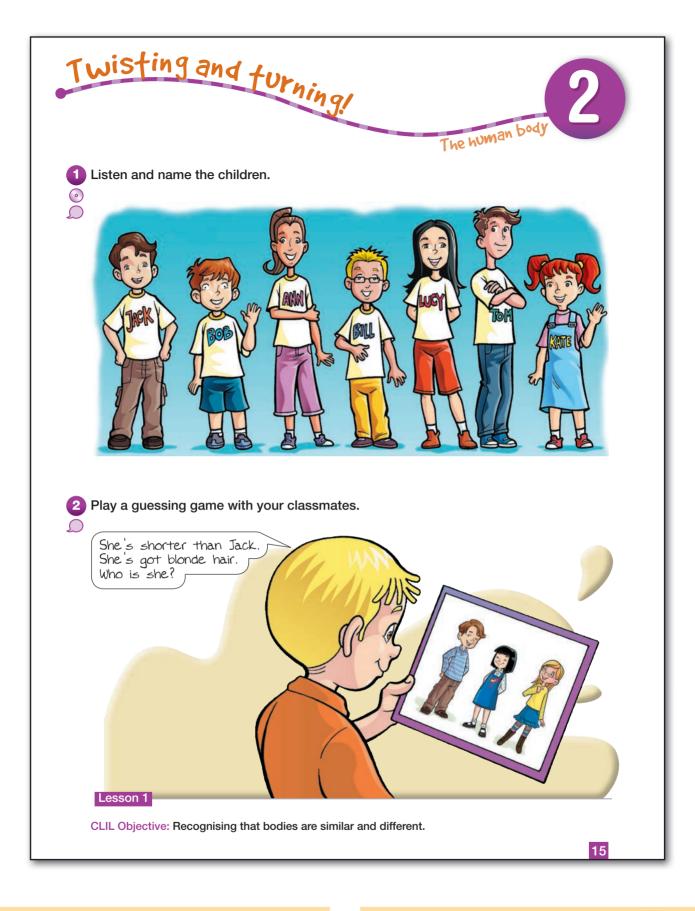


Practice

Draw a chart on the board with three columns and write the words: *brown*, *blue* and *green*. Tell the children to come to the board to write their names in the correct column according to the colour of their eyes. As they come to the board, ask: *What colour are your eyes? Let me see*. Draw conclusions. Ask: *How many children have got* (*brown*) eyes?

ANSWER KEY

Student's Book, Activity 1 See Transcript.

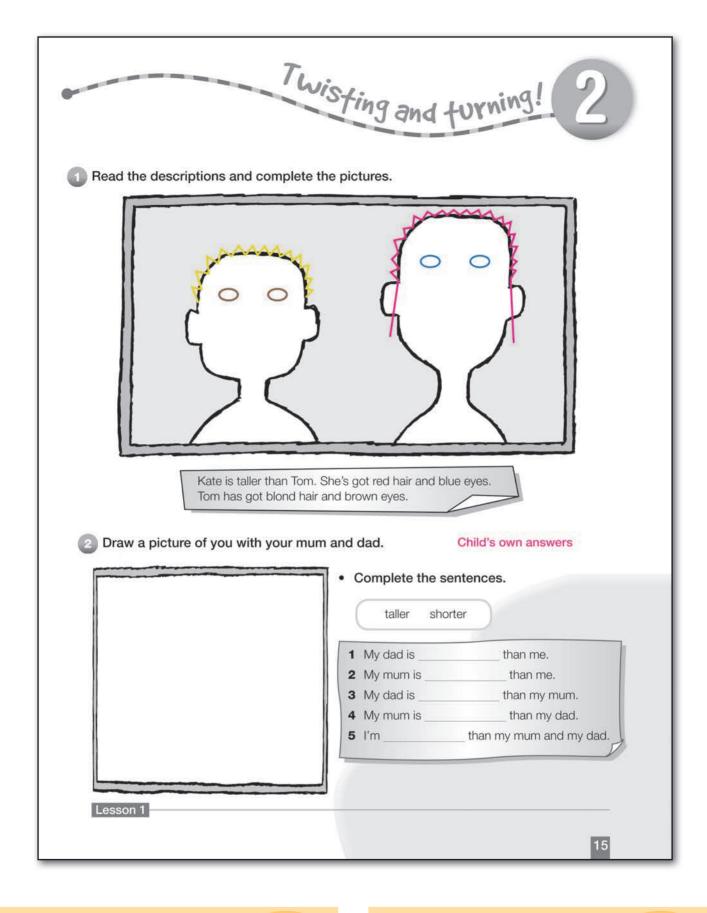




The children identify the characters by extracting information from the recording.



The children analyse the differences between one another and play a description game.





The children demonstrate their sense of creativity by drawing a picture of themselves with their parents.



The children compare themselves with their parents and complete the sentences with the information.

Activity Book

Page 15, Activity 1

Say: Open your Activity Books at page 15. Look at Activity 1. Read out the description. Tell the children to read it again in silence and then to draw the faces according to the description.

Page 15, Activity 2

Say: *Now look at Activity 2.* Tell the children to draw themselves next to their parents.

Say: Now complete the sentences about you and your family with taller and shorter.

Ask for volunteers to read their sentences out for the rest of the class.



Let's play!

Guess who?

Put the children into pairs. Tell them to look at the children on page 15 of the Student's Book and to choose one of them without telling their partner who it is. Then, they play a guessing game and try to guess which character has been chosen. They ask questions, for example: *Does he/she have red hair? Is he/she taller than Jack?* Tell the children to change partners when they have guessed two correctly.

Resources

Multi-ROM Unit 2, Activity 1

Transcripts

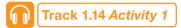


The boy next to Jack has got red hair. He's shorter than Jack.

The girl next to Ben has got brown hair. She's taller than Ben.

The boy next to Grace has got blonde hair. He's shorter than Grace.

The girl next to Lily has got black hair. She's taller than Lily.



He's got red hair. He's shorter than Jack. Who is he? She's got black hair. She's taller than Jack. Who is she? He's got brown hair. He's taller than Jack. Who is he? She's got brown hair. She's taller than Jack. Who is she? He's got blonde hair. He's shorter than Jack. Who is he? She's got red hair. She's shorter than Jack. Who is she?

Anticipating difficulties

In this unit, the children will be learning about the human body and movement. Many of the activities are more effective if you can get the children moving round and actually doing them, but you must ensure that there are mats on the floor. If possible, take the children to the gym or the school hall and use mats there. If not, ask the gym teachers if you can borrow some mats for the classroom.



Identifying body parts and joints.

Curricular link: Science

Langauge Objectives

Vocabulary: body, bones, joints; head, neck, shoulder, arm, elbow, wrist, hand, spine, hip, leg, knee, ankle, foot; moving, bending, swinging, lifting; left, right, up, down

Structures: I'm (moving) my (left) (leg).

Resources: CD; poster (side A)

THE MAIN JOINTS IN THE HUMAN BODY

Presentation

Continuous assessment

Children can name the parts of the body and the main joints.

Show the children the poster (side A). Use the diagrams of the skeleton to present the parts of the body. Point to the joints (labelled) and say: *Look at these parts of the body*. Point to the elbow on the poster, and then point to your own elbow and say: *This is my elbow. Why is it important*? Demonstrate that without an elbow we cannot bend our arm. Say: *Bones can't bend, so we need joints*. Ask for volunteers to come to the front to point to the other parts of the body: *(head, neck, shoulder, arm, wrist, hand, spine, hip, leg, knee, ankle, foot)*.

Work with the book **n**

Student's Book, page 16, Activity 3

Say: Open your books at page 16. Now we're going to sing The body song.

Play **Track 1.15**. Point to the parts of the body as they are mentioned in the song.

Play **Track 1.15** again and encourage the children to sing the song.

Read each line of the song with the children and tell them to do the actions with you.

Play **Track 1.15** again. The children sing and do the actions.

Student's Book, page 16, Activity 4

Say: Now we're going to play The mirror game! Revise right and left by saying: Lift your right arm! Lift your left arm! Shake your right leg! Shake your left leg! Move your right arm and describe the movement. Say: *I'm moving my right arm.* Repeat with your left arm. Then, do the same with a leg and ask: *Am I moving my right or my left leg?*

Demonstrate mirror movements with a child. Ask a child to come to the front to face you. Bend your right arm and say: *I'm bending my right arm.* Tell the child to mirror your movements and say: *I'm bending my left arm.* Repeat with other left/right movements.

Tell the children to work in pairs to play *The mirror game!* Ask for volunteers to come to the front of the class to demonstrate their mirror movements to the rest of the class. Encourage them to use the words *bending* and *moving*.



Transcript

Track 1.15 The body song

See page 79.

Optional Activity Book exercises

See page 79.



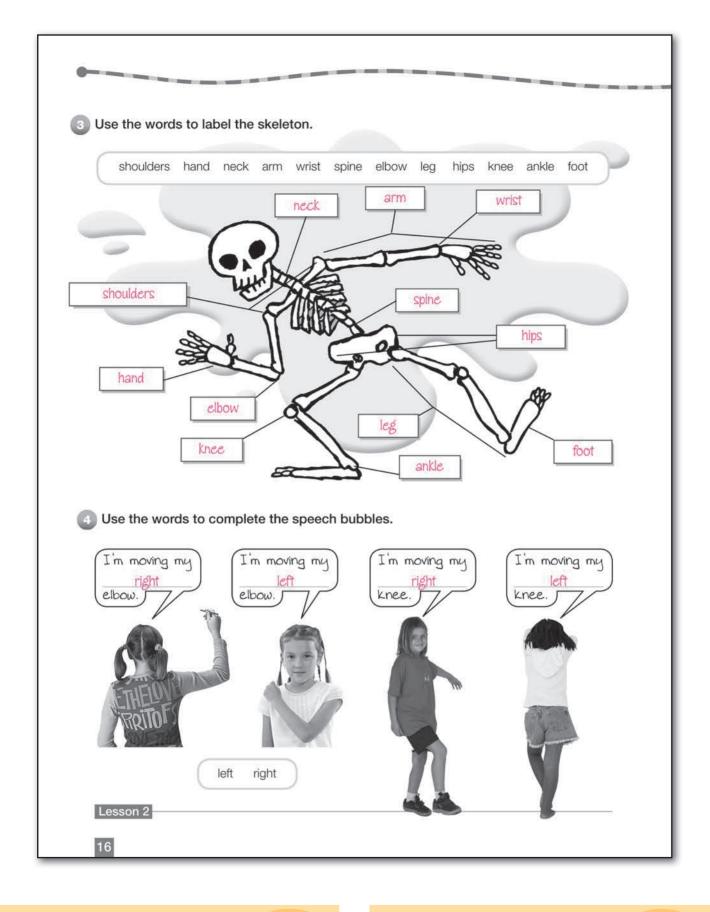
Place the poster (side A) on the board. Play the game *Guess how many bones there are in the body*. Tell the children to work in pairs. Ask them to guess how many bones they have got. Then, they write their names on a slip of paper and write the number of bones they think there are in the human body. Collect the slips of paper and write the numbers on the board. Ask for volunteers to count the bones in a particular part of the body. Make lists as the children count. They will soon see that there are far more bones than they had originally thought. There are, in fact, 206 bones in an adult body.



The children sing and play a game as a way of memorising vocabulary.



The children revise the parts of the body as they play a game.





The children identify the parts of the body in the skeleton.



The children identify the movements reflected in the images.

OPTIONS

Activity Book

Page 16, Activity 3

Say: Open your Activity Books at page 16. Look at Activity 3. Tell the children to point to the parts of their body as they read the words. Say: Look at this skeleton. Complete the labels. The children write the parts of the skeleton in their Activity Books.

Page 16, Activity 4

Say: Now look at Activity 4.

Ask a volunteer to complete the first speech bubble and to read it out. Correct if necessary. Make sure the children understand that when we are standing in front of someone, their left and right are the opposite for us.

Project Booklet 🔞

Twisting and turning: Make a skeleton Page 9, *The skull*

Materials: sheets of paper, glue, card, pencils, scissors

Display the skeleton on the poster (side A) and point to the three parts: head, trunk and limbs.

Say: Open your Project Booklets at page 9. Look at the skull. Does the skull have joints? Explain that the skull has a moving joint, the jaw. It also has lots of bones that are joined, but they do not move.

Ask: Has a skull got eyes, nose, ears and a mouth? No, it's got holes. Has it got teeth? SS: Yes. Explain that the teeth are bones.

Tell the children to use the words to label the skull in their *Project Booklets.*

Read the instructions for making the skull puzzle and hand out the materials. The children make the puzzles. Then, they play in pairs. Tell them to exchange puzzle pieces when you say, *Go!*

The children try to do their partner's skull puzzle. The first one to do it says *Stop!* and is the winner.

Hand out the envelopes so they can keep the puzzle pieces and tell them to write their names on the front of the envelope. Collect the envelopes and keep them somewhere safe.

Let's play!

Bingo!

Use the key vocabulary cut-outs or the Teacher's Resource Book, page 12, one copy per child. The children choose three of their key vocabulary cut-outs and place them face down on their tables. Name a key vocabulary cut-out at random and the children who have this one place it face up on the table. The first child to turn all of their three cut-outs over shouts *Bingo!* and wins the game.



DVD Unit 2, *The body song*

Multi-ROM Unit 2, *Activity 2*

Transcript



I'm bending my ankle. I'm moving my foot. Now I'm bending my knee and I'm moving my leg. I'm swinging my hips from the right to the left. Now I'm bending my spine from my hips to my head!

I'm bending my wrist and I'm moving my hand. Now I'm bending my elbow. I'm moving my arm. I'm lifting my shoulders up and down. Now I'm moving my neck around and around!

Describing movement.

Curricular link: PE; Science

Language Objectives

Vocabulary: *arm*, *leg*, *wrist*, *elbow*, *knee*, *head*, *spine*; *moving*, *twisting*, *turning*, *swinging*, *bending*, *straightening*, *lifting*, *lowering*, *kicking*; *left*, *right* **Structures:** *I'm* (*bending*) *my*...

Resources: CD; flashcards (*twisting, turning, swinging, bending, straightening, lifting, lowering, kicking*)

MOVEMENT IN THE HUMAN BODY

Presentation

Revise the language from the previous class and introduce vocabulary for new movements. Bend your elbows and ask: *What am I doing?* Answer for the class: *I'm bending my elbows. I'm moving my arms.* Repeat the procedure to review joints from the previous lesson.

Present the new movement vocabulary using actions and flashcards. Ask: *Can I move my body in other ways? Of course!*

Demonstrate a movement, for example, *kicking.* Ask: *What am I doing?* as you kick. Answer for the class: *I'm kicking my leg.*

Repeat with: twisting, turning, swinging, straightening, lifting, lowering.

Hand out the flashcards to volunteers. Tell them to copy the action on the card. Ask: *What are you doing?* If necessary, prompt the reply by doing the movement and saying: *I'm (swinging my arms).* Collect the flashcards and repeat the exercise with other children.

Work with the book 🕥

Student's Book, page 17, Activity 5

Say: Open your books at page 17. Look at Activity 5. Point to the characters and say: Look at Grace. Can you do the same movement?

Encourage the children to copy the movements. Then, ask for volunteers to choose a character and to copy the

movement that they are doing. The rest of the class tries to guess who it is.

Play **Track 1.16**. The children point to the characters. Play **Track 1.16** again but this time stop the recording after each question and ask: *Who's that?* The children call out the name of the character.

Student's Book, page 17, Activity 6

Say: *Now we're going to play a game called* Silly walks. Tell the children that they are going to invent a funny way of walking (a *silly walk*). Then, they are going to do the walk and describe it. Tell them to look at the examples in the book. Read them with the class: *I'm (bending) my (right knee) and my (spine)*. In pairs, they practise their silly walks from their desks to the board, describing what they are doing at the same time.



See page 83.

Optional Activity Book exercises

See page 83.

Practice

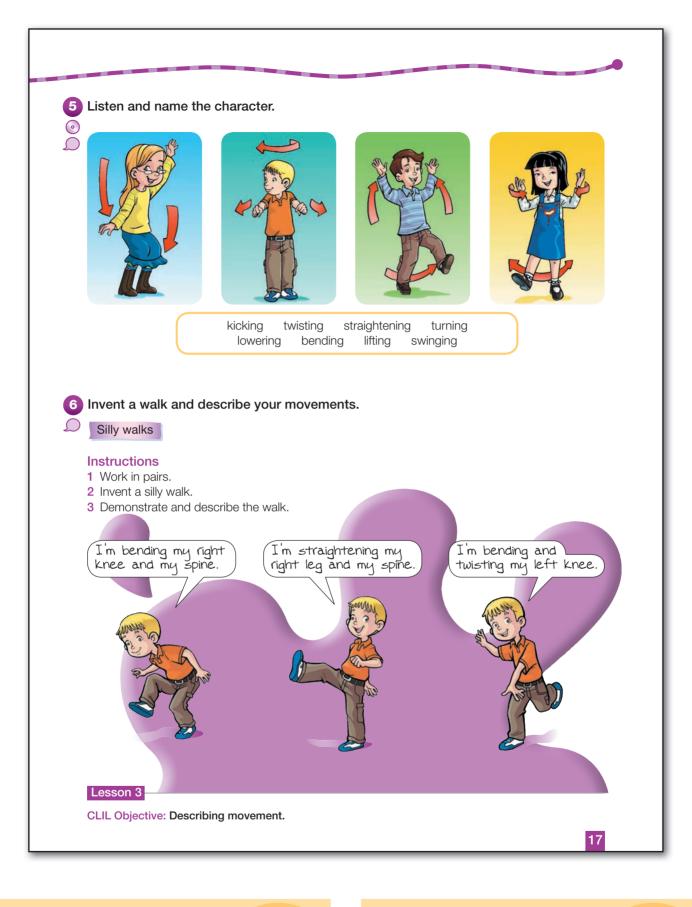
Continuous assessment

Children can describe different types of movement.

Hold a *Silly walks* competition. Choose a jury (of five children) to come to the front of the class. Tell them to write the numbers 1 to 5 on separate pieces of paper. The rest of the children do their silly walks again and describe them. The jury hold up their numbers to show the scores (1 for the least silly walk and 5 for the silliest). Add up the scores to find the winners of the competition.

ANSWER KEY

Student's Book, Activity 5 See Transcript.



The children listen carefully in order to identify the characters and the actions.



The children are given an opportunity to demonstrate their creativity. They are also given a chance to show their initiative by doing the actions in front of their classmates.

	(I'm turning my head.)
I'm lifting my arms.	I'm bending my leg.
I'm lowering my arm. Answer the question. Then read and write T What are you doing? <i>Reading and writing/Dancir</i>	
I'm bending my elbows.	I'm bending my fingers.
I'm turning my head.	I'm lifting my feet.
I'm bending my spine.	I'm bending my knees.
I'm moving my wrist. I'm swinging my arms.	I'm moving my toes.

The children identify the movements and match them to the texts.



The children use observation and their understanding of the text to decide whether the information is true or false.

Г

OPTIONS

Activity Book

Page 17, Activity 5

Say: Open your Activity Books at page 17. Look at Activity 5. Look at Jack. Now read the speech bubbles. Which ones does Jack say? Repeat the process for the other characters and speech bubbles. Tell the children to match the speech bubbles to the characters in their Activity Books.

Page 17, Activity 6

Say: *Now look at Activity 6. Look at the question.* Tell the children to think what their body does while they are doing the actions from the book. Ask them what they are doing now. SS: *Reading and writing.* Then, ask: *When you are reading and writing, are you bending your elbows?* Continue asking all the questions. Tell the children to read the sentences and to write *T* or *F* according to the actions that they are doing as they read and write.

Project Booklet

Twisting and turning: Make a skeleton Page 10, *The Spine*

Display the skeleton from the poster (side A) again and point to the parts of the body: *shoulder blades, collar bones, spine, ribs, pelvis.*

Say: We are going to make the spine. Open your Project Booklets at page 10.

Tell the children to use the words to label the front and the back of the skeleton.

Ask for a volunteer to read out the text about the number of vertebrae in the human spine.

Read the instructions for making the spine.

Tell the children to cut the string according to the length of their partner's spine and to follow the instructions.

Recursos

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

Let's play!

Charades

Do a few actions. The children have to guess what you are doing. Use mime, for example, bending your right arm, swinging your left leg. Try to do a variety of different actions using different parts of the body. Then, ask a volunteer to come to the front to do another action so the rest of the class can guess what it is. The first child to guess correctly can do the following action, and so on.

Transcript



Jack: I'm kicking my left leg. Narrator: Who's that?

Grace: I'm bending my knees. **Narrator:** Who's that?

Ben: I'm straightening my elbows. **Narrator:** Who's that?

Lily: I'm twisting my wrists. **Narrator:** Who's that?

Jack: I'm lifting my arms. Narrator: Who's that?

Grace: I'm lowering my right arm. **Narrator:** Who's that?

Ben: I'm turning my head. **Narrator:** Who's that?

Lily: I'm swinging my leg. **Narrator:** Who's that?



The children try to understand the story by reading and listening to it.



The children learn to identify the different parts of the story.



The children learn about the importance of keeping things neat and tidy.



The children learn to form and pronounce the gerund in English.

Literacy skills: recognising parts of a story.

Curricular link: Literacy

Language Objectives

Story language: afternoon, Saturday, playroom, dolls, doll's house, noise, lamp, living room, curtains, tidy, tidying up, driving a car, moving, escaping, climbing, mess, playing, finishing; What's happening? What a mess! Quick! Catch them! What are you doing? Nothing special.

Resources: CD; story cards

STORY: THE NAUGHTY DOLLS

Presentation

Say: It's story time!

Place the story cards on the board. Tell the children to come to the front to look at the pictures and to make predictions about the story. Help them by asking: *Who can you see in picture 1? Where are they? Look at picture 2. What are the dolls doing? What are they doing in picture 3? And what about in picture 5? Who catches the dolls? What are the dolls doing in picture 7? Is the house a mess when Granny comes home?*

Say: Sit down now and let's listen to the story. Play **Track 1.17**. Point to the story cards as they listen to the story.

Work with the book 🕥

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

Say: Open your books at pages 18 and 19.

Play **Track 1.17** again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children? Is (Ben) going out in picture 1? Who's playing cards? What's happening in the doll's house? What are the dolls doing in picture (3)? Are (Lily and Ben) driving the car? Who's driving the car? Are (Ben and Lily) making a mess? Who's tidying the living room?

Tell them to read 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 1.17 Story: The naughty dolls

See page 89.

Optional Activity Book exercises

See page 89.



Place the story cards on the board in random order. Play **Track 1.17** again. This time, stop 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. Tell the children to describe what is happening in the story. Continue until all the story cards are in the correct order in the line below. Then, go through the different sections of the story. Ask: *What's happening at the (beginning/middle/end) of the story?*

Literacy: phonics *-ing* (*climbing*, *driving*, *reading*, *playing*, *tidying*)

Curricular link: Literacy

Resources: CD; story cards

PHONICS

Retell the story

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

Work with the book **f**

Student's Book, pages 18 and 19

Tell the children to read the story out loud. Assign a character to five children and tell the others to read the parts of the narrator.

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly. Write the words that need to be corrected on the board when they have finished. Point to the words one by one and ask if anyone can read them out loud. Correct their proununciation if necessary.

Student's Book, page 19, Activity 8

Clap your hands to ensure the children are watching you. Write the lettters *ing* several times on the board. Point to each group of letters as you say: *ing ing ing climbing*. Repeat several times. Articulate the *ing* sound clearly, making sure that the children understand that the final *g* sound is at the back of the throat but it is not a harsh sound.

The children repeat: *ing ing ing climbing*. Repeat with the other words (*driving, reading, playing, tidving*).

Tell the children to look at Activity 8 on page 19. Play **Track 1.18**. The children listen to the recording and repeat the sounds and the words.

Tell them to find the pictures in the story that correspond to the words. Ask: *Can you find (climbing)?* SS: *Yes! It's in picture 5.* They can use the story cards if necessary.



Track 1.18 Phonics

See page 91.

Optional Activity Book exercises

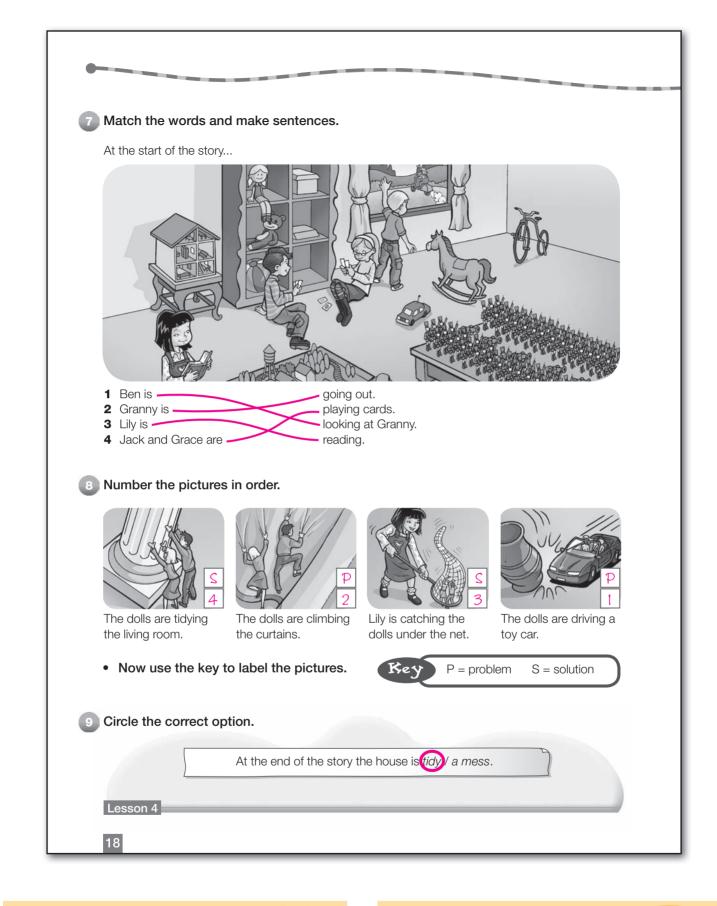
See page 91.

Act out the story n

Divide the class into groups of five. Assign a character to each child. Play **Track 1.17** again so the children can join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording when necessary.







The children study the features of the story and demonstrate their understanding of it.



The children learn to recognise the parts of the story and to organise these parts sequentially.

Activity Book

Page 18, Activity 7

Say: Open your Activity Books at page 18. Look at Activity 7. Look at the drawing. What part of the story is this? SS: The beginning. Ask: What's Ben doing? SS: He's looking at Granny.

Repeat the process for the other characters. Tell the children to match the sentences.

Page 18, Activity 8

Say: Now look at Activity 8.

Tell the children to look at the pictures of the dolls. Ask *What happens first?*

Continue asking until they have put the pictures in the correct order.

Tell them to number the pictures in the correct order. Then, say: *There are two problems and two solutions here. Which pictures show problems?*

Tell them to use the key to identify the problems and the solutions.

Page 18, Activity 9

Say: *Now look at Activity 9.* Tell the children to read the two options and to circle the one they think is correct.

Ask a volunteer to read out the correct sentence.



Let's play!

Describe it!

Place the story cards on the board and write a number above each one. Divide the class into two teams, A and B. Give a member of team A a number and tell them to describe the corresponding story card so their team can guess which one it is. If they guess correctly, they win a point. If not, the other team has a turn. Repeat with the other team and the other story cards.



Resources

Multi-ROM Unit 2, Story

Transcript



Picture 1

Narrator: One Saturday afternoon, the children are in the playroom. Granny is going out.Ben: Bye, Granny.Grace: What's that noise?

Picture 2

Narrator: What's happening in the doll's house? **Grace:** Look at the dolls! **Lily:** They're moving!

Picture 3

Narrator: Now the dolls are driving a car. **Ben:** Oh, no! Look at the lamp. **Lily:** What a mess!

Picture 4

Jack: Quick! Catch them. Grace: I can't. Narrator: The dolls are escaping!

Picture 5

Narrator: Now the dolls are in the living room! **Jack:** They're climbing the curtains. **Grace:** Catch them, Lily!

Picture 6

Jack and Grace: Hurray! Well done, Lily. Ben: Oh, no! Look at the living room!

Picture 7

Narrator: The house is in a terrible mess. **Lily:** What can we do? **Ben:** Look at the dolls now!

Picture 8

Narrator: The dolls are tidying up the mess! **Grace:** Quick! It's Granny! **Jack:** It's OK. They're finishing.

Picture 9

Narrator: At last the house is tidy. Granny: Hello children. What are you doing? Jack: Nothing special. Grace: We're playing with the dolls.

+ ing no final e + ing final letter x 2 + ing climb dance run go drive swim play move tidy write	Find and write ten actions. C F G C L I M B I N A M O V I N G G D T B H I K T N J H R S R U N N I N G W I R X B G Q D R S D V M B P L A Y I N G I K N L S W I M M I N G Y P D A N C I N G D R Y H N G K L Q W F	W drive driving R go going I move moving T play playing N run running G swim swimming
Draw more actions and add them to the lists. Child's own answers	climb dance go drive play move tidy write	+ ing run swim



The children demonstrate their capacity to recognise things by identifying the words in the word search.



The children classify the actions according to their rules of formation. They demonstrate their understanding of the structure by adding their own examples.

Activity Book

Page 19, Activity 10

Say: Open your Activity Books at page 19. Look at Activity 10.

Tell the children to find the actions in the word search. Ask for volunteers to come to the board to write the words that thay have found. Leave these words on the board for the following activity.

Page 19, Activity 11

Underline the following words: *dancing, driving, moving, writing.* Tell the children to look at them carefully and to tell you what is special about these words (all the infinitives end in *e*).

Say: Now look at Activity 11.

Tell the children to classify the words from Activity 10 in the table. Then, tell them to draw more actions and to add the words to the table. Ask for volunteers to read out the words from the different columns and correct the activity.



Resources

Multi-ROM Unit 2, *Phonics*

Transcript



ing ing ing climbing ing ing ing driving ing ing ing reading ing ing ing playing ing ing ing tidying

Let's play!

Memory chain

Tell the children to form a circle. Start the game by saying a sentence that has a word that ends in *-ing*, for example: *I'm* reading. Then, say the same sentence but add something else, for example: *I'm* reading and singing.

The child who is next to you continues by repeating what you have said and by adding something else: *I'm reading and singing and writing*. Continue until the children are unable to think of any more words, or until someone forgets a part of the sentence.

Identifying activities which involve exercising.

Curricular link: PE: Social Science

Language Objectives

Vocabulary: exercising, playing football, jumping, running, walking; drawing, eating, reading, sitting, talking Structures: Is (Bob) exercising? Yes, he is. He's playing football. No, he isn't. He's reading. What are you doing?

Resources: flashcards (twisting, turning, swinging, bending, straightening, lifting, lowering, kicking) Materials: white paper and crayons

ACTIVITIES INVOLVING EXERCISING

Presentation

Ask a volunteer to come to the front and give them a flashcard. Tell them to do the movement for the rest of the class. Ask: What's he/she doing?

Repeat the process with other children. This time, include other actions that are not illustrated on the flashcards (jump, read...). Whisper the instructions to the children. Use a mixture of actions, some of which are physically exerting, and others which are not. Ask: What's he/she doing? Encourage the rest of the class to answer.

Then, draw two columns on the board with the following headings: active / inactive. Repeat the activity, but this time add a new question. P: Is he/she exercising? Write the verb in the gerund (the form of the verb with -ing) in the corresponding column.

Work with the book

Student's Book, page 20, Activity 9

Say: Open your books at page 20. Look at the two pictures of the children in the park. Tell the children to look at the T-shirts and the names of the children under the picture. Then, tell the children to find each child in the two pictures. Say: Look at (Tom). What's he doing in picture 1? SS: He's (sitting on the bench). T: And what's (Tom) doing in picture 2? SS: He's (walking). Continue with the other children in the pictures.

Then, say: Now we're going to play Guess the picture. Ask two children to read the example. S1: Is Bob exercising? S2: Yes, he is. He's playing football. S1: That's picture 1. Then, put the children into pairs so that they can play the game. They should take turns asking and answering questions.

Student's Book, page 20, Activity 10

Read the instructions with the class. Say: Now look at Activity 10.

Tell the children to follow the instructions and to do a drawing. When they have finished, divide them into groups of five and tell them to ask one another: What are you doing? and to draw their classmates in the pictures. Then, tell them to describe them. S1: In my picture, (I'm) (jumping) and (David) is (reading)...

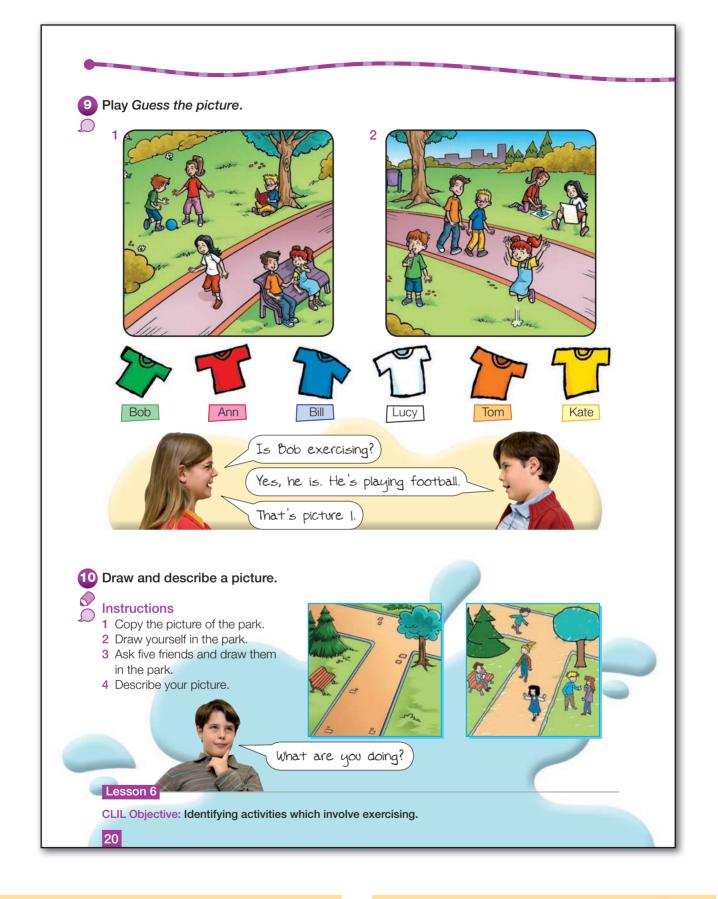
Optional Activity Book exercises



See page 95.

Practice

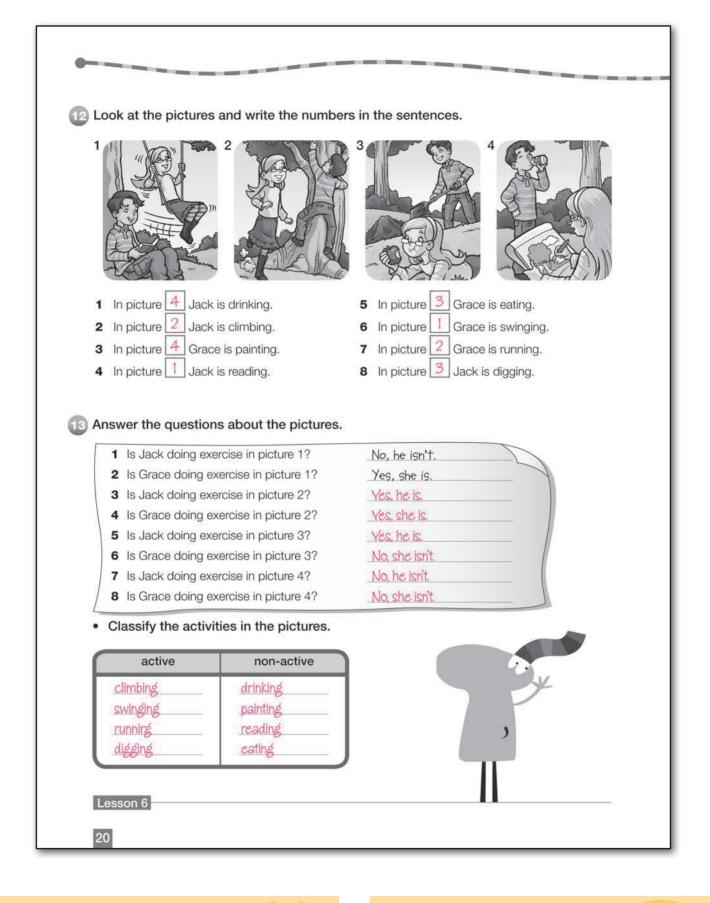
Tell the children to take out their pictures from Activity 10. Tell them to write a description under the picture. Collect the pictures and stick them on the class walls. Encourage them to look at the pictures and to talk about them. S1: I'm (reading) in (David's) picture, but I'm (running) in (Maria's) picture. What are you doing? S2: I'm (playing football) in (Daniel's) picture, but I'm (eating an ice cream) in (Ana's) picture.



The children identify the characters in the pictures by looking for clues and checking the description of what they are doing.



The children use the structures that they have learned to describe actions that include physical exercise,



The children match the pictures to the sentences.



The children use the information from the pictures to answer the questions.

OPTIONS

Activity Book

Page 20, Activity 12

Say: Open your Activity Books at page 20. Look at Activity 12. Ask questions about the pictures: What's Grace doing in picture 1? Repeat the process for the other pictures and characters. Tell the children to read the sentences and to number the pictures.

Ask for volunteers to read out their sentences.

Page 20, Activity 13

Say: Now look at Activity 13. Read the first sentence from Activity 12 and ask: Is Jack doing exercise? SS: No, he isn't.

Repeat the process for a couple more sentences. Tell the children to read the questions and to write the

answers in their Activity Books. Ask for volunteers to read out the questions and answers.

Draw the chart on the board and say: *In picture 1 Grace is swinging. Is that active or not?* SS: Yes, *it is.*

Repeat the process for a few more sentences and then tell the children to classify the activities in their Activity Books.

Ask for volunteers to come to the board to write the activities in the chart.

Project Booklet

Twisting and turning: Make a skeleton Page 11, *The limbs*

Say: Now you are going to make the limbs for the skeleton. Open your Project Booklets at page 11. Ask a volunteer to read the text for Activity 5. Choose volunteers to point to the different parts of the body as they are named.

Put the children into pairs and tell them to measure one another. They write the measurements on the page in their Project Booklets. Then, they complete the sentences about their measurements.

Read the instructions on how to do the arms and the legs for the skeleton.

The children compare the sizes of these parts of the body with the rest of the class.

Let's play!

Bulls-eye

Place the flashcards on the floor a few metres away from the children. Divide the class into teams and then give a child from each team a bean bag or any other object that they can throw. Name a flashcard and the child from team A has to throw the bean bag so that it touches the flashcard that you have named. Continue until all the children have had a turn.



Resources

Multi-ROM Unit 2, Activity 3

Teacher's Resource Book *Ready to read worksheet, page 70*

Identifying the component movements in an exercise routine.

Curricular link: PE

Language Objectives

Vocabulary: the bicycle, high kicks, sit-ups, the windmill, press-ups, star jumps; do, touch, stretch, swing, lift, toes, arms, round and round

Structures: Do (high kicks). I'm doing (high kicks). She's doing (the windmill).

Resources: CD; poster (side B) Materials: mats

EXERCISE ROUTINES



If possible, you should do this lesson in the gym or in a room where mats can be placed on the floor. Hold up the poster (side B) showing the exercise routine (*Stretch your arms up. Touch your toes. Do the windmill. Do star jumps. Do high kicks. Do press-ups. Do the bicycle. Do sit-ups.*).

Say: In our last class we talked about general exercise. Now we are going to talk about getting fit using specific exercises.

Tell the children to stand up. Point to the pictures and read the instructions under each one. The children respond by doing the movements. They should not do the exercises on the floor unless there are mats.

Work with the book 🔞 🞧

Student's Book, page 21, Activity 11

Say: Open your books at page 21.

Tell the children to look at the pictures of the exercises. Play **Track 1.19**. The children point to the corresponding exercise.

Play **Track 1.19** again. This time, stop after each exercise and tell them to name the letter next to the corresponding picture.

Play **Track 1.19** again and tell them to write the letter that is next to each exercise in their books. They write the letters in the order in which they are mentioned on the recording. Ask them what the letters spell when they are written in the correct order.

Then, ask them to work in pairs. One child reads out the instructions and the other does the exercises. Then, they change roles and repeat the process.

Student's Book, page 21, Activity 12

Describe the movements for one of the exercises from the poster (side B): *He's swinging his leg.* Tell the children to find the picture on the poster and to name the exercise. SS: *He's doing a high kick!* Repeat for the other exercises. Say: *Now look at Activity 12.*

Tell the class to look at the picture in the book. Tell two children to read out the dialogue. S1: *I'm swinging my arms round and round.* S2: *She's doing the windmill.* Make sure that S2 addresses the rest of the class whilst describing the exercise.

Tell the children that they are going to work in groups. One of them is going to choose one of the exercise movements and describe how their body is moving. Another member of the group tells the rest of the children which exercise they are doing.

Transcript

Track 1.19 Activity 11

See page 99.

Optional Activity Book exercises

See page 99.

Practice

Continuous assessment

Children can give and follow instructions for exercises.

Tell the children to work in pairs. They invent an exercise routine.

Ask a child to do the movements while the other child describes the movements to the rest of the class: *She's (bending her knees)...*

ANSWER KEY

Student's Book, Activity 11 See Transcript. The letters spell the word *exercise*.

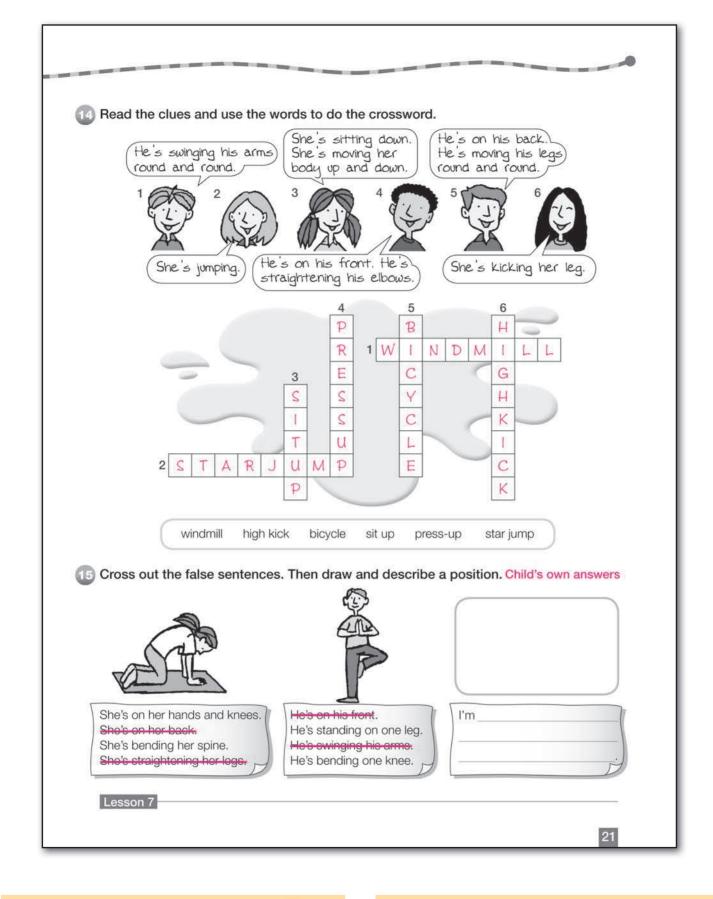


(

The children identify the pictures and put the exercises that are described in order.



The children choose an exercise and describe it.



The children decide if the sentences refer to the actions or not.



The children demonstrate what they have learned by describing an action in written form.

OPTIONS

Activity Book

Page 21, Activity 14

Say: Open your Activity Books at page 21. Look at Activity 14.

Read the first speech bubble out loud and ask: *What exercise is this?*

Repeat the process for the other speech bubbles. Tell the children to complete the crossword with the words.

Page 21, Activity 15

Say: Now look at Activity 15.

Tell the children tol look at the pictures and to read the sentences. They cross out the sentences which are false. Tell the children to draw themselves doing an exercise and to complete the sentence.

Ask for volunteers to show their pictures and to read out their sentences.

Project Booklet

Twisting and turning: Make a skeleton Page 12, *The body*

Say: Now you are going to make the body of your skeleton.

Tell the children to point to different parts of their own bodies as you name the parts: *shoulders, ribs* and *hips*. Say: *Open your Project Booklets at page 12.*

Tell them to put a tick (\checkmark) next to the materials that are needed to make the body of the skeleton.

Tell them to look at the model of Activity 8 and to complete the instructions with the parts of the body (A: *shoulders*; B: *hips*; C: *ribs*).

They should cut out the shape of the shoulders and the hips.

They can paint the body before they stick the ribs on. To finish off, the children make a skull with card and stick it onto the skeleton.

When they have finished the skeletons, they can display them in the classroom. Ask for volunteers to describe their skeleton, and to point out the parts of the body and the joints.

Let's play!

Simon says...

Take the children to the gym or any big open space where they can place mats on the floor. Play *Simon says...* using the actions from the lesson. When you say *Simon says (do the bicycle)* they have to do the action. If you do not say *Simon says,* they do not do the action. The children who do the action when you have not said *Simon says* are eliminated.



Resources

Multi-ROM Unit 2, *Activity 4*

Teacher's Resource Book Extension worksheet 1, page 41

Transcript



Stretch your arms up. Now touch your toes. One, two, three, four. Do the windmill. One, two, three, four. Do star jumps. One, two, three, four. Do high kicks. Right, left, right, left. Do sit-ups. One, two, three, four. Do the bicycle. One, two, three, four. Do press-ups. One, two, three, four. And rest!

Language awareness: possessive adjectives: *my, your, his, her*

Curricular link: Literacy

Language Objectives

Vocabulary: shake, touch, lift, my, your, his, her, arm, hand, toes

Structures: *Lift his hand. Shake her arm. Touch your toes.*

Resources: Unit 2 cut-outs (parts of the face), scissors, crayons

FOCUS ON LANGUAGE

Presentation

Ask a boy and a girl to come to the front and say: *Touch your toes.* Point to the boy and say: *(Daniel!) Touch her toes. Touch my toes.* Do the same with the girl: *(Ana!) Touch his toes. Touch your toes.*

Ask: What words are different in my instructions? Write the following words on the board: your, my, his and her. Then, say: Touch the toes! Whose toes? My toes, your toes, his toes, her toes? Whose toes? We need one of these words (my, your, his, her).

Repeat the initial activity but this time ask volunteers to call out the instructions.

Work with the book

Student's Book, page 22, Activity 13

Say: Open your books at page 22. Look at the words on the board.

Ask a volunteer to read out the words. Divide the class into groups of three and make sure there is a mixture of boys and girls in each group. One child gives instructions to the other two. S1: (*Shake*) (*his*) (*hand*).

The children exchange roles until they have all given at least three instructions.

Student's Book, page 22, Activity 14

Say: Now we're going to make and play a language game! Find your cut-outs for Unit 2.

Tell the children to colour and cut out the cut-outs: (two sets of eyes, *hair, ears, mouth, nose*).

They play in pairs. They place the cut-outs face down on the table and take turns turning over a card and saying who the body part belongs to: *I've got (her eyes).* Then, they stick it on the corresponding face. Ask for volunteers to describe the faces.



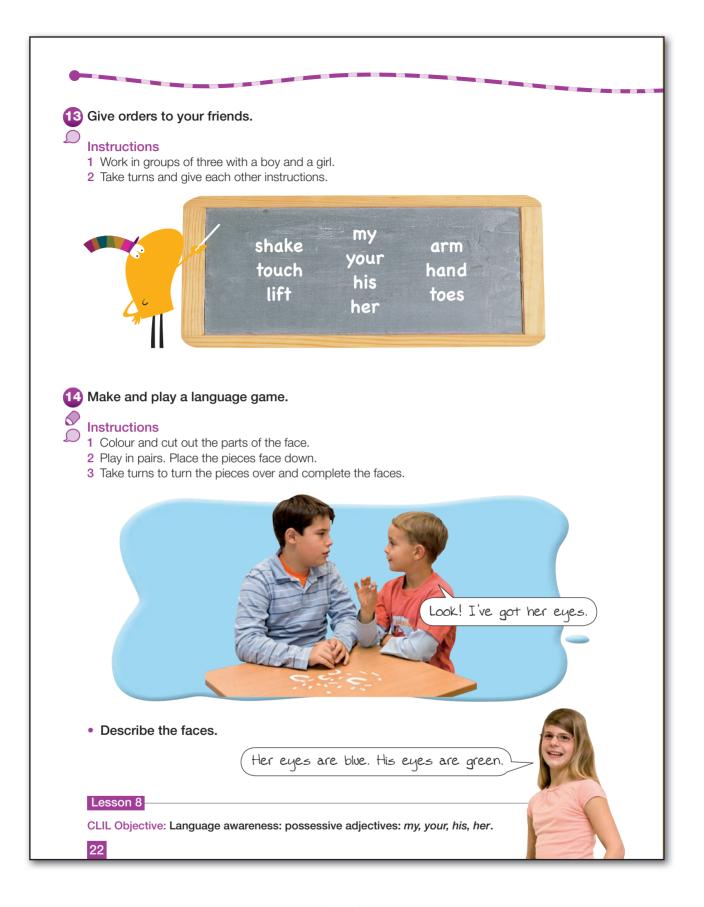
See page 103.

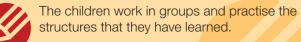
Practice

Raise a hand and ask the children: *How many fingers have l got?* SS: *Five.* T: *Yes, I've got five fingers or...* (show the class four fingers) *...four fingers...* (show them your thumb) *...and one thumb.*

Then, say: Show me your fingers. Show me your thumbs. Show me your left thumb. Show me your right thumb. Ask a boy and a girl to come to the front of the class. They interlock their own hands and take turns moving one finger or thumb. Ask the question: *What's (Ana) moving?* SS: (She's) moving (her left thumb). The first child opens their hands and shows the class to check the answer. Change couples until all the children have had a turn.

*Note: This exercise is not easy and the children will not necessarily guess the correct number of fingers or thumbs.







The children make faces and describe them by using the vocabulary from the unit.

16 Draw and describe a friend. Chil	ld's own answers
	This is eyes are hair is
Image: The second se	Child's own answers My's name is eyes arehair is
My's name is eyes are hair is	My's name is eyes are hair is
Lesson 8	



The children draw a classmate and describe them using the vocabulary.



The children complete the physical descriptions of themselves and their parents.

Activity Book

Page 22, Activity 16

Say: Open your Activity Books at page 22. Look at Activity 16.

Tell the children to draw a picture of a friend and to complete the sentences to describe them. Ask for volunteers to show their pictures and to read out their sentences.

Page 22, Activity 17

Say: *Now look at Activity 17.* Tell the children to complete the sentences about themselves and the members of their family. They can choose different members. Ask for volunteers to read out their sentences.

Let's play!

Follow the leader

Put the children into pairs, making sure that each pair has a boy and a girl. Then, give instructions using *shake, touch* and *lift*, for example: *shake your head, touch your toes, lift his elbow, touch her nose...* The children follow your instructions. After a minute, invite a child to be the leader and to give instructions to the rest of the class.



DVD Unit 2, *Real kids*

Teacher's Resource Book DVD worksheet, page 26



Describing how the body moves.

Curricular link: PE; Science

Language Objectives

Vocabulary: leg, arm, hand, spine, neck, knee, wrist, elbows, hips, right, left, straight, bending, touching, moving, turning around

Resources: CD Materials: CD with dance music

THE WONDERFUL WORLD: RUBBER BODIES!

Presentation

Ask the children to stand up. Tell them to touch their toes without bending their knees: *Touch your toes. Don't bend your knees!*

Then, ask five children to come to the front and say: *Do a high kick with your right leg. Stand straight. Don't bend your knee and don't bend your spine.* Measure the height of the high kick with your hand. Ask: *Who can kick the highest?*

Then, explain that some people are more flexible than others. Ask how many of the children in the class do gymnastics. Ask: *Are you flexible?*

Ask the children if they can think of people who are very flexible (gymnasts, acrobats and sportspeople in general). Explain that some people are extremely flexible. Say: *Their bodies are like rubber!*

Work with the book 🕥

Student's Book, page 23, Activity 15

Say: Open your books at page 23. Look at the pictures. Ask questions about the photos: Do you think these people are very flexible? Can you do these exercises? Play **Track 1.20**. The children point to the corresponding

photo.

Play **Track 1.20** again. This time, stop after each description and ask: *Which picture is that?* Ask questions to correct the activity: *Which person is twisting her spine?* Then, tell the children to read the three descriptions of the photos. In pairs, they should work out what the missing words are. They are all parts of the body. Ask for volunteers to read out the texts once they have finished them.

Student's Book, page 23, Activity 16

Say: Now we are going to invent a dance. Listen to this music.

Play the CD that you have brought to class for this activity. Read the instructions with the children.

Divide the class into groups of four and tell them to design and rehearse their dance.

The groups perform their dances for the rest of the class.

Transcript

Track 1.20 Activity 15

See page 107.

Optional Activity Book exercises

See page 107.

Practice

The groups rehearse their dances and perform them for the rest of the class. Hold class votes for the dances with different categories: the favourite dance / the most complex / the fastest / the slowest...

ANSWER KEY

Student's Book, Activity 15 See Transcript.



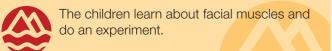


The children identify the photographs by listening for the clues in the recording. Then, they complete the texts with the information.



The children demonstrate their creativity by inventing a dance and describing it step by step.

18 Do the flexible fac	The face h 50 musi	you and two fr has got more cles. We use when we smil	than 14	own answers	
Can you	Can he	Can she		20	
		You			
raise one eyebr	row?				1
move your ears	5? 1				
flare your nostr	ils?				
roll your tongue	»?				
touch your nos your tongue?	e with				





The children complete the chart with the results of the experiment.

OPTIONS

Activity Book

Page 23, Activity 18

Say: Open your Activity Books at page 23. Look at Activity 18.

Read out the sentence in the speech bubble. Ask the children if they are surprised about this. Tell them to smile, to keep the smile and to touch their face to check the muscles that are being used.

Divide the class into groups of three and make sure there is a mixture of boys and girls.

The children try to do the facial exercises and complete the table.

Ask a spokesperson from each group to read out the results to the rest of the class.

Let's play!

Repeat the truth

Do an action and describe what you are doing. This description can be true or false: *I'm (twisting) my (wrist)*. The children should repeat the sentences that they think are true. If they do not think they are true, they do not say anything. Repeat the process. Ask for volunteers to come to the front to do the actions for the rest of the class to guess.

Resources

Multi-ROM Unit 2, *The wonderful world*

Teacher's Resource Book Extension worksheet 2, page 42

Transcript

Track 1.20 Activity 15

He's balancing on his hands. He's bending his knees.

He's sitting on the floor. His foot is touching his head.

She's sitting on the floor. She's twisting her spine.

Assessment.

Curricular link: Literacy; PE; Science

Language Objectives

All the vocabulary from unit 2.

Materials: CD; poster (sides A and B); flashcards (*twisting, turning, swinging, bending, straightening, lifting, lowering, kicking*)

REVIEW



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

Show the children the poster (side A). Say: *Look at the skeletons on the poster.* Tell the children to come to the front to identify the parts of the body and the joints. Ask: *Do you remember* The body song?

Play **Track 1.15**. Tell the children to sing along and to do the actions.

Hand out the flashcards and name the movements out loud. The child with the corresponding flashcard gets up and does the movement. Collect the flashcards, hand them out to different children and play the game again.

Work with the book

Student's Book, page 24, Activity 17

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

Read the instructions with the children and tell them to look at the pictures.

Divide the class into groups of three. One child chooses a movement, does the action and the other two children have to guess what movement it is: (*He's*) (*dancing*).

Student's Book, page 24, Activity 18

Say: Now look at Activity 18.

Tell the children to read the speech bubbles on the lefthand side of the page: *Stand up! Walk!* and *Open the door!* Then, tell them to read the action verbs: *straightening, bending, moving, twisting, swinging.*

Working in pairs, one child chooses an instruction and reads it out loud. S1: (Walk!) The other child does the action and describes what they are doing. S2: I'm (moving) (my leg) and I'm (bending) (my knee). Repeat the activity in groups of three. One child tells a second what to do and the third child describes the actions. S1: (Walk!) S3: (He/ she's) (moving) (his/her leg) and (he/she's) (bending) (his/ her knee).

Transcript

Track 1.15 The body song

See page 79.

Optional Activity Book exercises

See page 111.



Display the poster (side B). Read the instructions: *Do the windmill. Do star jumps. Do high kicks. Do press-ups. Do the bicycle. Do sit-ups.*

Choose an exercise and tell the children to do it. Then, ask: Which parts of your body did you move and what did you do?

Point to the corresponding picture and say: *The (bicycle)!* SS: (*He's*) (moving) (his legs) and (he's) (bending) (his knees).

Ask a volunteer to choose an exercise and to do it. Ask a volunteer to describe the movements to the rest of the class.

Repeat several times.



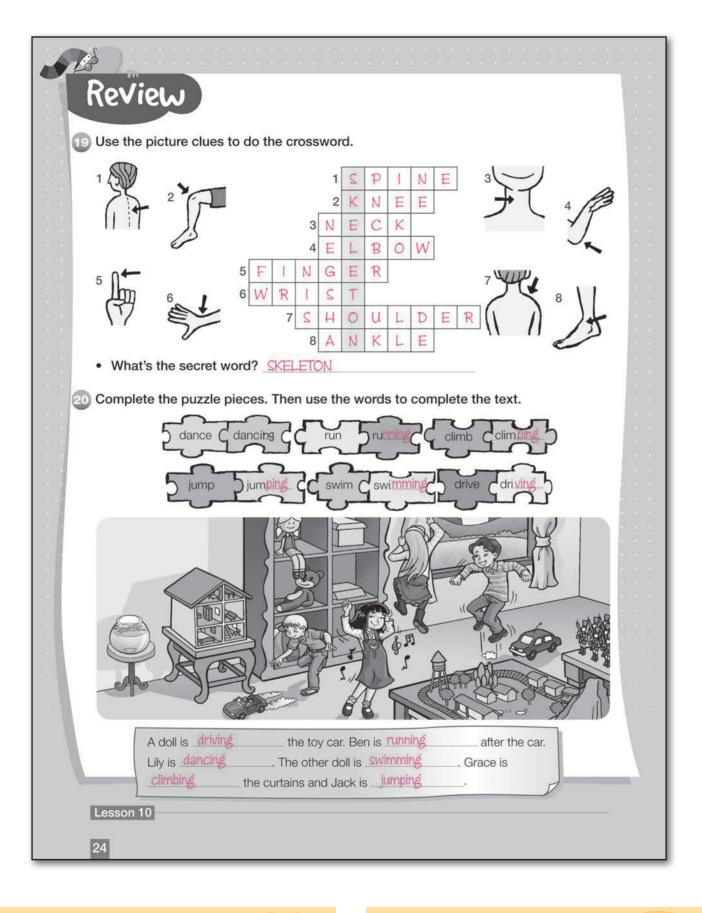




The children use mime to do the actions.



The children revise the structures they have learned by describing the movements.





The children complete the crossword using vocabulary related to the human body.



The children revise the grammatical structures from the unit by completing the activity.

Activity Book

Page 24, Activity 19

Say: Open your Activity Books at page 24. Look at Activity 19.

Tell the children to name the parts of the body in the pictures.

Tell the children to write the words in the crossword.

Page 24, Activity 20

Say: Now look at Activity 20.

Remind the children that when we add *ing* to a verb, we usually take off the final *e* and also add an extra consonant.

Tell them to complete the pairs of words in the puzzle pieces.

Ask for volunteers to write the gerunds in the puzzle and correct the activity.

Say: *Look at the picture. What are they all doing?* Ask for volunteers to describe the actions. Tell the children to complete the sentences in their Activity Books.

Ask for volunteers to read out their sentences.

Let's play!

Miming game

Tell the children to play in teams. One child mimes an action and their team has one minute to guess what they are doing, for example: *He's swinging his right leg*. If they do not guess correctly, the other team has a turn to try to guess the answer. The team that guesses correctly gets a point. The team with the most points at the end of the game is the winner.

Transcript



Listen and number the pictures.

1 I am swinging my arms.

2 I am straightening my fingers.

3 I am lowering my left leg.

4 I am bending my fingers.

5 I am moving my right ankle.

6 I am lifting my arms.

Assessment criteria

CLIL Objectives

Children can recognise the similarities and differences in human bodies.

Children can identify body parts and joints.

Children can analyse the component parts of different movements.

Children can identify movement that constitutes exercise.

Language Objectives

Children can name the parts of the body and the main joints.

Children can describe different types of movement. Children can give and follow instructions for performing exercise routines.

Resources

Teacher's Resource Book Unit 2 Test, pages 87-88



See Transcript Track 1.21

GETTING AROUND Communications

CLIL Objective

Interpreting a distances chart.

Curricular link: Geography; Maths

Language Objectives

Vocabulary: France, Germany, Italy, Poland, Portugal, Spain, UK; Berlin, London, Lisbon, Paris, Madrid, Warsaw

Structures: How far is it from (Madrid) to (Paris)?

Resources: CD; poster (side A); poster pop-outs **Preparation:** Make a list of distances from your town/ city to other places in your region.

GETTING AROUND

Presentation

Show the children the map from the poster (side A) and point to the compass, the scale and the other key elements.

Say: *This is Europe.* Ask the children to come to the poster, to point to a country and to name it. If they say it in L1, repeat the word in English.

Point to the seven key countries and name them. Place the pop-outs of the names of the countries on the poster. Then, hand out the pop-outs of the cities and tell them to

stick each one on the corresponding country. Point to the scale at the bottom of the map and explain

how it is used. Explain that a map is a representation of real distances.

Ask a volunteer to come to the poster with a ruler. Ask: *How far is it from (Madrid) to (Paris)?* The child finds the two cities and measures the distance. Write the number of centimetres on the board and then multiply it by 100 to calculate the number of kilometres. Summarise the result: *It's 1,000 kilometres from (Madrid) to (Paris).* Repeat with other children.

Work with the book በ

Student's Book, page 25, Activity 1

Say: Open your books at page 25. Look at the chart. Explain to the children how to calculate the distance between the chosen cities from the row at the top and a city from the column on the left-hand side. Slide a finger along the row at the top and another finger along the column on the left until you get to the point where they meet. Ask for volunteers to read out some of the numbers to check that they say them correctly. Play **Track 1.22**. The children listen to the recording. Play **Track 1.22** again. This time, stop the recording after each distance and tell them to tell you if the answers are true or false. Then, they practise in pairs. S1: *How far is it from (London) to (Paris)?* S2: *It's (three hundred and fortythree kilometres).*

Student's Book, page 25, Activity 2

Say: Now we're going to play a guessing game. Tell the children to look at the pictures and to read the speech bubble: It's 1,261 kilometres to Madrid. Where am I? You're in London.

Tell them to work in pairs and to take turns choosing the distance to a city. S1: *It's (1,873) kilometres to (Rome). Where am I?* S2: *You're in (Lisbon).*



Transcript

Track 1.22 Activity 1

See page 115.

Optional Activity Book exercises

See page 115.

Practice

Continuous assessment

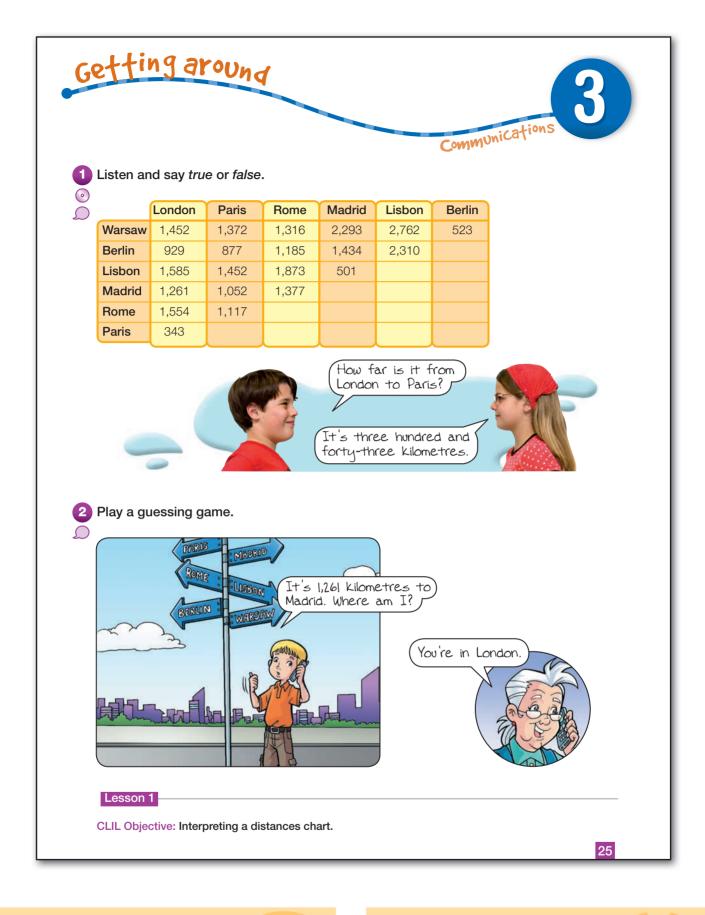
Children can say big numbers.

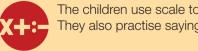
Tell the children to guess the distances between familiar places. For example: *How far is it from your house to your granny's house? How far is it from (your town/city) to (the sea)?*

Make a small table like the one given in Activity 1 to show the distances from places in your region. Tell the children to look at the chart and to take turns asking and answering questions.

ANSWER KEY

Student's Book, Activity 1 See Transcript.

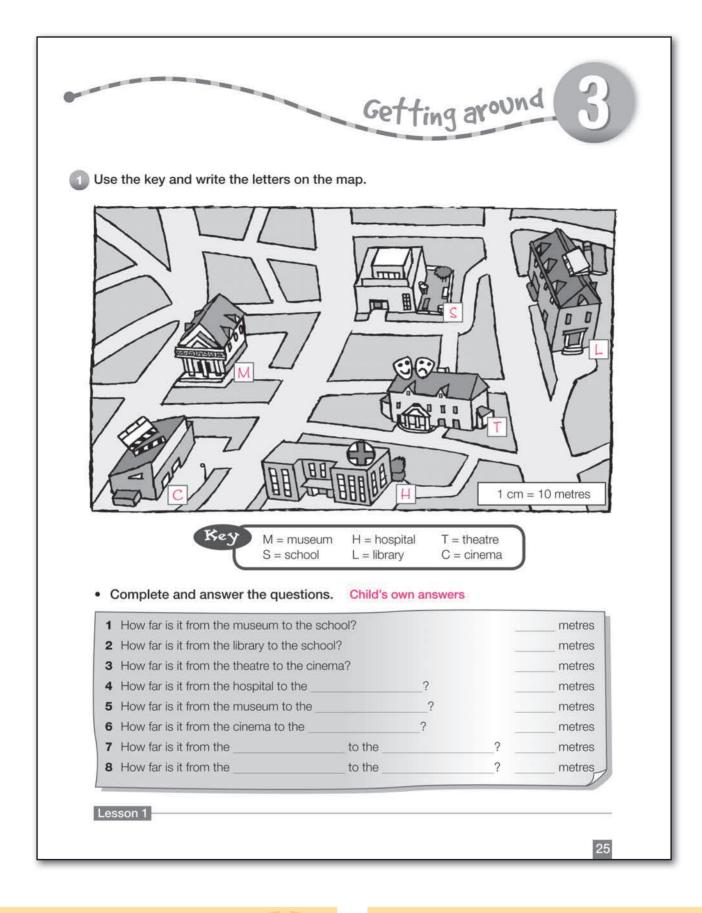




The children use scale to calculate distances. They also practise saying big numbers.



The children interpret charts and scales.



The children learn about the importance of knowing how to read maps to find important or interesting places.



The children identify distances between different places.

OPTIONS

Activity Book

Page 25, Activity 1

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

Tell the children to look at the map of the city. Say: There are six different buildings on the map. Look at the words in the key.

Tell them to use the code to label the buildings. Hold the book up, point to a building and ask: *What's this?* Correct the activity.

Then, write the scale on the board and explain that on the map, each centimetre is 10 metres. Tell the children to measure the distance from one building to another and to then multiply it by ten to calculate the real distances. Remind them that the distances are calculated along the streets and not in straight lines. Tell them to complete the sentences.

Then, ask for volunteers to read out the questions and the answers and correct the activity.



Let's play!

Bingo!

Play *Bingo* using numbers. Hand out sheets of paper. Write several numbers on the board, making sure that they have more than two digits. Tell the children to draw a 3x3 grid with 9 squares and to choose numbers from the board to put in each square. Start saying the numbers out loud. If the children hear a number that they have on their grid, they cross it out. The first child to cross out all their numbers shouts *Bingo!* and is the winner.

Anticipating difficulties

In this unit, the children will have to say big numbers and "translate" digital times into analogue forms (13:45 = a *quarter to two*).

Large numbers are difficult to say out loud because of the position of the word *and*. We place the word *and* after the word *hundred*. So, we say: (2,345) *Two thousand, three hundred <u>and</u> forty five*. Also, point out that in the UK the thousands and hundreds are separated by a comma and not a full stop.

If the children are still having difficulty translating the digital times into the analogue form, draw a clock on the board. Divide it in half from 12 to 6 o'clock. Colour the left-hand side blue and write the word *to* inside the clock. Then, colour the right-hand side red and write the word *past* inside the clock. Write the numbers around the clock and explain that each space between them represents 5 minutes. Write some digital times on the board and ask volunteers to come and show you where the hands should be on the clock. Then, ask them to say the times.

Transcript

Track 1.22 Activity 1

Jack: How far is it from London to Paris? **Grace:** It's 343 kilometres.

Jack: How far is it from London to Rome? Grace: It's 1,454 kilometres.

Jack: How far is it from London to Madrid? Grace: It's 1,261 kilometres.

Jack: How far is it from London to Lisbon? **Grace:** It's 872 kilometres.

Jack: How far is it from London to Berlin? Grace: It's 2,452 kilometres.

Jack: How far is it from London to Warsaw? Grace: It's 1,452 kilometres.

Resources

Multi-ROM Unit 3, Activity 3



Recognising the cardinal points.

Curricular link: Geography

Language Objectives

Vocabulary: *north, south, east, west; flying, pointing, going; train, plane* **Structures:** *It's flying north.*

Resources: CD; poster (side A); flashcards *(north, south, east, west)* **Materials:** compass, paper to make aeroplanes.

CARDINAL POINTS

Presentation



Show the children the compass on the poster and ask: *Do you know what this is? It's a compass rose. What information does it give us? It tells us the position of north, south, east, and west.* Point to the cardinal points. Write *N, S, E* and *W* on the board. Point to the initials and present the words: *north south, east* and *west.* Take out the flashcards of the cardinal points: *N (north), S (south), E (east)* and *W (west).* Show them the compass that you have brought to class and show them how to find the north. Put a flashcard of the north on the north wall of the classroom. Do the same for the south, east and west. Identify the walls with the flashcards.

Explain to the class that it is easy to remember which east and west is because when we look at the compass, the two letters spell *we*.

Work with the book 🕥

Student's Book, page 26, Activity 3

Say: Open your books at page 26. Now we're going to listen and identify the train. Tell the children to look at the compass and to notice which direction north, south, east and west is. Then, play **Track 1.23**. The children look at the picture and follow the train line with their finger. Play **Track 1.23** again. Tell them to tell you the colour of the train.

Then, in pairs, one child explains the direction of one of the trains and the other identifies it. S1: *The train is going (east)...* S2: *It's the (blue) train*. Encourage the children to make the noise of a train as they discover which direction it is going in.

Student's Book, page 26, Activity 4

Say: *Now we are going to make a paper plane.* Tell the children to take out a piece of paper and to look at the pictures showing how to fold the paper to make a plane.

When they have finished, point to the *north, south, east* and *west* flashcards on the walls to remind the children of the cardinal points and where they are. Then, ask for a volunteer to fly their plane. Explain which direction the plane is going in. Say: *Your plane is flying (north).* Tell the children to play with their planes and to say which direction they are going in. When the planes have landed, tell the children to say which direction they are pointing in. S1: *My plane is pointing (south).*



See page 119.

Optional Activity Book exercises

See page 119.

Practice

Continuous assessment

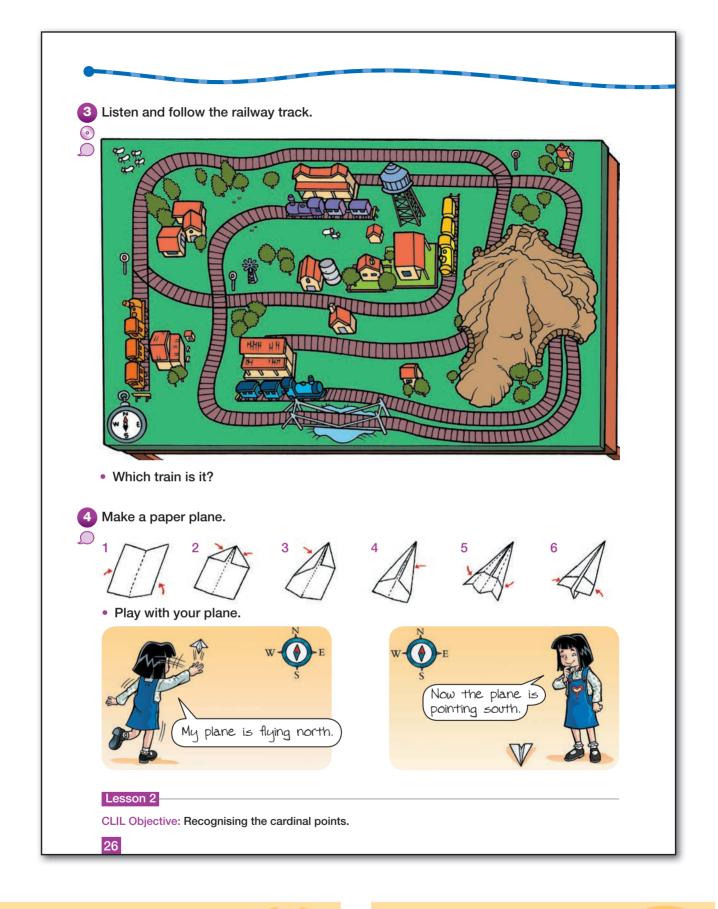
Children can name the cardinal points.

Play a game. Give the children instructions to walk around the classroom (like a train) collecting carriages (other children) and changing direction. T: *Go (north). Now go (west). Stop. Pick up (two) carriages. Go (south). Now go (west) and stop.*

Ask for volunteers to give the instructions to the other children.

ANSWER KEY

Student's Book, Activity 3 See Transcript.

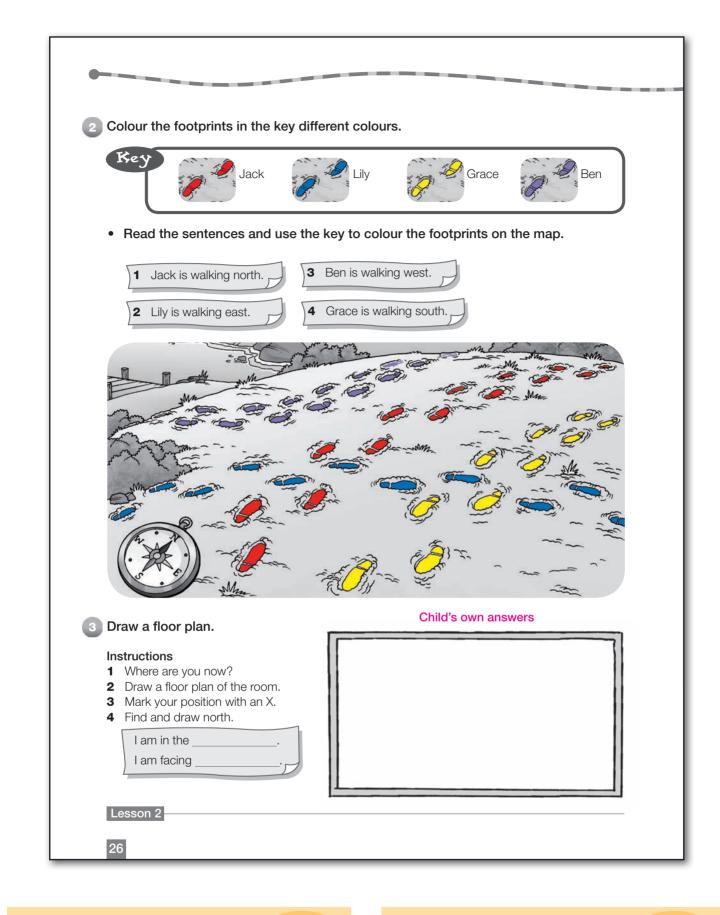




The children listen carefully so they can identify the correct train that is being described on the recording.



The children learn about the cardinal points and practise identifying them in a game.







The children use their knowledge of maps and plans to draw a floor plan of a house that they have invented.

OPTIONS

Activity Book

Page 26, Activity 2

Say: Open your Activity Books at page 26. Look at Activity 2.

Draw a compass on the board and remind the children about the cardinal points.

Say: Now look at the footprints in the picture. There are four sets of footprints. Jack is walking north. Lily is walking east...

Tell them to choose four different colours and to use the code to colour the footprints.

Page 26, Activity 3

Say: Now look at Activity 3.

Tell the children to draw a floor plan of the classroom. They should include structural elements such as windows, doors and furniture.

Then, they should put a cross to show where they are. Use the compass to identify the cardinal points in the classroom and tell the children to mark north on the floor plan.

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

Project Booklet

Getting around: Plan a trip Page 13, *Passport*

Materials: paper, scissors, a passport photo

Stick up the poster of the map of the world from unit 1 (side A). Say: *I want to go to Costa Rica.* Tell the children to come to the board to say where they want to go. Say: *Let's plan an imaginary trip to our favourite destinations. I want to go to (Costa Rica and Panama).* Then, say: *Open your Project Booklets at page 13.* The children complete the sentence with their destinations and put a tick (✓) next to the things that they need for the trip. Ask for volunteers to say what they need.

Ask them if the place where they are going has the same money.

Explain that they are going to make a passport. Read the instructions with them and make sure they understand the information that they have to write on the page with their personal details.

Put the children into pairs so they can tell one another about the information on their passports. Collect the passports for the following project class.

Let's play!

Simon says...

Take the children to the playground or any other big space. Play *Simon says...* using actions and cardinal points, for example: *Simon says (run north), Simon says (hop west), (walk south)...*

The children who do the action even though you haven't said *Simon says* are eliminated.



Resources

DVD Unit 3. *Real kids*

Teacher's Resource Book DVD worksheet, page 27

Transcript

Track 1.23 Activity 3

The train is going south. Now the train is going west. Now it's going north. Now it's going east... And now it's going south! And now... it's going west. Which train is it?

Contrasting different means of transport.

Curricular link: Social Science

Language Objectives

Vocabulary: train, plane; airport, car park, gate, platform, train station **Structures:** How are they travelling? They are travelling by (car).

Resources: CD; poster (side A); flashcards (*airport, bus station, car park, train station*) **Materials:** slips of paper, bag

MEANS OF TRANSPORT

Presentation

Show the children the poster (side A) and remind them of the names of the cities from lesson 1. Then, point to Madrid and then Paris and say: *You can travel from Madrid to Paris by plane, by train, by car or by bus.* Point out which infrastructure is necessary for this.

Ask about the local infrastructure: *Have we got an airport in our city*? SS: Yes/No. T: *Have we got a train station*? SS: Yes/No. T: *Can we travel from here to (Paris)*? SS: Yes. T: *Can we travel by plane, by train, by car or by bus*? The children answer according to where they are. Explain that a journey on a plane is different from one on a train. We do different things.

Work with the book 🞧

Student's Book, page 27, Activity 5

Say: Open your books at page 27. Look at Activity 5. Tell the children to look at the six pictures and to read out the words at the bottom. Play **Track 1.24**. The children listen to the recording. Play **Track 1.24** again but this time stop the recording after each question: *Which picture is it*? The children say the number of the corresponding picture out loud.

Ask: What are Jack and Lily doing in (picture 1)? SS: They are arriving at the airport. T: Are they travelling by plane or train? SS: They are travelling by plane. Ask questions about the other pictures. Tell them to read the speech bubble: In picture three, they are waiting at the platform...

Then, tell them to make two travel sequences using the three verbs, one to go by plane and another to go by train: *In picture (one), they are arriving at the (airport). In picture (four), they are waiting at (the gate). In picture (six), they are sitting on (the plane).*

Student's Book, page 27, Activity 6

Say: Now look at Activity 6.

Explain the instructions to the class. Read the first example and ask: Are they travelling by plane or train? SS: They are travelling by train.

Tell the children to work in pairs. They read the actions about their trips out loud. S1: *They are opening a window. They are talking on the phone. They are reading. How are they travelling?* S2: *They are travelling by (train).*



Track 1.24 Activity 5

See page 123.

Optional Activity Book exercises

See page 123.

Practice

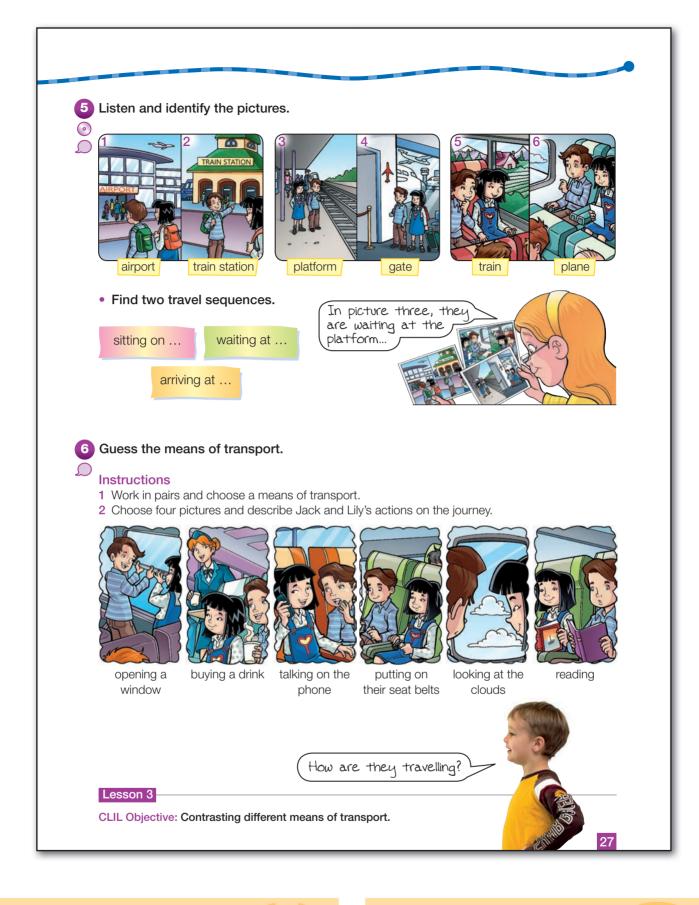
Continuous assessment

Children can name means of transport and the associated infrastructure.

Use the flashcards to make signs for different parts of the classroom: *airport, train station, bus station, car park*. Make slips of paper with transport words on them: *bus, train, plane, car*. The children put a hand into the bag, take out a slip of paper and read it out. S1: (*Train!*) *I'm going to the (train station).* Then, they walk to the corresponding flashcard. When they are all ready, they "leave" making suitable gestures and sound effects.

ANSWER KEY

Student's Book, Activity 5 See Transcript.

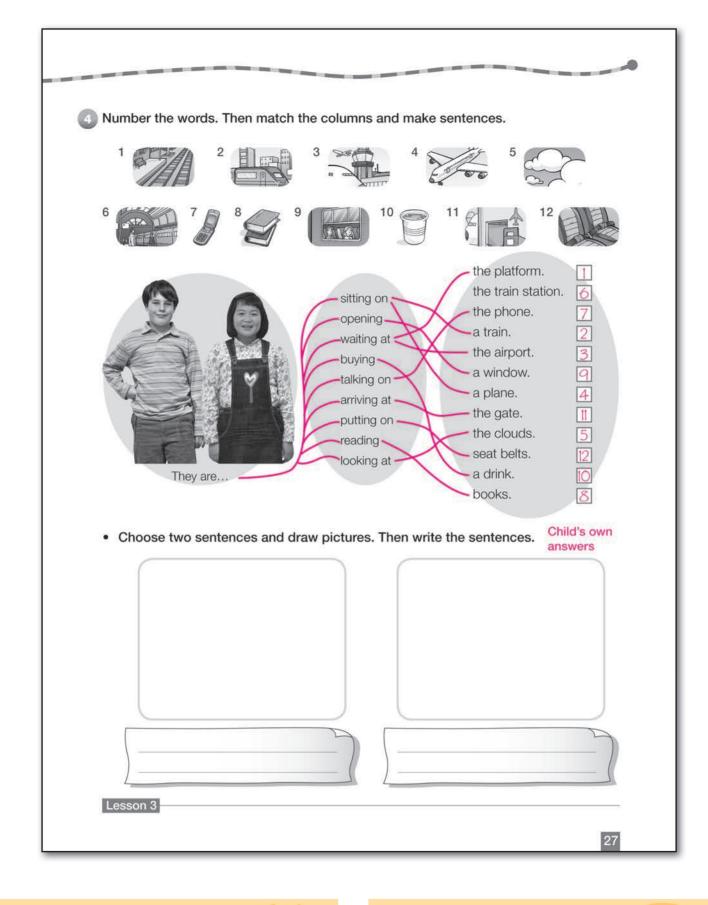




The children identify the images by paying careful attention to the information on the recording. At the same time, they learn some transport vocabulary.



The children use the structures and vocabulary orally. Remind them that the more they participate in class, the more they will learn and remember later.





The children apply the grammatical structures they have learned to the topic of transport.



The children draw pictures of the sentences they have found in order to demonstrate their knowledge of the vocabulary.

)PTIONS

Activity Book

Page 27, Activity 4

Say: Open your Activity Books at page 27. Look at Activity 4. Look at Jack and Lily.

Tell the children to look at the pictures and to write the corresponding numbers in the boxes next to the words. Ask for volunteers to say the words and the numbers of the corresponding pictures.

Read a few sentences out loud, using familiar words, for example: They are sitting on a train.

Tell them to draw lines to connect the words in the columns to form sentences.

Tell them to write two of the sentences that they have formed and to do pictures to represent these sentences.

Ask for volunteers to show their pictures and to read out their sentences.

Project Booklet

Getting around: Plan a trip Page 14, Travel itinerary

Say: Do you remember that we made passports? Hand out the passports and use the poster with the map of the world.

Say: I live in Spain. My destination is (Costa Rica). How can I get there? Can I go by car? No! How can I go? I can go by plane, I can go by boat. I can't go by car or by train. And I can't go on foot!

Then, add other destinations to the same trip: I can get from Spain to Costa Rica by plane or by boat. I can get from Costa Rica to Panama by plane, train, car or coach. I can get from Costa Rica to Cuba by plane or by boat.

The children come to the board and do the same with their destinations.

Say: Open your Project Booklets at page 14. The children choose the means of transport according to the destination that they have chosen and complete the sentences about how they are going to travel. Ask for volunteers to tell the class what means of transport they are going to use for their trip.

Then, they make tickets for all the stages of the trip, depending on the means of transport that they are going to use.

Display the tickets and ask for volunteers to talk to the class about their tickets.

Let's play!

Relay race

Divide the class into teams. Make a copy of the set of flashcards for each team and place them on the board. The children form lines in their group in front of their set of flashcards. Name a flashcard. The first child in each line has to run to the board, take the correct flashcard and return to their line. As soon as the child has returned, name another flashcard for the following child and so on. The first team to collect all the flashcards from the board is the winner.



Resources

Teacher's Resource Book Unit 3, Activity 1

Multi-ROM Ready to write worksheet, page 113

Transcript



Jack and Lily are sitting on the train. Which picture is it? Jack and Lily are waiting at the platform. Which picture is it? They are arriving at the airport. Which picture is it? They are waiting at the gate. Which picture is it? They are sitting on the plane. Which picture is it? They are arriving at the train station. Which picture is it?





The children learn to infer information using the clues that appear in the story.



The children read the speech bubbles to learn how to speak natural English.





The children show their understanding of the story by retelling it.



The children repeat the words that are marked in order to practise the sounds and identify the spellings.

Literacy skills: inference.

Curricular link: Literacy

Language Objectives

Story language: Saturday, afternoon, playing, explorers, compass, maze, garden, chess, queen, dark, scary, spider, follow, pointing, way, run, find, way out; Don't get lost. We're nearly there!

Resources: CD; story cards

Transcript

Track 1.25 Story: The maze

See page 129.

Optional Activity Book exercises

See page 129.

STORY: THE MAZE



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 and to make predictions about the story. Help them by asking: *What is a maze? What can you see in picture 2? Are the horses real horses? What are they made of? Are they chess pieces? Why are the children running in picture 4? What is the same in pictures 3 and 5? What is Jack looking at in picture 6? Is the compass pointing north?*

Play **Track 1.25**. Point to the story cards as you listen to the story.

Work with the book 🞧

Student's Book, pages 28 and 29, Activity 7

Say: Open your books at pages 28 and 29. Play **Track 1.25** again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children? What are they playing? Where is the maze? What do the children see in the maze? Why are the children frightened? How do the children know they are in the same place? Are the children lost? How do they escape from the maze? Tell them 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 when possible, or by giving examples.



Place the story cards on the board in random order. Play **Track 1.25** again. This time, stop 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.

Then, find the different sections of the story. Tell the children to tell you what happens in these sections. In order to do this, they can use the descriptions that appear at the start of each picture frame.

Literacy: phonics w (where, what, we're) and th (there, that, they)

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 their understanding. Repeat for the other story cards until all of the pictures are in the correct order.

Work with the book

Student's Book, pages 28 and 29

Tell the children to read the story out loud. Assign characters to five children and tell other children to read the parts of the narrator.

Do not interrupt them while they are speaking, but make a note of any words that they do not pronounce correctly. Write the words that need to be corrected on the board when they have finished. Point to them one by one and ask if anyone can read them out. Correct their pronunciation when necessary.

Student's Book, page 29, Activity 8

Clap your hands to make sure the children are watching vou. Write the letter w several times on the board. Point to the letters as you say: w w w where. Repeat several times. Articulate the w sound clearly by moving your lips as if you were a fish. Ensure that the children realise that the sound is not made from the back of the throat like the *a* sound.

The children repeat: w w w where.

Repeat with the other words (what, we're).

Write the letters th several times on the board.

Point to the letters as you say: th th there. Repeat several times. Articulate the th sound clearly by sticking

your tongue out between your teeth.

The children repeat: th th there.

Repeat with the other words (that, they).

Tell them to look at Activity 8 on page 29.

Play Track 1.26. The children repeat the sounds and the words.

Tell them to look for the words in the story. Ask for volunteers to read out their completed sentences. They can use the story cards if necessary.

Transcript



Track 1.26 Phonics

See page 131.

Optional Activity Book exercises

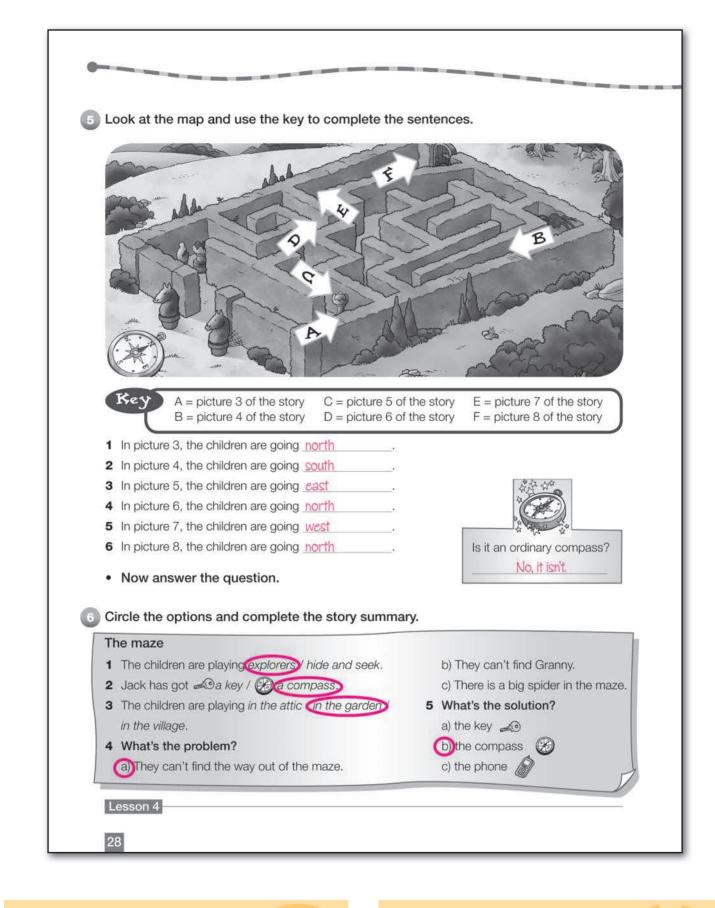
See page 131.

Act out the story



Divide the class into groups of five. Assign a character to each child. Play Track 1.26 again so they can join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording when necessary.



The children practise using the cardinal points by inidicating where each character from the story is going.



The children analyse the different parts of the story and their features.

Activity Book

Page 28, Activity 5

Say: Open your Activity Books at page 28. Look at Activity 5.

Tell the children to look at the map, the compass and the key. Say: *Look at the key. Which picture of the story is arrow A?* A: *Picture 3*.

Repeat the process with the other arrows.

Then, tell the children to look at the sentences. Read the first one and ask a volunteer to complete it by using the code.

Tell them to use the key to complete the other sentences.

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

Finally, tell them to answer the question about the compass and discuss the answer with the rest of the class.

Page 28, Activity 6

Say: Now look at Activity 6.

Read out the first sentence with the two options and ask: *Which is correct?*

Repeat the process for the other sentences. Tell the children to circle the correct options in their Activity Books.

Ask for volunteers to read out their sentences.



Let's play!

Living story card

Divide the class into two groups. Each group takes a story card and acts it out while the other group has to guess which one it is. If they are correct, they get a point and then they act out another story card. When a group guesses correctly, tell that group that they have to identify the characters and describe the picture frame, giving as many details as possible about what is happening. The more information they give, the more points they can win.

Resources

Multi-ROM Unit 3, Story

Transcript

Track 1.25 Story: The maze

Picture 1

Narrator: It's Saturday afternoon at Granny's house. Lily: We're playing explorers. Jack: Can we play with this compass? Granny: Yes, of course.

Picture 2

Narrator: There's a big, old maze in Granny's garden. **Jack:** Let's explore in there. **Granny:** Don't get lost.

Picture 3

Narrator: The children go into the maze. **Lily:** Wow! Look at the chess queen.

Picture 4

Narrator: The maze is dark and scary. **Jack:** What's that? **Grace:** A spider. Help!

Picture 5

Narrator: The children run and run. **Ben:** Look. It's the chess queen again. **Lily:** Oh, no! We're in the same place.

Picture 6

Narrator: The children are lost in the maze! **Jack:** Let's follow the compass.

Picture 7

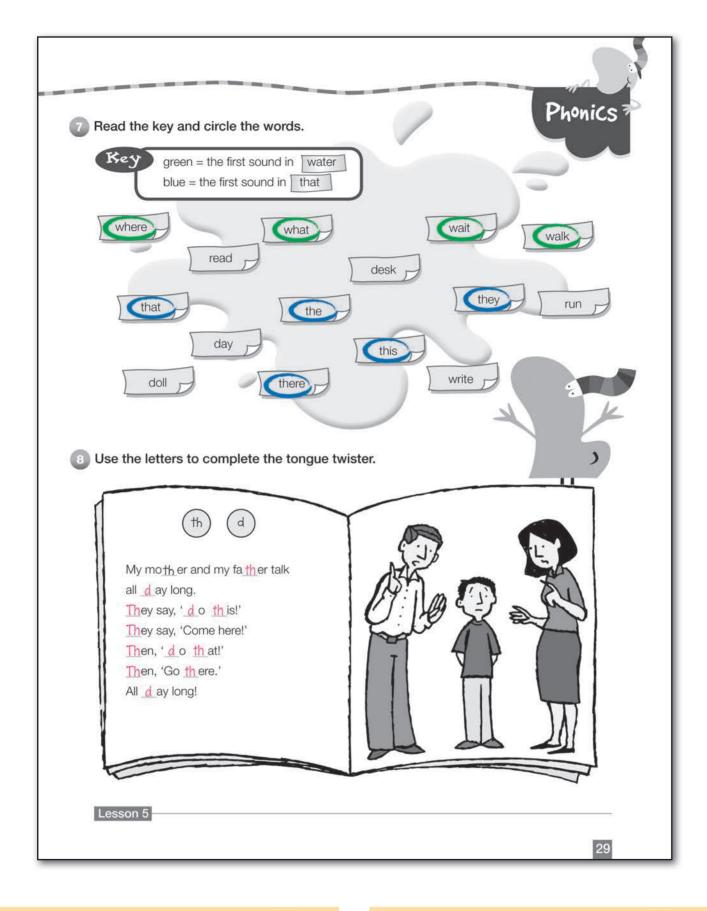
Narrator: The children are following the compass. **Lily:** Where are we? **Jack:** Look! The compass is pointing that way.

Picture 8

Narrator: The children run and run. Jack: Come on! Grace: We're nearly there!

Picture 9

Narrator: Finally, they find the way out of the maze. **Lily and Ben:** Hurray! **Jack:** This compass is very special.



The child spellings

The children revise the sounds and the spellings that appear in the story.



The children complete the tongue twister and try to say it.

OPTIONS

Activity Book

Page 29, Activity 7

Say: Open your Activity Books at page 29. Look at Activity 7.

Ask for vounteers to read the words out loud. Tell them to read the key and to circle the words in green or blue according to the key.

Ask for volunteers to read the two groups of words out loud and correct the activity.

Page 29, Activity 8

Say: Now look at Activity 8.

Tell the children to read the tongue twister in silence and to use the letters to complete the words.

Ask for volunteers to read out their tongue twisters once they have finished.



Multi-ROM Unit 3, *Phonics*

Transcript



w w w where w w w w what w w w we're

th th th there th th th that th th th they

Let's play!

Sound hunt

Divide the class into two teams and give each one the *w* or *th* sound. They have to make a list of words that start with these sounds. Set a time limit, for example two minutes. The team with the longest list wins.

Reading schematic maps.

Curricular link: Geography; Music

Language Objectives

Vocabulary: metro, tube, subway, underground, line, station, red, green, blue, yellow, purple, pink, north, south, east, west, take, get on, get off, go **Structures:** How can I get to...? Take the (green) line north... Go (three) stops...

Resources: CD; poster (side B)

SCHEMATIC MAPS

Presentation



***Note:** The underground train system in London is known as the *underground* or *tube* and in New York City it is called the *subway*, but the most common word is *metro*.

Show the children the map of the London underground on the poster (side B). Ask: *Do you know what this is? It is a metro map.*

Say: All the capital cities in Europe have got metros. Ask: How many cities do you know that have metros? Revise the names of a few capitals by asking: Is there a metro in (Paris)? Then, say: There are five cities in Spain with metros. Do you know which ones? (Madrid, Barcelona, Bilbao, Valencia and Seville).

Point to the map of the London underground again and say: *This is a map of the metro in London*. Point to the stations. Say: *These are the stations*. Point to the lines. Say: *These are the different lines*. Count the number of lines (twelve; or thirteen if you include the *Docklands Light Railway*).

Say: This is a schematic map. This map doesn't tell us distances, it tells us directions and relative positions.

Work with the book 🧃

Student's Book, page 30, Activity 9

Say: Open your books at page 30. Look at the metro map. Ask: How many lines are there? SS: Ten.

Play **Track 1.27**. The children follow the route with their fingers.

Play **Track 1.27** again and this time tell the children to join in with the song.

Divide the class into pairs. Tell the children to choose two stations and to sing the question to their partner (as in the song). The other child sings the answer with the directions. The children take it in turns to ask and answer questions.

Student's Book, page 30, Activity 10

Say: *Now we're going to play a directions game.* Read the example with the class. Follow the directions on the map and ask the question: *Where are you now?* SS: *City Square!*

Transcript

Track 1.27 The metro song

See page 135.

Optional Activity Book exercises

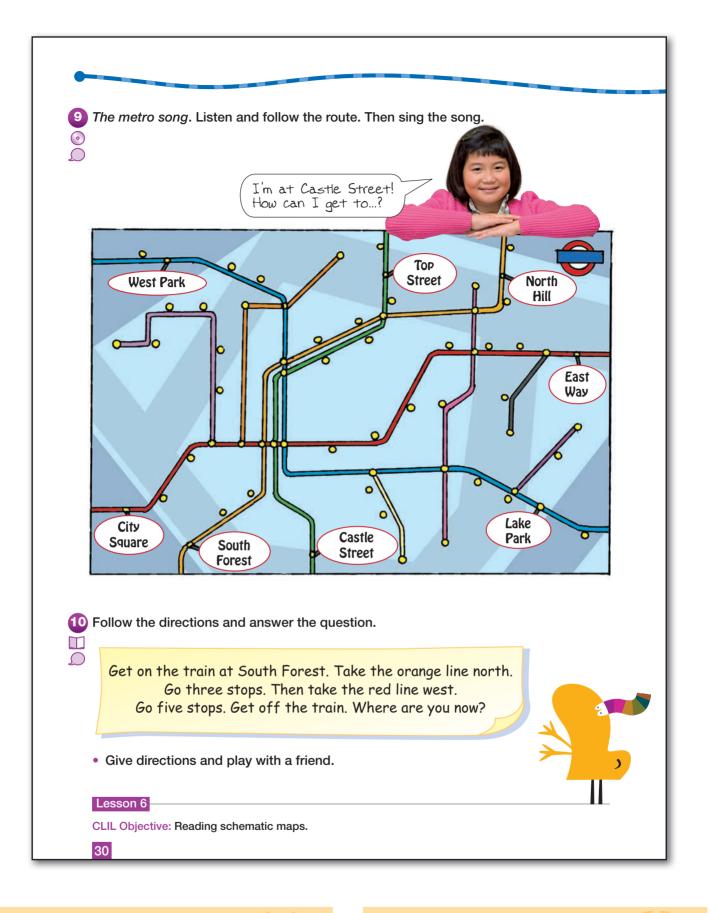
See page 135.

Practice

Tell the children to choose two stations and to work out a route. They sing the song again asking for directions. Use the map of London to give directions. As there are so many stations, it is easy if you use the first and the last station on different lines.

ANSWER KEY

Student's Book, Activity 10 City Square

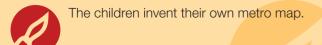


The children listen carefully in order to identify the route given on the recording. Then, they show their understanding of the instructions.



The children learn to read simple maps such as a metro map.

•		
Olour the metro	lines and invent names for the station	ns. Child's own answers
• Use the words Take the	to complete the text. Child's own ans line. Go stops. Then take the	
	(How can I get from	to?
	(How can I get from	
Lesson 6		2
30		





The children complete the information with the transport vocabulary that they have learned.

OPTIONS

Activity Book

Page 30, Activity 9

Say: Open your Activity Books at page 30. Look at Activity 9.

Tell the children to colour the three metro lines in different colours.

Then, tell them to invent names for the metro stations. Suggest different semantic fields for them to choose the names from such as animals or plants. Alternatively, they can choose their own semantic field.

Tell them to choose two metro stations for each speech bubble and to complete the questions.

Then, tell them to use the words from the box to write the instructions.

Ask for volunteers to read out their questions and instructions.

Project Booklet

AP

Getting around: Plan a trip Page 15, *My suitcase*

Point to a destination on the map of the world. Say: *This is my destination. What do you think the weather is like?* Ask the children: *What's your destination? What's the weather like there?* Point to the equator, the poles and the tropics.

Say: My destination is (Panama). I want to visit the rain forest. I need boots, a hat and a compass.

Say: Open your Project Booklets at page 15. Tell the children to copy the holiday plan from Activity 5 and to put a tick (\checkmark) in the corresponding boxes and to add more elements to the list.

Then, they say what the weather is like in their destination and make a list of the things they need to take with them. They can add whatever they think is necessary.

Then, the children tell the class what they are going to take: *In my suitcase I've got...*

Resources

DVD Unit 3, *The metro song*

Multi-ROM Unit 3, Activity 2

Teacher's Resource Book *Ready to read worksheet, page 71*



Let's play!

Top secret

Tell the children to take out their key vocabulary cut-outs or make photocopies of the Teacher's Resource Book, page 19 (one copy per child). Each child secretly chooses a key vocabulary cut-out. The children walk around the classroom repeating the word in order to find others who have the same word.

Transcript

Track 1.27 The metro song

I'm at Castle Street!

How can I get to West Park, to West Park, to West Park? How can I get to West Park? Please, can you tell me?

Take the green line north and go two stops, Go two stops, go two stops. Then take the blue line north and go five stops. That's the way to West Park.

How can I get to North Hill, to North Hill, to North Hill? How can I get to North Hill? Please, can you tell me?

Take the green line north and go five stops, Go five stops, go five stops. Then take the orange line east and go three stops. That's the way to North Hill.

How can I get to City Square, to City Square, to City Square? How can I get to City Square? Please, can you tell me?

Take the green line north and go one stop, Go one stop, go one stop. Then take the red line west and go six stops. That's the way to City Square.

Thank you!

Interpreting travel information.

Curricular link: Social Science

Language Objectives

Vocabulary: *arrival, departure, destination, ticket;* o'clock, half past, a quarter past, a quarter to, five past, ten to, twenty past, twenty-five to...

Structures: When is the train to ...? At (twenty past ten).

Resources: CD; poster (side B)

TRAVEL INFORMATION

Presentation

Use the poster (side B).

Point to the timetables one by one. Ask: What type of transport is this timetable for?

Then, point to one of the timetables and identify the different types of information: *number/departure time/destination/platform/gate/bay number*.

Point to the tickets one by one. Ask: What type of transport is this ticket for?

Ask the children to come to the poster to look at the tickets. Point to one of the tickets and identify the information: *seat numbers, single or return, child or adult.*

Then, point to the times on the tickets and ask: *What time is this?*

Help them to "translate" the digital times into the way we say the time, for example: 13:55 = five to two.

Work with the book 🞧

Student's Book, page 31, Activity 11

Say: Open your books at page 31. Look at the information about the train times. Tell the children to take turns reading the times out loud and correct them if necessary.

Play **Track 1.28**. The children point to the corresponding platform numbers.

Play **Track 1.28** again. The children say the corresponding platform numbers.

Ask questions: What time is the train to (Exeter)? SS: (Ten past ten). T: What platform is the train to (Exeter)? SS: Platform (two).

Read the speech bubbles. Say: Choose a destination and ask your friend the question. S1: When's the next train to (Leeds, please? S2: At (twenty-five to eleven). Go to platform (four).

Student's Book, page 31, Activity 12

Say: Look at these three train tickets. Only one of them is Ben's ticket. The others have mistakes. Find Ben's ticket. The children identify Ben's ticket, then they choose their destination from the list in Activity 11 and make a ticket.

Transcript

Track 1.28 Activity 11

See page 139.

Optional Activity Book exercises

See page 139.

Practice

Continuous assessment

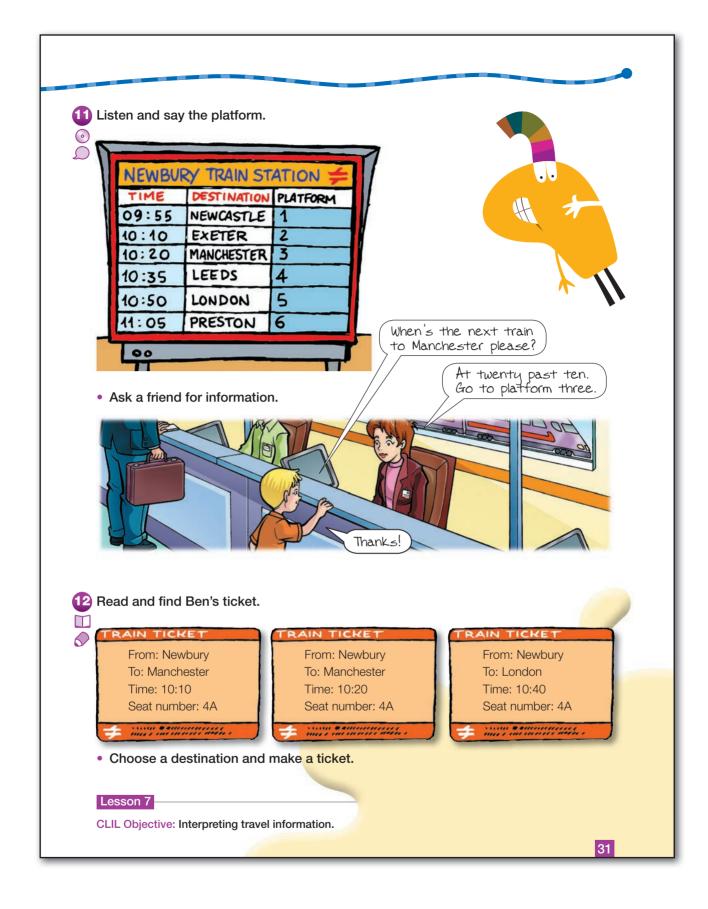
Children can tell the time.

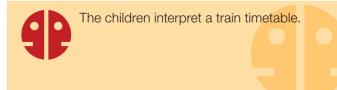
Collect the tickets the children made in Activity 12 and shuffle them. Hand them out again to the children. Call out times just before the departure times: *It's (19 minutes past 10), tick, tock! All passengers come to the front of the class please!* All the children holding the ticket for the 10:20 train come to the board as quickly as possible.

ANSWER KEY

Student's Book, Activity 11 See Transcript.

Student's Book, Activity 12 Ticket 2

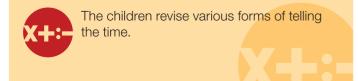






The children try to understand the information that is given in the stations. As they are doing the exercise, they realise that it is not necessary to understand everything.

🔟 Look a	at the clocks and	l use the words to a quarter past	write the times.	past to	
	ten clock	2 It's quarter to four	3 It's ten past seven	4 It's half	
	twenty five	6 It's quarter past six	7 It's twenty past eleven	B It's five two	
	Clase Traini type Anim Child Child Child Hill IIIE Child Child Manager Child Child Hard States From Vield Coldshild of 10 Mill Colds		70.386 70.386 1 11	2 434 22:46 25JAN97 chromes O London Transport Dutes 90 Adult	Net anticipate.
1 This	To Book And	weil of poll the second second metrics a second metrics a second metric second metrics a second metric second	his is a <u>bus</u> reround Condon Underground Condon 103 FBY 97 SHEP 81 103 FBY 97 SHEP 81 104 FBY 97 SHEP	_ ticket. ndon Under 50 dat ISH C	train plane metro bus
3 This Lesso	is a plane		his is a <u>metro</u>	_ticket.	





The children show their understanding of the vocabulary by completing the sentences with the words from the unit.

Г

Activity Book

Page 31, Activity 10

Say: Open your Activity Books at page 31. Look at Activity 10.

Read the words from the box with the children. Say: Look at the first clock. What time is it?

Repeat for the other clocks.

Tell the children to complete the times in their Activity Books.

Ask for volunteers to read out the times and correct the activity.

Page 31, Activity 11

Say: Now look at Activity 11.

Tell the children to look at the tickets carefully and to say whether they are train, plane, underground or bus tickets. Finally, they complete the sentences in their Activity Books.

Project Booklet

Getting around: Plan a trip Page 16, *A board game*

Ask the children what travel plan they have: where they are going, what they are going to take in their suitcase... Say: *Open your Project Booklets at page 16.* Tell the class that they are going to play a travel game. Read the instructions with the children and then divide the class into groups of four. Tell them that they are going to play a board game. Make sure that they use all the children's destinations in the twelve squares. In the rest of the squares write: *ticket* (four times); *passport* (four times); and *bad weather, miss a go; your suitcase is lost, miss a go.* You can also include *You are sick, miss a go* and *Your passport is in Timbuktu, miss a go.* The children play in groups.

Each child says their destination from the three that they have chosen. They take turns throwing the dice and moving around the board until they have picked up their passport and their ticket. (They can make a pile with the tickets and collect these until they get the correct ticket, or they can choose one). They move around the board until they get to their destination.

Resources

Teacher's Resource Book Extension worksheet 1, page 43



Pairs

Divide the class into pairs. On twelve slips of paper, draw twelve clock faces that show different times. On another twelve slips of paper, write the times with words, for example, a quarter past three, ten to five... Make a photocopy of all the slips of paper for each pair and hand them out. The children place the slips of paper face down on their desks and turn two of them over. If the clock and the time match, they keep them and have another turn. If not, they turn them over again and put them back in exactly the same place. The player with the most pairs of slips of paper is the winner.

Transcript

Track 1.28 Activity 11

The train to Newcastle is at five to ten. Go to platform 1.

The train to Exeter is at ten past ten. Go to platform...

The train to London is at ten to eleven. Go to...

The train to Manchester is at twenty past ten. Go to...

The train to Preston is at five past eleven. Go to...

The train to Leeds is at twenty-five to eleven. Go to...

Language awareness: comparing question words.

Curricular link: Literacy

Language Objectives

Structures: questions with what, where, when, who

Resources: Unit 3 cut-outs

Materials: dice, slips of paper (1 per child) **Preparation:** Prepare a *Lingo Ladder* to show the children. Using the slips of paper, write questions on half the slips and answers to these questions on the other half of the slips. Ensure you have a selection of *who, what, where* and *when* questions.

FOCUS ON LANGUAGE

Presentation

On the board, make a chart with four columns with the following headings: *object, place, time, person*. Say: *table, London, 3 o'clock, Jack*. Ask for volunteers to come to the board to write the words in the corresponding columns. Guide them by asking questions such as: *Is a table an object, a person, a place, or a time*?

Then, tell them to think about other words. Tell them to come to the board to write them in the corresponding category. Write the following questions on the board: *What is it? Where is it? Who is it? When's lunch?* Say: Choose your answers from the chart on the board.

Then, tell two children to ask and answer questions. Explain that the questions with *what, where, when* and *who* are very important to find out what happens in stories, the news and events.

Work with the book

Student's Book, page 32, Activity 13

Say: Open your books at page 32. Look at the questions on the board. Let's see if we can complete them. Look at question 1. What is the answer? SS: Jack. T: So what is the missing question word? SS: Who. T: Now read the complete question out loud. Answer the question. Repeat for the rest of the questions and answers.

Student's Book, page 32, Activity 14

Say: *Now we're going to make and play a language game.* Show the children the *Lingo Ladder* that you have prepared and demonstrate how to play the game. Divide the class into pairs. Explain that they have to make questions by moving word ladders 1 and 2. Then, they throw the two dice and add up the numbers to find the answer (the numbered pictures in the last cut-out). The children move ladder 3 to get this picture and to see whether this is the answer to the question that they asked. If so, they get a point. If not, it is the other player's turn. The child with the most correctly matched answers is the winner.

Optional Activity Book exercises

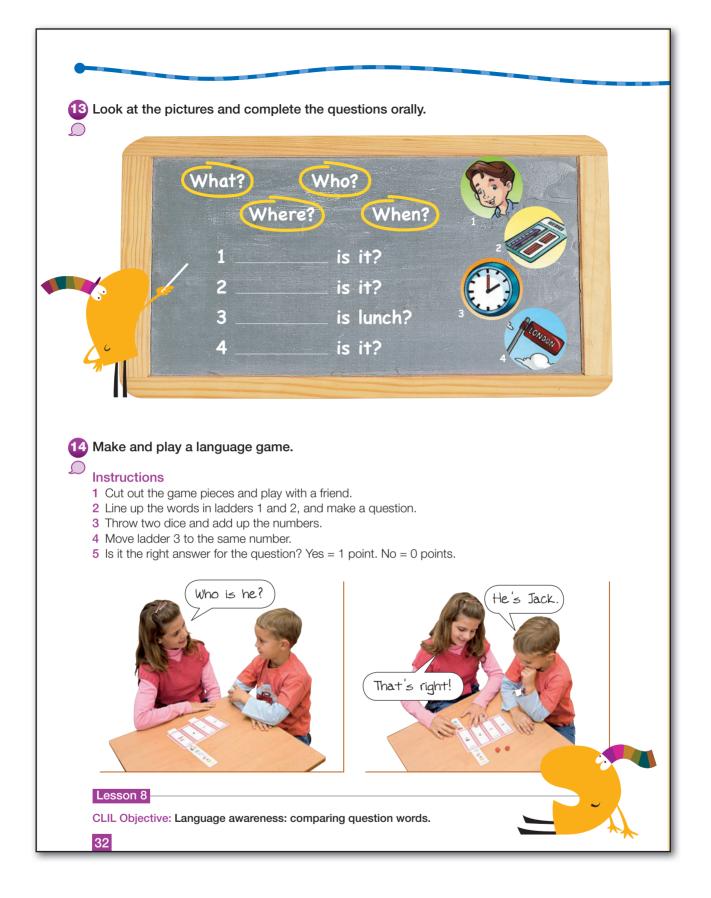


See page 143.

Practice

Play Find your partner.

Hand out the slips of paper. Tell the children to read their questions/answers in silence. Tell all the children who have questions on their slips of paper to walk around the class asking the other children their questions. When they find somebody with a correct answer for their question, they sit down together.

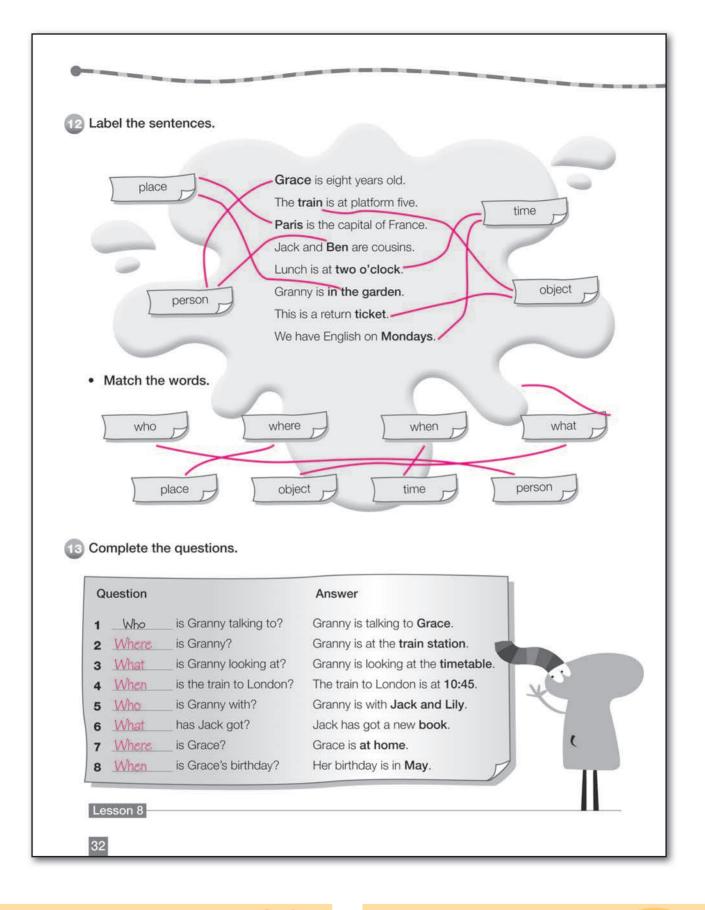




The children revise the structures needed for asking questions.



The children practise the grammar they have learned by playing a question-answer game.





The children check whether the words are times, places, people or objects.



The children complete the questions with the correct question word.

OPTIONS

Activity Book

Page 32, Activity 12

Say: Open your Activity Books at page 32. Look at Activity 12.

Write the following words: *place, person, time* and *object* on the board.

Read the first sentence out loud and ask: *Is this about a place, person, time or object?*

Repeat for the other sentences.

Tell the children to match the sentences with the words in their Activity Books.

Then, say: Look at these question words. Match them to the category words below.

Finally, ask for volunteers to explain how they matched the words.

Page 32, Activity 13

Say: Now look at Activity 13.

Tell the children to study the questions and answers carefully. Explain that the words in bold are clues. Then, they complete the questions in their Activity Books.

Ask for volunteers to read out their questions and answers.

Let's play!

Touch

Place all the word and picture flashcards on the board. Divide the class into two teams and give each child a number so that each child has a partner in the other team with the same number. Tell them to form a line in numerical order and to name a flashcard. The children have to run to the board to touch the corresponding word or picture. If they touch the picture, they get two points; if they touch the word, they get one point. The team with the most points at the end of the game is the winner.

Recursos

Multi-ROM Unit 3, Activity 4

Teacher's Resource Book Extension worksheet 2, page 44

Learning about working animals.

Curricular link: Geography

Language Objectives

Vocabulary: husky, llama, camel, horse, donkey, dog, elephant, ice, mountain, snow, desert, travel, go up, go down, need, water, pulling, sledge, hot, sand **Structures:** The llama is standing on top of the mountain. Huskies can travel over snow and ice. Camels don't need a lot of water.

Materials: sheets of white paper, felt tip pens

THE WONDERFUL WORLD: BEASTS OF BURDEN

Presentation

Read out the title: *Beasts of burden.* Explain that this expression is used to refer to animals that people use for transport.

Ask the children to name some animals that are used for transport and make a list on the board, for example: *horse, donkey, camel, dog, elephant.*

Ask them where they think the people use these animals: Where do people use camels? SS: In the desert. T: What about elephants? SS: In the rainforest.

Then, tell them to think why people use these animals. For example: *Why do people use camels in the desert and not cars*? Help them think of the reasons by asking: *Are there any roads in the desert? Are there any petrol stations?* Explain that animals have been used as transport for centuries, a long time before we had vehicles.

Work with the book 🕥

Student's Book, page 33, Activity 15

Say: Open your books at page 33.

Read the introductory text out loud. Tell the children to look at the photos for a few minutes and ask them questions about them: *Where are the huskies/llamas/camels? What are they doing?*

Play **Track 1.29**. Tell them to name the animals. Ask for volunteers to read out the sentences beneath the photos.

Ask questions to correct the activity, for example: *Why are huskies special dogs? Where do they work?*

Tell the children to read the sentences with missing words. Then, tell them to raise a hand when they think they can complete a sentence with the name of an animal from the photos.

Finally, ask for volunteers to read out their completed sentences and correct the activity.

Student's Book, page 33, Activity 16

Say: Now we are going make a travel poster. Let's read the instructions.

Read the instructions and explain the activity to the class. Hand out the materials.

The children choose one of the animals and make a poster describing how this animal is used for transport.



Optional Activity Book exercises

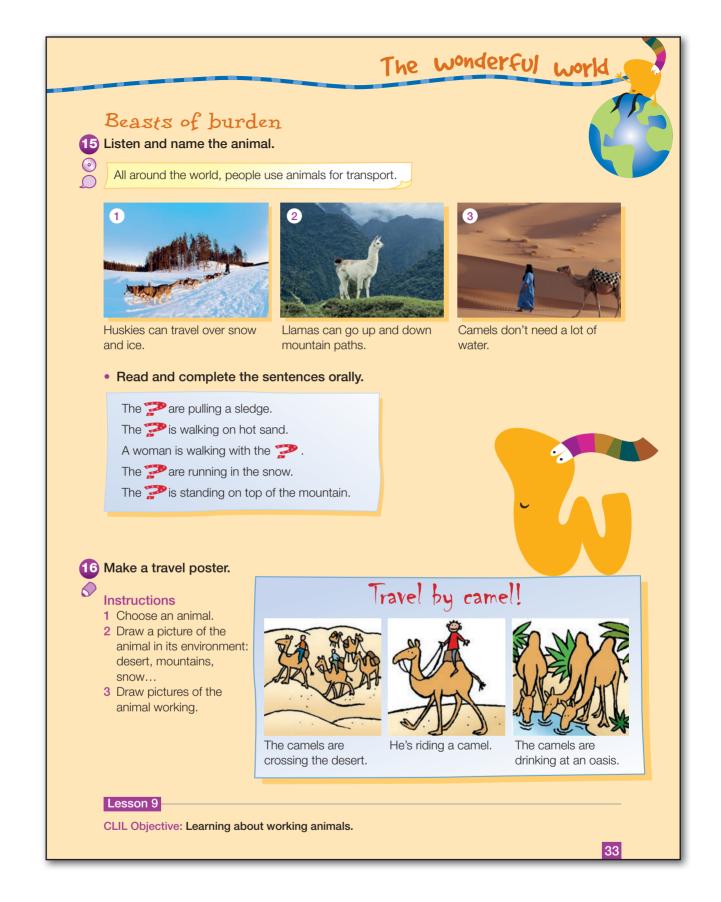
See page 147.

Practice

Tell the children to take turns showing their poster to the rest of the class. Ask questions about the children's posters. Encourage the others to ask questions too.

Answer key

Student's Book, Activity 15 See Transcript. 1 huskies 2 camel 3 camel 4 huskies 5 llama





The children use the information from the recording to identify the photos and complete the sentences.



The children make a poster about working animals.

14 Find and count the animals in the pictures.
5
6
4
 Now use the words to complete the sentences.
snow and ice mountains desert
There are <u>5</u> camels in the picture of the <u>desert</u> .
There are6 huskies in the picture of Show and ice
There are4 llamas in the picture of the
Lesson 9
33

X+:-

Г

The children count the animals that appear in the images to show their knowledge of numbers and animals, as well as their observation skills.



The children identify and describe some animals in their natural habitat.

OPTIONS

Activity Book

Page 33, Activity 14

Say: Open your Activity Books at page 33. Look at Activity 14.

Ask: What animals can you see in the pictures? SS: Camels, huskies and llamas.

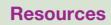
Tell the children to count the animals and to write the numbers. Then, they complete the sentences. Ask for volunteers to read out their sentences.



Let's play!

What's different?

Place the flashcards in a row on the board. Tell the children to look at their position for a few minutes. Then, they close their eyes. Remove or change the position of one of the flashcards and tell the children to open their eyes again. They have to tell you which one is missing or has changed position.



Multi-ROM Unit 3, *The wonderful world*

Transcript



These animals live in the desert.

These animals live in the cold north.

These animals live in the Andes mountains.

Assessment.

Curricular link: Geography; Music; Social Science

Language Objectives

All the vocabulary from unit 3.

Resources: CD; poster (sides A and B); poster popouts; flashcards *(north, south, east, west)* **Materials:** some sweets

REVIEW



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

Show the children the poster (side A). Say: *These are all the countries in the European Union.* Name the countries out loud. Ask for volunteers to come to the front to point to them on the map. Hand out the pop-outs of the countries and tell the volunteers to place each one in its corresponding place. Start with the countries that they will find easily, so that they have already eliminated many of the countries before they have to do the less well-known ones. Once all the countries are identified, ask questions using the cardinal points, for example: *Which country is to the west of Spain?* SS: *Portugal.*

Ask the children if they can remember the main cities from lesson 1. Point to the places on the poster that correspond to these cities and ask: *Where is (Paris)?* SS: *In France.* Hand out the pop-outs of the capitals so they can place them next to the countries.

Ask for volunteers to ask questions about distances: *How far is it from (Paris) to (London)?*

Show the children the other side of the poster (side B) and ask: *Do you remember* The metro song?

Play **Track 1.27**. Divide the class into two groups. Group 1 sings the questions and Group 2 sings the answers.

Work with the book

Student's Book, page 34, Activity 17

Say: Open your books at page 34. Look at the pictures. Can you find five differences? Encourage the children to raise a hand and describe the differences: In picture 1, Ben is talking on the phone. In picture 2, he is buying a book. Tell them to write sentences about each picture on a sheet of paper. Then, read the example out loud. Tell them to take turns in pairs reading the sentences to a classmate. This child then tries to guess what picture it is. The children should work from memory as far as possible.

Student's Book, page 34, Activity 18

Tell the children to work in pairs. Each child writes three big numbers on a sheet of paper. Then, they dictate the numbers to their partners, who write them down. Tell the children to check the numbers they have written against their partner's original list.

Transcript

Track 1.27 The metro song

See page 135.

Optional Activity Book exercises

See page 151.

Round up

Place the flashcards on the classroom walls to show the positions of north, south, east and west. Divide the class into two teams.

Choose a child from team 1 and tell them to come to the front of the class. They close their eyes. Hide a sweet somewhere in the classroom. Do this in full view of the other children so they know where it is.

The other children in this child's team have to give instructions to help the child find the sweet: *Walk north! Stop! Turn to the east. Walk two steps and stop...* They only have one minute to guide the child to the sweet. If they have not done it in the time allocated, say: *Stop!* Change teams and play again.

The team with the most sweets at the end is the winner.

ANSWER KEY

Student's Book, Activity 17

In picture one a man is reading a book, Jack is buying a ticket, Lily is buying a book, Ben is talking on the phone and a woman is opening the door.

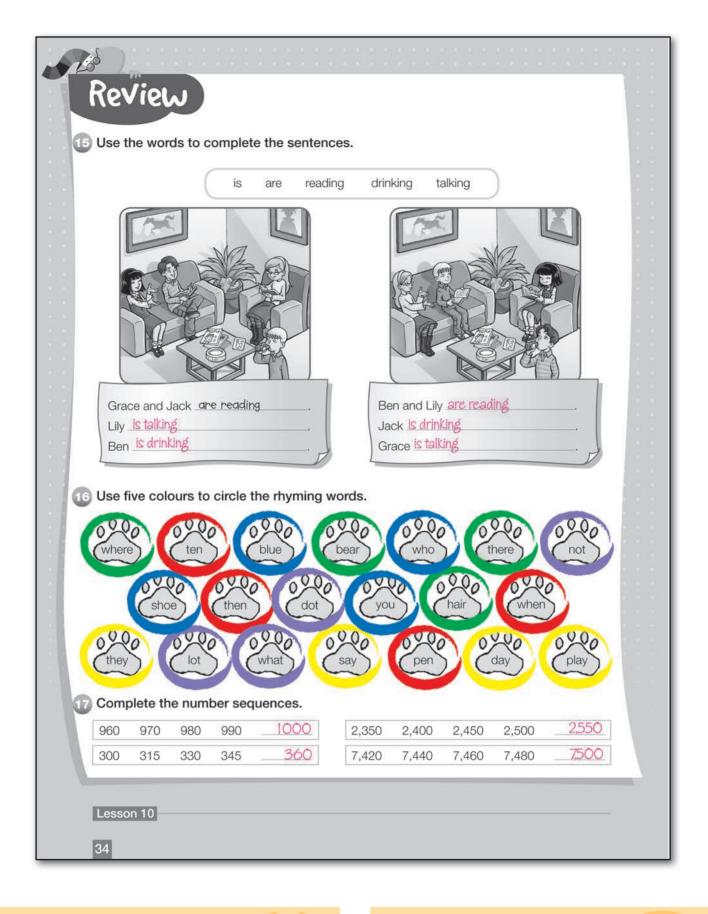




The children use the words they know to find the five differences between the two pictures.



The children practise dictating and writing big numbers.



(

The children demonstrate their understanding of the grammatical structures by completing the sentences about to the pictures.



The children demonstrate their mathematical competence by completing the sequences and practising reading big numbers in English.

PHO

Activity Book

Page 34, Activity 15

Say: Open your Activity Books at page 34. Look at Activity 15.

Tell the children to describe the pictures.

Then, tell them to use the words in the box to complete the descriptions from the Activity Book.

Finally, ask for volunteers to read their descriptions out loud.

Page 34, Activity 16

Say: Now look at Activity 16.

Tell the children to read the words out loud and to circle the ones that rhyme with the same colour.

They will need five different colours.

Ask for volunteers to read out the pairs of words that rhyme.

Page 34, Activity 17

Say: Now look at Activity 17. Write sequences of numbers on the board. Ask for volunteers to come to the front to write the following number to complete each sequence. Clean the board and tell them to complete the sequences in their Activity Books.

Let's play!

Memory chain

The children sit in a circle. Start with a sentence to revise some vocabulary from the unit, for example, I'm arriving at the airport. The child who is next to you has to repeat the sentence and add something else, for example, l'm arriving at the airport and I'm buying a ticket. Continue adding things to the sentence until someone forgets something or they can't think of anything else.

Resources

Teacher's Resource Book Unit 3 Test, pages 89-90



See Transcript Track 1.30

Transcript



Track 1.30 Unit 3 Test Activity

Listen and write the numbers.

127	
363	
1559	
3208	
5934	
2010	

Assessment criteria

CLIL Objectives

Children can understand how to use a compass and find the cardinal points.

Children can associate different means of transport with different places and actions. Children can interpret a schematic map.

Children can give and interpret travel information.

Language Objectives

Children can name some countries in the European Union and name their capital cities. Children can say the distances between two places. Children can give and follow directions using the cardinal points. Chidlren can ask and answer questions using what, where, who and when. Children can tell the time.

FABULOUS FOOD! Properties of materials

CLIL Objective

Combining food to make dishes.

Curricular link: Science

Language Objectives

Vocabulary: soup, salad, sandwich, stew, kebab, pie, cake, ice cream

Structures: Jack's making tomato soup.

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

FABULOUS FOOD

Presentation 📶 🔯

Say: Today we are going to learn about food. Show the children the poster (side A). Say: Who can you see on the poster? SS: Jack, Grace, Lily and Ben. T: What are they doing? SS: They're cooking. Hand out the pop-outs and tell the children who have them to stand up and to read out the list of ingredients. Play **Track 1.31**. Place the pop-outs on the poster as they are mentioned.

Remove the pop-outs and ask volunteers to come to the poster. Give each one a pop-out. Play **Track 1.31** again so the volunteers can place the pop-outs on the poster.

Work with the book 📶 🔯

Student's Book, page 35, Activity 1

Say: Open your books at page 35. Look at the menu. Go through the different dishes with the class. Say: Now look at the pictures of the children. What ingredients has (Grace) got? SS: (Bacon, lettuce...) Repeat for the other three characters.

Say: Now listen and say true or false.

Play **Track 1.32** and stop the recording each time an item of food is mentioned.

Go through the pictures and say: (Jack) is making (fish and tomato kebabs). What else is (he) making? If the children do not recognise the dish, help them by asking: Is (Jack) making (chicken stew) or (strawberry cake)? SS: (He's) making (chicken stew).

Tell them to work in pairs asking and answering questions about the dishes.

Student's Book, page 35, Activity 2

Say: Look at Activity 2. Now we're going to invent a menu. The children work in pairs and create a menu. Then, say: Look at the poster. Look at Jack's ingredients.

Ask: What has he got? SS: Milk, potatoes, tuna, cheese, eggs, oil, tomatoes and an onion. T: Where does milk come from? SS: A cow. T: So does milk come from a plant or an animal? What about potatoes? And eggs?

Repeat for the other ingredients, for example: *sugar*, *cream*, *flour*, etc.

Then, say: Let's classify the food we've learnt into food from plants and food from animals.

The children classify the food into two categories: food from plants and food from animals.



Practice

Divide the class into two groups. Tell each child to choose a food word or a dish and to write it on a slip of paper. The children collect their words in their groups and make a pile. Then, the children take turns turning over a word and spelling it out to the other group. If the other group guesses the word correctly, they win a point. The group with the most points is the winner.

ANSWER KEY

Student's Book, Activity 1 See Transcript.





The children listen carefully to the recording in order to decide which information is true and which is false.



The children create a menu with their favourite dishes.

•	Fabulous Good!
Circle the	food from animals in <i>red</i> , and the food from plants in green.
Circle the	rood from animals in <i>red</i> , and the food from plants in <i>green</i> .
2 Use the week	ords from Activity 1 to make different dishes. Child's own answers
We can mal	ke lots of different dishes with these foods.
soup	spinach soup,
stew	chicken stew,
kebab	sausage kebab,
sandwich	cheese sandwich,
salad	sardine salad,
pie	apple pie, .
cake	carrot cake, .
ice cream	strawberry ice cream,
Lesson 1	35



The children classify the food according to its origin.



The children think of as many variations of different dishes as they can.

Activity Book

Page 35, Activity 1

Say: Open your Activity Books at page 35. Look at Activity 1.

Tell the children to put a red circle around the food that comes from animals and a green circle around the food that comes from plants.

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

Page 35, Activity 2

Say: Now look at Activity 2.

Read the sentence out loud and then say: *We can* make lots of different kinds of soup, can't we? We can make spinach soup. We can make carrot soup. Can you think of other types of soup? The children call out suggestions using the words from Activity 1 (chicken soup, bean soup, pea soup, tomato soup). Repeat for the other dishes.

Tell the children to write examples of different types of dishes.

Finally, ask for volunteers to read out their dishes and to compare them with their classmates' dishes.

Let's play!

Hidden picture

Place a flashcard behind a sheet of paper and start showing it bit by bit. Encourage the children to guess what picture is on the flashcard.

Resources

Multi-ROM Unit 4, Activity 1



Track 1.31 Poster Activity

Narrator: What are you making, Jack? **Jack:** I'm making a tuna fish and tomato pie.

Narrator: What are you making, Grace? **Grace:** I'm making a chicken and bean stew.

Narrator: And you, Ben? What are you making? **Ben:** I'm making a strawberry and banana ice cream.

Narrator: And what about you, Lily? What are you making? **Lily:** I'm making a chocolate and orange cake.



The cousins are cooking.

Jack's making tomato soup. He's also making a fish and tomato kebab.

Grace is making a salad sandwich. She's also making a strawberry cake.

Lily's making a wonderful salad! She's also making a chocolate pie.

Ben's making a delicious stew. He's also making a chocolate ice cream.



Combining food elements proportionally to make a dish.

Curricular link: Maths; Science

Language Objectives

Vocabulary: *milk, rice, tomato, water, butter, orange, apple, lemon, egg, juice, flour, sugar; litres, grams* **Structures:** *What do you need? How much flour do you need? How many lemons do you need?*

Resources: CD; poster (side A); poster pop-outs; flashcards (bread, butter, cheese, eggs, flour, milk, oil, sugar, water)

Materials: water, flour, sugar, apples, oranges, lemons, sweets and a basin

FOOD QUANTITIES

Presentation

Place the poster (side A) on the board. Say: *Look at Jack. He's making a tuna fish and tomato pie.* Hold up the flashcards for the ingredients and ask: *How much (cheese) does he need? How many (eggs) does he need?* Repeat the questions for the other ingredients and dishes. Place the ingredients and the bowl you have brought to class on your table. Point to the ingredients one by one and ask: *What's this? What are these?*

Tell the children to come to the board and ask a child to to hold their open hands over the basin. Let the sweets drop onto their hands one by one and count them as they drop. Ask: *Can you count the sweets?* Yes. *They are countable.* Do the same with the fruit. Then, pour the water in their hands and ask: *Can you count the water? No. It's uncountable.* Do the same with the flour and the sugar. Say: *When we can count food, we say: How many? When we can't count food, we say: How much?*

Work with the book 🞧

Student's Book, page 36, Activity 3

Say: Open your books at page 36. Look at the photos. Look at the ingredients. Which of the ingredients can't we count? SS: Flour, butter and sugar. T: So we ask: How much flour? How much butter? and How much sugar? Can we count (eggs)? SS: Yes. T: That's right! So we ask: How many (eggs)?

Play **Track 1.33**. The children listen and point to the recipes.

Play **Track 1.33** again. This time, stop the recording after each ingredient is mentioned so the children can answer the questions.

Then, tell the chidlren to choose a recipe and to ask questions according to the model in the Student's Book. S1: *How much (flour) do you need?* S2: (100) grams. S1: *How many (lemons) do you need?* S2: (Three).

Student's Book, page 36, Activity 4

Say: Now we are going to play a guessing game! Look at the recipes in Activity 3. The ingredients are for four people. Look at the apple cake recipe. How much (flour) do we need for four people? SS: (100 grams). T: So how much do we need for eight people? A: (200 grams). Repeat for the other ingredients and the other recipes. Then, say: Choose one of the recipes and make a shopping list of the ingredients. Remember you can have as many people as you like (4, 8, 12 or 16). Tell them to read the speech bubbles in the Student's Book.

Then, tell them to work in pairs asking and answering questions about recipes until they can identify the recipe and the number of people who are going to eat.



Optional Activity Book exercises

See page 159.

Practice

Continuous assessment

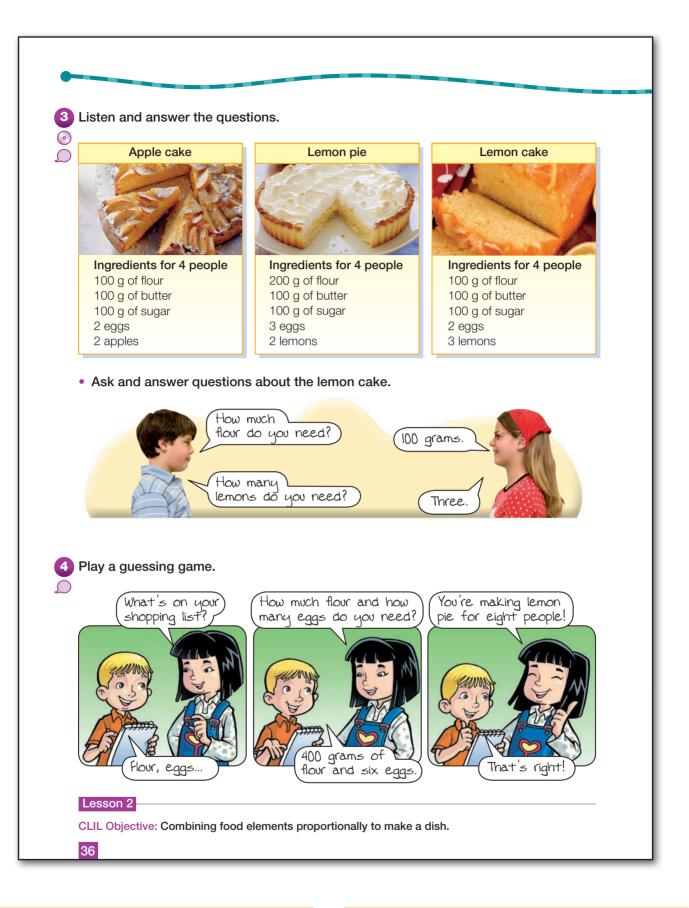
Children can identify countable and uncountable nouns.

Draw a chart on the board with two columns: *Food I can count / Food I can't count*.

Ask for volunteers to come to the board to write food in the corresponding columns. Use the flashcards as prompts if necessary.

ANSWER KEY

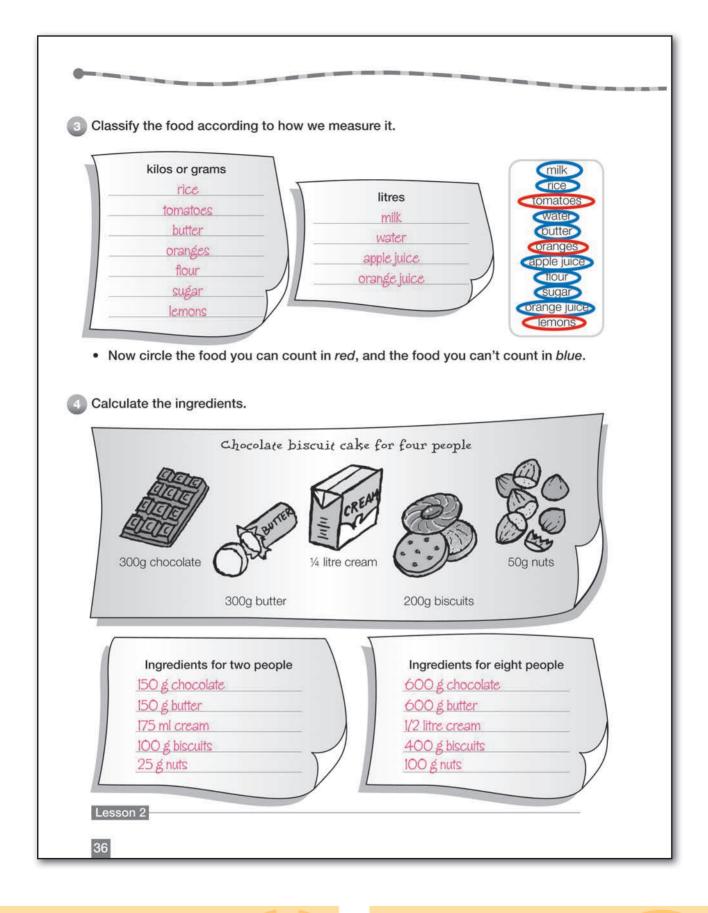
Student's Book, Activity 3 See Transcript.







The children learn how to measure quantities for recipes and revise different types of numbers.



The children classify the food according to how we measure it and whether it is countable or not.



The children learn that different quantities of each ingredient are used depending on the recipe and the number of people who are going to eat.

OPTIONS

Activity Book

Page 36, Activity 3

Say: Open your Activity Books at page 36. Look at Activity 3.

Ask: How do we measure milk? Do we use litres, or kilos and grams? SS: Litres. Then, ask: And how do we measure rice? Do we use litres, or kilos and grams? SS: Kilos and grams.

Tell the children to classify the food according to how we measure it. Then, say: *Can we count milk?* SS: *No!* T: *And can we count tomatoes?* SS: *Yes!* Tell the children to put a red circle around the food that

we can count and a blue circle around the food that we cannot count. Ask for volunteers to read out their lists of food and ask: *What do you notice*? Point out that the food in the column with *litres* as a heading is always uncountable.

Page 36, Activity 4

Say: Now look at Activity 4.

Explain that these are the ingredients to make a chocolate biscuit cake for four people. Tell the children to calculate the quantities and to complete the list of ingredients for two and eight people. Ask for volunteers to read out their lists and correct the activity.

Project Booklet

School for chefs: Make some food Page 17, *Pear, cheese and walnut salad*

Materials: an apron and a plastic container with a top. **Ingredients:** lettuce, blue cheese, nuts, pears, lemons, oil, salt.

*Important: Find out whether any children have any form of allergy and what type of allergy it is. If possible, this cooking project should be done in the dining room.

Say: Open your Project Booklets at page 17. The children put a tick next to the ingredients that they need and cross out any that are not necessary. Then, they put the instructions in order.

Take the children to the dining room. Ask: *What's this* room called in English? What do you do here? Today we are going to be chefs. The children take out their ingredients and put on their aprons. Make sure they wash their hands in order to prepare the salad. Then, they complete the tasting sheet and give their opinion. Take a class vote based on their opinions on the tasting sheets. Ask: *How can you change it to make it better*? Make suggestions if necessary.

Let's play!

Find your partner

Shuffle the flashcards (the picture cards and the word cards) and hand them out to the children. Tell the children to walk around the classroom looking for the picture or word that corresponds to the flashcard that they have. When they find their partner, they sit down.



Resources

Multi-ROM Unit 4, *Activity 2*

Teacher's Resource Book Extension worksheet 1, page 45

Transcript

Track 1.33 Activity 3

Look at the ingredients for the apple cake.

How much flour do you need? How much butter do you need? How much sugar do you need? How many eggs do you need? How many apples do you need?

Now look at the ingredients for the lemon pie.

How much flour do you need? How much butter do you need? How much sugar do you need? How many eggs do you need? How many lemons do you need?

Following stages in food preparation.

Curricular link: Music; Science

Language Objectives

Vocabulary: first, after that, then, next, finally; cut, heat, stir, fry, boil, bake, mash, peel, wash, mix, add; potatoes, butter, milk, salt, water **Structures:** (Cut) the (potatoes).

Resources: CD

FOOD PREPARATION

Presentation

Say: Today we're going to talk about recipes. We can find instructions for recipes in a recipe book. The instructions have an order.

Write *How to make a sandwich* on the board and then the numbers from 1 to 5. Next to each number, write: *first, after that, then, next, finally.*

Point to the numbers and the words and say: We're going to make a ham sandwich. How do we do it? First, cut two slices of bread. After that, put some butter on the bread. Then, put the ham on the bread. Next, put one slice of bread on top of the other. Finally, cut the sandwich in half. (Use gestures to represent words such as cut, slice, put). Ask: Is the order important? SS: Yes.

They can repeat the process for the preparation of other simple recipes.

Work with the book

Student's Book, page 37, Activity 5

Say: Open your books at page 37. Look at Activity 5. Look at the pictures. Go through the pictures one by one to make sure they understand the meaning of the verbs. Let them look at the pictures for a while and then ask: Do you know what they are making? SS: Mashed potatoes. Ask: Can you guess the order for the pictures? Ask two or three children to give their suggestions. Then, in their notebooks, the children write the letters that correspond to the pictures in the order that they think is correct. Play Track 1.34. The children point to the pictures. Play Track 1.34 again and this time stop the recording after each section. Tell the children to write the letter of the picture as they hear the instruction on the recording. Finally, ask: What do the letters spell? SS: Potatoes. Play Track 1.34 again so they can join in with the movements.

Student's Book, page 37, Activity 6

Tell the children to look at the three photos in their Student's Books. Say: Look at the fruit salad. What ingredients do we need to make a fruit salad? SS: (bananas, apples, oranges...). Ask: What do we do (first)? SS: (First) we (wash) the (fruit). Do the same with the other recipes. Then, tell them to choose a photo and to copy and complete the card for the recipe. Ask for volunteers to read

Transcript

out their recipes.

Track 1.34 Song: Mashed potatoes

See page 163.

Optional Activity Book exercises

See page 163.

Practice

Continuous assessment

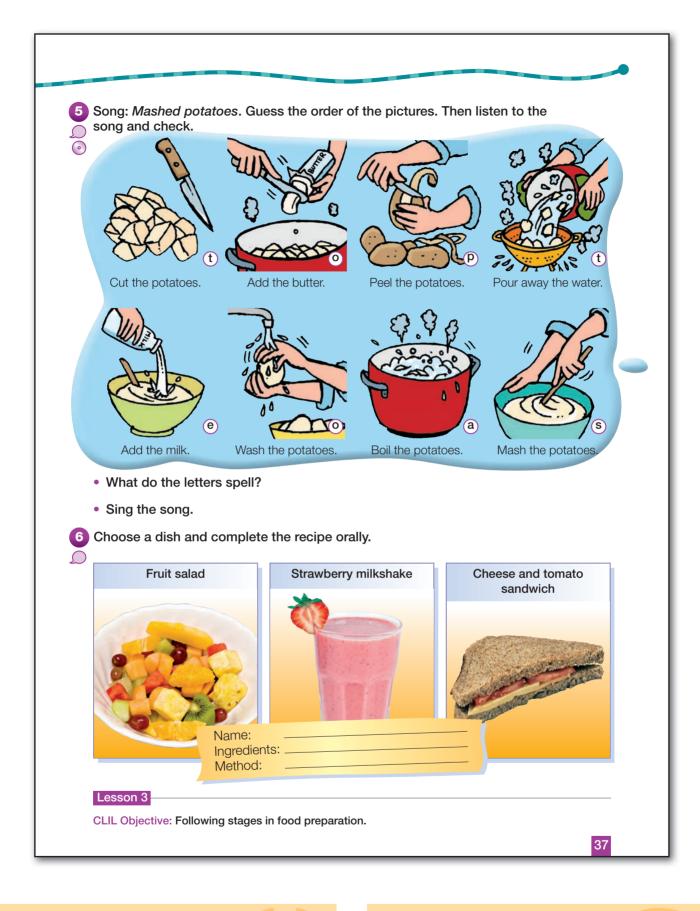
Children can name the actions associated with food preparation.

Play *Paella*. Brainstorm the ingredients for a paella and write the words on the board. Provide new words if necessary. Assign an ingredient to each child. Then, write the instructions for preparing a paella on the board using the vocabulary from the unit, for example, *Peel the onions*, *Heat the oil*, *Cut the tomatoes*, *Add the water*... The children stand up and turn around when they hear their ingredient mentioned.

Also, each time you mention the word *Paella* (for example, *Stir the paella*), all the children have to stand up and turn around.

ANSWER KEY

Student's Book, Activity 5 See Transcript.

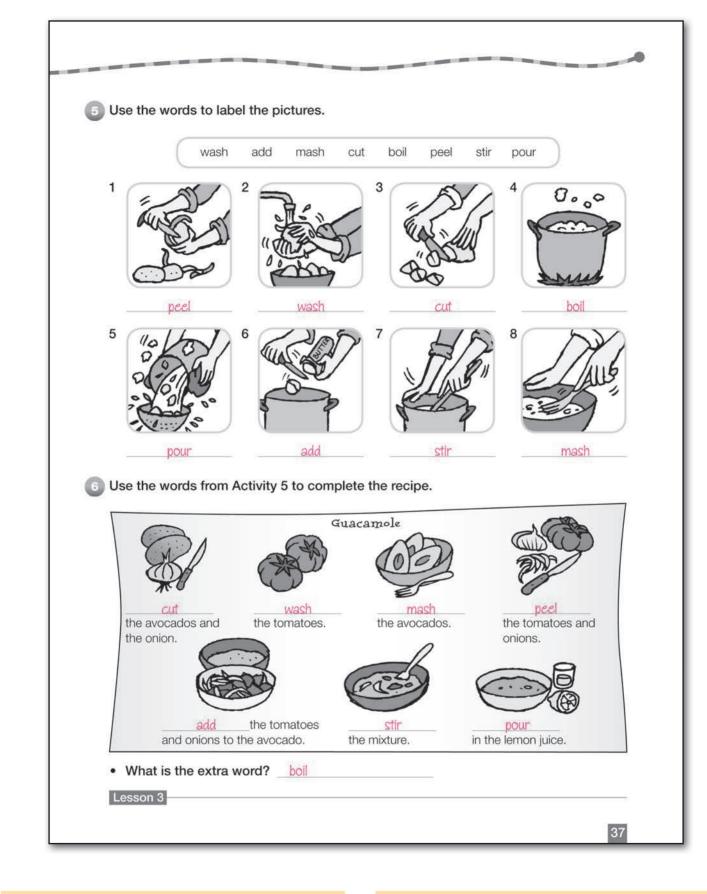


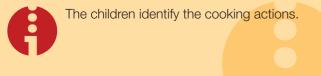


The children revise the sequential order of a process by putting the steps of a recipe in order.



The children create their own sequence of steps to create a recipe.







The children complete the recipe with the vocabulary they have learned.

OPTIONS

Activity Book

Page 37, Activity 5

Say: Open your Activity Books at page 37. Look at Activity 5.

Read the words out loud and say: *Can you find pictures for these words*? Tell the children to label each picture using the corresponding word. Say: *Tell me the instruction for picture number (1)*. SS: *Peel the potatoes*.

Repeat for the other words and pictures.

Page 37, Activity 6

Say: Now look at Activity 6.

Ask: Do you like guacamole? Do you know where it's from? It's a special dish from Mexico.

Tell the children to look at the first picture, and ask: What do we do with the avocados and onion? SS: Peel them. Repeat for the other pictures. Tell them to find the clues for each picture and to complete the instructions with the corresponding words.

Ask for volunteers to read out the instructions. Then, ask: *What word haven't we said?* SS: *Boil.*

Project Booklet

School for chefs: Make some food Page 18, *Yogurt, cucumber and mint drink*

Materials: an apron, a plastic container with a top. **Ingredients:** cucumber, yogurt, oil, lemons, mint.

*Important: Find out whether any children have any food allergies and what types of allergies they are.

If possible, this project should be done in the school dining room.

Say: Open your Project Booklets at page 18. The children classify the ingredients for a yogurt, cucumber and mint drink according to its proteins, vitamins and fat.

Then, the children match the sentence halves to create instructions.

Take the children to the dining room. They take out their ingredients and put on their aprons. Make sure they wash their hands before preparing the drink.

Then, they complete the tasting sheet and give their opinions on the recipe. Ask: *How can you change it to make it better*? Suggest things if necessary: *Add apples...*

Let's play!

Pictionary

Divide the children into groups. Then, tell a child from each group to come to the board to draw a word, for example, an item of food or a cooking verb (they can draw their own word or you can whisper the word you want them to draw). This child's team has one or two minutes to guess the word. If they say the word, they get a point; if not, it is the other team's turn. The winning team is the one with the most points.

Resources

DVD

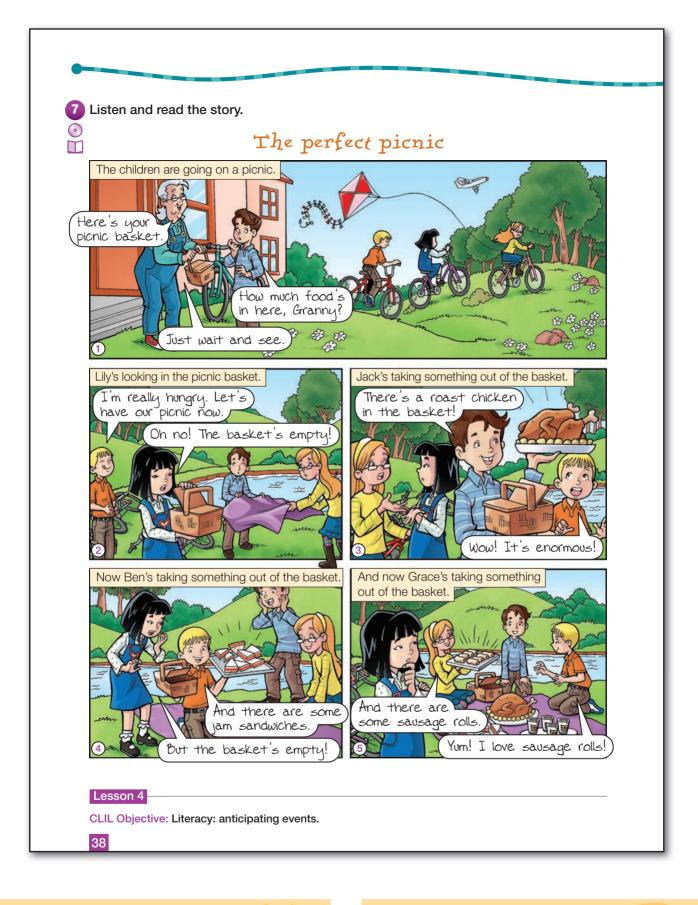
Unit 4, Song: Mashed potatoes

Teacher's Resource Book Extension worksheet 2, page 46

Transcript

Track 1.34 Song: Mashed potatoes

Mashed potatoes, mashed potatoes, We all love mashed potatoes! Peel the potatoes. Scrape, scrape. Wash the potatoes, Splash, splash. Cut the potatoes, Chop, chop. Boil the potatoes, Bubble, bubble. Pour away the water, Splash, splash. Add the butter, Stir, stir. Add the milk, Beat, beat. Mash the potatoes, Mash, mash. Mashed potatoes, mashed potatoes, We all love mashed potatoes!





The children read and listen to the story.



The children learn to predict events in a story based on their own experience.



The children demonstrate their understanding of the story.



The children listen, repeat and identify the initial sounds.

Literacy: anticipating events.

Curricular link: Literacy

Language Objectives

Story language: *picnic, basket, food, hungry, empty, roast chicken, enormous, sandwiches, sausage rolls, chocolate cake, jug, orange juice; Just wait and see. I love chocolate cake! Me too! Are you hungry?*

Resources: CD; story cards



Optional Activity Book exercises

See page 169.

STORY: THE PERFECT PICNIC



Say: It's story time!

Put the story cards on the board. Tell the children to come forward to look at the pictures and to make predictions about the story. Help them by asking: *Who can you see in picture 1? What are the children doing in picture 2? What are they doing in picture 3? Is the basket empty? What about in picture 4? Is the basket empty?*

Say: Sit down now and let's listen to the story. Play **Track 1.35**. Point to the story cards as they listen to the story.

Work with the book **n**

Student's Book, pages 38 and 39, Activity 7

Say: Open your books at pages 38 and 39. Play **Track 1.35** again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children going? What does Granny give them? Is the basket very big? Is it very heavy? Is the basket empty? What does Jack find in the basket? What about Ben? What about Grace? What about Lily? Does Ben like sausage rolls? Is it a normal picnic basket? Do the children like the picnic? Tell them to read the story in silence. When they have finished, they come to the board and write any words that they do not understand. Point to the words and explain them by using the story cards where possible or by giving examples.



Place the story cards on the board in random order. Play **Track 1.35** again. This time, stop the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the card and place it in a line below. Tell them to describe the picture. In order to do this, they could read the text at the top of each picture frame. Continue until they have placed all the story cards in the correct order in the line below.

Literacy: phonics j (jumper, jam, jug, juice, Jack) and (yellow, yogurt, you, yum)

Curricular link: Literacy

Recursos: 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 their understanding. Repeat for the other story cards until all the pictures are in the correct order.

Work with the book 🕥

Student's Book, pages 38 and 39

Tell the children to read the story out loud. Assign characters to five children and ask others to be the narrator.

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly. When they have finished, write the words on the board that need to be corrected. Point to them one by one and ask if anyone knows how to say them. Correct their pronunciation if necessary.

Student's Book, page 39, Activity 8

Clap your hands to make sure that the children are watching you.

Write the letter *j* several times on the board. Point to the letters as you say: *j j j jumper*. Repeat several times. Articulate the *j* sound very clearly by closing your teeth and pushing the air out of your mouth. Make sure you make the vibrating sound.

The children repeat: j j j jumper.

Repeat for the other words (jam, jug, juice, Jack).

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

Point to the letters as you say: *y y y yellow.* Repeat several times. Articulate the *y* sound, making sure you pronounce it in the middle of your mouth.

The children repeat: y y y yellow.

Repeat for the other words (*yogurt, you, yum*).

Tell them to look at Activity 8 on page 39.

Play **Track 1.36**. The children repeat the sounds and the words.

Tell them to find the pictures in the story that correspond to the words (or the actual words in the case of *yum* and *you*). Ask: *Can you find a (jumper)?* SS: Yes! In picture (3). They can use the story cards if necessary.



Irack 1.30 Phon

See page 171.

Optional Activity Book exercises

See page 171.

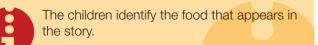


Divide the class into groups of five. Assign a character to each child. Play **Track 1.35** again so they can join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording if necessary.



7 Circle the food in the picnic basket.
 Number the food in the order the children take it out of the basket. Use the words to complete the story summary.
magic look hand picnic food small hungry lake
The perfect picnic 1 The children go on a _picnic 2 Granny gives Jack a very _small picnic basket. 3 They sit by the lake for their picnic. 4 Lily looks in the basket, but there isn't any food inside. 5 Jack, Ben and Grace don't look in the basket. They put their hands in and take out food. 6 Then Lily puts her hand in the basket and pulls out some food. 7 It's a _magic picnic basket! 8 The children go home. They aren't hungry now, they are full.
Lesson 4
38





The children demonstrate their understanding of the story by completing a summary.

Activity Book

Page 38, Activity 7

Say: Open your Activity Books at page 38. Look at Activity 7.

Say: Do you remember the food from the picnic basket? Are there any sandwiches? Are there any kebabs? Tell the children to circle the food that appears in the picnic basket. Then, ask volunteers to read out the items of food that they have circled. Then, ask: *What do they find first*?

SS: The chicken.

Repeat until all the food has been mentioned in the same order that it appears in the basket. Tell them to number the food in the corresponding order.

Page 38, Activity 8

Say: Now look at Activity 8.

Read the sentences out loud leaving the blank space. Tell the children to find the corresponding word in the box in order to complete each sentence.

Tell them to complete the sentences in their books. Ask for volunteers to read out their complete sentences and correct the activity.

Let's play!

Tell the story

Ask some of the children to form a line at the front of the classroom and give each one a story card. Make sure the story cards are not in the correct order. The rest of the class gives instructions to these children until they get the story in the correct order. Then, each child says what happens in their story card. This way, they retell the story.

Resources

Multi-ROM Unit 4, Story



Track 1.35 Story: The perfect picnic

Picture 1

Narrator: The children are going on a picnic. Granny: Here's your picnic basket Jack: How much food's in here, Granny? Granny: Just wait and see.

Picture 2

Narrator: Lily's looking in the picnic basket. **Ben:** I'm really hungry. Let's have our picnic now. **Lily:** Oh no! The basket's empty!

Picture 3

Narrator: Jack's taking something out of the basket. **Jack:** There's a roast chicken in the basket! **Ben:** Wow! It's enormous!

Picture 4

Narrator: Now Ben's taking something out of the basket. **Ben:** And there are some jam sandwiches. **Lily:** But the basket's empty!

Picture 5

Narrator: And now Grace's taking something out of the basket.Grace: And there are some sausage rolls.Ben: Yum! I love sausage rolls!

Picture 6

Narrator: Lily's looking in the basket again. Jack: And there's a chocolate cake! Grace: Yum! I love chocolate cake! Ben: Me too!

Picture 7

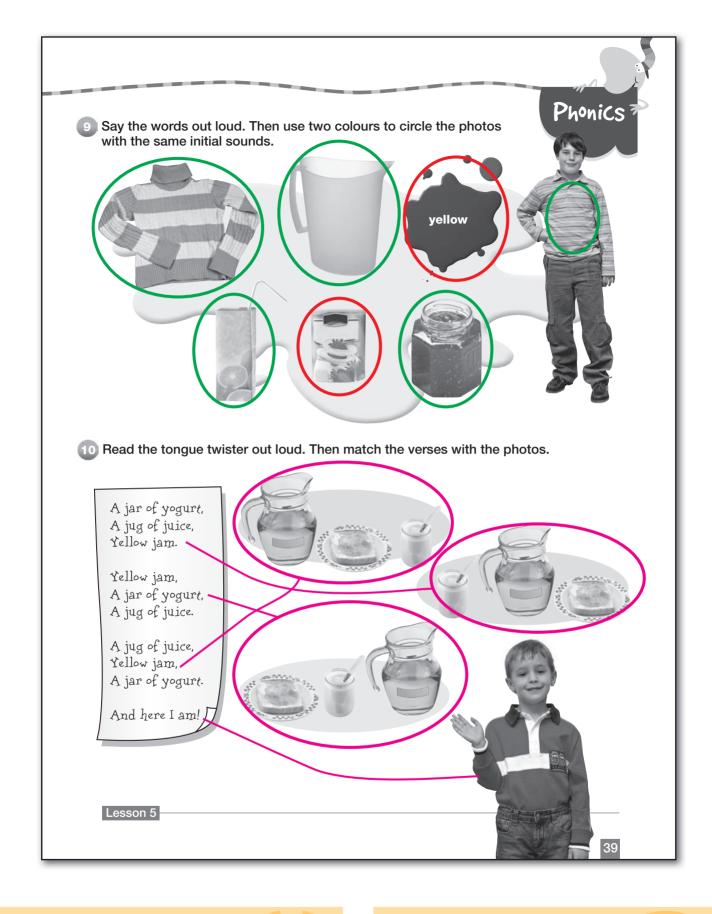
Narrator: Grace is giving Lily the basket. **Grace:** Now you try, Lily. **Lily:** Wow! There is something in here!

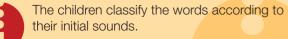
Picture 8

Narrator: Now Lily's taking something out of the basket. **Lily:** Wow! There's a jug of orange juice! **Grace:** You see! This is a very special picnic basket.

Picture 9

Narrator: Back at the house... Granny: Hello children. Are you hungry? Jack: No, Granny! Grace: Thank you for our perfect picnic!







The children complete the poem and identify the silent sounds.

Activity Book

Page 39, Activity 9

Say: Open your Activity Books at page 39. Look at Activity 9.

Tell the children to say the words out loud. Make sure they distinguish the sounds correctly.

Tell them to circle the photos with two different colours, one for each sound.

Point to a child and ask: *What colours did you use?* S: (*Red and blue*). T: *Tell me the words you circled in (red).*

Then, ask: *Which words have the same initial sound?* Ask for volunteers to read out their lists.

Page 39, Activity 10

Say: Now look at Activity 10.

Read the tongue twister out loud. Ask for volunteers to read the verses out loud and correct where necessary. Tell the children to match each verse to the corresponding set of photos. They have to pay attention to the order of the words in the verse and the order of the objects in the photos.

Let's play!

I spy...

Play *I spy*... using the *j* and *y* sounds. Say: *I spy with my little eye, something beginning with (y)*. The children have to guess the word. If possible, choose things that are in the classroom .

Resources

Multi-ROM Unit 4, *Phonics*

Transcript



- j j j jumper
- j j j jam
- j j j jug
- j j j juice
- j j j Jack
- y y y yellow
- y y y yogurt
- ууууои
- ууууит

Understanding what constitutes a balanced diet.

Curricular link: Science

Language Objectives

Vocabulary: juice, yogurt, milk, bread, butter, mixed salad, apple, chicken, rice, green salad, sandwich, cake, banana, spaghetti; carbohydrates, proteins, fats, minerals, vitamins

Structures: There is some... There is a... There aren't any...

Resources: poster (side A); poster pop-outs; flashcards (butter, cheese, eggs, milk, yogurt, chicken, fish, chops, bread, rice, pasta, cereal, beans, salad, orange, apple, pear)

EATING HEALTHILY

Presentation

Show the children the poster (side A).

Say: Every day we eat different types of food; carbohydrates, proteins and fats, vitamins and minerals. We need a combination of these for every meal. Ask: What food do we get proteins and fats from? Repeat for the carbohydrates and vitamins. Classify the food using the flashcards. Then, check that the children have understood by asking them questions. T: Does (pasta) provide us with carbohydrates, proteins or vitamins?

Tell the children to come to the poster to place the flashcards in the sections of the plate in order to create a balanced diet.

Highlight the way that we refer to countable and uncountable food by using the words *a/an* and *some*. Explain that we use *a/an* for singular countable food, for example, *an apple, a sandwich, a yogurt*. And we use *some* for plural countable food (*some apples, some sandwiches, some yogurts*) and uncountable food, for example, *some rice, some milk, some bread, some orange juice...*

Work with the book

Student's Book, page 40, Activity 9

Say: Open your books at page 40. Look at the trays. Which trays are (breakfast) meals?

Say: Describe the meal on tray number (1). SS: There is (some) (orange juice) There is (a) (yogurt). Continue asking about the other trays. Make sure the children use There is a/an... or There is some...

Then, ask: *Is the (breakfast) on tray (1) a healthy meal?* SS: *No, it isn't.* T: *What's missing?* SS: *There aren't any (carbohydrates).* T: *That's right. Have some bread!* Divide the class into pairs and tell them to take turns asking and answering questions to create balanced dishes.

Optional Activity Book exercises



See page 175.

Practice

Continuous assessment

Children can name a variety of food and dishes.

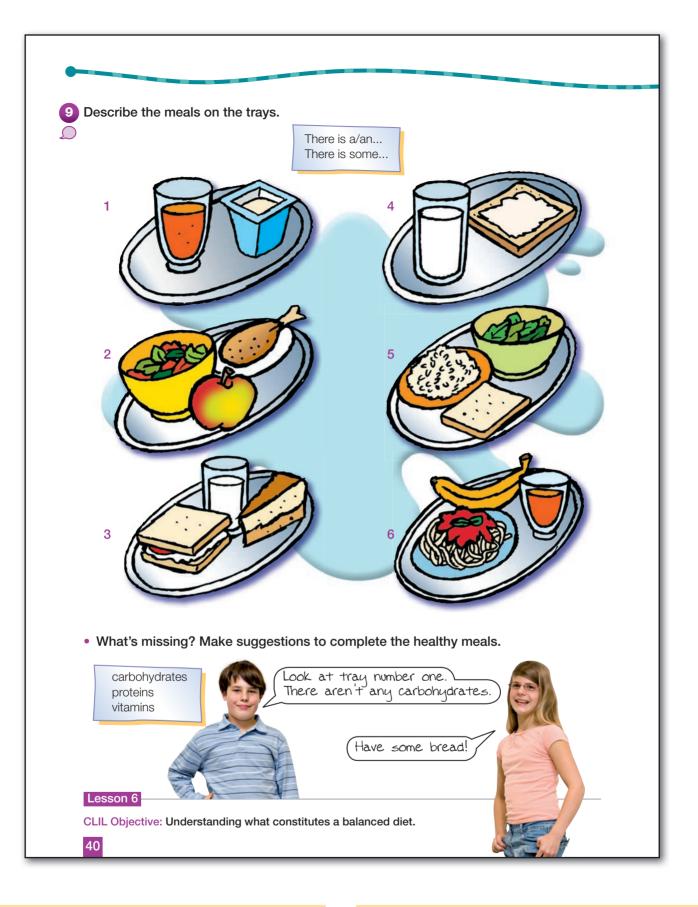
Say: Describe your favourite meal.

Ask for volunteers to choose their favourite food. They draw it and do a brief description of it. Tell them to place the pictures on the board and to look at the pictures. Point to them and ask: *Is this a healthy meal? Has it got all the right elements? What's missing?*

ANSWER KEY

Student's Book, Activity 9

- 1 There is some juice and there is a yogurt.
- 2 There is a mixed salad, there is some chicken and there is an apple.
- 3 There is a sandwich, there is some milk and there is some cake.
- 4 There is some milk, there is some bread (and butter).
- 5 There is some rice, there is some bread and there is a green salad.
- 6 There is some spaghetti, there is a banana and there is some juice.

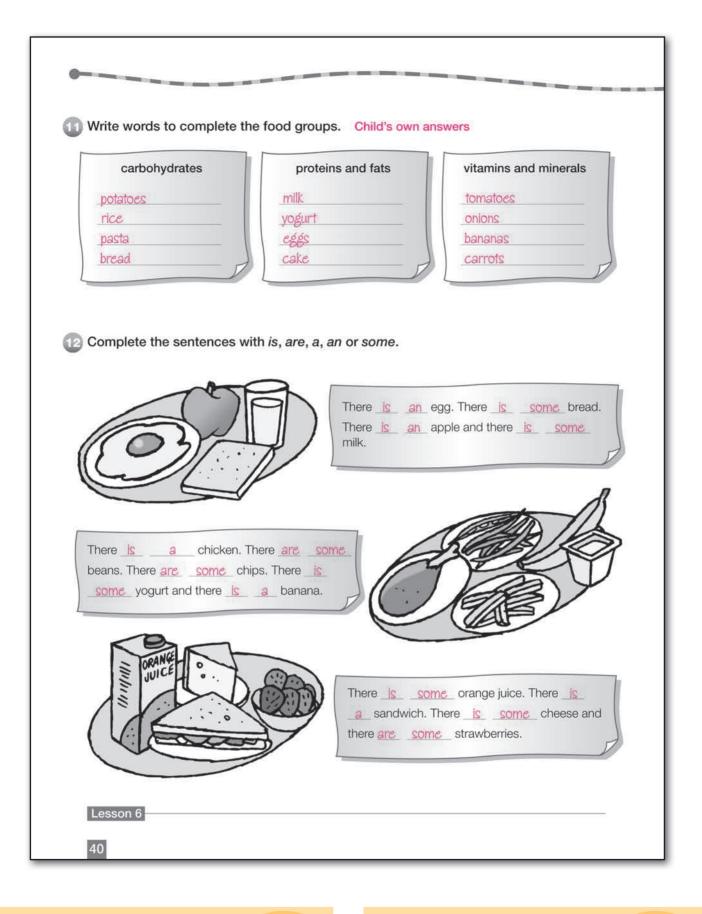




The children practise speaking and revise the vocabulary by identifying and describing the food on each tray.



The children think about what makes a heathy diet and suggest ways of improving the food presented in the activity.



The children complete the diagram with the words that belong to each food group.



The children demonstrate their ability to use the grammatical structures by completing the text.

OPTIONS

Activity Book

Page 40, Activity 11

Say: Open your Activity Books at page 40. Look at Activity 11.

Ask: Can you tell me the name of food that we get carbohydrates from?

SS: *Bread, pasta, biscuits...* Repeat for the other food groups.

Tell the children to complete the tables.

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

Page 40, Activity 12

Say: Now look at Activity 12.

Remind the children how we use *a*/*an* and *some*. Ask a volunteer to look at the first picture and to complete the description orally.

Correct when necessary and explain the child's errors. Repeat for the other descriptions.

The children complete the descriptions in their books. Ask for volunteers to read out their sentences.

Project Booklet

School for chefs: Make some food Page 19, *Stuffed eggs*

Materials: an apron and a plastic container with a top. **Ingredients:** boiled eggs, tuna fish, tomatoes, mayonnaise, olives.

*Important: Find out whether any of the children have any allergies and what types of allergies these are.

If possible, this project should be done in the school dining room.

Say: Open your Project Booklets at page 19. The children complete the diagram with the ingredients from the box.

Then, they complete the recipe with the food. Take the children to the dining room. The children take out their ingredients and put on their aprons. Make sure they wash their hands before preparing the recipe.

The, they complete the tasting sheet and give their opinions about the stuffed eggs.

Take a class vote based on the children's opinions from the tasting sheet.

Ask: *How can you change it to make it better?* Make suggestions if necessary.

Let's play!

In my magic box...

Bring a box to class and put all the flashcards from the unit in it. Take out one and say: *In my magic box, I've got (some milk)*. Pass the box to another child so they can take one out and say what they have got: *In my magic box, I've got (a pear)*. Continue until there are no more flashcards in the box.



Multi-ROM Unit 4, Activity 3

Teacher's Resource Book *Ready to write worksheet,* page 114

Distinguising between perishable and non-perishable food.

Curricular link: Science

Language Objectives

Vocabulary: *rice, pasta, sugar, potatoes, sardines, lentils, sausages, tomatoes, eggs, chicken, milk, butter* **Structures:** *We keep some food in the (fridge). It goes off. It doesn't go off.*

Resources: poster (side B); flashcards (bread, butter, cheese, eggs, flour, milk, oil, water, sugar, chicken, fish, chops, yogurt, rice, pasta, cereal, beans, salad, orange, apple, pear)

Materials: dice (1 per 2 children)

PERISHABLE AND NON-PERISHABLE FOOD

Presentation

Show the children the poster (side B). Say: What can you see on the poster? SS: A fridge and a cupboard. Place the flashcards on the board and ask: What food do you keep in the fridge at home? The children call out the names of the food, then, they come to the board and place the flashcards in the fridge. Repeat the procedure with the cupboard. Be aware that the children might disagree. For example, some things are kept in the fridge just because we like them cold, such as water and soft drinks. Point to the food in the fridge and ask: Why do we keep yogurt in the fridge? Because it goes off (clarify meaning by holding your nose). Point to the food in the cupboard and ask: Does rice go off? SS: No.

Work with the book

Student's Book, page 41, Activity 10

Point to the flashcards and ask: *Can we count (rice)*? SS: *No!* <u>Is</u> there any <u>rice</u> in your cupboard at home? What about eggs? Can we count eggs? SS: Yes! T: <u>Are</u> there any <u>eggs</u> in your fridge at home? Repeat the procedure several times alternating between countable and uncountable nouns. Say: *Open your books at page 41. Now we're going* to play The food game.

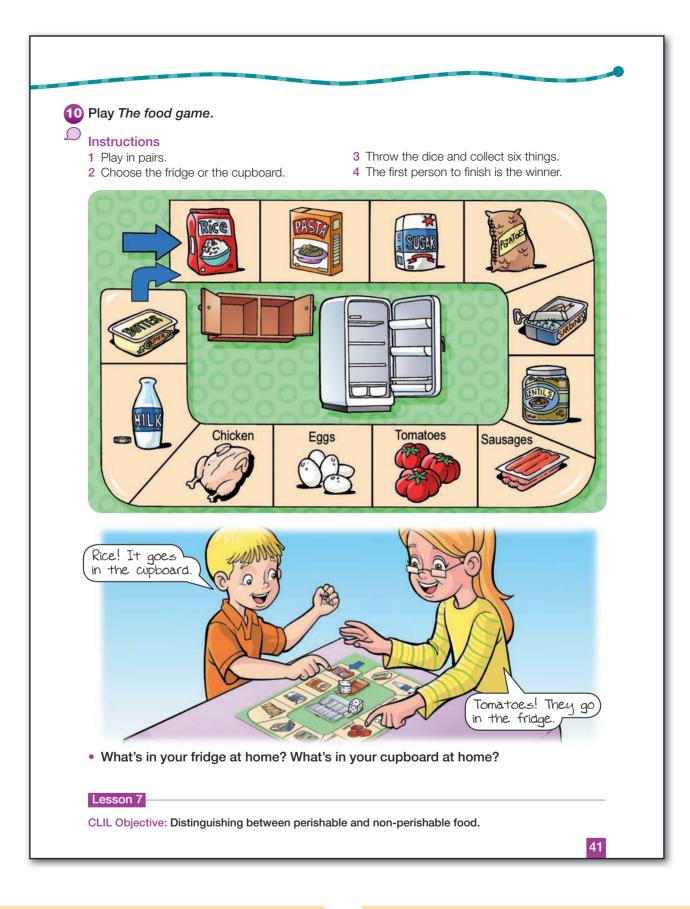
Put the class into pairs. One child chooses the fridge and the other chooses the cupboard. They go around the board and collect food to fill the fridge or the cupboard. The first child to put away all the food is the winner. When they have finished the game, ask: *What's in your fridge/cupboard at home*? Let the children give you free answers. S1: There is *some (rice) in my (cupboard).* S2: *There are some (eggs) in my (fridge).*

Optional Activity Book exercises

See page 179.

Practice

Draw two columns on the board and write the following headings: *perishable* and *non-perishable*. Explain that perishable food goes off very quickly and has to be in the fridge. However, non-perishable food can be kept in the cupboard because it does not go off so easily. Tell the children to come to the board to write the names of food in the corresponding columns. Discuss any doubt with the whole class.

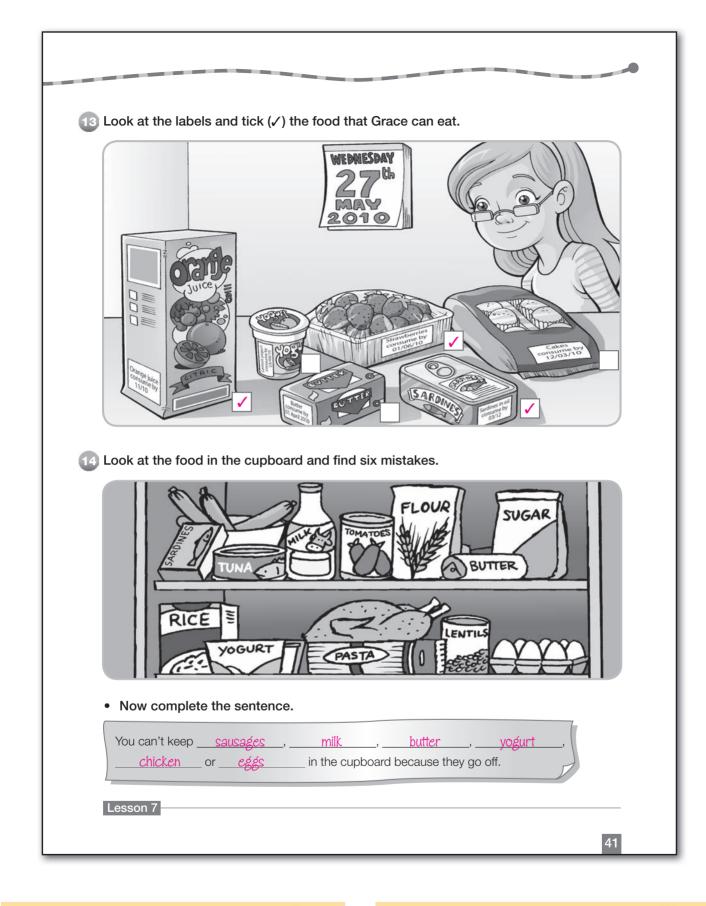


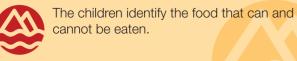


The children get information about perishable and non-perishable food.



The children talk about the food that they have at home.







The children demonstrate their understanding of the vocabulary and the grammar by completing the text.

OPTIONS

Activity Book

Page 41, Activity 13

Say: Open your Activity Books at page 41. Look at Activity 13.

Explain that all packaged food that we buy has a sell-by date. After this date, we cannot eat it because it is not safe or healthy.

Point to the picture and say: *Look at the calendar on the wall. What day is it in the picture?* SS: *The 27th of May 2010.*

Then, say: Look at the (orange juice). What's the date on the (orange juice)? SS: (November 2010). (You may need to help them interpret these dates.) Then, ask: Can Grace (drink) the (orange juice)? SS: (Yes).

Repeat for the other food.

Tell the children to tick the food that Grace can drink or eat.

Page 41, Activity 14

Say: Now look at Activity 14.

Ask for volunteers to name the food in the cupboard. Then, ask: *Can we keep all this food in the cupboard?* SS: *No.* T: *That's right, there are six things we can't keep in the cupboard.* Tell the children to find six mistakes in the picture. Encourage them to call out the names of the food that should not be kept in the cupboard and ask: *Why can't you keep butter in the cupboard?* SS: *Because it goes off.*

Tell them to complete the sentences.

Once they have finished, ask for volunteers to read out the sentences and correct the activity.

Project Booklet

School for chefs: Make some food Page 20, *Chocolate and banana cake*

Materials: an apron and a plastic container with a top. **Ingredients:** pre-prepared cakes (one for every four children), bananas, chocolate cream, little chocolates (to decorate the cake).

*Important: Find out whether any children have an allergy and what type of allergy it is.

If possible, you should do this project in the school dining room.

Say: Open your Project Booklets at page 20. The children classify the ingredients from the menu according to carbohydrates, vitamins and minerals or proteins and fat. Then, they answer the questions about the menu. Take the class to the dining room. The children take out the ingredients and put on their aprons. Make sure they wash their hands. Divide the children into groups of four and give them the ingredients. The should cover the cake with chocolate cream and decorate it with pieces of banana and little chocolates.

The children complete their tasting sheet and give their opinions about the cake.

Take a class vote based on the children's opinions from the tasting sheet. Ask: *How can you change it to make it better*? Make suggestions if necessary.



Let's play!

Odd one out

Place five flashcards on the board. Four of them should be food flashcards that you can keep in the cupboard and one of them should be a perishable item. The children have to say which flashcard is the odd one out. Play several times, using different flashcards.

Resources

DVD Unit 4, *Real kids*

Multi-ROM Unit 4, Activity 4

Teacher's Resource Book DVD worksheet, page 28

Language awareness: using *a, an* and some

Curricular link: Literacy

Language Objectives

Structures: a/an

Resources: Unit 4 cut-outs; flashcards (egg, orange, apple, pear, salad, yogurt) **Materials:** scissors

FOCUS ON LANGUAGE

Presentation

Place six flashcards on the board. Point to the *egg* flashcard and ask: *What's this*? T: <u>An</u> *egg*. Write an *egg* below. Do the same with the other flashcards. Tell the children to look carefully at the differences and say: an orange, a pear. Say: What's the difference? Why do we make this difference?

Let the children offer suggestions. Help them to identify the initial sound.

*Note: It is important the the children should focus on the initial sound and not the letter. There are words such as *European* and *uniform* that start with a vowel, but we use the article *a*, and not *an*, because it is not a vowel sound. The word *hour* starts with a consonant but we use the article *an* because the consonant is a silent sound and the initial sound is a vowel sound. It is not necessary to explain this to the children, but you should ensure that they focus on the sound.

Work with the book

Student's Book, page 42, Activity 11

Say: Open your books at page 42. Look at the pictures in number 1. Let's read this picture sentence out loud. Repeat the procedure for all the sentences. Ask for volunteers to read out their sentences and correct if necessary.

Student's Book, page 42, Activity 12

Say: Now we're going to make and play a language game. Find your cut-outs for Unit 4. Tell the children to cut out their cut-outs and to place them face down on the table. Then, they choose one of the dishes and look for the ingredients to cook it by turning over the cut-outs. Remind them to use a / an / some. S1: An (egg). Good! I need (an egg). / Oh, no! I don't need (an egg).

Optional Activity Book exercises

See page 183.

Practice

Draw a chart on the board with 3 columns and 3 rows. Write the words *Animals, Food, The body* as headings for the columns and the words *a*, *an* and *some* in the rows. Divide the class into groups. Tell each group to come to the board to fill in the chart with names of animals, food or parts of the body. For example, in the square that corresponds to *some* and *The body* they could put the word *hair*; and in the square that corresponds to *a* and *Animals*, they could write the word *tiger*.

ANSWER KEY

Student's Book, Activity 11

- 1 An arm, an ear, an eye, an ankle, an elbow are all parts of the body.
- 2 An elephant, an eagle, an owl are all wild animals.
- 3 An apple, an egg, an orange are all food.
- 4 Granny's got an apple, a banana and an egg in her basket.
- 5 There is an eagle, a snake and an owl in the forest.





The children identify the sequence of objects in each line. Then, they read it out loud.



The children play a game by making sequences with food cards.

			Child's own answers
	he sentences.		
I'm making I need		*.	
			Ţ
Find and class	sify sixteen food wor	ds.	
P B E A A C H C H C H	R A W B E R I P X U G P C P Z T G M	R I E S E A S U I L K G O U R A B E E S E R Q L K E A W F	Some strawberries milk flour cheese chocolate spinach beans rice

The children create a recipe, repeating all the steps they have learned and using the necessary elements (ingredients, quantities, method).



The children find, identify and classify a list of food in the word search.

OPTIONS

Activity Book

Page 42, Activity 15

Say: Open your Activity Books at page 42. Look at Activity 15.

Tell the children to look at their cut-outs, to choose one of the recipe cards and to stick it on the first blank space. Then, they choose the ingredients that they need to prepare the recipe and stick the ingredients in the rest of the blank spaces.

Finally, they complete the sentences in their books. Ask for volunteers to read out their sentences.

Page 42, Activity 16

Say: *Look at Activity 16.* Tell the children to find 16 items of food in the word search

Then, say: *Now look at the words and classify them.* Ask for volunteers to read out their lists and correct the activity.



Let's play!

Find your group

Divide the classroom into zones: *Carbohydrates, Proteins* and *Vitamins*. Then, give each child a slip of paper with the name of an item of food on it. On the word *Go!*, they turn over the slip of paper. They have 20 seconds to go to the zone that corresponds to their item of food. Those who do not get to the correct zone within the time are eliminated.

Resources

Teacher's Resource Book *Ready to read worksheet, page 72*



Understanding cultural differences regarding foods.

Curricular link: Art; science; Social Science

Language Objectives

Vocabulary: scorpion, noodles, grasshopper, taco, worm, protein, first/main course, pudding, cheap, tasty, colourful, clean

Materials: continuous white paper, felt tip pens, scissors

THE WONDERFUL WORLD: INSECTS FOR LUNCH!

Presentation

Discuss the children's favourite dishes. Explain that we all like different things.

Say: Today, we're going to look at some strange food. What kind of strange food can you think of? Give them examples: Butterfly pie! Elephant soup! Encourage them to offer suggestions. You should also include real dishes that may sound unusual to the children: Carrot cake, cheesecake...

Work with the book 🕥

Student's Book, page 43, Activity 13

Say: Open your books at page 43. Look at the photos. Ask questions about the photos: What can you see in the photos? Do you think this food looks nice?

Play **Track 1.37**. The children point to the corresponding photos.

Play **Track 1.37** again. This time, stop the recording after each description and ask: *Which photo is that*? Ask questions and correct the activity: *Where do they eat (grasshopper tacos)*?

Student's Book, page 43, Activity 14

Say: Now read the sentences in Activity 14 and say if you think they are true or false. The children read the sentences and try to identify the ones that are true.

Student's Book, page 43, Activity 15

Say: *Now we're going to make a funny menu*. First, look at the model menu in the Student's Book and go through it with the children. Divide the class into pairs and tell them to choose a name for their restaurant. When they have done this, tell them to design a funny/original menu like the one in the Student's Book. Transcript

Track 1.37 Activity 13

See page 187.

Optional Activity Book exercises

See page 187.

Practice

Ask for volunteers to describe their menus. Then, the children act out scenes in different restaurants. Divide the class into groups of five. In each group, four children are the clients and one of them is the waiter / waitress. The children choose their food from the funny menus. Supply any vocabulary and structures that they may need.

ANSWER KEY

Student's Book, Activity 13 See Transcript.



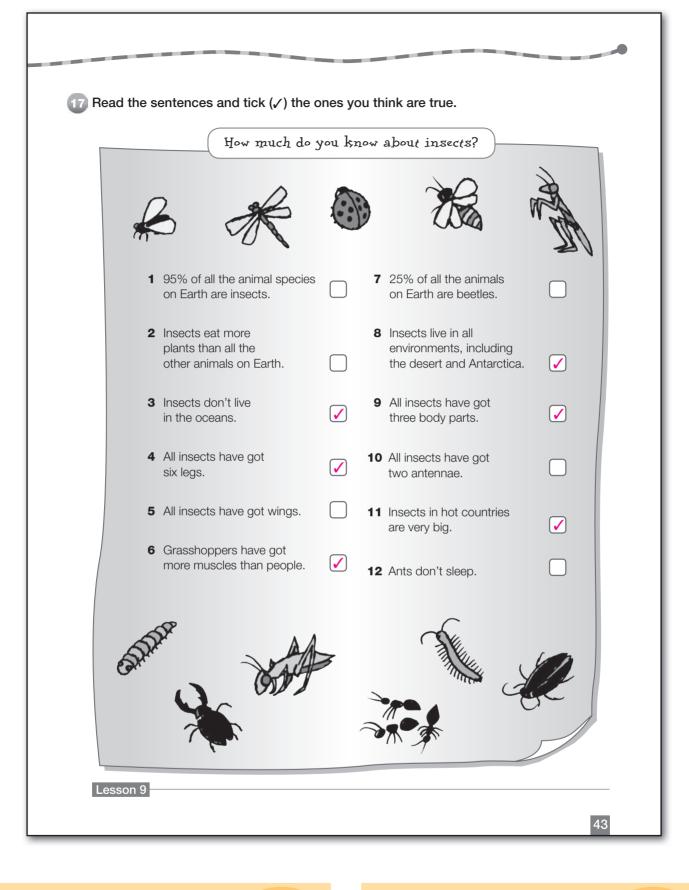


The accorrect

The children identify the photographs according to the information from the recording.



The children use their creativity to create a funny menu.







The children use percentages to talk about insects.

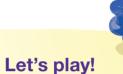
Activity Book

Page 43, Activity 17

Say: Open your Activity Books at page 43. Look at Activity 17.

Read the first sentence out loud and ask: *Is that true or false? What do you think?* Tell the children to continue reading out the sentences and ask if they are true or false. If they think they are true, they put a tick in the box

*Note: Not all the sentences are true.



Miming game

Divide the class into pairs. Use the key vocabulary cut-outs or the Teacher's Resource Book, page 20, one photocopy per pair (do not use Carbohybrates or Proteins). Tell the children to place the cut-outs face up on their tables. In turns, one child from each pair mimes a verb from the cut-outs. The other child has to try to guess which one it is. The children continue playing until they have each mimed and named a cut-out.

Transcript

Track 1.37 Activity 13

Do you know that many people around the world eat insects? Insects are very good for you. They are full of protein and they haven't got a lot of fat.

In Mexico some people eat grasshoppers. Grasshopper tacos are very popular.

In the south of China some people eat scorpions. They are very tasty!

In Africa some people eat worms. Worm stew is popular in central Africa.

Resources

Multi-ROM Unit 4, *The wonderful world*



Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from unit 4.

Resources: poster (sides A and B); poster pop-outs; flashcards (bread, butter, cheese, eggs, flour, milk, oil, sugar, water, chicken, fish, chops, yogurt, rice, pasta, cereal, beans, salad, orange, apple, pear) **Materials:** compass, ruler S1: What food is there on your (breakfast) plate? S2: (There is) (an egg), (there is) (some bread) and (there is) (an apple).

Student's Book, page 44, Activity 17

Say: *Now we're going to play a memory game.* Divide the class into pairs and tell the children that they have got one minute to look at the picture on page 44. Then, they should close their books, draw a cupboard and fridge and try to remember the food that was in each thing. When they have finished, they can look at the picture in the Student's Book again to check their answers.

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

REVIEW



Say: Today we are going to remember all the work we have done in Unit 4.

Show the children the poster (side A). Tell them to identify the food and then ask: *Do you remember what (Jack) is making?* Help them by asking questions: *Is he making a cake? Is he making a pie? What kind of pie is he making?* Point to the plate in the middle of the poster and hand out the flashcards. Tell the children to come to the front and to place them on the corresponding sections of the plate. Show the children the other side of the poster (side B). Ask: *Do you remember the difference between perishable and non-perishable food?* Hand out the flashcards and tell them to come to the front to place them in the fridge or in the cupboard according to whether the food is perishable or not.

Write the words *countable* and *uncountable* on the board. Remind the children of the concept by asking questions such as: *Can you count lemons? Can you count water?* Hand out the flashcards and tell the children to classify them according to the categories on the board. Ask: *Do you remember the song* Mashed potatoes?

Play **Track 1.34** so they children can sing along and do the actions.

Work with the book

Student's Book, page 44, Activity 16

Say: Open your books at page 44. Say: We're going to make some healthy meals. Tell the children to draw three circles and to divide them up like the model plate in the Student's Book. Then, tell them to prepare three healthy meals: *breakfast, lunch and dinner*. Divide the class into pairs and tell them to ask and answer questions about the meals.

Transcript

Track 1.34 Song: Mashed potatoes

See page 163.

Optional Activity Book exercises

See page 191.

Round up

Divide the class into two teams.

Place all the flashcards on the board.

Call out the following words and tell a member of each group to go to the board as quickly as possible to touch the flashcard associated with the word. The first child to touch a correct flashcard wins a point for their team. Words: *How much....? How many...? Some... a ... an.... Protein! Carbohydrates! Vitamins!*

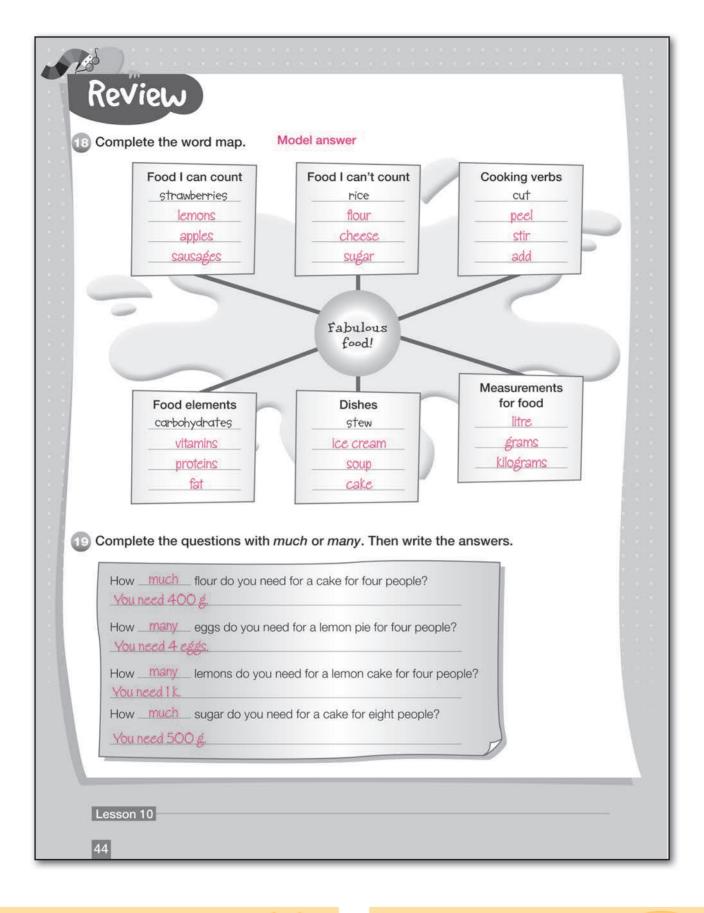




The children find the differences between the pictures and practise their speaking skills.



The children play a game to test their memory and their knowledge of the vocabulary from the unit.





The children work with a new form of presenting information: a mind map.



The children calculate the correct amount of food needed to create a recipe, paying attention to the number of diners.

Activity Book

Page 44, Activity 18

Say: Open your Activity Books at page 44. Look at Activity 18.

Ask: Can you tell me the names of some food that you can count? What about food you can't count? Then, tell the children to complete the conceptual map. Ask for volunteers to read out their lists.

Page 44, Activity 19

Say: Now look at Activity 19.

Read the first question out loud, leaving the empty space, and ask: *How do we ask this question about flour? Do we say* How much *or* How many? Repeat the procedure for the other questions. Tell the children to complete the questions and to write the answers after. They can check the quantities in their Student's Books.

Let's play!

Word class

Use the groups of words from the Activity Book, page 44. Explain to the children that when you say a word from a group, they have to do a specific action. For example, if you say an uncountable item of food (such as *cheese*), they have to touch their nose. If it is a cooking verb (such as *pour*), they have to stand up... The children who do not follow the instructions correctly are eliminated.

Resources

Teacher's Resource Book Unit 4 *Test,* pages 91-92



See Transcript Track 1.38

Transcript



Listen and tick the chart.

Granny: Now, children. What do you want to eat? Jack? **Jack:** For my first course, I want a salad. Then chicken

stew, and lemon pie for pudding, please.

Granny: All right. What about you, Lily?

Lily: I want tomato soup. Then for my main course, I want a kebab and then cake, please.

Granny: And you, Ben?

Ben: Can I have spaghetti for my first course? Then sausages and then ice cream for my pudding, please.

Granny: Yes, Ben. And what do you want Grace?

Grace: For my first course, I want a salad. For my main course, some chicken stew, and for pudding, cake.

Assessment criteria

CLIL Objectives

Children can associate ingredients with finished dishes. Children can follow stages in food prepation. Children can classify food according to its origin (plant

or animal). Children can understand what constitutes a healthy diet.

Children can distinguish between perishable and non-perishable food.

Language Objectives

Children can name some basic food items and finished dishes.

Children can name the actions used in food preparation. Children can distinguish between singular, plural and countable and uncountable nouns using *a*, *an* or *some*. Children can ask and answer questions about quantities of food.

Identifying places where cultural events take place.

Curricular link: Social Science

Language Objectives

Vocabulary: museum, theatre, cinema, art gallery, concert hall

Structures: Where's (Jack)? (He)'s at the...

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

OUT AND ABOUT



Say: Today we are going to learn about some different places in the city. What places can you remember? Write the places on the board. If the children do not mention them, write the following words on the board: *museum, theatre, cinema, art gallery, concert hall.* Circle the places where cultural events take place, and say: *These are special places, they are cultural buildings.* Show the children the poster (side A). Say: *Who can you see in the blank spaces on the poster? Where is he/she?* Help them to identify the places.

Play **Track 2.1** as you place the pop-outs on the corresponding places. Remove the pop-outs from the poster and ask four volunteers to come forward. Give each one a pop-out and play **Track 2.1** again.

The children put the pop-outs in place. Once the pop-outs are on the poster, ask: *Where's (Lily)?* SS: (*She's) at the (concert hall).*

Work with the book 🞧

Student's Book, page 45, Activity 1

Say: Open your books at page 45. Look at the pictures. Look at picture 1. Is it a theatre or a cinema? Repeat for the other pictures.

Play **Track 2.2** and stop the recording after each character is mentioned. Encourage the children to correct the sentences. If necessary, repeat the sentence and ask: *Is that right?*

Summarise the activity by asking: So where is (Grace)? SS: At the theatre.

Student's Book, page 45, Activity 2

Say: *Now we're going to play a miming game.* Tell the children to choose one of the places where cultural events take place. They prepare a mimed scene to show where they are. Then, in pairs, one child mimes the actions and the other has to guess where the cultural event is taking place.



See page 195.

Practice

Ask questions about the places where cultural events take place: Do we have these places in our town? Do we have a (theatre)? What's it called? Do you like the (cinema)? Do you like the (cinema) or the (theatre) best? Encourage the children to ask similar questions to one another.

Answer key

Student's Book, Activity 1 See Transcript.

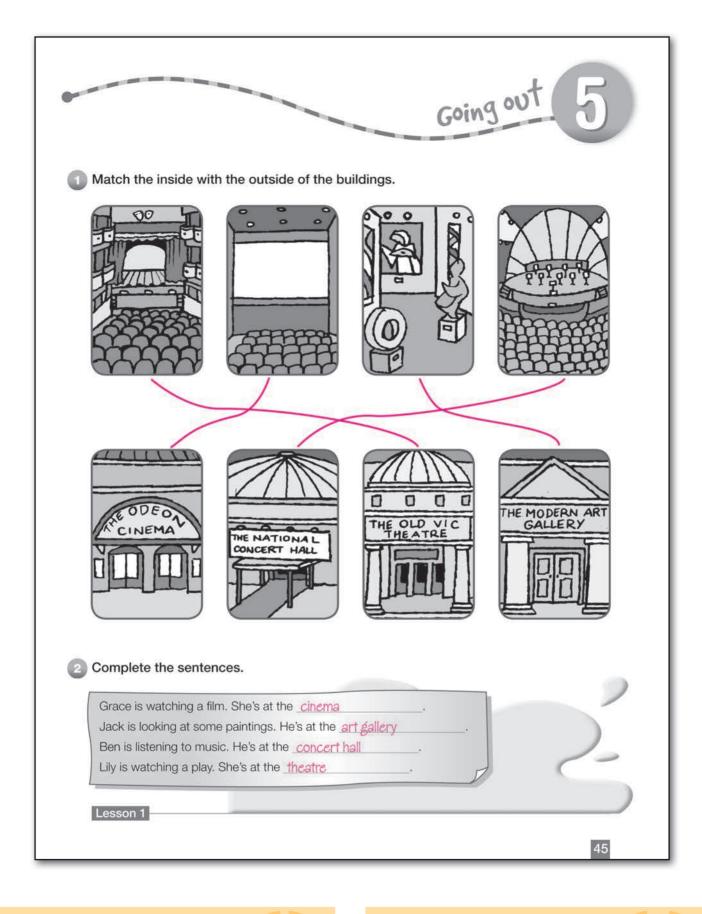




The children listen to the recording carefully in order to identify the errors and the places.



The children think about cutural places that they know and describe them through a game.



The children apply their knowledge of cultural places in order to match the inside to the outside of the buildings.



The children complete the sentences with information about cultural places.

Activity Book

Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1.

Tell the children to look at the pictures in the second row and ask: *What buildings can you see*?

Then, tell them to look at the inside of the buildings in the row at the top and ask: *What do you think this is? Is it a cinema, a theatre...?*

Tell them to match the inside of the building with the corresponding outside.

Page 45, Activity 2

Say: Now look at Activity 2.

Read the first sentence out loud and stop at the space at the end. If necessary, ask: *Where can Grace watch a film? Can she watch a film at an art gallery?* Ask for volunteers to complete the sentence.

Repeat for the other sentences.

Then, tell the children to complete the sentences in their Activity Books.

Ask for volunteers to read out their sentences.



Let's play!

Find your group

Go around the class whispering the name of a place to each child, for example: *theatre, art gallery*... The children have to draw a picture of the place you have whispered to them and then find other children with the same place. They compare their pictures.

Resources

Multi-ROM Unit 5, Activity 1





Lily: Bravo! I love that music. Where's Lily?

Jack: Aargh! That's scary! Where's Jack?

Ben: That play is excellent. What do you think, Granny? Where's Ben?

Grace: This painting is really interesting. Wow! It's very big! Where's Grace?



Grace's at the art gallery.

Lily's at the theatre.

Jack's at the concert hall.

Ben's at the cinema.

Associating cultural events with their venues.

Curricular link: Social Science

Language Objectives

Vocabulary: show, exhibition, film, concert **Structures:** he likes/doesn't like/does he like?

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

CULTURAL EVENTS AND VENUES

Presentation

Show the children the poster (side A). Point to the places and tell them to identify them. Write the words *concert hall, art gallery, theatre* and *cinema* in one column, and the words *play, exhibition, film* and *concert* in another column. Ask: *What do we do at the (concert hall)?* SS: *We go to a (concert)*. Repeat for the other places. Ask for volunteers to come to the board to match the venue with the cultural event.

Then, ask: *Do you like the (cinema)? Which is your favourite place?* Take a class vote on the favourite places in the class and write the number of votes on the board.

Work with the book

Student's Book, page 46, Activity 3

Say: Open your books at page 46.

Read the introduction out loud and say: *Look at the chart.* Explain the chart.

Say: (Grace) likes (shows). (She) doesn't like (films). Ask for three volunteers to do the same for the other characters. Then, ask: Does (Grace) like (films)? SS: (No, she doesn't). Continue for the other characters. Then, put the class into pairs and tell them to take turns asking and answering questions. S1: Does (Jack) like (concerts)? S2: (No, he doesn't).

Tell the children to cut up eight slips of paper, four with a tick (\checkmark) and four with a cross (\varkappa). Say: *Now you're going to guess the other likes and dislikes. I think Grace likes concerts. What do you think?* The children place the slips of paper on their desks according to what they think. S1: *I think (Lily) likes (films).*

Play **Track 2.3**. The children use the slips of paper to complete the chart.

Play **Track 2.3** again. This time, stop the recording after each character and ask: *Does (Grace) like (exhibitions)?* SS: *Yes, (she) does.*

Student's Book, page 46, Activity 4

Say: Now we are going to read the sentences and say who it is. Look at Activity 4.

Repeat the first sentence and ask: *Who is it?* SS: *Grace.* Do the same for the other three sentences.

Then, tell the children to make similar sentences and to read them to a classmate.

S1: She goes to (concerts). She doesn't go to (shows). Who is she? S2: (Lily).

Transcript

Track 2.3 Activity 3

See page 199.

Optional Activity Book exercises

See page 199.

Practice

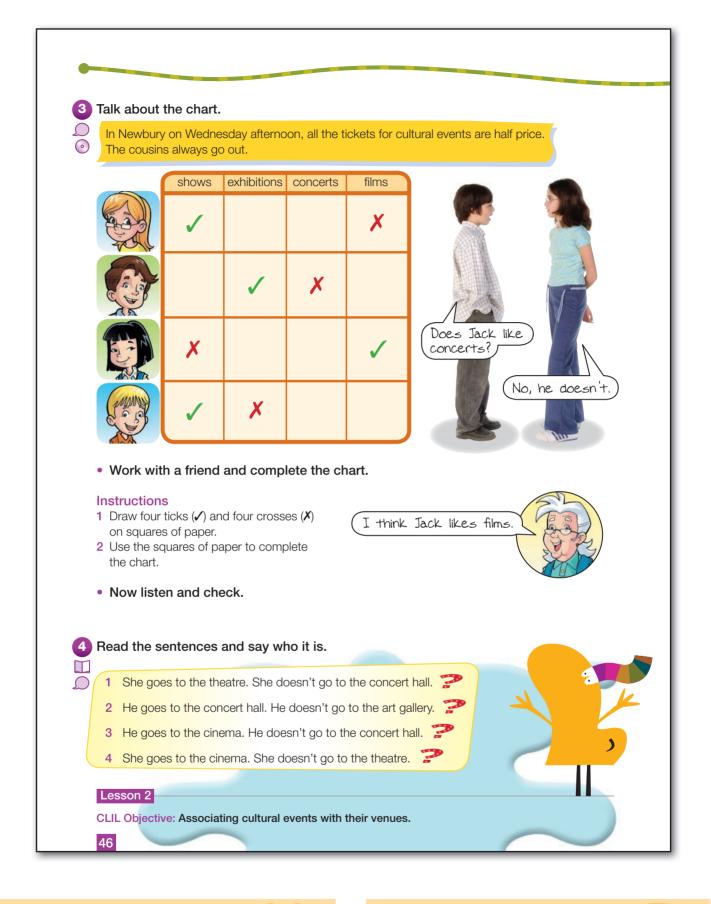
Continuous assessment

Children can name cutural events and associate them with their venues.

Turn the classroom into a cinema. Organise the tables and chairs into rows. Label the rows and seat numbers. Say: *Now we're going to play* The Cinema Game. *Sit down and say where you are sitting*. S1: *I'm sitting in (4B)*. Choose a child to come to the front. This child memorises the positions. Then, ask the child to turn their back to the class. Point to two children and get them to change places. The child turns back to face the class. Ask: *What's different?* S1: *(Javi)'s sitting in (4B) and (Maria)'s sitting in (7N)*.

Repeat with other children.

ANSWER KEY Student's Book, Activity 4 1 Grace 2 Ben 3 Jack 4 Lily



The children practise interpreting a chart.



The children use the information that appears in the activity to identify the characters.

Interview your friend and circle	the answers. Child's own answers
1 Do you like films about animals'	? Yes, I do. / No, I don't.
2 Do you like films about space?	Yes, I do. / No, I don't.
3 Do you like the theatre?	Yes, I do. / No, I don't.
4 Do you like musicals?	Yes, I do. / No, I don't.
5 Do you like art galleries?	Yes, I do. / No, I don't.
6 Do you like modern art?	Yes, I do. / No, I don't.
7 Do you like concerts?	Yes, I do. / No, I don't.
8 Do you like classical music?	Yes, I do. / No, I don't.
Circle the correct options and	d complete the text. Child's own answers
	es / doesn't like films about animals.
N/N/ triand	
	ms about space
He / Shefilm	ms about space.
He / She filmth	e theatre.
He / She film	e theatre. nusicals.
He / Shefilm th m ar	t galleries.
He / She film	ne theatre.
He / She film th mm ar mm control	t galleries. nodern art.
He / She film th m ar m col	t galleries. hocerts.

The children practise speaking English by interviewing a friend.



The children complete the sentences with the information from the interview.

Г

OPTIONS

Activity Book

Page 46, Activity 3

Say: Open your Activity Books at page 46. Look at Activity 3.

Tell a child to come forward. Ask the children questions from the Activity Book and circle the answers. Then, summarise the information about the child: (*Jorge*) (*likes*) (*films about animals*)...

Tell the children to work in pairs and to interview one another.

Once they have finished, tell them to complete the sentences in the book using the information about their friends.

Ask for volunteers to read out their sentences.

Project Booklet

Hold an art exhibition: Focus on art exhibitions Page 21, *Portraits*

***Note:** The children need a photo of themselves photocopied on a sheet of A4 paper.

Explain what an exhibition is. Ask: *Do you go to art exhibitions? Where do you go to see them? What kind of art exhibitions do you like? Are all the exhibits paintings? What other kinds of art can you see?* Explain that there are different media in art: paintings and pictures, sculptures, murals, pottery, video and performance art.

Tell the children that for this project they are going to create works of art and display them in a school exhibition. Say: *Open your Project Booklets at page 21. Look at the portraits.*

Explain that there are examples of self-portraits and say: What do you think a self-portrait is? It's a portrait of the artist who is doing the painting. Why do you think artists do self-portraits?

Tell the children to look at the portraits for a few minutes. Then, ask a volunteer to read the first text out loud. Say: *Which picture is that?* Tell them to hold up their books and to point to the corresponding photo. Say: *Write number 1.* Do the same with the other texts and photos.

Say: Now we are going to do self-portraits.

Hand out the materials. Tell the children to get their photocopied photos and to fold them in half down the centre. Then, read and explain the rest of the instructions. The children do a self-portrait.

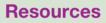
Display the self-portraits so the rest of the class can see them.

Tell the children to look at them and discuss the work with their classmates.

Let's play!

Picture memory

Place the poster on the board with the pop-outs in their correct place. Tell the children to try to memorise it for a minute. Then, take it off the board and hide it so the children cannot see it. Divide the class into groups and tell them to write what they can remember from the poster. Then, ask for volunteers from each group to read what they have written. The group that can remember the most things wins.



Teacher's Resource Book *Ready to write worksheet, page 115*

Transcript

Track 2.3 Activity 3

Jack, Lily and Ben: Hi, Grace!

Grace: *Hi, everybody! Here's the What's on magazine.* Let's decide what to do this afternoon. Now... I love shows and I really like exhibitions. But I don't like concerts or films. What about you Jack?

Jack: Well, I like exhibitions and I like films. I don't like shows or concerts.

Grace: Oh, that's interesting. What about you, Lily? **Lily:** Oh, I like concerts and I like films. But I don't like shows or exhibitions.

Grace: And what about you, Ben?

Ben: Well... I like shows and I love concerts. But I don't like exhibitions or films.

Grace: Oh dear! This is very complicated!

Identifying the different jobs in a theatre.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: make up, tickets, costumes, props, scenery, programmes **Structures:** He/She sells the tickets; What does he/ she do?

Recursos: CD; poster (side A)

JOBS IN THE THEATRE



Say: Today we're going to talk about the theatre. Point to the theatre on the poster and ask: Do you like going to the theatre? What can you watch at the theatre? Talk to the children about what they can see in the theatre, for example: singing, dancing...

Explain the different types of show by using famous examples or by mime.

Then, say: A lot of people work in a theatre, not only actors. Point to the lights in the classroom and say: Some people do the lights. Then, point to your own clothes and say: Some people do the costumes. What else do people do?

Encourage the children to name other jobs and supply the English words they need where necessary.

Work with the book 🞧

Student's Book, page 47, Activity 5

Say: Open your books at page 47. Look at Activity 5. Look at the pictures. Go through the pictures one by one to identify the names of the people who work in a theatre. Give the children time to look at the pictures Play **Track 2.4** and stop the recording after the description of each job so that the children can identify the person. Play **Track 2.4** again. This time, stop after each character and ask: *What does (Ann) do?* SS: *(She sells the tickets).* Play **Track 2.4** again. The children join in with the song.

Student's Book, page 47, Activity 6

Continuous assessment

Children can name the different jobs in a theatre.

Say: *Now look at Activity 6.* Remember that this is a difficult structure for the children. Ensure that they use *does* and *do: What does (Luke) do?*

Tell them to work in pairs and to take turns asking and answering questions about the people who work in the theatre.

Transcript

Track 2.4 Song: At the theatre

See page 203.

Optional Activity Book exercises

See page 203.

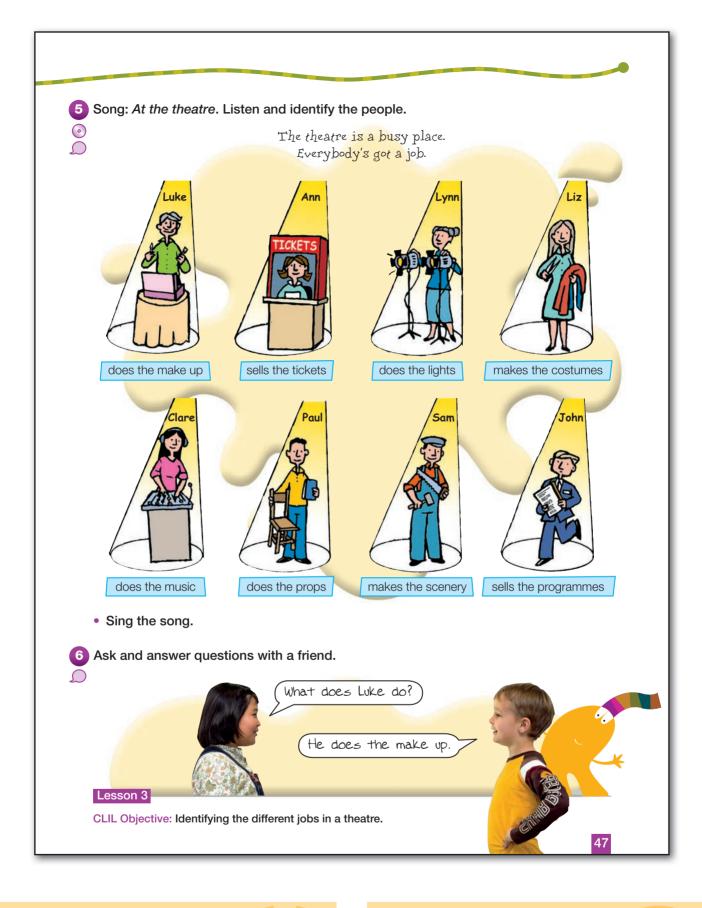


Tell the children to look at the poster again. Ask: Which of these activities are free? Which do you have to buy a ticket for? Do you buy a ticket for the cinema? SS: Yes. T: Do you buy a ticket for the library? SS: No.

Tell them to ask one another questions to practise the question: *Do you buy a ticket for the (library)?*

*Note: You can explain that in the UK art museums and galleries are free for all visitors (regardless of their nationality or age).

ANSWER KEY Student's Book, Activity 5 See Transcript.



The children use the information on the recording to identify the jobs.



The children learn and remember the vocabulary by singing the song.

A Read the text and put a tick (\checkmark) or a cross (λ) to solve the logic puzzle.

Everybody likes three things.

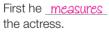
Both the boys like plays. Both the girls and granny like the ballet. Jack and one of the girls like exhibitions, but not Lily. Jack and one of the girls like films, but not Grace. Grace and Ben like shows. Lily and one of the boys like concerts, but not Jack. Granny likes one of the things Jack likes, but not films or plays. She likes one of the things Ben likes, but not concerts.



	plays	concerts	films	the ballet	exhibitions	shows
Grace	×	×	X	 Image: A second s	√	 Image: A second s
Jack	1	×	1	×	1	×
Lily	×	1	1	1	×	×
Ben	1	1	×	×	×	1
Granny	×	×	×	 Image: A second s	 Image: A second s	1

Use the words to complete the sentences.







makes

draws

cuts

Then he <u>draws</u> the pattern.



measures

Then he <u>cuts</u> the cloth.



Then he <u>makes</u> the dress.

Lesson 3



The children demonstrate their understanding of written English by solving a logic puzzle. They read a text and complete the corresponding chart.



The children complete the information about a work routine. At the same time, they revise expressions for sequencing events.

47

Activity Book

Page 47, Activity 4

Say: Open your Activity Books at page 47. Look at Activity 4.

Draw a chart on the board. Read the first sentence out loud and tick (✓) the place on the chart for Ben just below the word *plays*.

Ask for volunteers to read out the rest of the text and explain any vocabuary that they do not understand. Then, tell the children to read the text again and to tick their charts.

Ask questions to correct their work: Who likes plays?

Page 47, Activity 5

Say: *Now look at Activity 5.* Talk to the children about what the man is doing: *He does the costumes.* Then, read the first sentence, leaving the space blank. Tell the children to read the words that appear on top of the pictures and to complete the sentences orally. Then, tell them to complete the sentences in their Activity Books.

Finally, ask for volunteers to read out their sentences.

Project Booklet

Hold an art exhibition: Focus on art exhibitions

Page 22, Stained glass windows

***Note:** Find a copy of the stained glass window by Marcelle Ferron.

Bring images of famous stained glass windows to class. Say: *We call these windows stained glass windows. They are made of different pieces of coloured glass.* Explain that some stained glass windows are portraits, stories or abstract designs.

Say: Open your Project Booklets at page 22. Look at this design. This is a design for a famous stained glass window in Canada.

Explain that each number corresponds to a different colour. Then, tell the children to colour the stained glass window according to the key.

Show them a copy of a stained glass window by Marcelle Ferron and tell them to compare the colours. Say: *Look at Activity 4.*

Explain the instructions and hand out the materials. The children make their own stained glass windows and stick them on the classroom walls. Tell them to look at all the stained glass windows and to discuss one another's work.

Let's play!

What am I doing?

Divide the class into two groups. Tell a child from one of the teams to come to the front to do one of the actions they have learned from the lesson. The other children in this child's team have one minute to guess what the child is doing. If they get it right, they get two points. If not, the other team has a chance to guess it and win a point.



Resources

DVD Unit 5, Song: At the theatre

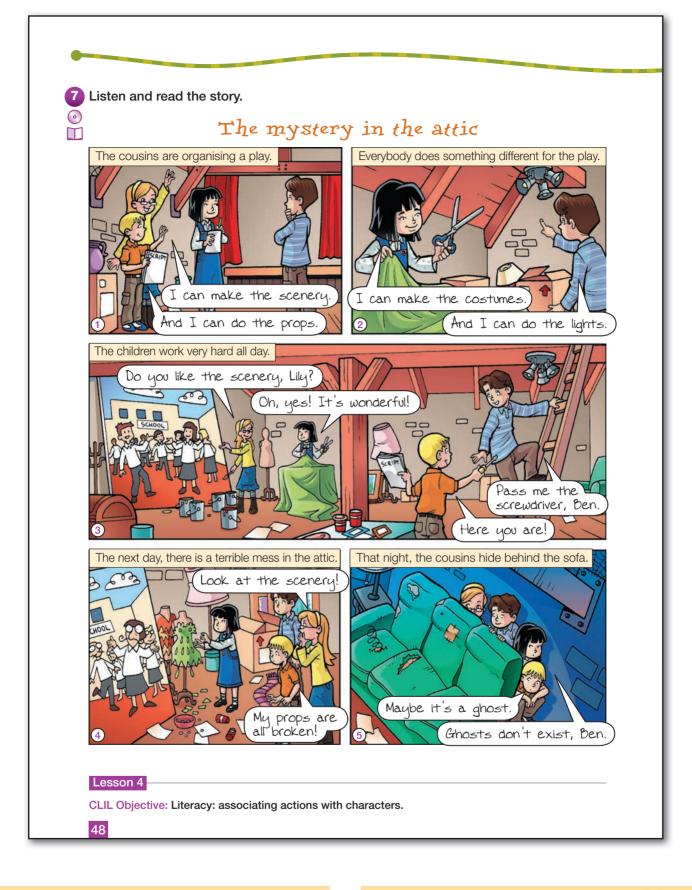
Teacher's Resource Book *Extension worksheet 1, page 47*

Transcript

Track 2.4 Song: At the theatre

Oh the theatre is a busy place, Everybody's got a job. She sells the tickets. He sells the programmes. She does the lights. He does the props. Oh the theatre is a busy place, Everybody's got a job.

Oh the theatre is a busy place, Everybody's got a job. He makes the scenery. She makes the costumes. He does the make up. She does the music. Oh the theatre is a busy place, Everybody's got a job.



The children read and listen to the story in order to learn how to pronounce words and to get used to reading texts in English.



The children learn about different jobs in the theatre.





The children read the story and demonstrate their understanding of it.



The children repeat the words in the story for the phonics activity in order to learn how to identify the sounds and their spellings.

Associating actions with characters.

Curricular link: Literacy

Language Objectives

Story language: mystery, play, scenery, props, costumes, lights, screwdriver, mess, attic, ghost, star; Stop! Stop that! You bad ghost! I can make the scenery. Here you are!

Resources: CD; story cards



Optional Activity Book exercises

See page 209.

STORY: THE MYSTERY IN THE ATTIC



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 and to make predictions about the story. Help them by asking questions: *Who can you see in picture 1? What has Lily got in picture 2? What is Grace doing in picture 3? What is Jack doing? What are the cousins doing in picture 5?*

Say: Sit down now and let's listen to the story. Play **Track 2.5** and point to the story cards as you listen to the story.

Work with the book 🕥

Student's Book, pages 48 and 49, Activity 7

Say: Open your books at pages 48 and 49. Play **Track 2.5** again and tell the children to follow the story in their books.

Ask comprehension questions: Where are the cousins? What are they doing? What can Grace make? What can Ben do? What does Jack do? What happens to the props? What do the cousins do? Where do they hide? What do they see? Is Grace scared of the ghost? Is the ghost scared of Grace? What does the ghost want to do? What is Grace's idea? Does Dad know who the ghost is? Tell them 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 them by using the story cards when possible or by giving examples.



Place the story cards on the board in random order. Play **Track 2.5** again. This time, stop the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the card and place it in a row below. Tell them to describe what is happening in the story. They can use the text at the top of each picture frame. Continue until all the story cards are in the correct order in the row below.

Literacy: phonics: s/sc (scissors, scarf)

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 their understanding. Repeat for the other story cards until all the cards are in the correct order.

Work with the book **f**

Student's Book, pages 48 and 49

Tell the children to read the story out loud. Assign the characters to seven children and ask others to play the part of the narrator.

Do not interrupt the children as they are reading, but make a note of any words that they do not pronounce correctly. When they have finished, write the words that need to be corrected on the board. Point to them one by one and ask if anyone can say them out loud. Correct the pronunciation if necessary.

Student's Book, page 49, Activity 8

Clap your hands to ensure that the children are watching you. Write the letters *sc* several times on the board. Point to the letters as you say: *s s s cissors*. Repeat several times. Articulate the *s* sound very clearly by pushing the sound through the front of your mouth to make a hissing noise.

The children repeat: s s s scissors.

Repeat with the other words (*scenery, science book*). Point to the letters *sc* again as you say: *sc sc sc script*. Repeat several times. Articulate the *sc* sound by blending the two sounds together.

The children repeat: sc sc sc script.

Repeat for the other words (*scarf, school, scared, screwdriver*).

Then, point to the two examples on the board and ask: Which letter c is silent? SS: The letter c in the word scissors.

Tell the children to look at Activity 8 on page 49.

Play **Track 2.6**. The children repeat the sounds and the words.

Tell them to find the pictures in the story that correspond to the words. Ask: *Can you find (a screwdriver)?* SS: *Yes! In picture (3).* They can use the story cards if necessary.



Track 2.6 Phonics

See page 211.

Optional Activity Book exercises

See page 211.



Divide the class into groups of seven. Assign a character to each child. Play **Track 2.5** again so the children can join in with their lines.

Ask for groups to come forward to act out the story. Use the recording when necessary.

6 Use the words to	o complete the sentences.
costumes	props lights star scenery does makes
	Grace <u>makes</u> the <u>scenery</u> .
(muse)	Jack <u>does</u> the <u>lights</u> .
	Ben <u>does</u> the props
	Lily makes the costumes.
	The ghost is the star !
7 Use the key to c	lassify the sentences.
Key	$J = \bigoplus_{i=1}^{n} G = \bigoplus_{i=1}^{n} L = \bigoplus_{i=1}^{n} B = \bigoplus_{i=1}^{n} F_{i}$
She cuts the pa	aper. G He switches on the electricity. J He makes a list. B
She paints the p	bictures. G He reads the script. B She draws the pictures. G
She measures th	e people.
She makes the c	He climbs up the ladder.
She pu	ts the paper up on the wall. G
Не	collects the things. B He puts the things on the table. B
Lesson 4	
48	



The children demonstrate their understanding of the story by completing the information about the characters.



The children classify the information according to the character that it refers to.

Activity Book

Page 48, Activity 6

Say: Open your Activity Books at page 48. Look at Activity 6. What does Grace do for the play? SS: She does the scenery. Repeat the question for the other characters.

Tell the children to complete the sentences. Then, ask for volunteers to read out their sentences.

Page 48, Activity 7

Say: Now look at Activity 7.

Read out the first sentence and ask: *Who's that? Jack, Lily, Grace or Ben?*

Tell the children to read the sentences and to write the initial according to the key.

Then, ask volunteers to read out their sentences, substituting the characters' names for the appropriate pronoun. Make sure they do not use the pronoun when they say the name.

Let's play!

Which story card?

Place all the story cards except one on the board in the correct order. Hand this story card to a child (without letting the other children see it) and tell the class to say which one is missing. They have to describe what happens in the missing story card. The child with the card listens and says whether the description is correct or not. Repeat with different story cards and other children.

Resources

Multi-ROM Unit 5, Story

Transcript

Track 2.5 Story: The mystery in the attic

Picture 1

Narrator: The cousins are organising a play. **Grace:** I can make the scenery. **Ben:** And I can do the props.

Picture 2

Narrator: Everybody does something different for the play. **Lily:** I can make the costumes. **Jack:** And I can do the lights.

Picture 3

Narrator: The children work very hard all day. Grace: Do you like the scenery, Lily? Lily: Oh, yes! It's wonderful! Jack: Pass me the screwdriver, Ben. Ben: Here you are!

Picture 4

Narrator: The next day there is a terrible mess in the attic. **Grace:** Look at the scenery! **Ben** My props are all broken!

Picture 5

Narrator: That night the cousins hide behind the sofa. **Ben:** Maybe it's a ghost. **Grace:** Ghosts don't exist, Ben.

Picture 6

Narrator: The cousins see a strange figure. Grace: Who's that? Ben: It is a ghost! Jack: I'm scared!

Picture 7

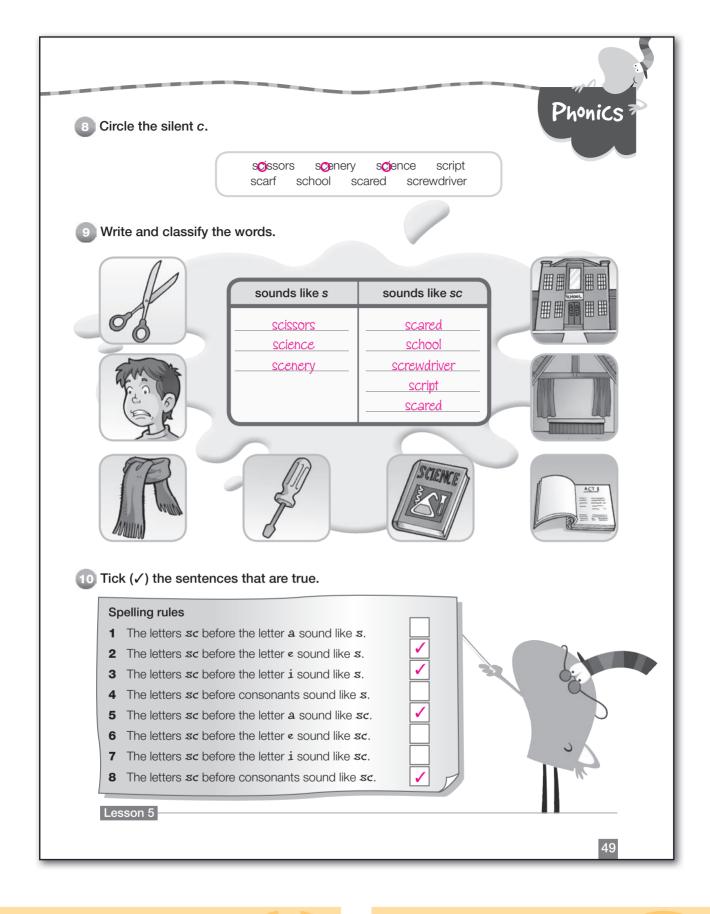
Narrator: Grace is very angry. Grace: STOP! Stop that! You bad ghost! Ghost: I'm sorry, please don't be angry with me.

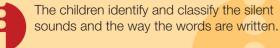
Picture 8

Narrator: The ghost explains his problem. **Ghost:** I'm not really bad. I just want to play. **Grace:** Hmm, I've got an idea.

Picture 9

Narrator: There is a new star in the play! Dad: Very good! But who is playing the ghost? Granny: I don't know. But he's very good!







The children learn how the sounds from this lesson are spelt.

Activity Book

Page 49, Activity 8

Say: Open your Activity Books at page 49. Look at Activity 8.

Read the first word out loud and ask: *Is the letter* c *silent?* Repeat for the other words. Tell the children to circle the silent letters.

***Note:** You can also draw their attention to the *h* in the word *school* that is not pronounced.

Page 49, Activity 9

Say: Now look at Activity 9.

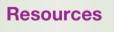
Tell the children to identify the pictures of the objects. Then, tell them to classify the words by writing them on the chart.

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

Page 49, Activity 10

Tell the children to look at the words in Activity 8 again. Ask them if they notice the relationship between the sound of the letters *sc* and the letter that follows. Read the first sentence out loud: *The letters* sc *before the letter* a *sounds like* s. *Is that true or false?* SS: *False*. Tell the children to find the word that starts with *sca*and to tell you the sound.

The children complete the exercise by ticking (\checkmark) the sentences that they think are true. Ask for volunteers to read out the true sentences and correct the activity.



Multi-ROM Unit 5, Phonics



Let's play!

Sound sorting

Tell the children to close their books and to look at the board. Write several words that start with *sc*, for example: *science, scarf, school, scissors...* Tell them to classify the words according to the initial sound. Set a time limit. If you prefer, they can play this game in groups.

*Note: You can also include words that the children have not seen before, such as *scooter*. They should classify them according to the rule that they have learnt in this lesson.

Transcript



s s s scissors s s s scenery s s s science book

sc sc sc script sc sc sc scarf sc sc sc school sc sc sc scared sc sc sc screwdriver

Recognising that museums are organised thematically.

Curricular link: Social Science

Language Objectives

Vocabulary: science museum, natural history museum, costume museum, toy museum, transport museum, archaeological museum, clean, classify, check, show, paint, start, repair, work

Structures: She paints doll's houses. She doesn't paint cars.

Resources: CD

TYPES OF MUSEUMS

Presentation

Say: Today we're going to talk about museums. What museums do you know? Help them by asking questions if necessary. Ask: What's in the museum? Encourage the children to give examples of the objects displayed in a museum and then say: Ah! It's a (science) museum.

Work with the book 🞧

Student's Book, page 50, Activity 9

Say: Open your books at page 50. Look at the pictures. Tell the children to name the objects in each picture. Read the conversation of the model on the page: Look at that old plane! Yes! That's the Transport Museum. Tell them to work in pairs as they talk about the pictures of the exhibitions in the museums.

Then, ask: *What else can you see at a (transport) museum?* Help them by asking questions if necessary. Repeat with the other types of museum.

Student's Book, page 50, Activity 10

Play **Track 2.7** until the end. Then, play **Track 2.7** again, but this time stop the recording after each question and tell the children to answer them.

Say: Now describe a job for your friend. Say when he or she works, what he or she does and something he or she doesn't do. S1: (Juan) starts work at (eight o'clock). (He) (cleans old hats). (He) doesn't (clean trains). Where does (he) work? S2: At the Costume Museum.



Optional Activity Book exercises

See page 215.

Practice

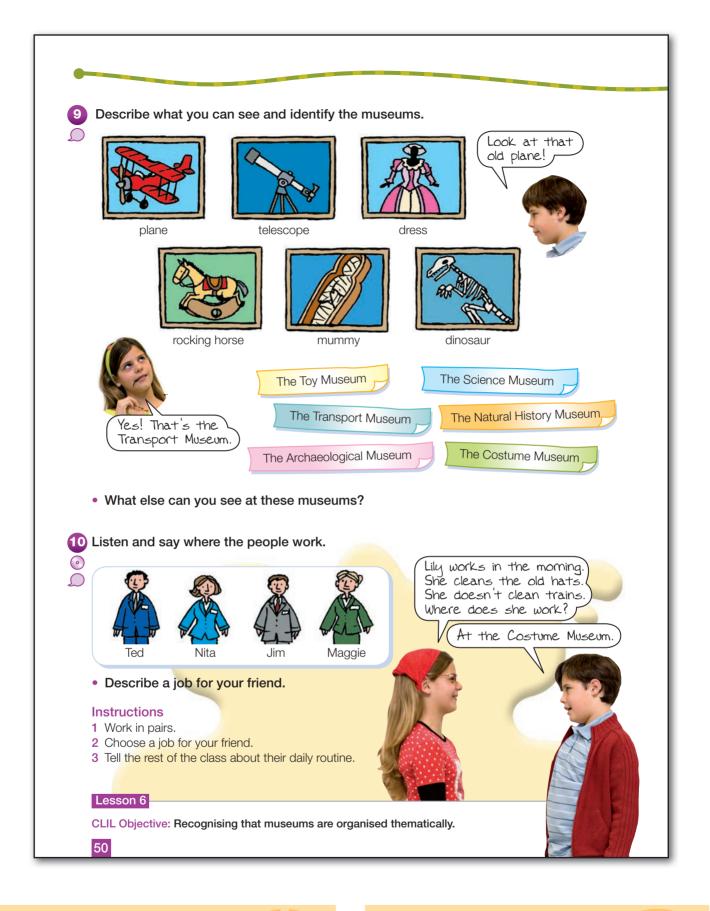
Ask general questions about the children's favourite museums: What's your favourite type of museum? What's the name of your favourite museum? What can you see in the museum? What time does it open? How much do the tickets cost?

*Note: In English, the term *art galleries* is used instead of *museums* to refer to a collection of art, even if it is a big, national collection of art, such as, for example: *The National Gallery.*

ANSWER KEY

Student's Book, Activity 9 Plane – The Transport Museum Telescope – The Science Museum Dress – The Costume Museum Rocking horse – The Toy Museum Mummy – The Archaeological Museum Dinosaur – The Natural History Museum

Student's Book, Activity 10 See Transcript.



The children learn about the different types of museums.



The children develop their speaking skills by describing a job and talking about a daily routine.

	es buses puzz	zles rocking	es compa horses co		es shoes clocks
	The Toy Museum come and see the dolls games puzzles rocking horses			The Transport Muser Come and see the cars trains planes buses	
	Aresses hats shoes coats		0000	The Science Museur Come and see the telescopes compasses machines clocks	VXY A A A A A A A A A A A A A A A A A A A
My favourite	e text about your		mu	seum.	

The children place the appropriate objects in the corresponding museums.



The children talk about their favourite museum and give information about it.

Activity Book

Page 50, Activity 11

Say: Open your Activity Books at page 50. Look at Activity 11.

Tell the children to look carefully at the words at the top of the page. Then, ask a volunteer to read the text for the museum. Ask: What things can you see at the toy museum? Choose words from the box. Repeat for the other adverts and the other words

The children complete the adverts using the words. Ask for volunteers to read out the completed adverts.

Page 50, Activity 12

Say: Now look at Activity 12.

Tell the children to complete the information about their favourite museum. If they do not know about the opening times and the entrance fees, they can invent them.

Project Booklet

Hold an art exhibition: Focus on art exhibitions Page 23, Sculptures

Bring photos of different types of sculptures to class. Ask: What kind of art is this? What materials do you think the artists used? Are they all inside art galleries or are some sculptures outside? Are all sculptures realistic figures of people? Are some of them abstract? Say: Open your Project Booklets at page 23. Look at the pictures of the three sculptors. They are all making a sculpture, but they are using a different technique. Read the text at the start out loud.

Then, ask volunteers to read the other texts out loud and point to the pictures. Tell them to number the pictures.

Summarise the information.

Say: Look at Activity 6.

Read and explain the instructions.

Hand out the materials and say: What technique are we going to use?

The children make their sculptures.

When they have finished, display the sculptures on a table in the classroom. Tell the children to look at the sculptures and to discuss one another's work.

Let's play!

Join

Place the word and corresponding picture flashcards on the board. In small groups, give the children a few minutes to look at the flashcards. Then, ask for a volunteer to come to the front of the class to draw a line that connects a picture with its corresponding word. Repeat with other children and other words and pictures.



Resources

Multi-ROM Unit 5, Activity 2

Transcript

Track 2.7 Activity 10

Ted starts work at 8 o'clock every morning. He classifies animals and cleans bones. He doesn't clean toys. Where does he work?

Nita works at the weekend. She makes clothes for the dolls and paints the doll's houses. She doesn't paint old cars. Where does she work?

Jim works in the afternoon. He checks the machines and shows people the telescopes. He doesn't show people old clothes.

Where does he work?

Maggie starts work at 10 o'clock in the morning. She repairs the old cars and checks the bicycles. She doesn't check the dinosaurs. Where does she work?

215

Recognising that museums are places of learning.

Curricular link: Science: Social Science

Language Objectives

Vocabulary: cut, pour, drop, sink, float, fill, turn (upside down), get (wet), stay (dry), paper, cork, coin, water, glass, oil, honey, liquids, objects, clip, surface, basin, balls of paper

Structures: What happens?

Resources: poster (side B); poster pop-outs (experiments)

Materials: a plastic bottle, honey, oil, water, a coin, a cork, a grape, a paper clip, a piece of paper, a glass, a basin, a newspaper, salt, sand, ice, a candle, hot water, cold water, a mirror and a torch (for the water experiments)

THE PURPOSE OF MUSEUMS

Presentation

Show the children the poster (side B). Say: Look at these pictures. They are all from a museum. What kind of museum do you think it is? SS: It's a science museum. Explain that normally you cannot touch the objects in a museum because they are fragile but in some museums you can touch the exhibits.

Point to the poster again (side B) and say: These experiments are from a science museum. In a science museum it is important to touch the exhibits.

Hand out the pop-outs and say: Look at Experiment 1. Describe the experiment and then ask: What happens? Who's got the correct pop-out? The child with the corresponding pop-out comes forward, places it on the poster and reads out the text.

Do the same for the other experiments.



Student's Book, page 51, Activity 11

Say: Open your books at page 51. Now we're going to look at some more experiments.

Point to a child and say: Look at the first experiment. What do we do first?

Then, ask other children about the following steps for the experiment. Once they have finished reading them, ask: What happens? Point to a child and tell the child to choose an answer that they think is correct.

Repeat for the other experiments.

Student's Book, page 51, Activity 12

Say: Now we're going to do one of the experiments. Tell the children to work in pairs, to choose an experiment and to do it.

You can include the water experiments from the poster, but you will need other materials for that (see Materials). Then, they copy and complete the text in their Student's Books. Ask for volunteers to read out their completed texts.



See page 219.

Practice

Continuous assessment

Children can describe the stages in an experiment.

Explain to the children that they are going to do another experiment. Give them the following instructions: Hold one finger up and close one eye. Then open that eye and close the other. What happens to your finger? Close one eye, hold up a finger and try to touch your nose. Do it with the other eye. What happens?

Discuss the results of the experiment with the children.

ANSWER KEY

Student's Book, Activity 11

- 1 The objects float in the different liquids.
- 2 The clip floats and the paper sinks.
- 3 The paper stays dry.

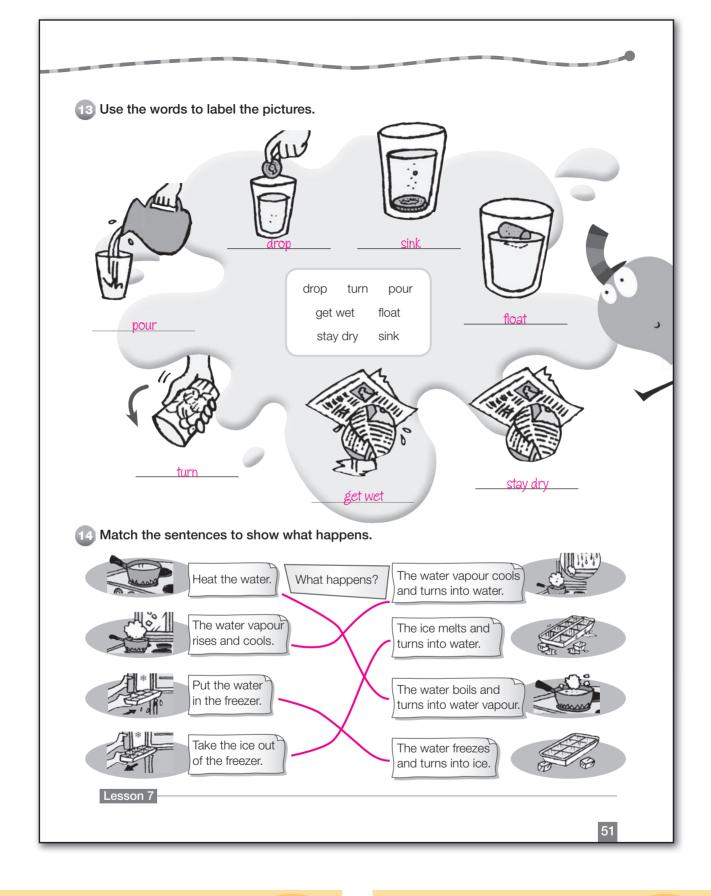
000	~~~~ ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~			The three objects sink	
Tom Come of	Cut the top off a plastic bottle.	Pour in honey, oil and water.	Drop in a coin, a grape and a cork.	The objects float in the different liquids.	
0-0-04	2 Drop a clip in a	The clip sinks.	Put a piece of paper	The paper floats and t clip sinks. The clip floats and	he the the test of tes
1 - 00000- 40	glass of water.	Telle telle	and clip on the surface of the water	the paper sinks.	
	Fill a basin with water.	Fill a glass with balls of paper.	Turn the glass upside down in the water.	The paper stays dry	
	ose one of the exp py the text and w	rite up your expe			.,

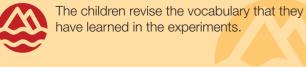


The children demonstrate their understanding of the different stages of an experiment and the instructions to carry it out.



The children go through the sequence by writing the stages that they followed in their experiments.







The children match the sentences and pictures to show what happens in an experiment.

OPTIONS

Activity Book

Page 51, Activity 13

Say: Open your Activity Books at page 51. Look at Activity 13.

Read the words in the middle of the page and tell the children to use them to label the pictures.

Ask for volunteers to hold up their Activity Books. They point to the pictures and name the corresponding words.

Page 51, Activity 14

Say: Now look at Activity 14. Look at the pictures. What happens when I heat the water? SS: The water boils and turns into water vapour.

Repeat for the other pictures.

Tell the children to match the pictures to the sentences in the book.

Ask for volunteers to read out the pairs of sentences.

Project Booklet

Hold an art exhibition: Focus on art exhibitions

Page 24, Collages

Bring images of collages to class, especially the optical illusion (positive-negative) one in which the black one shows two faces and the white one shows a jar. Say: Collages are made using lots of different materials, like paper, plastic, wood, metal, pottery, glass, recycled objects...

Show the children the collages that you have brought and ask: *What materials can you see in this collage?* Show them the optical illustion and ask: *What can you see in this collage?*

Say: Open your Project Booklets at page 24. Now we are going to make a positive-negative collage. Read and explain the instructions.

Hand out the materials so the children can make a

collage. Display the collages in the classroom.

Say: Look at activity 8.

Explain that in an art exhibition there is always a small index card next to the work of art with the following information on it: the title, the date, the name of the artist, the materials and a description of the work. Tell them to make an index card to put next to their collage. Tell them to look at one another's work and to discuss it.

Invite other classes and parents to come in to see the exhibition.

Let's play!

Memory

Divide the class into pairs and make sure that each pair has two sets of key vocabulary cut-outs or make copies from the Teacher's Resource Book, page 21, one copy per child. The children place all their key vocabulary cut-outs face down on the floor or on their desks and take turns turning over two cut-outs at a time. If the two are the same, they keep them. If not, they turn them over and put them back in exactly the same place. Then, it is the other player's turn. The player with the most pairs at the end is the winner.



Resources

Multi-ROM Unit 5, Activity 3

Teacher's Resource Book Extension worksheet 2, page48

Linguistic awareness: replacing nouns with pronouns.

Curricular link: Literacy

Language Objectives

Structures: Jack likes football. He plays football every afternoon. Lily and Ben like music. They go to concerts on Wednesday afternoon. They don't go to concerts at the weekends. She doesn't do art classes at the weekends.

Resources: Unit 5 cut-outs or Teacher's Resource Book, page 13, (one photocopy per child) **Materials:** scissors

FOCUS ON LANGUAGE

Presentation

Place the cut-outs of the characters on the board. Make sentences about the characters using *he, she* and *they* and the verb *like*. T: *He likes football*. After each sentence, ask: *Who am I talking about?* The children suggest names. Do this several times and then say: *We need names*. *So we say Jack likes football*.

Write three invented sentences under Jack using the verb *like*: *Jack likes (ice cream).* Read out all the sentences and ask: *Do we need to say Jack every time? Is there another word we can use? Which one?* SS: *He.* T: *When do we need to say Jack?* SS: *In the first sentence.* Repeat for Grace, and then for Ben and Lily (together to produce the pronoun *they*).

Work with the book

Student's Book, page 52, Activity 13

Say: Open your books at page 52. Look at Activity 13. Tell the children to read the sentences in silence. Then, ask for volunteers to complete the sets of sentences orally. Make sure they use the names at the beginning of the first sentence in each set and then the pronouns.

Student's Book, page 52, Activity 14

Say: *Now we're going to make and play a language game. Find your cut-outs for Unit 5.* Tell the children to cut out the sentences and to choose one or several characters. There are six sentences for each character. Divide the class into groups of three. Tell them to place the sentences face down in front of them and to mix them up. They have to invent a story using the sentences and substituting the names for pronouns. S1: Jack likes football. He goes to football after school.

Optional Activity Book exercises



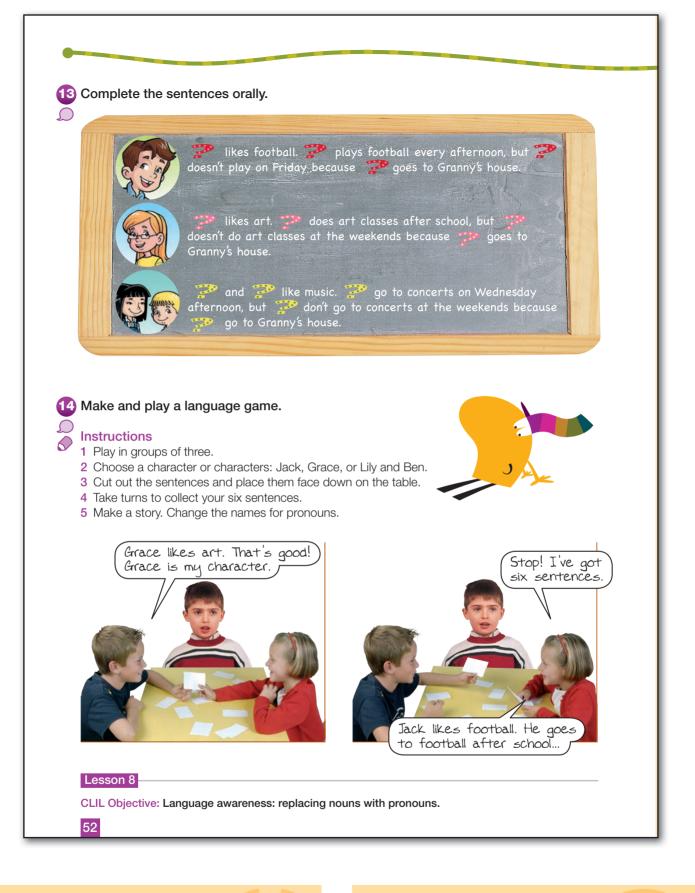
See page 223.

Practice

Ask: *What's my name*? SS: *(Ana).* Ask: *Do I say,* (Ana) lives in Spain *or* I live in Spain? SS: *I live in Spain.* T: Yes. *I use* I *because we all know who I am talking about.* Explain that when we use the pronouns *I or we,* we are referring to the person who is speaking and therefore it is obvious who we are talking about. However, in the case of *he, she* or *it* it must be clarified as we are not sure who it could be referring to.

ANSWER KEY

Student's Book, Activity 13 Jack; He; he; he Grace; She; she; she Lily and Ben; They; they; they



The children read about the characters' preferences.



The children participate in fun language games as a means of revising structures and improving their spoken language.

 Instructions Choose a story from your cut-outs. Glue the story in the correct order. Draw pictures to make a comic. 		*



The children create a comic in order to show a sequence of actions.



The children demonstrate that they know how to order a story coherently.

11

Activity Book

Page 52, Activity 15

Say: Open your Activity Books at page 52. Look at Activity 15.

Tell the children to choose a story from the cut-outs. Then, they stick the text in each frame in the corresponding order. Then, they do a picture to illustrate the text.

Ask for volunteers to read out their stories.



Let's play!

Words

Draw a grid on the board with 16 squares. Tell the children to call out letters. Make sure they include at least two or three vowels. Divide the class into small groups and tell them to make as many words as they can using the letters in the grid. Set a time limit. Then, ask for volunteers to come to the board to write their list of words. Each groups gets 10 points for a word that no other group has thought of, and 5 points for the other words.

Resources

Multi-ROM Unit 5, Activity 4

Teacher's Resource Book *Ready to read worksheet, page 73*



Recognising that special museums exist for children.

Curricular link: Social Science

Language Objectives

Vocabulary: toy, horse, wood, hair, tail, body, organs, food, heart, recipe, cook

Resources: CD Materials: card, felt tip pens, crayons

THE WONDERFUL WORLD: MARVELLOUS MUSEUMS

Presentation

Say: Today we're going to talk about special museums. Can you think of any special museums? SS: Wax museum, toy museum... Ask: What can you see in a (wax museum)? SS: Figures of famous people. Explain that in many cities there are small museums that have very special themes. For example, in the USA, there is a museum with hundreds of different toilets.

Work with the book 🞧

Student's Book, page 53, Activity 15

Say: Open your books at page 53. Look at the photos. Ask questions about the photos: What can you see in the photos?

Play **Track 2.8**. Tell the children to point to the corresponding photo.

Play **Track 2.8** again and this time stop the recording after each description and ask: *Which photo is that? What's the name of the museum?*

Ask questions to correct the activity: *Where can you see (lots of toy horses)?* SS: *In the (Museum of Childhood).* Ask them if they have ever heard of the writer Roald Dahl or if they have ever read any of his books. Explain that in the UK there is a Roald Dahl museum which is a lot of fun.

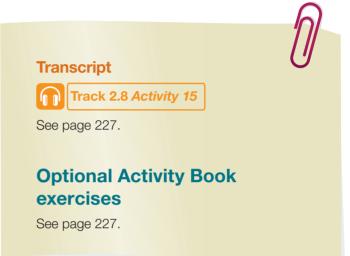
Student's Book, page 53, Activity 16

Say: Now look at Activity 16. Read the sentence and find out where Grace is. The children read the speech bubble and say where Grace is. They choose from the three museums in Activity 15.

Student's Book, page 53, Activity 17

Say: *Now we're going to make a museum poster*. Tell the children to look at the model poster in the Student's Book and explain the instructions.

Ask: What time does the museum open? What time does it close? Is it open on Sunday? How much are the tickets? Tell the children to design their own poster for a museum like the one in their Student's Books.



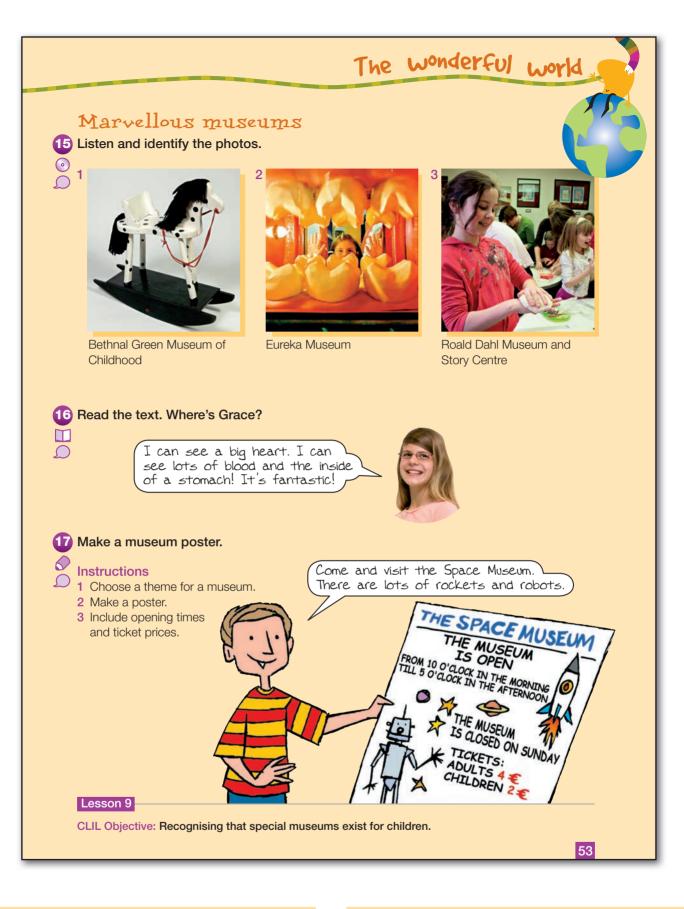
Practice

Ask for volunteers to describe their museum using the poster: My museum is a (space museum). It opens at (10 o'clock in the morning). It closes at (5 o'clock in the afternoon). The museum is closed on (Sunday). The tickets are (\notin 4) for adults and (\notin 2) for children. Encourage the children to ask questions. S1: What time does the (Space Museum) open?

ANSWER KEY

Student's Book, Activity 15 See Transcript.

Student's Book, Activity 16 Grace is at the Eureka Museum.

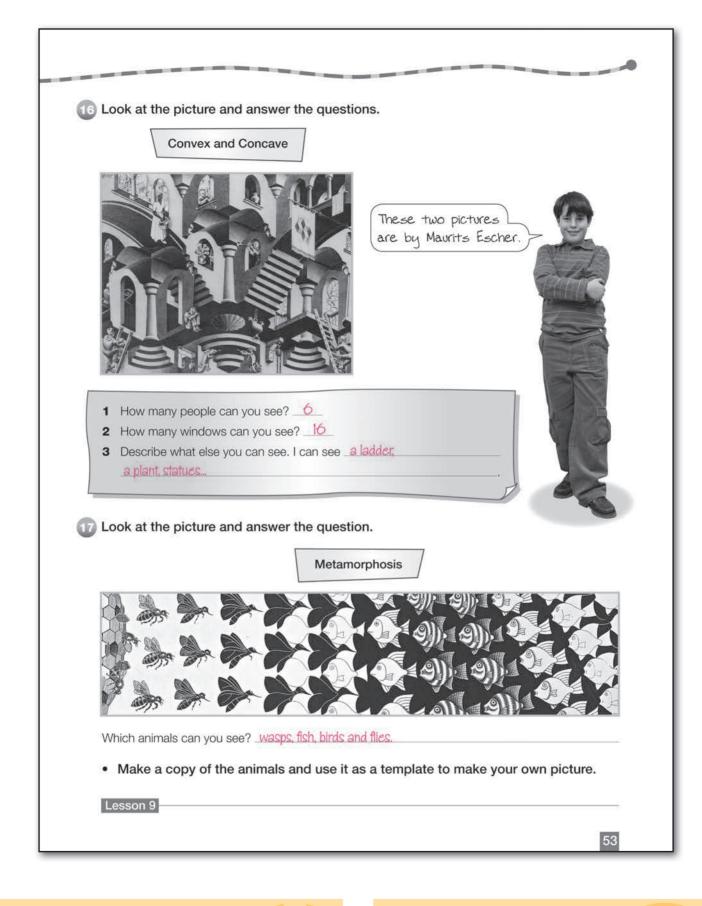


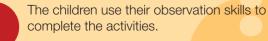


The children listen to the recording and identify the museums.



The children practise the vocabulary they have learned by designing a poster.







The children create their own pictures based on the ones they have seen.

OPTIONS

Activity Book

Page 53, Activity 16

Say: Open your Activity Books at page 53. Look at Activity 16.

Tell the children to look at the picture. Explain that Maurits Escher is a famous Dutch artist. His pictures are based on geometric shapes and optical illusions. Tell them to look at the picture very carefully and to answer the questions.

Ask for volunteers to read out their answers. Then, discuss them with the class. It may be easier to get a copy of the picture from the internet and to project it onto the board.

Page 53, Activity 17

Say: Now look at Activity 17.

Tell the children to look at the picture carefully and to answer the questions.

Ask for volunteers to read out their answers.

Tell the children to draw the animals in order to make a template. Then, they can use it to make their own compositions.



Let's play!

What's different?

Place all the flashcards in a row on the board and tell the children to tell you what they are. Then, tell them to close their eyes while you remove one of the flashcards or move two of them around. Then, tell the children to open their eyes and to tell you what is different. Repeat for the other flashcards.



DVD Unit 5, *Real kids*

Multi-ROM Unit 5, *The wonderful world*

Teacher's Resource Book DVD worksheet, page 29

Transcript

Track 2.8 Activity 15

In this museum you can see how the body works. You can visit every part of the body and all the organs. You can find out what happens to your food and how your heart works.

In this museum there are lots of toy horses. Some of them are hundreds of years old. They are made of wood and painted in bright colours and they've got hair for the tail and mane.

In this museum you can make your own Revolting Recipe, like in the stories. You can make Hot Frogs and Blue Bubblers with the cook from Café Twit!



Assessment.

Curricular link: Social Science

Language Objectives

All the vocabulary from unit 5.

Resources: CD; poster (sides A and B); poster popouts; flashcards (*cinema, concert hall, theatre, art gallery, science museum, toy museum, archaeological museum, costume museum, natural history museum, transport museum*)

REVIEW



Say: Today we are going to remember all the work we have done in Unit 5.

Show the children the poster (side A).

Ask questions: Is Lily at (the theatre)? SS: No, she isn't.

T: Where's (Lily)? SS: (She's) (at the concert hall). Remind them of the pronouns he and she. Write Granny, Grace and Lily on one side of the board, and Ben and Jack on the other. Ask a volunteer to write he or she next to the corresponding characters.

Show the other side of the poster (side B). Ask: *Do you remember the experiments*? Ask for volunteers to explain the experiments to the rest of the class. Write *first, then* and *finally* on the board to help them.

Ask: *Do you remember the song,* At the theatre? Play **Track 2.4**. The children sing along to the song.

Work with the book

Student's Book, page 54, Activity 18

Say: Open your books at page 54. Say: We're going to describe Janet's daily routine. Read the first sentence: *My friend Janet works in the cinema in the town.* Tell the children to look at the pictures and to suggest verbs for each one. Then, ask questions to help them reconstruct the routine. T: *What time does she start work?* SS: *She starts work at 12 o'clock.* T: *What does she do then?* Divide the class into pairs and tell them to ask and answer questions about Janet's daily routine. S1: *What time does she (start work)?* S2: *She (starts work) (at 12 o'clock).*

Student's Book, page 54, Activity 19

Say: *Now we're going to make and play* Bingo! Explain the instructions. Tell the children to draw six happy faces and six sad faces on slips of paper. Then, they place these on a chart to represent what kinds of films they think the children like and do not like.

Read out invented sentences. The children remove the smiley or sad face if it coincides with what you have said. The first one to remove all the faces shouts *Bingo!* Sample sentences:

Jack likes films about animals. Grace doesn't like films about space. Lily likes films about monsters. Ben doesn't like films about monsters.



Transcript



See page 203.

Optional Activity Book exercises

See page 231.

Round up

Place all the flashcards on the board. Tell the children to come to the front to write their name next to their favourite cultural place.

Summarise the results of the survey: Six children like (science museums) best,...

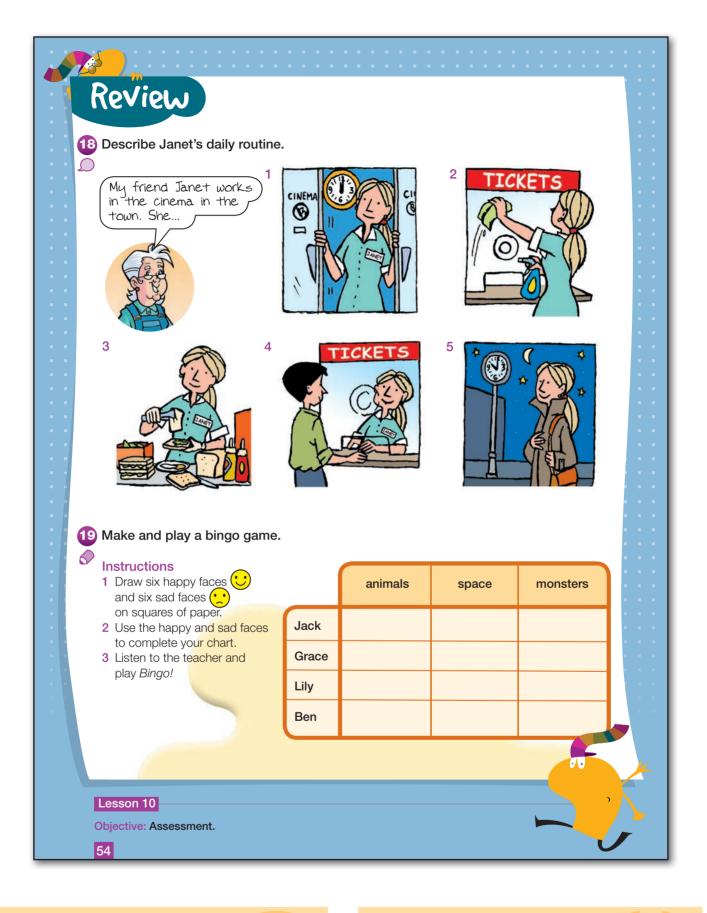
Ask: Are places like the cinema, the theatre and museums important? Why?

Encourage the children to explain their answers in English and supply vocabulary if they need it.

ANSWER KEY

Student's Book, Activity 18

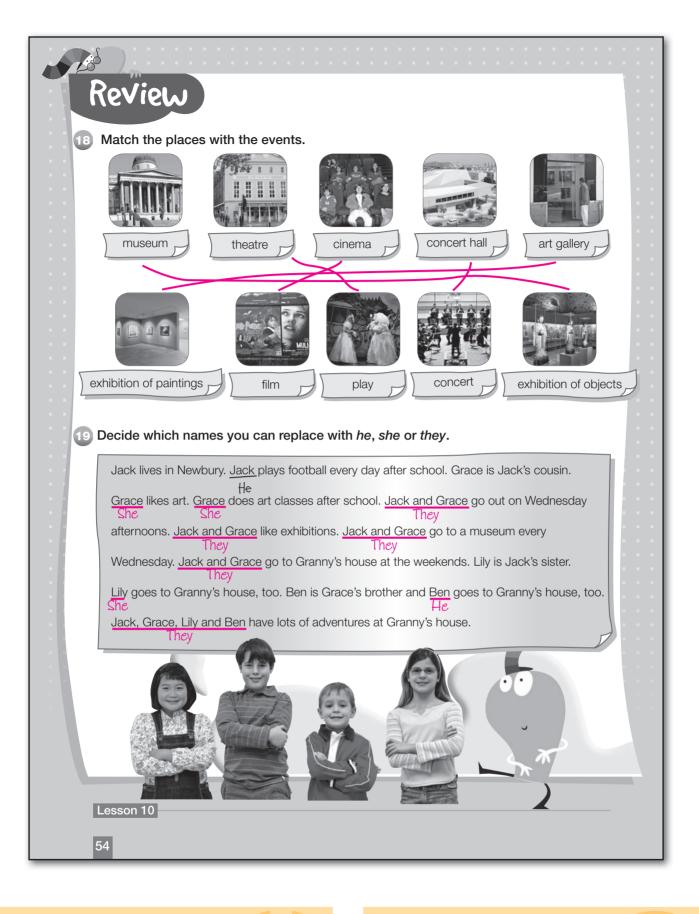
Janet starts work at 12 o'clock. Then she cleans the window in the ticket office. After that, she makes the sandwiches. Next, she sells the tickets. Finally, she goes home at 10 o'clock.



The children go through a sequence of actions, which, in this case, involves a daily routine. They use the pictures to explain the character's day.



The children play a game as a way of revising the use of charts to display information.



The children demonstrate what they have learned in this unit by matching the cultural events with the museums.



The children read and correct the text in order to evaluate their knowledge of spoken and written English.

Activity Book

Page 54, Activity 18

Say: Open your Activity Books at page 54. Look at Activity 18.

Tell the children to match the places with the cultural events.

Ask for volunteers to read out the pairs of words and correct the activity. Encourage them to make complete sentences: *We go to the museum to see exhibitions of objects.*

Page 54, Activity 19

Say: Now look at Activity 19.

Ask for volunteers to read out the text. Each child reads two sentences.

Then, say: In this text we can replace some of the names with the words he/she or they.

Tell them to underline the words that can be replaced by pronouns and to write the corresponding pronoun below.

Ask for volunteers to read out the sentences and correct them if necessary.



Let's play!

Full board

Tell the children to come to the board to fill it with words from the unit. Then, divide the class into two teams and tell them to get into two rows at the other end of the room. Call out the name of a word and one child from each team has to run to the board to touch it. The first child to do so gets a point for their team.

Transcript



Listen and write the places on the calendar.

Narrator: The children are on holiday and they want to do lots of things.

Lily: What can we do this week?

Jack: Well, on Friday, there's a new exhibition by a French artist we can go to.

Grace: Oh yes. And, we can see a play on Saturday. **Ben:** I want to see a film. Can we go on Wednesday? **Lily:** Yes, Ben. And on Tuesday, there's a concert of classical music.

Granny: Oh, and on Monday, you can go and do experiments and see how things work. **Grace:** There are lots of things to do this week!

Assessment criteria

CLIL Objectives

Children can associate places of culture with cultural events.

Children can identify different jobs that take place within a theatre.

Children can identify different types of museums. Children understand that cultural venues are places of entertainment and learning.

Children can sequence the stages of a simple experiment.

Language Objectives

Children can name the buildings in a town where cultural events take place and can associate the event with the venue.

Children can name the different jobs in a theatre. Children can name some of the exhibits in a museum. Children can identify where the pronouns can substitute the nouns in continuous pieces of text.

Resources

Teacher's Resource Book Unit 5 *Test,* pages 93-94



See Transcript Track 2.9

ANIMAL GROUPS

CLIL Objective

Identifying animals by their body parts.

Curricular link: Science

Language Objectives

Vocabulary: legs, eyes, wings, tail, scales, feathers, fur, skin, beak, fin; tiger, elephant, peacock, shark, frog, butterfly, penguin, snake **Structures:** It's got (wings).

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

ANIMAL GROUPS



Present the context. Say: Today we are going to learn about animals.

Show the children the poster (side A). Say: Look at the picture. Can anyone see any animals in the picture? Let them guess some of the animals. Then, ask: Can anyone see an (elephant)? SS: Yes/No. Name the other animals on the poster.

Play **Track 2.10**. Stop the recording after each description and ask a child to come to the front to point to the corresponding animal on the poster.

Hand out the pop-outs. Play **Track 2.10** again. Tell the children with the pop-outs to place them on the poster as the animals are mentioned.

Play **Track 2.10** again and tell them to repeat the sentence: *There! It's a (peacock).*

Make a list of the body parts on the board and then a list of adjectives. Tell the children to combine the adjectives and body parts. S1: *A (peacock)'s got (beautiful feathers).* S2: *An (elephant)'s got (big ears).*

Work with the book **n**

Student's Book, page 55, Activity 1

Say: Open your books at page 55. Look at the pictures of the animals.

Play **Track 2.11**. The children point to the animals. Play **Track 2.11** again, but this time stop the recording after each description and tell the children to name the animal.

Name the animals again and make sentences:

An (elephant)'s got (big ears). Then, say: Now we're going to play Guess the Animal. Choose an animal to describe to your friend.

S1: It's got (beautiful feathers). S2: It's a (peacock).

Student's Book, page 55, Activity 2

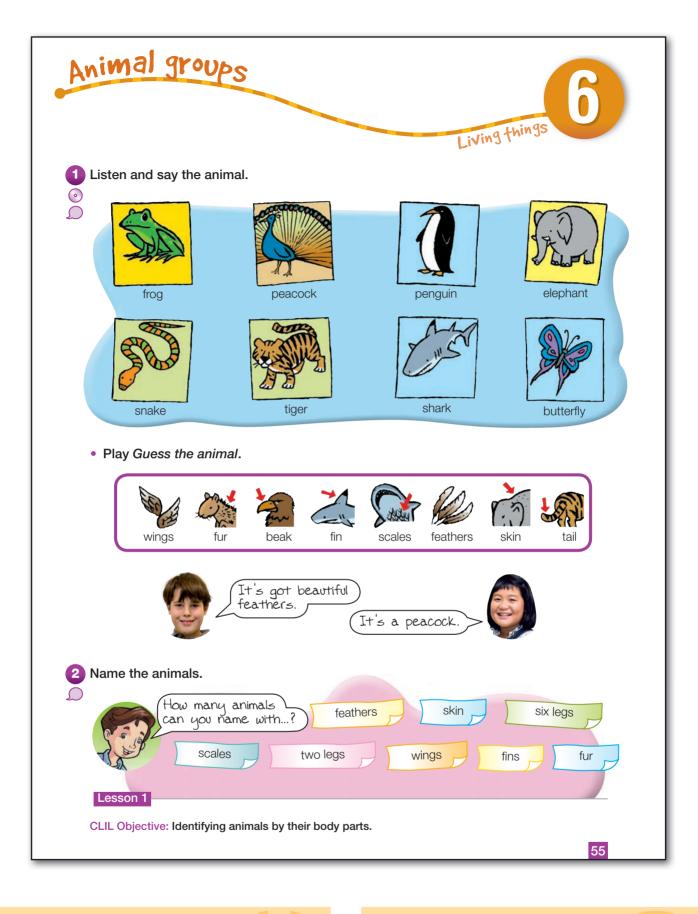
Say: Now we're going to play another game. How many animals can you name with (feathers)? Let the children give you free answers to this question. Then, say: Choose three body parts and play the game with a friend.



Practice

Ask: *Who's got a pet*? The children raise a hand and come to the front of the classroom. Then, each child describes their pet without saying what it is. The rest of the class has to guess what it is. S1: *My pet has got (four legs and fur). It's got (big ears) and it's (black and white).* SS: *Is it a (cat)*?

ANSWER KEY Student's Book, Activity 1 See Transcript.

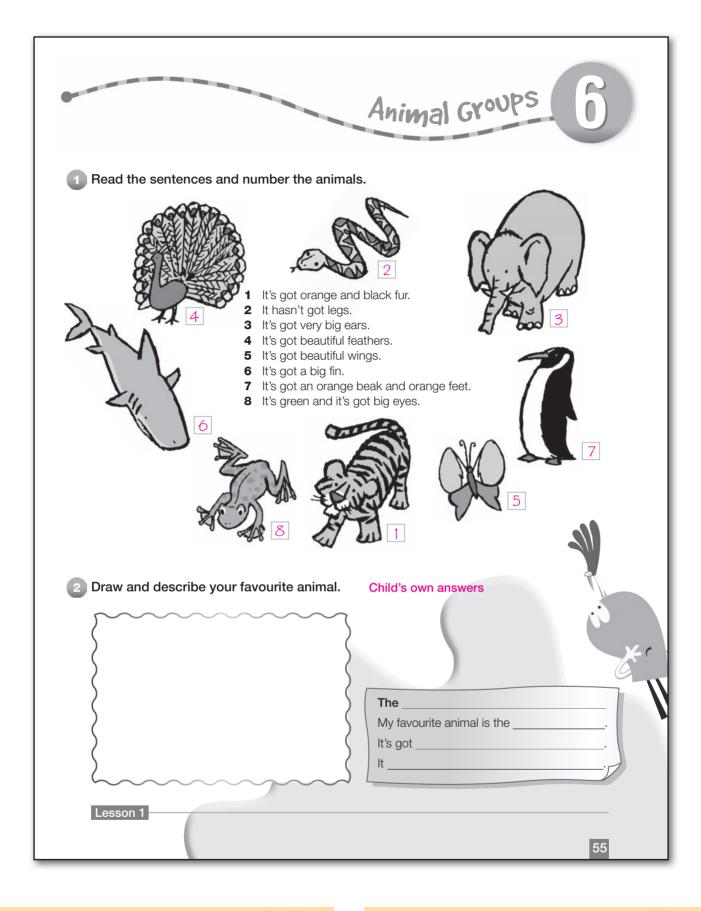




The children listen carefully to the recording in order to identify the animals correctly.



The children learn the vocabulary related to the identification and description of animals.





The children read a description of the characteristics of the animals in order to identify the pictures.



The children write a paragraph about their favourite animal using the structures and the vocabulary that they have learned.

Activity Book

Page 55, Activity 1

Say: Open your Activity Books at page 55. Look at Activity 1. Read the first sentence out loud and ask: What animal is that? SS: A tiger. Repeat for the other animals. Tell the children to read the sentences and to number the animals in their books.

Page 55, Activity 2

Say: *Now look at Activity 2.* Tell the children to draw their favourite animal and to complete the description of it. Ask for volunteers to read out their descriptions and to show their pictures to the rest of the class.



Let's play!

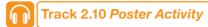
Guess

Say a sentence out loud or repeat one from the unit and stop at different points in the sentence. The children have to say what the next word could be. If they are correct, and it makes sense, they get a point. For example: A shark has got (a fin).

Resources

Multi-ROM Unit 6, Activity 1





Granny: Look at this picture. It's a treasure from India. **All:** Wow! **Granny:** Look carefully. What can you see?

Jack: I can see beautiful feathers. All: Where? Jack: There! It's a peacock.

Ben: And I can see big ears. **All:** Where? **Ben:** There! It's an elephant.

Lily: I can see black and orange fur. All: Where? Lily: There! It's a tiger.

Grace: And I can a big fin. All: Where? Grace: There! It's a shark.

Jack: Now I can see a purple and blue wing. All: Where? Jack: There! It's a butterfly.

Lily: And I can see orange and green scales. All: Where? Lily: There! It's a snake.

Grace: I can see big eyes. All: Where? Grace: There! It's a frog.

Ben: And I can see an orange beak. All: Where? Ben: There! It's a penguin. All: What??!!

Track 2.11 Activity 1

Jack: I can see beautiful feathers. Ben: And I can see big ears. Lily: I can see black and orange fur. Grace: And I can see a big fin. Jack: I can see a purple and blue wing. Lily: And I can see orange and green scales. Grace: I can see big eyes. Ben: And I can see an orange beak. All: What??!!

Classifying animals: mammals, fish, birds, reptiles, amphibians and insects.

Curricular link: Science

Language Objectives

Vocabulary: mammal, bird, amphibian, reptile, fish, insect, elephant, peacock, penguin, snake, shark, frog, butterfly, salmon, lizard, ladybird, salamander, squirrel **Structures:** Does it lay eggs? Has it got a spine? Yes, it does. / No, it doesn't. Yes, it has. / No, it hasn't.

Resources: poster (side A); poster pop-outs (animals); flashcards (salmon, lizard, ladybird, salamander, squirrel)

CLASSIFYING ANIMALS



Show the children the poster (side A) and point to the classification: *vertebrates* and *invertebrates*.

Say: Vertebrates have got a spine. Explain the meaning of the word spine by running your finger down a child's spine. Say: Invertebrates haven't got a spine. Are we vertebrates or invertebrates? SS: Vertebrates.

Hand out the pop-outs and the flashcards. Tell the children to come to the poser one by one to name their animal and to place it in the corresponding column.

Ask: Has (a peacock) got a spine? SS: Yes.

Once all the animals have been classified, help the children to draw conclusions.

Point to the insects. Ask: Are they birds? Are they fish? What are they? They're insects. Insects are invertebrates. Do the same with the other animals. The children may say the classification words in L1. If they do, supply the words in English.

Work with the book

Student's Book, page 56, Activity 3

Say: Open your books at page 56. Now we're going to play The classifying game. Let's read the instructions. Read the instructions and explain them to the children. Read the questions out loud about the taxonomy and clarify the meaning of any words that they do not understand. Explain that the first part of the game consists of deciding whether the animal is a reptile, insect, bird, amphibian, fish or mammal. Once they know this, they have to try to guess what animal it is.

Optional Activity Book exercises

See page 239.

Practice

Continuous assessment

Children can name animals in all six classifications of the taxonomy.

Read out the sentences which require the children to apply logical reasoning. Ask the children to say whether they are true or false.

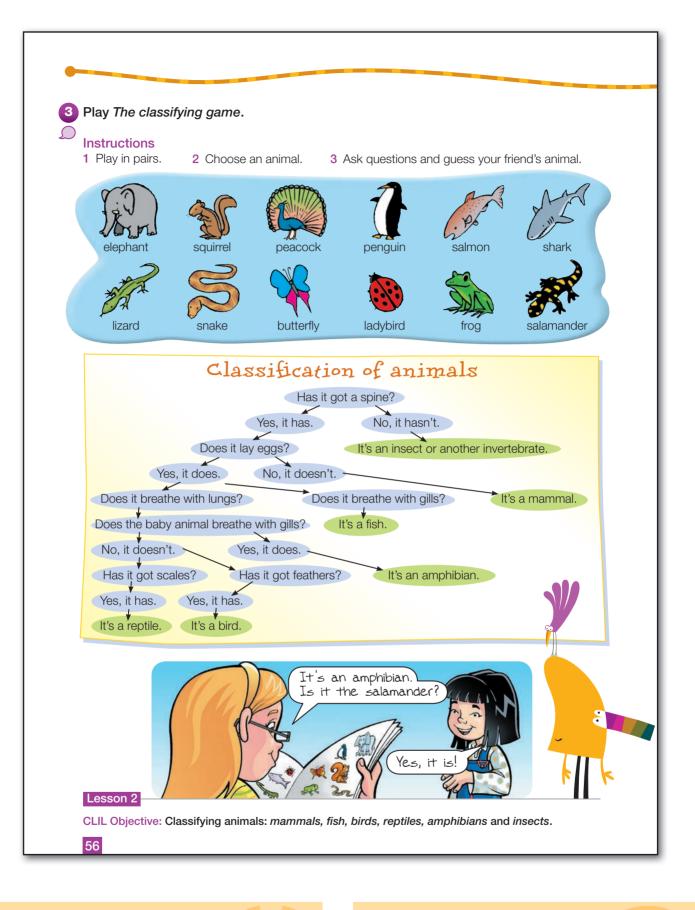
All birds can fly. Only birds can fly.

All fish can swim. Only fish can swim.

All mammals breathe with lungs. Only mammals breathe with lungs.

All mammals have got fur. Only mammals have got fur.

All insects lay eggs. Only insects lay eggs.

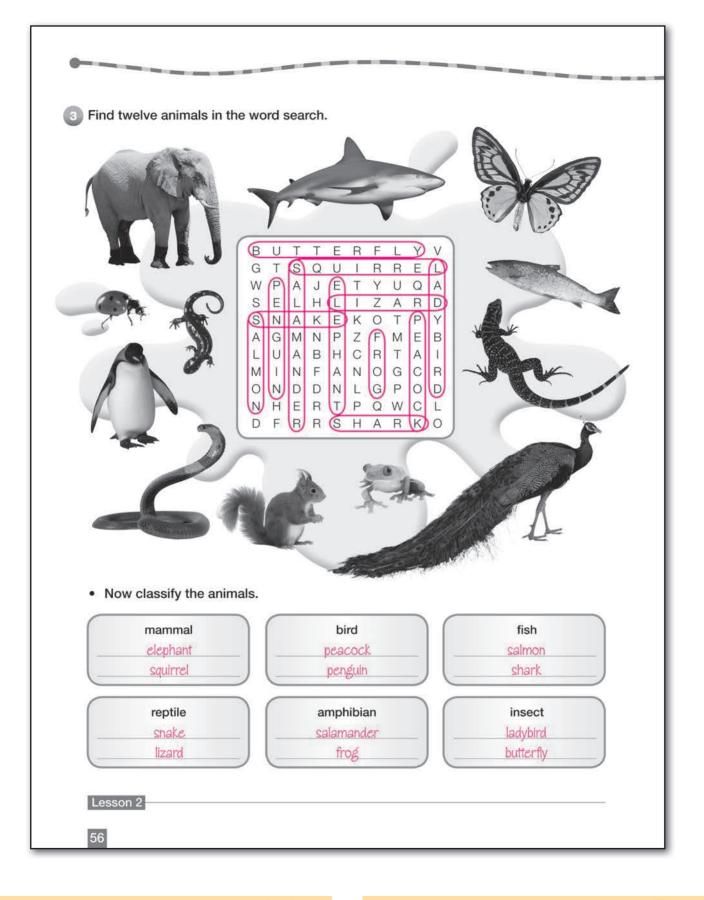


(

The children play a question and answer game and learn how to classify animals.



The children use their knowledge of animals to answer the questions and to play a game.





The children revise the names of animals in English by finding them in the word search.



The children classify the animals according to their characteristics.

OPTIONS

Activity Book

Page 56, Activity 3

Say: Open your Activity Books at page 56. Look at Activity 3.

Tell the children to look for the names of 12 animals in the word search.

Once they have found them, they have to classify them in the boxes under the corresponding headings.

Ask for volunteers to read out their lists.

Then, tell them to think of two more animals for each list.

When they have finished, ask for volunteers to read out their new lists.

Project Booklet

Animal groups: Migrating animals Page 25, *Mammals*

Materials: tracing paper, coloured paper.

Present the concept of migration. Ask: *Do we see the* same birds in the winter and the summer? Explain: Some birds migrate. They travel in the winter and summer to different places.

Extend the concept to other animals: *Do other animals migrate? Do mammals? Do fish?*

Explain that the project is about migrating animals: *Today* we are going to look at migrating mammals. Open your Project Booklets at page 25.

Ask a child to read Ben's speech bubble.

Explain that deer, whales and elephants are migrating animals.

Ask for volunteers to read it out loud. Say: *Read a* sentence about (whales). Underline the words that are not pronounced correctly. When the child has finished reading, correct their pronunciation.

Say: We are going to make a map about migrating animals.

Tell the children to read the instructions in silence. Divide the class into groups of three and hand out the tracing paper and the coloured paper. In groups, the children copy the map of the world from page 26. Each child chooses a migrating mammal and a colour. Then, they trace a migrating path for their animal on the map of the world using the information from the Project Booklet.

The children make an information card for their animal using the model in the book and stick it on the map. They should use the same colour for the information card that they used for the migrating path.

Ask them if they can name other migratory animals.

Let's play!

Tennis

Divide the class into two teams and give each child a number so that each child has a partner in the other team with the same number. Tell the children to form two rows in numerical order facing one another. The first child in one team has 10 seconds to name an animal. Then, a child in the other team has a turn. They get a point for each animal that they name. When they get to the end of each row, the game is finished. The team with the most points is the winner.



Resources

Multi-ROM Unit 6, Activity 2

Teacher's Resource Book Extension worksheet 1, page 49

Classifying animals according to their diet.

Curricular link: Music; Science

Language Objectives

Vocabulary: herbivore, carnivore, omnivore; leaves, flies, fish, insects, worms, plants, bugs, flowers, seeds **Structures:** What do (elephants) eat? Do (frogs) eat flies? Yes, they do. / No, they don't. They're (carnivores).

Resources: CD; poster (side A); poster pop-outs (animals); flashcards (*salmon, lizard, ladybird, salamander, squirrel*)

WHAT DO ANIMALS EAT?



Review the animals from the previous lesson and classify them again into vertebrates and invertebrates using the pop-outs and the flashcards.

Then, say: Animals eat different things, don't they? What do they eat? Write the answers on the board and try to include the words: leaves, flies, fish, insects, worms, plants, bugs, flowers and seeds. Tell two children to come to the board and give each one a piece of different coloured chalk. Say: (Daniel) please circle the plants in (green). (Ana) please circle the animals in (red). Then, say: Some animals eat plants. We call them herbivores. Some animals eat other animals. We call them carnivores. Some animals eat both! We call them omnivores. Point to the classification: plants / animals / plants and animals on the poster (side A). Hand out the pop-outs and the flashcards and tell them to come to the front to classify the animals. Discuss any differences of opinion. Remember, they can use the taxonomy chart on the previous page.

*Note: For the purpose of the class we are classifying insectivores as carnivores, but you can add another column of classification if you wish.

Work with the book 🕠

Student's Book, page 57, Activity 4

Say: Open your books at page 57. Look at Activity 4. Tell the children to name the animals and to identify their diets. T: What do (elephants) eat? SS: (Leaves and plants).

When they have finished identifying all the animals' diets, play **Track 2.12**.

Tell the children to check their answers as they listen to the recording.

Play **Track 2.12** so they can sing along to the song. Ask them if they are surprised by any of the diets.

Student's Book, page 57, Activity 5

Say: Now look at Activity 5.

Ask: *Can you name some more animals*? Write the following words on the board: *herbivore, carnivore* and *omnivore*. When the children name an animal, tell them to say which category it belongs in.

Ask: *Is a (dog) a (carnivore)*? SS: Yes. When they have three lists of animals, divide the class into pairs and tell them to take turns asking and answering questions. S1: *Do (frogs) eat (flies)*? S2: Yes. *They're (carnivores).*





See page 243.

Optional Activity Book exercises

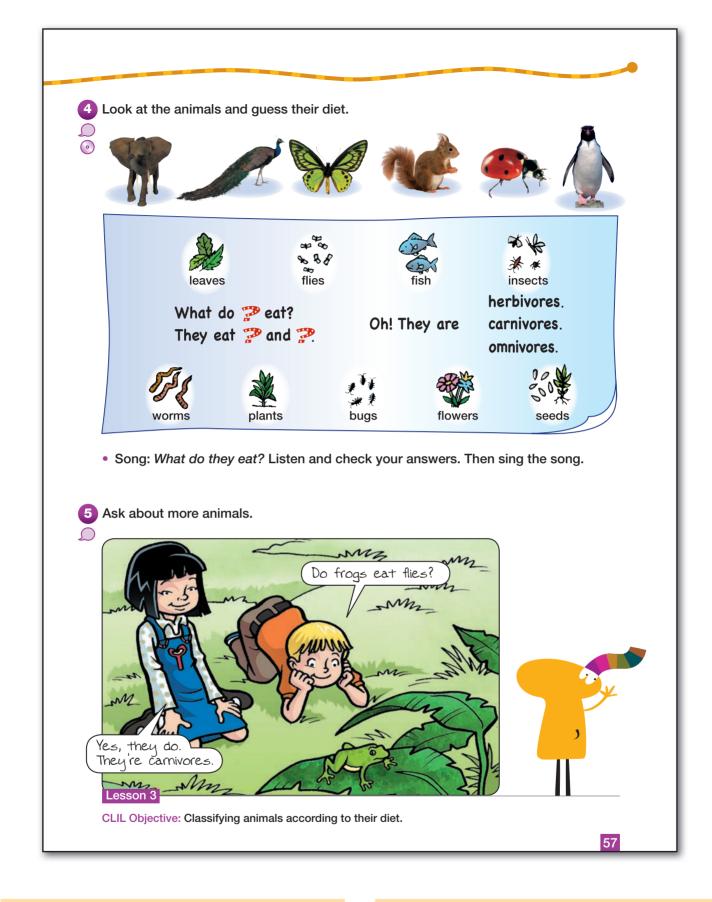
See page 243.

Practice

Continuous assessment

Children can name the main elements in animals' diets.

Talk about the human diet. Ask: *What do we eat*? Let the children give you free answers. Write the words on the board and make sure they mention meat, fish, diary products, cereals, vegetables and fruit. Ask: *Are we carnivores, herbivores or omnivores? We are omnivores because we eat both plants and other animals.* Some people do not eat meat. However, we do not call them herbivores because the classification is based on the natural diet of animals, not their choice. Explain that some people <u>choose</u> not to eat meat. They are vegetarians.





The children learn to classify animals according to their diet.



The children use the structures to ask questions.

They are he	erbivores. They live on land. They're mammals. <u>elephants</u>
They are ca	arnivores. They live in the sea. They are fish. sharks
They are ca	arnivores. They are birds, but they don't fly. penguins
They are on	nnivores. They live on land. They are mammals. pigs
Choose three Peaco Ladyb Butter Salm Tige Lizar Frog	oirds mammals. rflies reptiles. non are birds. They are carnivores. They live in the sea. amphibians. They are herbivores. They live on land. rds fish. omnivores.
Salama	-

The children classify animals according to their diet.



The children write about three animals, defining which group they belong to and describing their diet.

OPTIONS

Activity Book

Page 57, Activity 4

Say: Open your Activity Books at page 57. Look at Activity 4.

Read the first definition out loud and ask: *What animal is that?* SS: *An elephant!*

Repeat for the other animals. Tell the children to read the definitions and to write the names of the animals. Ask for volunteers to read their sentences out loud and to name an animal that fits the definition.

Point out that in some cases, there may be more than one possibility.

Page 57, Activity 5

Tell the children to choose three animals from the lefthand column.

Then, tell them to make sentences using the words from the other columns. They write the sentences in their Activity Books. Ask for volunteers to read out their sentences, for example: (*Peacocks*) are (*birds*). They are (*omnivores*). They live (on land). Correct the activity.

Project Booklet

Animal groups: Migrating animals Page 26, *Birds*

Bring photos of a stork, a pengin and a goose to class. Ask: What kind of animal are these? SS: Birds. Say the names of the birds in English. T: This is a (stork). Can you see (storks) in our country? Can you see them all year?

Explain: All these birds migrate.

Say: Open your Project Booklets at page 26. Can you see the (penguin)'s migration path? Ask questions about the continents and the countries on the migration path. T: Can you name the continent? Can you name any countries on the migration path?

Do the same for the other birds.

The children label the migration paths with the names of the birds.

Say: Look at Activity 2. Get into groups of three and take out your world maps.

The children choose a bird and a colour and trace a migrating path on the map. Then, they write an information card about their bird according to the model on page 25. Tell them to change the rectangular shape of the card for something related to birds: the shape of an egg or a nest, for example. They should also use the same colour for the information card that they used before.

Let's play!

Classify

Divide the class into small groups and write the names of several animals on the board. Give the children 3 minutes to classify the animals according to whether they are mammals, reptiles, birds, fish or insects. Then, tell the children to classify the animals according to their diet.



DVD Unit 6, *Song: What do they eat?*

Teacher's Resource Book *Ready to read worksheet, page 74*

Transcript

Track 2.12 Song: What do they eat?

What do elephants eat? Oh, what do elephants eat? They eat leaves and plants. They eat leaves and plants. Oh! They are herbivores.

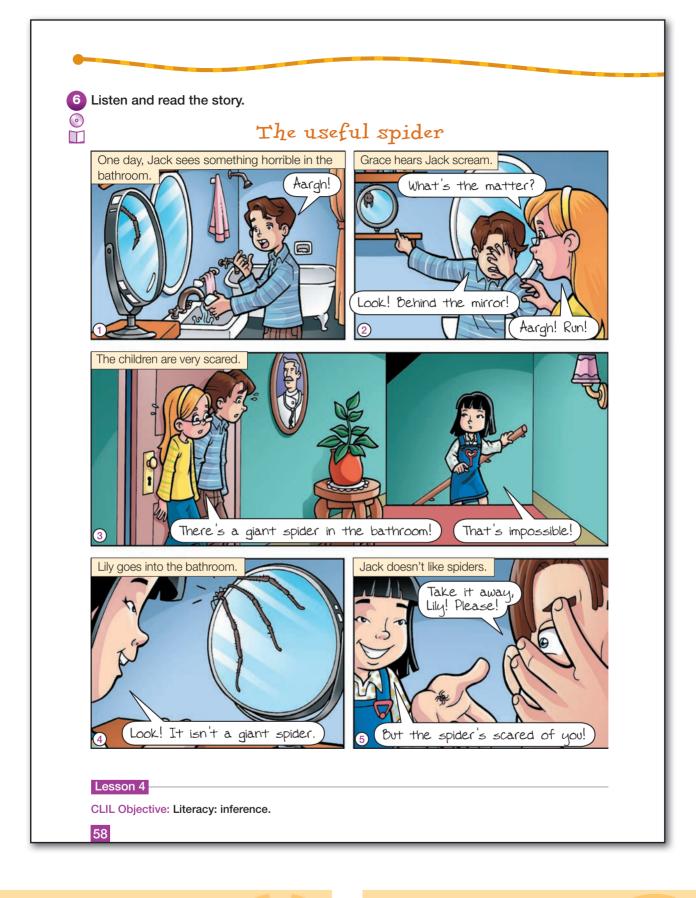
What do peacocks eat? Oh, what do peacocks eat? They eat seeds and worms. They eat seeds and worms. Oh! They are omnivores.

What do butterflies eat? Oh, what do butterflies eat? They eat nectar from flowers. They eat nectar from flowers. Oh! They are herbivores.

What do squirrels eat? Oh, what do squirrels eat? They eat seeds and insects. They eat seeds and insects. Oh! They are omnivores.

What do ladybirds eat? Oh, what do ladybirds eat? They eat bugs and flies. They eat bugs and flies. Oh! They are carnivores.

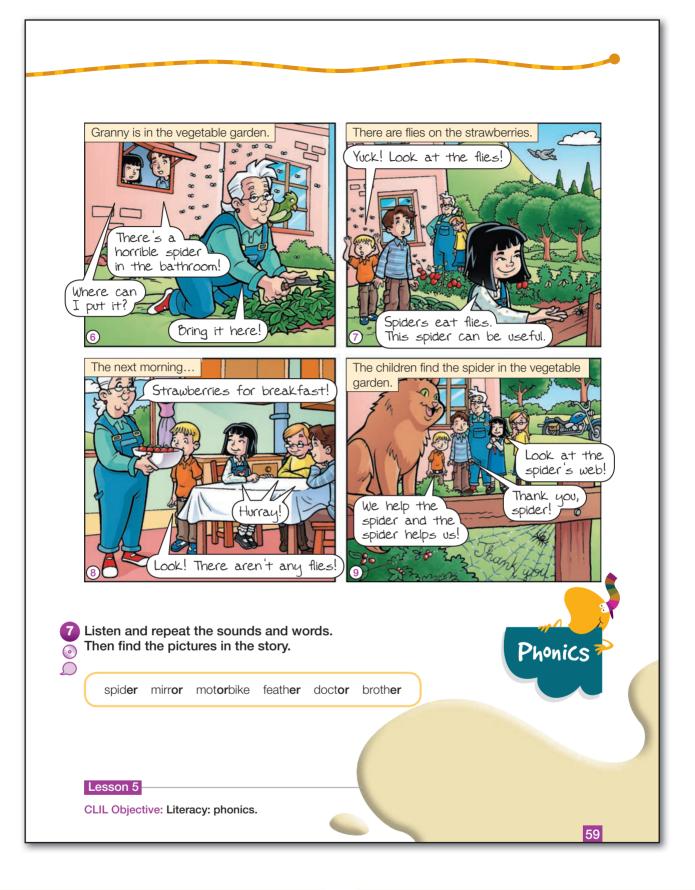
What do penguins eat? Oh, what do penguins eat? They eat fish and fish. They eat fish and fish. Oh! They are carnivores.



The children read and listen to the story.



The children learn to infer information from the story.





The children discuss what they have understood from the story.



The children learn the pronunciation and spellings of some suffixes.

Literacy: inference.

Curricular link: Literacy

Language Objectives

Story language: horrible, bathroom, scream, mirror, giant, spider, scared, vegetable garden, flies, strawberries, useful, breakfast, help, spider's web, What's the matter? That's impossible! Take it away, please! Bring it here.

Resources: CD, story cards



See page 249.

Optional Activity Book exercises

See page 249.

STORY: THE USEFUL SPIDER



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. They make predictions about the story. Help them by asking questions: *Who can you see in picture 1? Where is he? What's he doing? What can Jack see? Is he scared? Is Lily scared? Is the spider very big? Where's Granny? What fruit can you see? What words can you see in the last picture?*

Say: Sit down now and let's listen to the story. Play **Track 2.13** and point to the story cards.

Work with the book 🕥

Student's Book, pages 58 and 59, Activity 6

Say: Open your books at pages 58 and 59. Play **Track 2.13** again while the children follow the story in their books.

Ask comprehension questions: What does Jack see in the bathroom? Why does the spider look so big? Are Grace and Jack scared? Is Lily scared? What's Granny doing? What does she tell Lily to do with the spider? Why? What do the children have for breakfast? Are there any flies on the strawberries? Why not? Where do the children find the spider? What can they see in the spider's web? Tell them 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 them by using the story cards if possible, or by giving examples.



Place the story cards on the board in random order. Play **Track 2.13** again. This time, stop the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the card and place it in a row below. Tell the children to describe what is happening in the story. They can use the text that appears at the top of each picture frame. Continue until all the story cards are in the correct order.

Then, analyse the different parts of the story. Ask: *What's happening at the (beginning/middle/end) of the story?*

Literacy: phonics *uh* as final sound (for all spellings: *spider*, *feather*, *brother*, *mirror*, *motorbike*, *doctor*)

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 cards. Ask: *Which is the first picture?* Ask questions about the picture to check their understanding. Repeat for the other story cards until all the pictures are in the correct order.

Work with the book 🧃

Student's Book, pages 58 and 59

Tell the children to read the story out loud. Assign each of the five characters to five children and tell other children to play the part of the narrator.

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly. When they have finished, write the words that need to be corrected on the board. Point to the words one by one and ask if anyone knows how to say them. Correct the pronunciation if necessary.

Student's Book, page 59, Activity 7

Clap your hands to ensure that the children are watching you. Write the word *spider* on the board several times. Point to the letters *er* as you say: *uh uh uh spider*. Repeat several times. Articulate the *uh* sound clearly by making sure that you do not pronounce the final *r*. The easiest way to pronounce this final sound correctly is to leave your mouth open at the end of the word.

The children repeat: uh uh uh spider.

Repeat for the other words (*mirror, motorbike, feather, doctor, brother*).

Explain that this sound can be at the end or in the middle of a word. Write the word *motorbike* on the board. Circle the letters *or* and say *motorbike* (make sure you do not pronounce the *r*).

Tell the children to look at Activity 7 on page 59.

Play Track 2.14. The children repeat the sounds and the words.

Tell them to find the pictures from the story that correspond to the words.

Ask: *Can you find the (mirror)?* SS: Yes! It's in picture (1). They can use the story cards if necessary.

```
Transcript
Track 2.14 Phonics
See page 251.
```

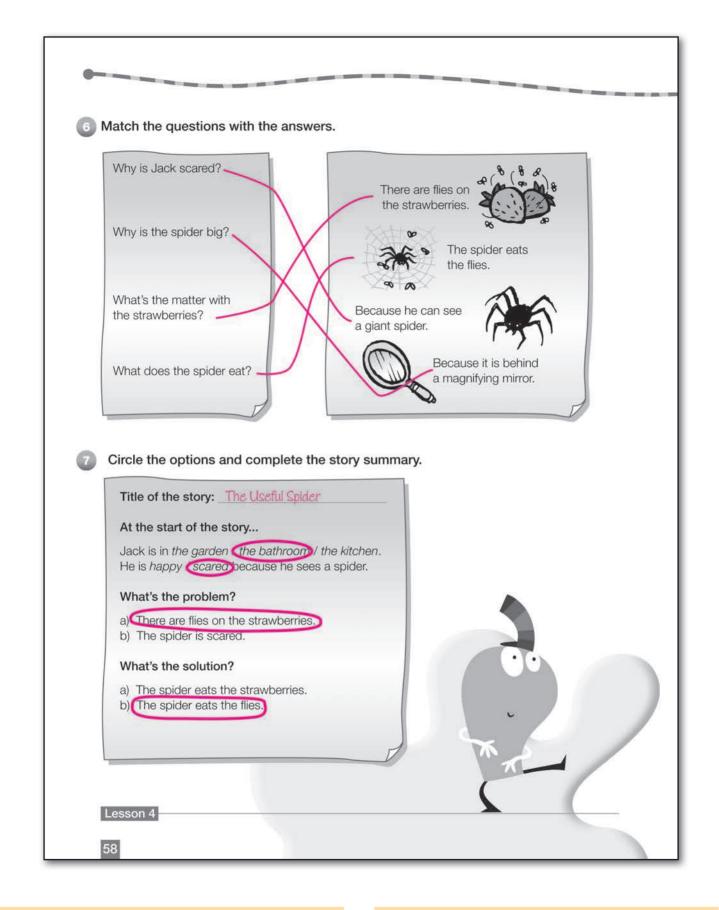
Optional Activity Book exercises

See page 251.



Divide the class into groups of five and assign a character to each child. Play **Track 2.13** again. The children join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording if necessary.



The children match the questions to the answers.



The children demonstrate their understanding of the story by completing the summary.

Activity Book

Page 58, Activity 6

Say: Open your Activity Books at page 58. Look at Activity 6.

Read the first question out loud. Ask: *What's the correct answer?* SS: *Jack's scared because he can see a giant spider*.

Repeat for the other questions.

Tell the children to match the questions to their corresponding answers.

Ask for some volunteers to read out the questions and for others to read out the answers.

Page 58, Activity 7

Say: Now look at Activity 7.

Ask: *What's the title of this story?* Start reading the first sentence and tell the children to

say which words correspond to that sentence. Then, tell the children to choose the correct option (*a* or *b*) to answer the questions.

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



Let's play!

Tell the story

Tell some of the children to make a line in front of the class and give each one a story card, but make sure the story cards are not in the correct order. The rest of the class has to give instructions to these children to help them put the story cards in the correct order. Then, each child says what is happening in their story card. By doing this, they will retell the story.

Resources

CD-ROM Unit 6, *Story*



Transcript



Picture 1

Narrator: One day Jack sees something horrible in the bathroom. Jack: Aarrgh!

Picture 2

Narrator: Grace hears Jack scream. Grace: What's the matter? Jack: Look! Behind the mirror! Grace: Aarrgh!! Run!

Picture 3

Narrator: The children are very scared. **Grace:** There's a giant spider in the bathroom! **Lily:** That's impossible!

Picture 4

Narrator: *Lily goes into the bathroom.* **Lily:** *Look! It isn't a giant spider!*

Picture 5

Narrator: Jack doesn't like spiders. Jack: Take it away, Lily! Please! Lily: But the spider's scared of you!

Picture 6

Narrator: Granny is in the vegetable garden. **Jack:** There's a horrible spider in the bathroom! **Lily:** Where can I put it? **Granny:** Bring it here!

Picture 7

Narrator: There are flies on the strawberries. **Ben:** Yuck! Look at the flies! **Lily:** Spiders eat flies. This spider can be useful.

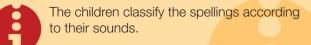
Picture 8

Narrator: The next morning.... Granny: Strawberries for breakfast! Lily, Grace y Jack: Hurray! Ben: Look! There aren't any flies!

Picture 9

Narrator: The children find the spider in the vegetable garden.
Lily: Look at the spider's web!
Ben: We help the spider and the spider helps us!
Jack: Thank you, spider!

B Complete an	er or feather tiger spider teacher	r_	Phonics Phonics mot or bike
mirror • Underline	doct or sug ar the strong syllable.	tiger spice	er teach er
And my	is a is a		
Lesson 5			





The children complete a variety of different pronunciation activities.

OPTIONS

Activity Book

Page 59, Activity 8

Say: Open your Activity Books at page 59. Look at Activity 8.

Explain that we can write this sound in a variety of different ways: *or*, *er* or *ar*.

Tell the children to look at the pictures and to repeat the complete words with you.

Then, say: Now write the missing letters. Are they or, er, or ar?

Tell the children to classify the words.

When they have finished, ask for volunteers to read out their lists of words and correct if necessary.

Page 59, Activity 9

Say: Now look at Activity 9.

Tell the children to read the rhyme carefully and to complete the blank spaces with the words that are missing (they choose from the words in the box). They should do it with a pencil.

Ask for volunteers to read out their versions.



Let's play!

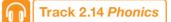
In my magic hat...

First, remind the children of more words that have the *uh* sound, for example: father, mother, number, computer, jumper... Tell them to form a circle and give one of them a hat (a magician's hat or something similar). This child pretends to take something out of the hat and says: In my magic hat, I've got a... and then says something with the *uh* sound, for example: feather, spider, doctor... Then, this child passes the hat to another child who repeats the sentence and adds something else that has this sound. If someone forgets a part of the sentence, they have to start again. The game ends when the children are unable to remember any more words.

Resources

Multi-ROM Unit 6, *Phonics*

Transcript



uh uh uh spider uh uh uh mirror uh uh uh motorbike uh uh uh feather uh uh uh doctor uh uh uh brother

Studying the characteristics of common invertebrates.

Curricular link: Science

Language Objectives

Vocabulary: *live, walk, slide, wriggle, eat, swim, water, land, leaves, soil, under the ground, worm, clam, crab, snail, centipede, ant, dragonfly, beetle* **Structures:** *It lives on land, It doesn't walk.*

Resources: poster (side B)

INVERTEBRATES



Show the children the poster (side B). Say: *Today we're* going to talk about invertebrates. Remember! Invertebrates haven't got a spine.

Choose one of the invertebrates and describe it: *It's got* (eight) legs. *It's got a (shell). It's got (two claws).* Ask a child to come to the poster to point to the corresponding animal. Repeat the process several times. Then, tell the children to take turns describing an animal while the rest of the class tries to identify it.

Say: All these animals are invertebrates. They all have different habitats. The (crab) lives in the (sea) and the (worm) lives (under the ground). Ask closed questions about the invertebrates so that the children have to answer Yes or No. T: Does the (crab) live (near water)?

SS: Yes. T: Does the (worm) live in the (sea)? SS: No. Then, ask open questions: T: Where does the (crab) live? SS: It lives in the (sea). Make sure you use the verbs live, walk, slide, wriggle, eat and swim. Use gestures to clarify the meaning of the verbs if necessary.

Work with the book

Student's Book, page 60, Activity 8

Say: Open your books at page 60. Look at the three photos of the invertebrates. Ask for volunteers to read the sentences out loud. Then, use the sentences to ask questions: Does a worm live on land? Continue asking questions until the children can match the descriptions to the invertebrates.

Student's Book, page 60, Activity 9

Say: Can you think of any other invertebrates? Look at the poster.

Ask if the children know of any other invertebrates. They may answer in L1. Supply any new vocabulary in English that they may need. Tell them to work in pairs. They choose one of the invertebrates from the photos and take turns describing and identifying it. S1: *It lives in a shell. It doesn't walk.* S2: *It's a clam.*

Optional Activity Book exercises

See page 255.



Continuous assessment

Children can describe the main characteristics of invertebrates.

Show the poster to the children (side B). Ask: *Do you eat any invertebrates*? (Possible answers: *lobsters, crabs, prawns, crayfish, clams, cockles, mussels, oysters, scallops, snails,....*).

Write the names of the following invertebrates on the board: grasshoppers, worms, ants, beetles, dragonfly, centipede, beetles and butterflies.

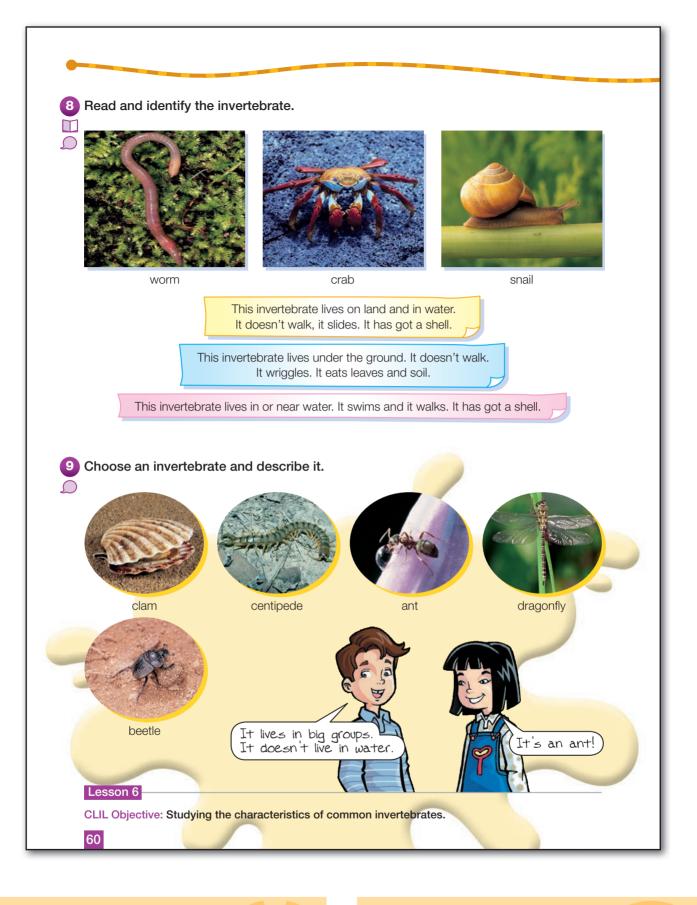
Ask: Do you think that people eat these invertebrates? Do you remember the insect dishes in Unit 4? Ask: Can you remember why people eat these invertebrates? SS: Because they are nutritious and easy to

find.

Answer key

Student's Book, Activity 8

- Worm This invertebrate lives under the ground. It doesn't walk. It wriggles. It eats leaves and soil.
- Crab This invertebrate lives in or near water. It swims and it walks. It has got a shell.
- Snail This invertebrate lives on land and in water. It doesn't walk, it slides. It has got a shell.

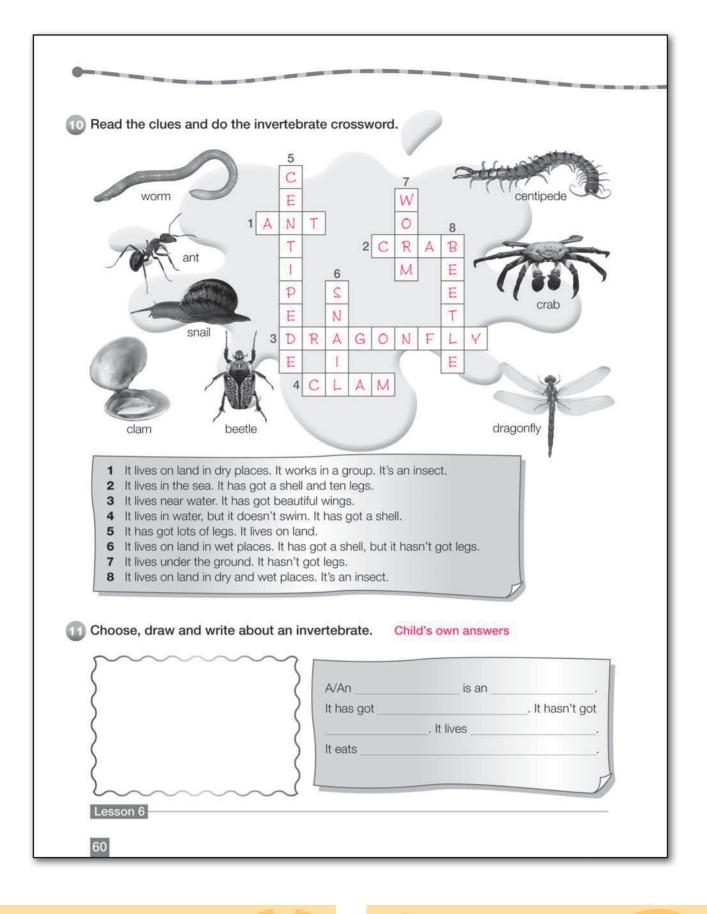


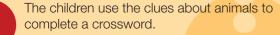
The children le their body par

The children learn to define the animals from their body parts, their diet and their habitat.



The children learn information about invertebrates as they acquire new vocabulary and grammatical structures.







The children describe an invertebrate using the vocabulary and structures they have learned.

Activity Book

Page 60, Activity 10

Say: Open your Activity Books at page 60. Look at Activity 10.

Read the clues out loud and tell the children to identify the invertebrate being described. They can also use the pictures as clues. Tell the children to complete the crossword in their books.

Page 60, Activity 11

Say: Now look at Activity 11.

Tell the children to choose an invertebrate (they can use the ones that are on the poster or the ones from their books). They draw a picture of it and complete the description. Ask for volunteers to read their descriptions and to show their pictures to the rest of the class.

Project Booklet

Animal groups: Migrating animals Page 27, *Fish*

Bring pictures of a salmon, a shark and a tuna fish to class.

Ask: What kind of animals are these? SS: Fish. Say the names of the fish in English: This is a (shark). Ask: Do (sharks) live in the sea or in rivers? Do the same for the other fish.

Explain: All these fish migrate.

Say: Open your Project Booklets at page 27. Can you see the (shark's) migration path? Ask questions about the oceans and the seas that appear in the migration path: Can you name the oceans? Can you name any countries near the migration path?

Do the same for the other fish.

The children label the migration paths with the names of the fish.

Say: *Look at Activity 2.* Tell them to read the instructions in silence.

Say: Get into groups of three and take out your world map.

The children choose a fish and a colour and trace the migrating path on the map.

The children write an information card about their fish according to the model on page 25. Tell them to change the rectangular shape of the card for one related to a fish. Also, tell them to use the same colour on the card that they used before.

Draw the shape of a fish on the board and tell the children to write words related to fish inside the shape.

Let's play!

Odd one out

Place four flashcards on the board, three from one category and one from another, for example: *ants, beetles, worms, squirrel*. The children have to say which one does not belong to the group. Repeat with other groups of flashcards and other children.

Resources

Teacher's Resource Book *Extension worksheet 2*, page 50



Understanding the role of invertebrates in decomposition.

Curricular link: Science

Language Objectives

Vocabulary: beetles, worms, ants, centipedes, leaves, vegetables, grass, rose, bush, compost, flowers, kitchen, organic waste, decompose, help, grow, make tunnels, mixture, compost box

Structures: Worms and ants make tunnels; Granny collects grass.

Resources: CD; poster (side B)

INVERTEBRATES AND DECOMPOSITION

Presentation

Show the children the poster (side B). Point to the worm. Ask: What's this? SS: A worm. Ask: What do worms eat? Worms eat leaves and soil. They also eat rubbish or organic waste. Repeat for the other invertebrates who decompose rubbish: centipedes, ants, beetles.

Explain that these invertebrates are really important because they decompose natural rubbish.

Work with the book 🕥

Student's Book, page 61, Activity 10

Say: *Open your books at page 61*. Read the introductory line. Ask questions about the pictures. Play **Track 2.15**. Tell the children to listen and say which picture is being described.

Student's Book, page 61, Activity 11

Say: Every day Granny puts leaves, old vegetables and grass in her compost box. Can you find a sentence like this one? The children find the corresponding sentence: Granny collects grass from the garden and vegetable peel from the kitchen.

Ask the children to think about the process of decomposition. Ask: *What does Granny do next*? Tell them to find the following sentence. When they have worked out the correct order of the sentences, tell them to say what word the letters spell from the capitals that appear in each box. Transcript
Track 2.15 Activity 10

See page 259.

Optional Activity Book exercises

See page 259.

Practice

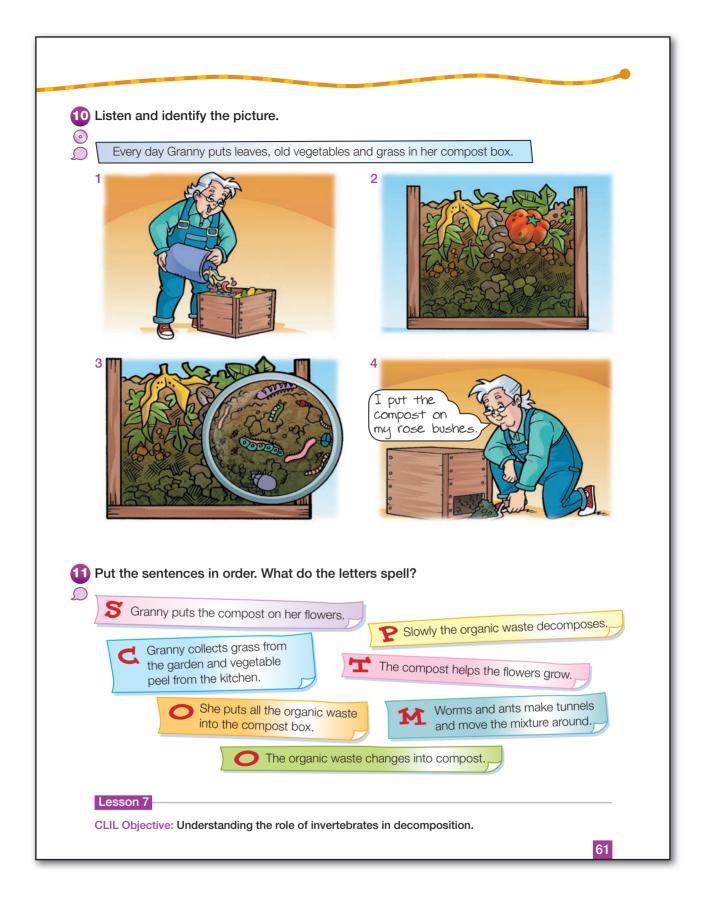
Explain that Granny can only use organic waste for her compost box because organic waste decomposes. Draw two columns on the board with the following headings: *Organic* and *Non-organic*. Tell the children to think about rubbish that is produced in the kitchen in their house. Ask them if the rubbish is organic or non-organic. Write the words in the corresponding columns. Explain that some organic waste cannot be put in the box to make compost, for example: *meat, fish* and *eggs*. Ask the children if they can think of reasons why it is not a good idea to put these things in the compost box. The reason is that they attract rats and cockroaches and it is not hygienic.

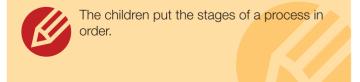
Answer key

Student's Book, Activity 10 See Transcript.

Student's Book, Activity 11 C-O-M-P-O-S-T

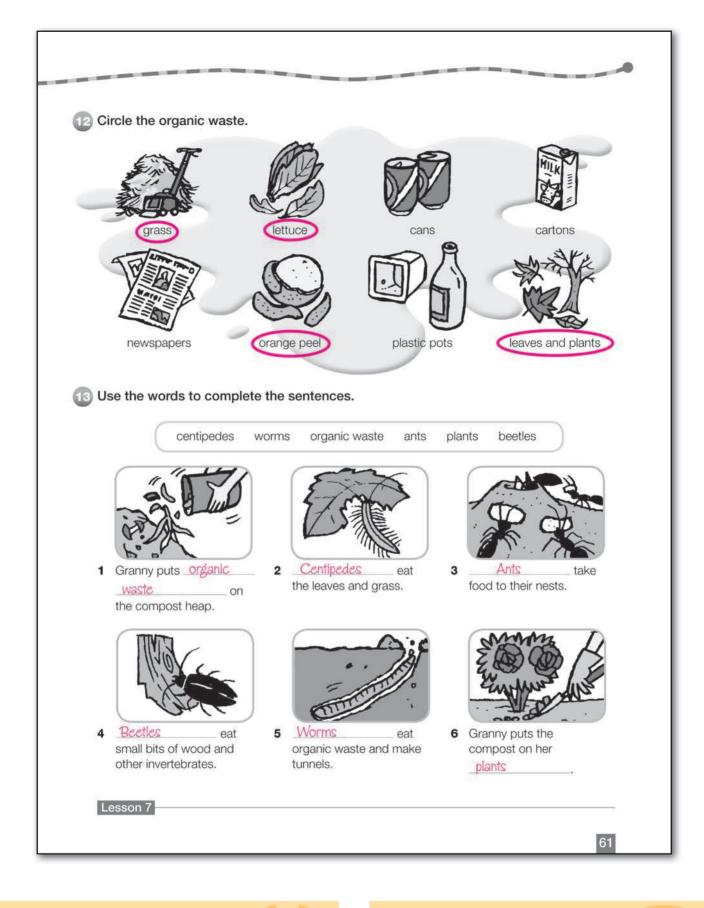








The children learn how to make compost and how it is used.





The children complete the sentences with the appropriate vocabulary demonstrating their knowledge of how to make compost.



The children use their knowledge of the physical world to complete the activity.

OPTIONS

Activity Book

Page 61, Activity 12

Say: Open your Activity Books at page 61. Look at Activity 12.

Ask: Are old vegetables organic waste? Is a plastic bottle organic waste?

Continue asking questions until the children understand the difference between organic and non-organic waste. Ask for volunteers to say which objects they have circled and correct the activity.

Page 61, Activity 13

Say: Now look at Activity 13.

Read the first sentence out loud, stopping at the blank spaces. Tell the chldren to complete them with words from the box above the pictures.

Repeat for the other sentences.

Tell them to complete all the sentences.

Ask for volunteers to read out their sentences.

Project Booklet

Animal groups: Migrating animals Page 27, *Insects and reptiles*

Bring photos of a Monarch butterfly and a leatherback turtle to class.

Ask: What kind of animal is this? SS: An (insect). Say the complete name of the butterfly: This is a butterfly. It's a Monarch butterfly.

Do the same with the turtle.

Explain: These animals migrate.

Say: Open your Project Booklets at page 28.

Ask a child to read out the first sentence. Ask: *Is that the turtle or the butterfly?* SS: *The butterfly.*

Continue with the other sentences.

The children tick the sentences according to the key. Say: *Look at Activity 2.* Tell them to read the instructions in silence.

Say: Get into groups of three and take out your world map.

The children divide the activity into parts: plotting the migration paths (two different colours); writing about the turtle, and then writing about the butterfly.

For the information card, the children should use the same colour that they used for the migration path. Stick the maps on the classroom wall. Let the children go around the class looking at one another's work. Tell them to talk about the maps.

S1: The (blue) line is the (shark's) migration path.

Let's play!

Show and tell

Make sure the children have their key vocabulary cut-outs or make photocopies of the Teacher's Resource Book, page 22, one copy per child. Ask a volunteer to choose one of the cards, to show it to the class and to describe it, for example: *a herbivore is an animal that eats plants...* Repeat with the other children.



Resources

Multi-ROM Unit 6. Activity 3

Teacher's Resource Book *Ready to write worksheet, page 116*

Transcript

Track 2.15 Activity 10

Lots of small invertebrates live inside the compost box. Centipedes, ants, worms and beetles eat the organic waste. The organic waste decomposes. It changes into compost.

Language awareness: third person singular and plural.

Curricular link: Literacy

Language Objectives

Structures: A (frog) lives... (Elephants) eat... (Worms) like...

Resources: flashcards (beetles, worms, ants, centipedes, salmon, lizard, ladybird, salamander, squirrel); Unit 6 cut-outs or Teacher's Resource Book, page 14, (one photocopy per child). **Materials:** scissors

FOCUS ON LANGUAGE

Presentation

Hand out the flashcards. Write the following words on the board: *live, lives, eat, eats, fly, flies, swim, swims*. Ask a child to come to the front to show their flashcard. Ask: *What have you got?* S1: *(Fish).* T: *Have you got lots of (fish)?* S1: Yes. T: *Can you put your flashcard at the beginning of one of these verbs and then complete the sentence?* The child places the flashcard. Correct if necessary and read the complete sentence: *(Fish) (swim) (in water).*

Repeat for the other flashcards until all the sentences have been completed. Make sure they understand the difference between the nouns and the singular verbs and the nouns and the plural verbs.

Work with the book

Student's Book, page 62, Activity 12

Say: Open your books at page 62. Look at the board. What animals can you see? Ask a volunteer to name the animals. Then, say: Look at the words on the board. Ask a volunteer to read the words out loud. Then, tell the children to make sentences: S1: (Fish) (swim) in the sea. S2: A (frog) (lives) near a river.

*Note: Fish is singular and plural. The same is true for salmon.

Student's Book, page 62, Activity 13

Say: Now we're going to make and play a language game. Find your cut-outs for Unit 6. Read and explain the instructions. The children play in pairs.

Ask for volunteers to read out their sentences.



See page 263.

Practice

Say: An elephant lives in Africa. Tell me another animal that lives in Africa. S1: A (giraffe) lives in Africa. T: An elephant eats grass. Tell me another animal that eats grass. S2: A (horse) eats grass. T: A worm eats leaves. Tell me another animal that eats leaves. S3: A (snail) eats leaves. T: A worm lives under the ground. Tell me another animal that lives under the ground...

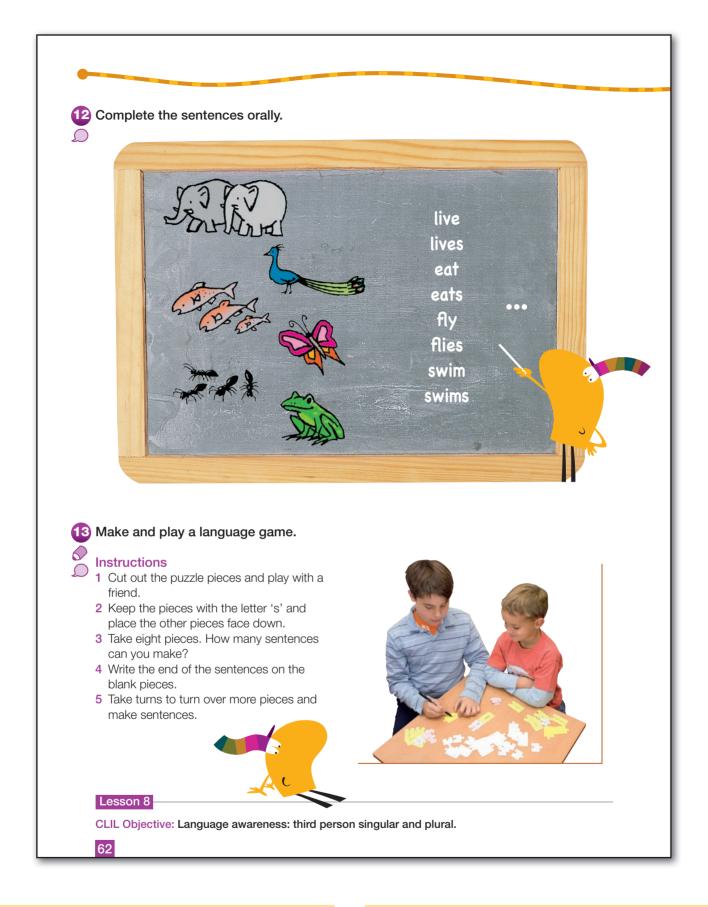
Continue with other verbs and other animals.

ANSWER KEY

Student's Book, Activity 12

Elephants live / eat ... Salmon live / eat / swim ... Ants live / eat / fly ...

A peacock lives / eats / flies ... A butterfly lives / eats / flies ... A frog lives / eats / swims ...

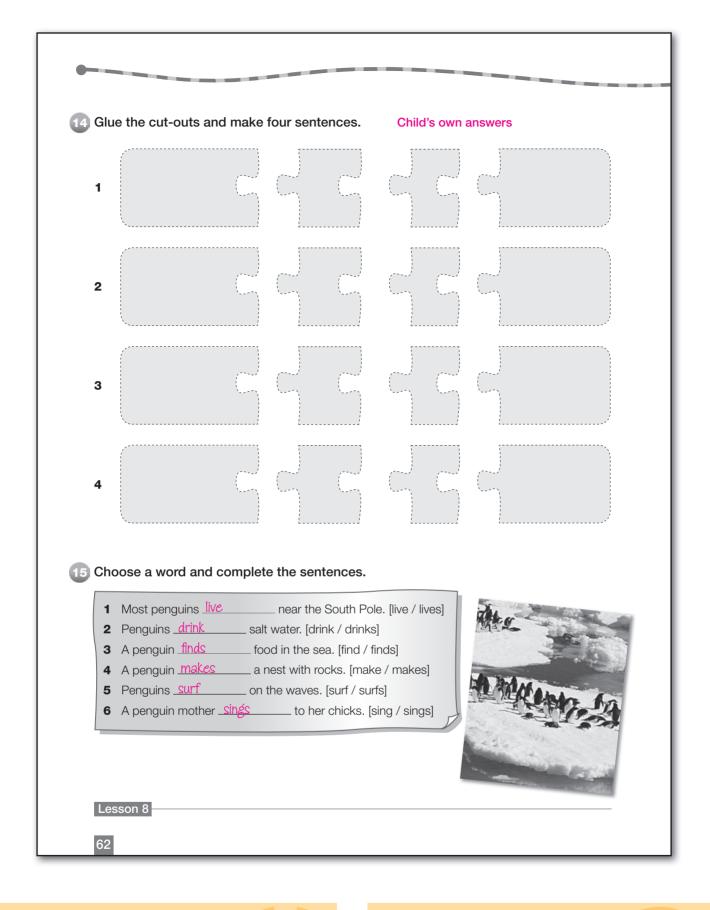




The children complete the sentences orally in order to demonstrate their ability to use the newly-acquired structures.



The children play a game to revise the present simple and the third person singular.



The children learn how to form common verbs in the present simple.



The children complete the sentences with the correct forms of the verbs.

Activity Book

Page 62, Activity 14

Say: Open your Activity Books at page 62. Look at Activity 14.

Tell the children to choose 16 of their cut-outs and to stick them in their Activity Books to make four sentences.

Ask for volunteers to read out their sentences.

Page 62, Activity 15

Say: Now look at Activity 15.

Explain to the children that they have to complete the sentences with one of the words that appears in brackets.

Ask for volunteers to complete the sentences orally. Then, tell the children to complete the sentences in their Activity Books.

When they have finished, ask for volunteers to read out their completed sentences and correct the activity.



Let's play!

Pass it on

Divide the class into three groups and tell them to sit in rows on the floor. Say a sentence to the first child of each group, for example: *Elephants live in Africa...* This child then whispers it to the child behind them. Each child whispers the sentence to the child behind them until they reach the end of the row. If the sentence at the end is the same as the one at the beginning, the team gets a point.

Resources

DVD Unit 6, *Real kids*

Multi-ROM Unit 6, Activity 4

Teacher's Resource Book *DVD worksheet*, page 30



Learning about a vulnerable animal species.

Curricular link: Science

Language Objectives

Vocabulary: live, eat, weigh, travel, polar bear, adult, mother bear, cub, temperature, North Pole, mammals, predators, vulnerable species **Structures:** Tigers live in the jungle. They are

carnivores. They hunt other animals.

Resources: CD **Materials:** continuous paper, scissors, crayons

THE WONDERFUL WORLD: POLAR BEARS

Presentation

Say: Today we're going to talk about vulnerable species. Do you know any vulnerable species? Explain that these animals may disappear in the future if we do not look after them. Some examples are: *Iberian lynx, gorilla, tiger, giant panda, blue whale.* If they have not mentioned the polar bear, say: *The polar bear is a vulnerable species.* Ask: *Where do polar bears live? Are they mammals? Are they carnivores? What do polar bears eat? Are there lots of polar bears in the world?*

Work with the book 🞧

Student's Book, page 63, Activity 14

Say: Open your books at page 63. Read the text about polar bears. Give the children time to read the text and then read it out loud. Ask questions: Where do polar bears live? Where is the Arctic Circle? What do they eat? Are polar bears predators?

Play **Track 2.16**. The children point to the corresponding picture. Play **Track 2.16** again. This time, stop the recording after each description and ask: *Which picture is that?*

Correct the activity. Say: *Tell me about picture one.* SS: *Some people hunt polar bears for sport.*

Do the same for the other pictures. Make sure the children know that polar bears normally do not eat plastic and rubbish, but seals and fish. They only do this by mistake because of all the pollution.

Student's Book, page 63, Activity 15

Read the numbers out loud. Then, read the sentences out loud and tell the children to identify the missing number. Accept all their suggestions. Then, tell them to correct the sentences on the board.

Student's Book, page 63, Activity 16

Say: *Now we're going to make an* Animals in danger *poster*. Tell the children to choose an animal, to do a picture of it and to describe the animal according to the model in the Student's Book.



See page 267.

Optional Activity Book exercises

See page 267.

Practice

Ask volunteers to come to the front of the classroom to show their posters to their classmates. Encourage the other children to ask questions about the animals and their habitats.

Ask them if they have heard of the WWF. It is an NGO dedicated to preserving wildlife. Suggest that they have a look at the WWF website to find out more about vulnerable and endangered species. Point out that this includes plants as well as animals.

ANSWER KEY

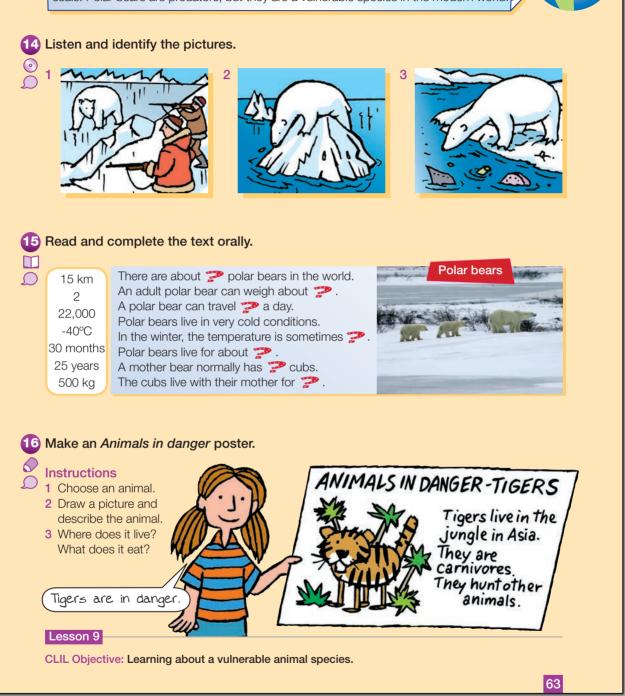
Student's Book, Activity 14 See Transcript.

Student's Book, Activity 15 22,000; 500 kg; 15 km; -40°C; 25 years; 2; 30 months

The wonderful world

Polar bears

Polar bears live in the Arctic Circle, close to the North Pole. They eat sea mammals like seals. Polar bears are predators, but they are a vulnerable species in the modern world.

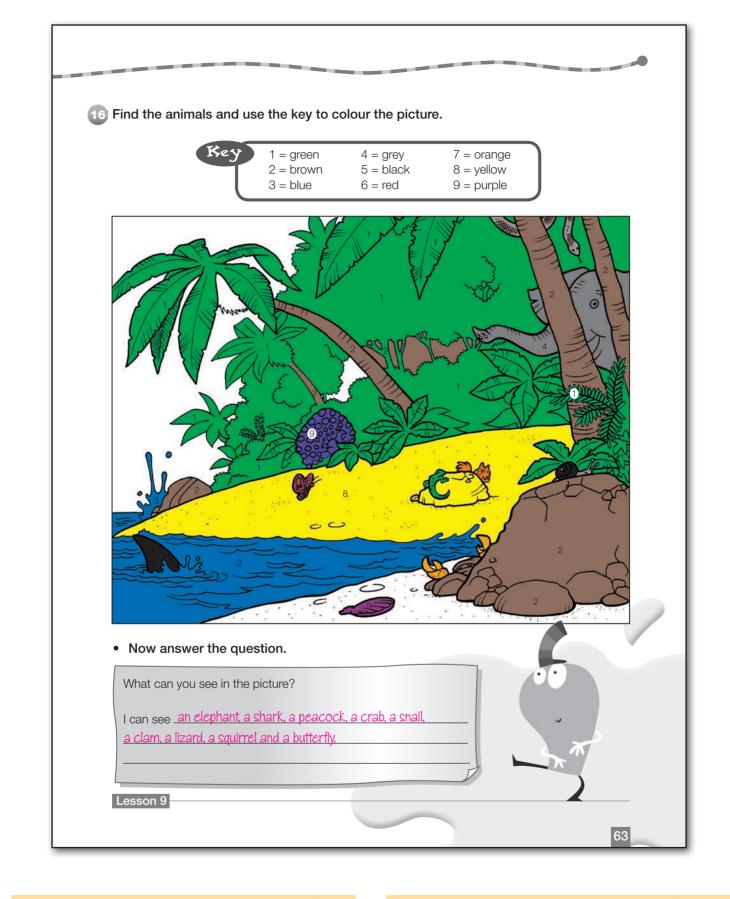




The children use the information on the recording to identify the pictures.



The children complete the sentences with the information that they have learned and demonstrate their understanding of written and spoken language.





The children identify the animals in the activity.



The children write a paragraph describing the animals they can see in the picture.

OPTIONS

Activity Book

Page 63, Activity 16

Say: Open your Activity Books at page 63. Look at Activity 16.

Ask: *Can you see the numbers in the drawing*? Tell the children to use the key to colour the picture, for example, all the things that have a number 1 on them are green.

Then, ask: What can you see in the picture? How many different animals can you see?

Tell them to complete the sentence in their Activity Books. When they have finished, ask for volunteers to read out their sentences.



Let's play!

Repeat the truth

Invent sentences (true or false ones) about things from the unit, for example: *Elephants are herbivores*. If the sentence is true, the children repeat it. If not, they do not say anything. Repeat several times with different sentences. Then, ask for volunteers to come to the front to invent sentences for the rest of the class.

Resources

Multi-ROM Unit 6, *The wonderful world*

Transcript



The ice in the North Pole is melting. Now polar bears haven't got a lot of space.

The seas and rivers are dirty. Polar bears sometimes eat plastic and other rubbish.

Some people hunt polar bears for sport.



Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from unit 6.

Resources: CD; poster (sides A and B); poster popouts; flashcards (beetles, worms, ants, centipedes, salmon, lizard, ladybird, salamander, squirrel, mammals, fish, reptiles, insects, birds, amphibians)

REVIEW



Say: Today we are going to remember all the work we have done in Unit 6.

Show the children the poster (side A). Hand out the popouts and tell them to come to the front to place the animals in the spaces. As they are doing this, tell them to summarise the information that they have learnt: *This is an (elephant). (Elephants) live in (Africa). They have got (big*

ears). They eat (plants and leaves). They are (mammals), (herbivores) and (vertebrates).

Ask: *Do you remember the song* What do they eat? Play **Track 2.12**. The children sing along to the song and do the actions.

Show the children the other side of the poster (side B). Hand out the pop-outs and the flashcards. Tell the children to come to the front to place the animals in the correct places according to whether they are vertebrates or invertebrates. As they do this, they say: *An (elephant) is a (vertebrate).*

Do the same for the classification of diet: *An (elephant) eats (plants). It's a (herbivore).*

Work with the book

Student's Book, page 64, Activity 17

Say: Open your books at page 64.

First, tell the children to identify the animals in the pictures. Then, ask for volunteers to read the sentences. Finally, ask other volunteers to match the sentences with the corresponding animals.

Then, tell the children to think about an animal and to write a riddle to describe it. The children take turns reading their riddles out loud while the rest of the class tries to identify the animal.

Student's Book, page 64, Activity 18

Say: *Now we're going to make an animal quiz.* Read and explain the instructions. When each pair has finished their questions, they play the game with another pair.

Transcript

Track 2.12 Song: What do they eat?

See page 243.

Optional Activity Book exercises

See page 271.

Round up

Play word assocations.

Write a selection of words on the board that the children have learned. Divide the class into two teams. Tell the teams to get into two lines facing the board. Say one of the words out loud. Tell a member of each team to go to the board to touch the word. Then, they take turns talking about this word, using examples. The child who gives the best explanation gets a point for their team.

Answer key

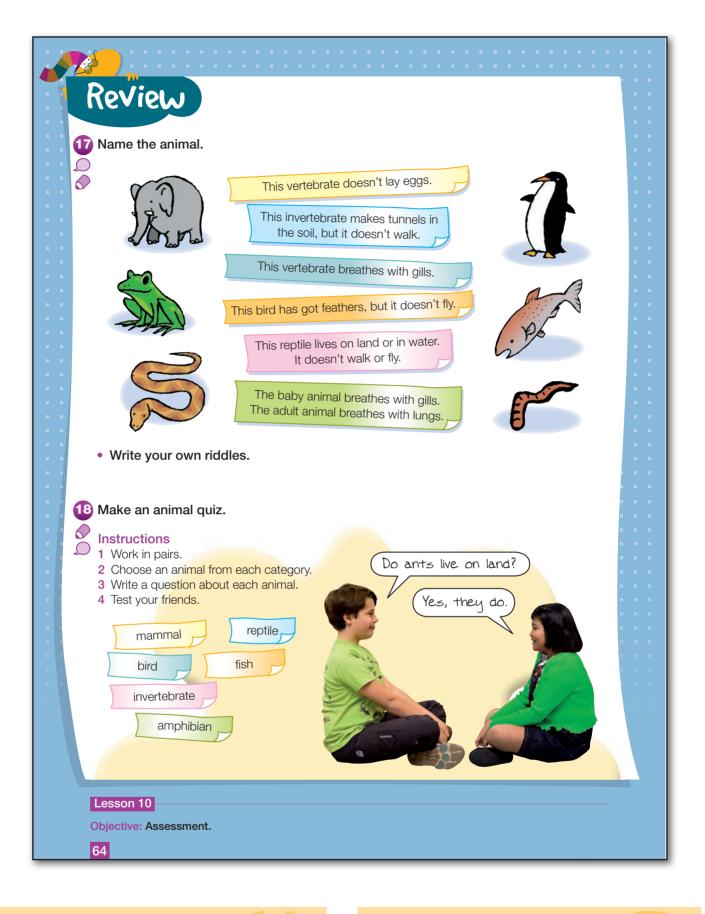
Student's Book, Activity 17

This vertebrate doesn't lay eggs. – elephant This invertebrate makes tunnels in the soil, but it doesn't walk. – worm

This vertebrate breathes with gills. - salmon

This bird has got feathers, but it doesn't fly. – penguin This reptile lives on land or in water. It doesn't walk or fly. – snake

The baby animal breathes with gills. The adult animal breathes with lungs. – frog





The children use the definitions to identify the animals.



The children demonstrate their language skills by creating their own riddles and quizzes.

A las	
Review	
17 Use do or does to complete the questi	ons.
1 Does a mammal lay eggs?	5 Does a reptile breathe with lungs?
2 Does a fish lay eggs?	6 Do snakes swim?
3 Do penguins fly?	7 Does an insect breathe with gills?
4 Do tigers eat meat?	8 Do elephants eat meat?
Yes, it does. 2,5 No, it doesn't. 1,7 Yes, the	y do. 46 No, they don't. 38
Match the questions with the answer	ers.
Use the words to complete the sentend other animals plants plants and	
A carnivore eats <u>other animals</u>	(
A herbivore eats <u>plants</u> An omnivore eats <u>plants and animals</u>	
Choose a herbivore and a carnivore	and describe the diets. Child's own answers
A/An is a	
It eats	
A/Anis a	•
It	
1	
Lesson 10	
64	



The children complete and answer the questions using the structures from the unit.



As a way of assessing their knowledge of the language and content, the children choose two animals and describe their diets.

Activity Book

Page 64, Activity 17

Say: Open your Activity Books at page 64. Look at Activity 17.

Tell the children to complete the questions in their Activity Books.

Ask for volunteers to read out their questions. After each question, ask: *Who can answer that question?* The children answer the questions orally.

Page 64, Activity 18

Say: Now look at Activity 18.

Ask for volunteers to complete the definitions orally. Tell them to complete them in their Activity Books. Then, tell the children to choose a herbivore and a carnivore. They complete the sentences to describe the animals that they have chosen.

When they have finished, ask for volunteers to read out their sentences.



Let's play!

Hangman

Think of a word from the unit and put lines on the board to represent each letter of the word you have chosen. Divide the children into two teams and tell them to take turns calling out letters. If they say one of the letters from the word, write this letter in all the places where it appears in the word. If not, start drawing a stick man on the gallows. If they do not guess the word before the man is "hung", they lose.

Resources

Teacher's Resource Book

Unit 6 Test, pages 95-96



See Transcript Track 2.17

Transcript



Listen and number the animals.

- 1 This animal has got wings, feathers and a beak.
- 2 This is a mammal with black stripes. It's a carnivore.
- 3 This animal hasn't got legs. It's a sea mammal and eats fish.
- 4 This insect has got black spots on its wings.
- 5 This amphibian has got legs when it's an adult, but hasn't got legs when it's a baby.
- 6 This animal has got scales and it hasn't got legs. It's a reptile.
- 7 This animal hasn't got scales or legs. It breathes through gills.
- 8 This invertebrate has got a shell.

Assessment criteria

CLIL Objectives

Children can classify animals into mammals, fish, birds, reptiles, amphibians and insects. Children can classify animals into vertebrates and invertebrates. Children can classify animals into carnivores, herbivores and omnivores. Children can understand the natural process of decomposition.

Language Objectives

Children can identify animals by their body parts. Children can name vertebrates, invertebrates, herbivores, carnivores and omnivores. Children can describe the process of decomposition.



Associating the phases of the moon with the passing of time.

Curricular link: Science Language Objectives

Vocabulary: moon, Sun, the Earth, new moon, half moon, full moon, surface, orbit, shine, behind **Structures:** We can see...; There is...; There are...; The moon orbits around the Earth. It takes 28 days to complete a full orbit. The moon is getting smaller.

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

T: Is it getting bigger or smaller on the 25th? SS: Bigger. T: When is the full moon? SS: On the 1st. T: When is the new moon? SS: On the 18th.

Student's Book, page 65, Activity 2

Say: Look at the calendar in Activity 1. The moon on the 8th is on the left and the moon on the 25th is on the right. Do you know why that is? Explain that it is light from the sun shining on the moon.

Say: Now we're going to read the text in Activity 2. Read each sentence out loud and tell the children to find the picture that corresponds to the description. When they have all the answers, ask questions: How long does the moon take to orbit the Earth? Why does the moon look different? When can't we see the moon? What happens after we see a full moon?

THE PLANETS



Present the context. Say: *Today we are going to learn about the moon. Look at the poster.*

Hold up the pop-out of the full moon and ask: *What's this?* SS: *It's the moon.* T: *That's right. It's a full moon.* Hold up the two half moons and say: *These are half moons. Are they the same or are they different?* SS: *They're different.* Say: Yes. One is getting bigger and the other is getting smaller.

Tell the children to hold up both hands to form the letter C (back to front) with the fingers of their right hand. Explain that when the moon is getting bigger, it is in the shape that they have with their right hand. Now tell them to form the letter C with the fingers of their left hand. Explain that when the moon is getting smaller, this is the shape that it has. Show the children the poster (side A).

Play **Track 2.18**. The children listen to the recording while they place the pop-outs of the moons. Play **Track 2.18** again. This time, stop the recording after each description of the moon and ask for volunteers to place the pop-outs. Then, ask: *Which moon is getting smaller? Which moon is getting bigger? Which is the full moon? Which is the half moon?* The children point to the pop-outs.

Work with the book 🕥

Student's Book, page 65, Activity 1

Say: Open your books at page 65. Look at the pictures of the calendar.

Play **Track 2.19**. The children look at the calendar and point to the moons.

Play **Track 2.19** again and stop the recording after each question so that they can answer. Ask questions: *Is the moon getting bigger or smaller on the 8th*? SS: *Smaller.*



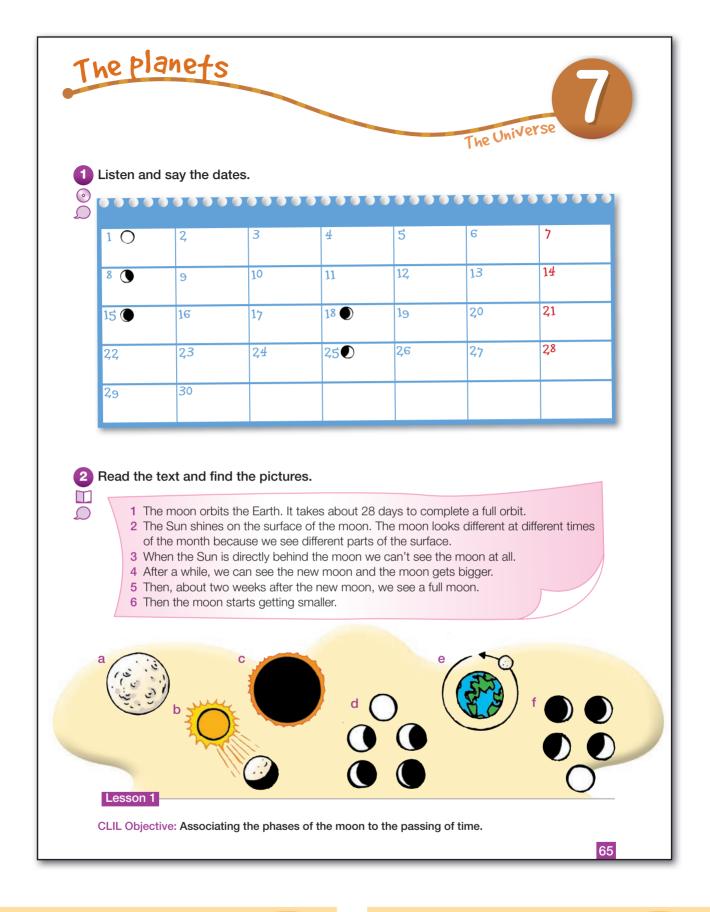
Practice

Ask: How many days are there in a month? Say: In some cultures a month is always 28 days. This is called a lunar calendar.

Ask if there are any children who are familiar with this. (Muslim children will probably know what a lunar calendar is.)

ANSWER KEY Student's Book, Activity 1 See Transcript.

Student's Book, Activity 2 1 e 2 b 3 c 4 f 5 a 6 d

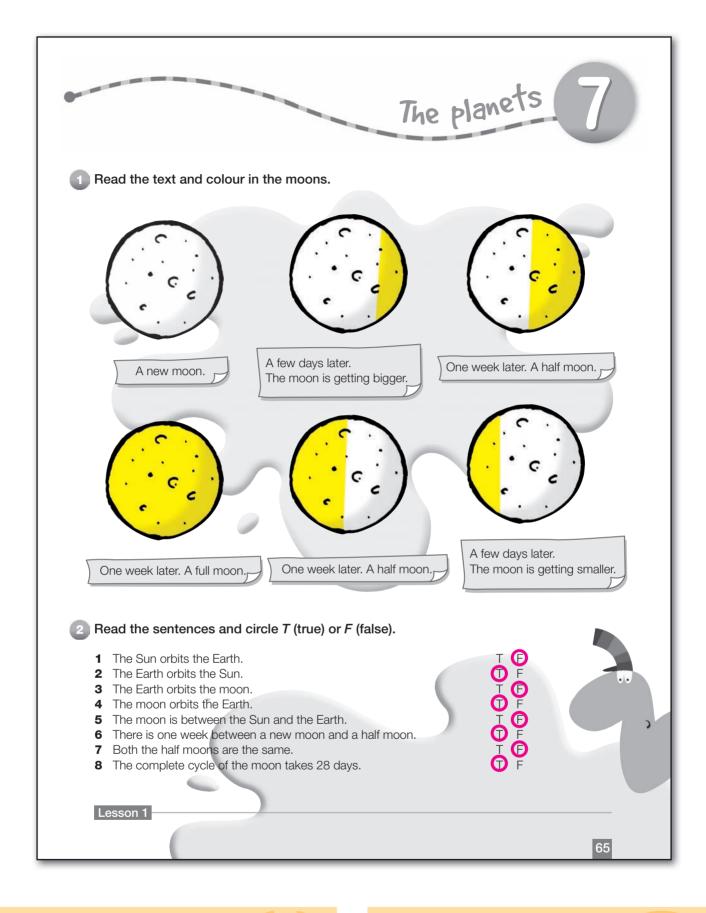


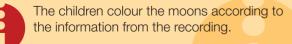


The children learn about the phases of the moon.



The children read the text in order to identify the corresponding images.







The children decide if the information is true or false.

OPTIONS

Activity Book

Page 65, Activity 1

Say: Open your Activity Books at page 65. Look at Activity 1. Here are six outlines of the moon. But we can't always see all of the moon, can we? Read the first label out loud. Ask for a volunteer to come to the board to draw a new moon. Repeat for the other labels.

Tell the children to read the labels again and to colour the part of the moon that they can see in each case.

Page 65, Activity 2

Say: *Now look at Activity 2.* Read the first sentence and ask: *Is that true or false?* SS: *False*.

Repeat for the other sentences.

Tell the children to read the sentences and to circle the T or F in their Activity Books.



Let's play!

Repeat the truth

Invent sentences (true or false ones) about topics from this unit, for example: *The Earth orbits the moon...* If the sentence is true, the children repeat it. If not, they do not say anything. Repeat several times with different sentences. Then, ask for volunteers to come to the front to invent sentences for the rest of the class.

Transcripts

Track 2.18 Poster Activity

Jack: Look, Grace! Grace: What? Jack: There's a full moon tonight. Grace: Oh wow! Isn't it beautiful. Narrator: One week later. Grace: Look, Jack! Look at the moon tonight! Jack: What? **Grace:** There's a half moon tonight. The moon's getting smaller. Jack: Oh ves! Narrator: One week later. Jack: Look. Grace! Grace: What? Jack: There's a very small moon tonight. The moon's getting smaller and smaller. Grace: Oh ves! Narrator: A few days later Grace: Look. Jack! Jack: What? Grace: There's a very small moon tonight but the moon's getting bigger. Jack: Oh ves! Narrator: One week later. Jack: Look. Grace! Grace: What? Jack: There's a half moon tonight. The moon's getting bigger and bigger. Grace: Oh yes! **Narrator:** One week later there is a full moon again.

Track 2.19 Activity 1

Jack: Look! There's a full moon tonight.
Narrator: What date is it?
Grace: Look! There's a half moon tonight. The moon's getting smaller.
Narrator: What date is it?
Jack: Look! There's a very small moon tonight. The moon's getting smaller and smaller.
Narrator: What date is it?
Grace: Look! There's a very small moon tonight but the moon's getting bigger.
Narrator: What date is it?
Jack: Look! There's a half moon tonight. The moon's getting bigger.
Narrator: What date is it?
Jack: Look! There's a half moon tonight. The moon's getting bigger.
Narrator: What date is it?

Recognising the positions of the planets.

Curricular link: Music; Science

Language Objectives

Vocabulary: *first, second, third, fourth, fifth, sixth, seventh, eighth, bigger, smaller; Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune* **Structures:** *Neptune is bigger than Mars. Which planet is it?*

Resources: poster (side B)

THE POSITION OF THE PLANETS

Presentation

Show the children the poster (side B). Point to the solar system and say: *These are the planets in our solar system*. Ask: *Are there any other things in the solar system*? Help the children to name the following celestial bodies: *the Sun, moons, meteorites* and *comets*.

Ask them if they know the names of the planets: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.* Explain that up until recently, Pluto was also a planet, but this has now been changed. Point to the planets and name them in order. Write the names on the board in the corresponding order. Ask questions about the size of the planets: *Is Mars bigger than Neptune? Is Venus smaller than Saturn?* The children answer *yes* or *no* where it is obvious on the poster, and *I don't know* if it is not obvious.

Work with the book 🧃

Student's Book, page 66, Activity 3

Say: Open your books at page 66. Look at the picture of the planets. Let's say their names.

Name the planets from Mercury to Neptune. Then, say: *Now we're going to sing* The Planets song.

Play **Track 2.20**. The children read the text as they listen to the recording.

Play **Track 2.20** again and encourage them to sing the song and to do the movements with you. Play **Track 2.20** again, but this time stop the recording after the first verse. Tell the children to sing the planets in order without looking at the text.

Student's Book, page 66, Activity 4

Say: Now we are going to play a guessing game! Write the following words on the board: bigger and smaller. Say: It's bigger than (Mars) but smaller than (the Earth). Which planet is it? SS: (Venus). The children take turns asking and answering questions.

Transcript

Track 2.20 The Planets song

See page 279.

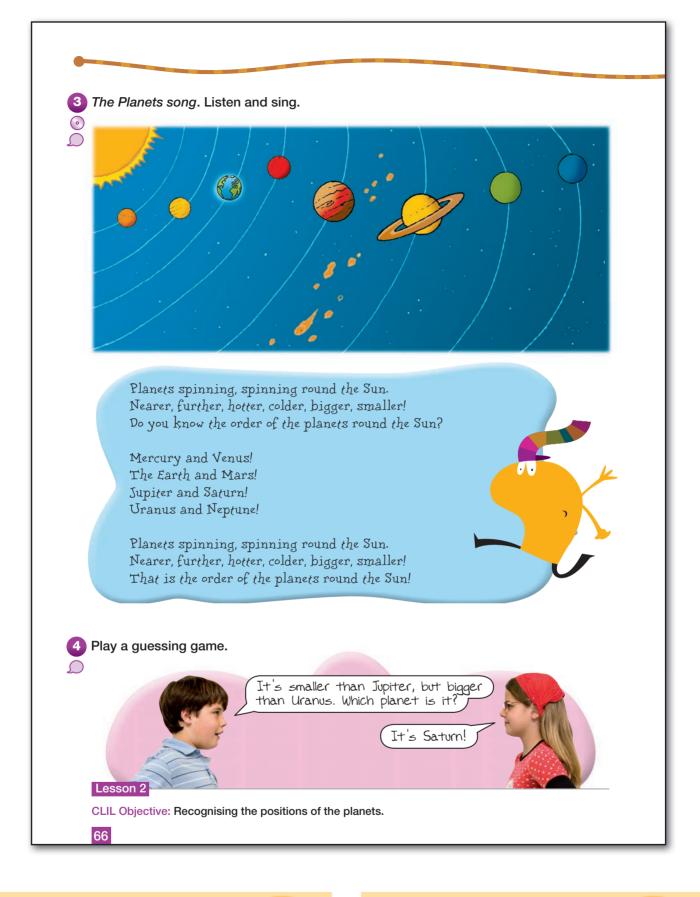
Optional Activity Book exercises

See page 279.

Practice

Ask: What can you see in the night sky with the naked eye? Let the children give you answers and then prompt them by asking questions: Can you see planets? Can you see stars? Can you see planes? Can you see UFOs? What does UFO mean? (Unidentified Flying Object). Ask: Have you ever seen a UFO?

Ask them if they know when the best display of comets is. It is in the middle of August. Explain that this is because the Earth's orbit passes through a meteorite shower at that time of the year.

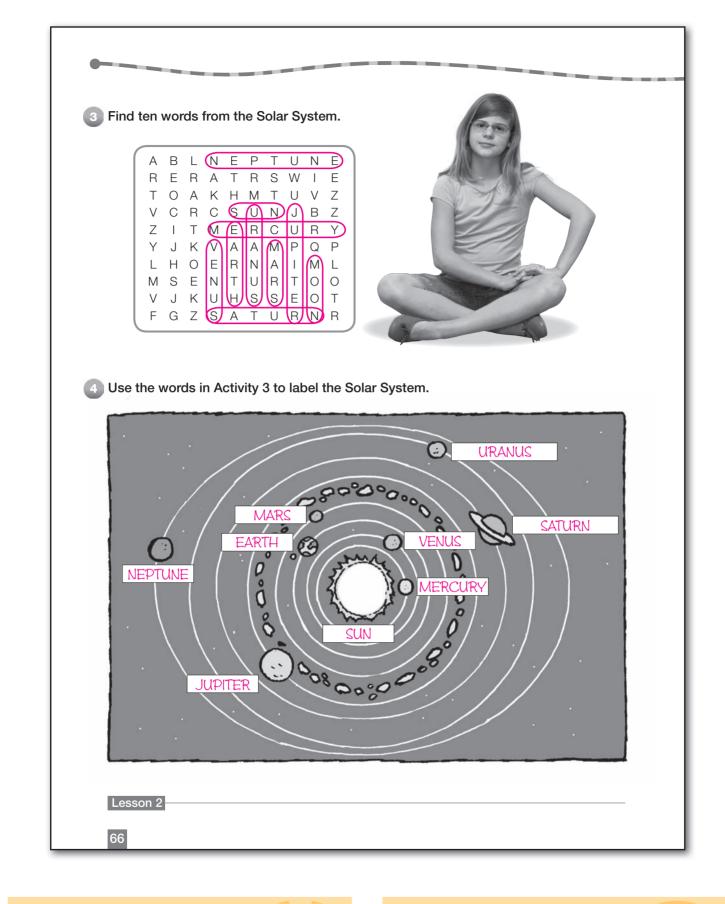




The children learn about the position of the planets through a song.



The children use the game to help them assimilate the grammatical structures that they should be able to use fluently by the end of the unit.



The children find the words in the word search.



The children label each part of the solar system with the appropriate words.

Activity Book

Page 66, Activity 3

Say: Open your Activity Books at page 66. Look at Activity 3.

Tell the children to look for ten words related to the solar system in the word search.

Ask for volunteers to read out the words that they have found.

Page 66, Activity 4

Say: Now look at Activity 4.

Tell the children to use the words from Activity 3 to label the solar system. They can refer to the poster to check the correct order of the planets.

Then, tell them to exchange books with a classmate and to correct one another's work.

Project Booklet

The solar system: Make a model of the solar system Page 29, *The planets*

Say: For this project we are going to make a model of the solar system. How many planets are there? Is the sun a planet? No! It's a star.

Explain that they are going to make a model of the solar system and that they are going to do the different parts in each lesson. In this lesson, they are going to make the planets.

Say: Open your Project Booklets at page 29. Look at all the planets. Look at page 67 in your Student's Book. Can you label these planets? Which is the biggest planet? Which is the smallest? Which planet is bigger than... but smaller than...

Repeat the procedure until the children have named all the planets.

Say: *Now we are going to start making our model.* Divide the class into groups of three and hand out the materials.

Read and explain the instructions.

The children make the model according to the instructions on page 29.

Tell them to write their name on the last strip of paper before sticking it onto each balloon.

Put the balloons in a place in the class that does not get much sunlight and leave them to dry.

Write the letters *M*, *V*, *E*, *M*, *J*, *S*, *U*, *N* in a column on the board.

Then, write the following words with these letters: *My very excited monkey jumps straight under Nicholas!* Tell the children to work in pairs to invent a funny sentence.

Let's play!

I spy...

Play *I spy*... using the names of the planets: *I spy with my little eye, a planet beginning with (S)*... The children play in small groups and write the name of the planet they think it is on a slip of paper. When you have mentioned all the planets, ask for volunteers to read out their lists. The group that gets the most planets correct wins the game.



Resources

DVD Unit 7, *The planets song*

Multi-ROM Unit 7, Activity 1

Teacher's Resource Book Extension worksheet 1, page 51

Transcript

Track 2.20 The Planets song

Planets spinning, spinning round the Sun. Nearer, further, hotter, colder, bigger, smaller! Do you know the order of the planets round the Sun?

Mercury and Venus! The Earth and Mars! Jupiter and Saturn! Uranus and Neptune!

Planets spinning, spinning round the sun. Nearer, further, hotter, colder, bigger, smaller! That is the order of the planets round the sun!

Understanding relative measurements in space.

Curricular link: Maths; Music; Science

Language Objectives

Vocabulary: hundred, thousand, million, kilometres, diameter, average temperature **Structures:** Jupiter is the biggest planet. Mercury is the nearest to the Sun.

Resources: CD; poster (side B); poster pop-outs (phases of the moon) **Materials:** scissors, orange paper, a roll of toilet

paper, sheets of paper, ruler

MEASUREMENTS IN SPACE



Show the children the poster (side B). Play **Track 2.20** again and sing the planets song so the children can remember the names of the planets and their order. Ask: *Which is the first planet, the planet nearest the Sun?* SS: *Mercury.* Continue asking questions and using ordinal numbers. Then, say: *Find a planet that's bigger than (the Earth).* Do the same with *smaller.* Point to the biggest planet (*Jupiter*) and say: *Jupiter is the biggest planet.* Repeat with *the smallest planet.*

Say: Let's find out more information about the planets.

Work with the book

Student's Book, page 67, Activity 5

Say: Open your books at page 67. Look at Activity 5. Look at the chart.

Ask questions about the chart: *Which is the (coldest) planet? Which is the (biggest) planet? Which is the (nearest) planet to the sun?*

Then, tell the children to use the information in the chart to complete the sentences orally.

Ask questions about the information in the chart: *Is Jupiter the biggest planet? Is it the coldest? Is it the nearest to the Sun?* Continue asking questions about the other planets.

Student's Book, page 67, Activity 6

Say: Now we're going to make a model to show the relative distances of the planets. In order to do this activity, you will need to go out into the corridor or the playground. First, make the Sun with a circle of orange paper. Divide the class into eight groups and assign a planet to each group. Each group colours and cuts out a circle for their planet, and then writes the name on it.

For this activity, the relative size of the planets is not important. Study the distances of the planets from the Sun. In the chart in the book, we can see the relative distances measured out in pieces of toilet paper.

Count and cut pieces of toilet paper to mark the distances between each planet and ask each group of three children to place their planet at the correct distance from the Sun. Ask questions using *nearer to/nearest to* and *further from/ furthest from: Which planet is (nearest to) the Sun? Which planet is (nearer to) the Sun, (the Earth) or (Uranus)?*

Transcript

Track 2.20 The Planets song

See page 279.

Optional Activity Book exercises

See page 283.

Practice

Continuous assessment

Children can name and sequence the eight planets in the solar system.

Write the big numbers from the Activity Book on the board. Point to the commas in the numbers and say: *Look! In English we use a comma here, not a full stop.* Explain that the full stop is used for decimal points as in: 3.5 (*three point five*), but not for whole numbers.

ANSWER KEY

Student's Book, Activity 5 Jupiter is the biggest planet. Mercury is the smallest planet. Venus is the hottest planet. Neptune is the coldest planet. Neptune is the furthest from the Sun. Mercury is the nearest to the Sun.



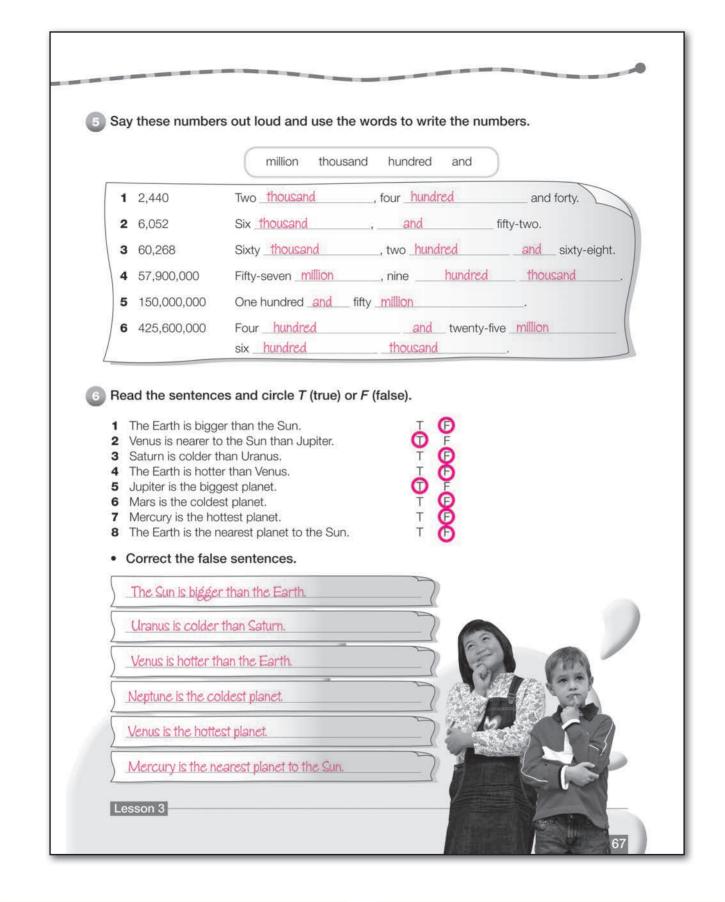
	Distance from the Sun (km)	Diameter (km)	Average temperatu			
Mercury	57,900,000	2,440	179	9°C		
Venus	108,200,000	6,052	482	2°C	ercury)	
Earth	150,000,000	12,756	10	3°C		
Mars	228,000,000	3,397	-63	3°C		MAN
Jupiter	778,400,000	71,492	-121	I°C	11	
Saturn	1,425,600,000	60,268	-125	5°C	A	2
Uranus	2,867,000,000	25,559	-214	4°C		
Neptune	4,486,000,000	24,746	-225	5°C		
1ake a mod	el to show the rel	ative distances o	of the planets			
You need: • A circle of	orange paper for th			vieces of to paper	ilet	
You need: • A circle of • A roll of to	orange paper for th	e Sun.		ieces of to	ilet	
You need: • A circle of • A roll of to • Eight circle	orange paper for th ilet paper.	e Sun.	P	lieces of to paper	ilet	
You need: • A circle of • A roll of to • Eight circle • A ruler and	orange paper for th ilet paper. es for the planets.	e Sun.	P Nercury	ieces of to paper 1	ilet	
You need: • A circle of • A roll of to • Eight circle • A ruler and • A ruler and • A ruler and • A ruler and • A ruler and	orange paper for th ilet paper. es for the planets. d a pair of scissors. at one end of the co	e Sun.	Aercury enus arth ars	Pieces of to paper 1 2 2.5 4	ilet	
You need: • A circle of • A roll of to • Eight circle • A ruler and • A ruler and • A ruler and • A ruler and • Count and of	orange paper for th ilet paper. es for the planets. d a pair of scissors. at one end of the co cut the pieces of toile	e Sun. N V E porridor. et paper.	Aercury fenus farth fars upiter	Pieces of to paper 1 2 2.5 4 13	ilet	
You need: • A circle of • A roll of to • Eight circle • A ruler and • A ruler and • A ruler and • A ruler and • Count and of	orange paper for th ilet paper. es for the planets. d a pair of scissors. at one end of the co	e Sun. N V E porridor. et paper. S	Aercury P enus control	Pieces of to paper 1 2 2.5 4 13 24	ilet	
You need: • A circle of • A roll of to • Eight circle • A ruler and • A ruler and • A ruler and • A ruler and • Count and of • Count and • Count and	orange paper for th ilet paper. es for the planets. d a pair of scissors. at one end of the co cut the pieces of toile	e Sun. M V E prridor. et paper. S	Aercury P enus 2 arth 2 Mars 2 upiter 2 aturn 2 Iranus 2	Pieces of to paper 1 2.5 4 13 24 48.5	ilet	
You need: • A circle of • A roll of to • Eight circle • A ruler and • A ruler and • A ruler and • A ruler and • Count and of	orange paper for th ilet paper. es for the planets. d a pair of scissors. at one end of the co cut the pieces of toile	e Sun. M V E prridor. et paper. S	Aercury P enus control	Pieces of to paper 1 2 2.5 4 13 24	ilet	



The children use the information in the chart to complete the sentences.



The children learn to calculate distances in



X+:-

The children read the different-sized numbers related to measurements in space.



The children decide if the sentences are true or false

Activity Book

Page 67, Activity 5

Say: Open your Activity Books at page 67. Look at Activity 5.

Write the numbers on the board, big enough so you can write a word under each of the digits. Read the numbers out loud and write the words *hundred*, *thousand* and *million* under each of the corresponding digits. Write the word *and* and specify where we place it in relation to the digit that it corresponds to when we say the number.

Page 67, Activity 6

Say: Now look at Activity 6.

Read the first sentences out loud and ask: *Is that true or false?* SS: *False.*

Ask for volunteers to read out their sentences and for others to say whether they are true or false.

Then, tell the children to read the sentences and to circle the T or the F.

Project Booklet

The solar system: Make a model of the solar system

Page 30, The Sun, moon and Earth

Tell the children to get into the same groups of three that they were in before in order to work on the planets they were making.

Tell them to place the planets in the correct order on their desks. Remind them of the sentence: *My very excited monkey jumped straight under Nicholas.* Say: *But there's something missing in our solar systems. What else is there in the solar system? The Sun and the moon.* Ask: *Is this the only moon? No!* Some children will probably know the answer. (Number of known moons in our solar system: Mars: 2, Jupiter: 63, Saturn: 61, Uranus: 27, Neptune: 13)

Say: Open your Project Booklets at page 30. What can you see in the pictures?

Tell the children to put the corresponding name on each picture.

Say: Look at Activity 4.

Ask for volunteers to read the text out loud. Ask questions about the text: *What colour is...? What is ... made of?*

Read and explain the instructions.

The children make a model according to the instructions on page 30.

Tell them to write their names on the last strip of paper before sticking it on each balloon.

Place the balloons somewhere in the classroom that does not get much sunlight and leave them to dry. Tell the children to paint the planets that they made from Lesson 1. They should use the information that appears in

the Project Book to colour them.



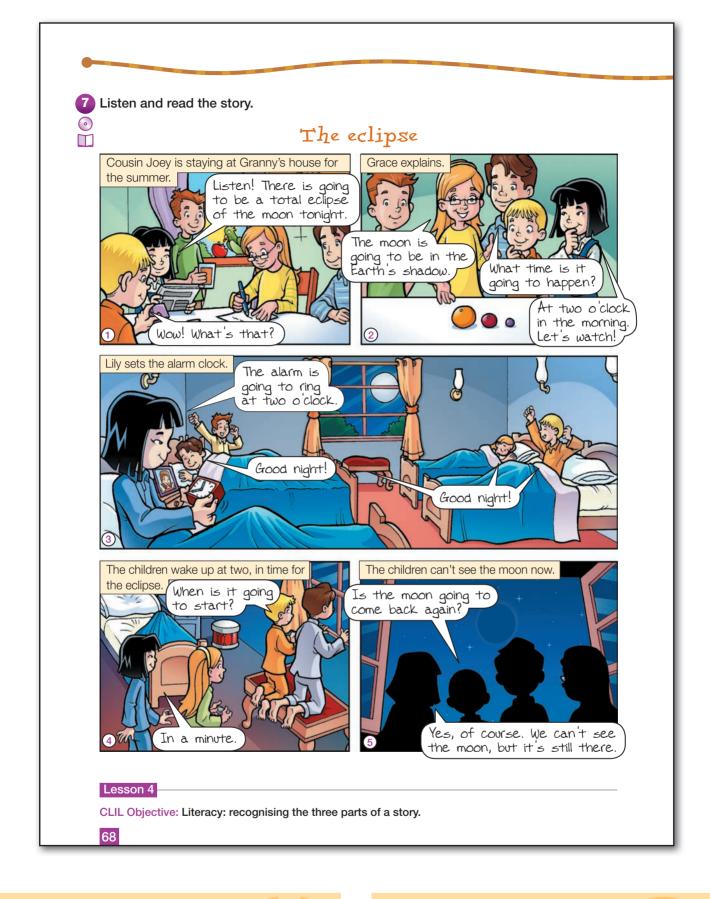
Let's play!

Number race

Draw a line on the board and write big numbers on the board on both sides of the line (the same numbers should appear on both sides of the line). Divide the class into two teams. Give a piece of chalk to one child in each team. Say a number out loud. The children have to run to the board to circle the number that you have said. The first child to do this gets a point for their team. The game ends when all the numbers have been circled.

Resources

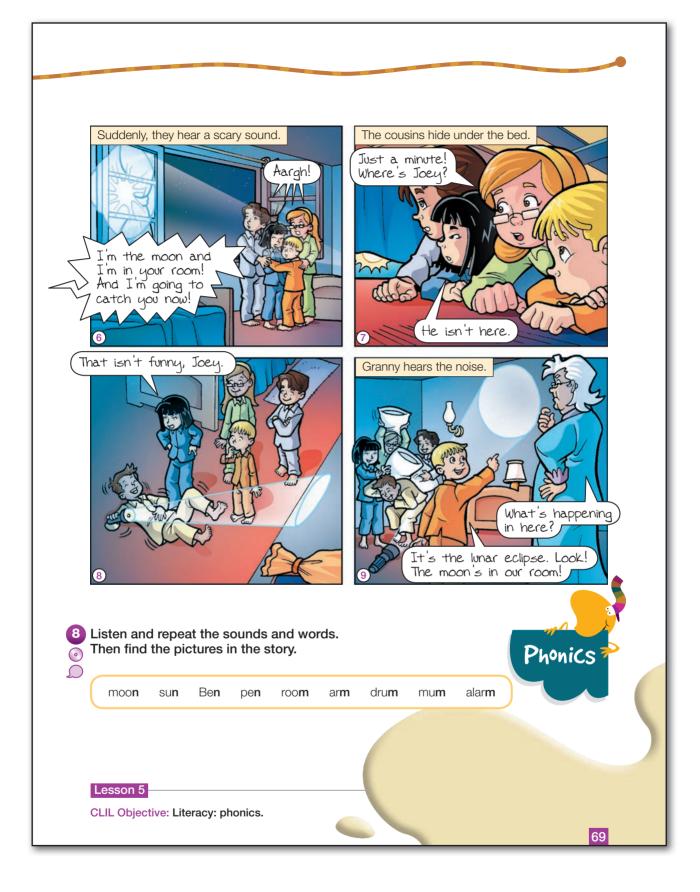
DVD Unit 7, *Activity 2*



The children listen and read the story carefully in order to assimilate the information, as well as the vocabulary and pronunciation.



The children learn that stories have three parts to them.





The children analyse the different parts of the story.



The children learn new sounds and how they are spelt. Then, they identify them in the story.

Literacy skills: recognising the three parts of a story.

Curricular link: Literacy

Language Objectives

Story language: cousin, summer, total eclipse, moon, tonight, the Earth, shadow, alarm clock, ring, wake up, start, come back, scary, sound, room, catch, funny, What's that? What's going to happen? What's happening in here? Good night!

Resources: CD; story cards

STORY: THE ECLIPSE

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 and to make predictions about the story. Help them by asking questions: *Who can you see in picture 1?* Let the children name the characters. Then, point to Joey and say: *This is Joey. He's their cousin. Where are they? What are they doing? Look at picture 2. What is Grace explaining? Look at picture 3. What time is it? What has Lily got? What are the children doing in picture 4? Can you see the moon in picture 5? Look at picture 7. Are the cousins scared? Is here scared in picture 8? What is he doing? Can you see*

Is Joey scared in picture 8? What is he doing? Can you see the moon in picture 9? Say: Sit down now and let's listen to the story.

Play **Track 2.21**. Point to the story cards as they listen to the story.

Work with the book 🕥

Student's Book, pages 68 and 69, Activity 7

Say: Open your books at pages 68 and 69. Play **Track 2.21** again. Tell the children to follow the story in their books.

Ask comprehension questions: What is an eclipse? When is the eclipse going to happen? How are the cousins going to wake up? What time does Lily set the alarm clock for? Is the moon still there? Why can't they see it? Is the moon really in their room? Is Lily laughing with Joey? Is she angry? 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 have not understood. Point to the words and explain them by using the story cards where possible, or by giving examples.

Transcript

Track 2.21 Story: The eclipse

See page 289.

Optional Activity Book exercises

See page 289.



Place the story cards on the board in random order. Play **Track 2.21** again. This time, stop the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the card and place it in a line below. Tell them to describe what is happening in the story. They can read the text that appears at the top of each picture frame. Continue until all the story cards are in the correct order in the line below. Then, analyse the different parts of the story. Ask: *What's happening at the (beginning/middle/end) of the story?*

Literacy: phonics n (moon, Sun, Ben, pen) and /m/ (room, arm, drum, mum, alarm)

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 them. Ask: Which is the first picture? Ask questions about the picture to check their understanding. Repeat for the other story cards until all of the pictures are in the correct order.

Work with the book 🕥

Student's Book, pages 68 and 69

Tell the children to read the story out loud. Assign each of the characters to six children and ask others to be the narrator.

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly. When they have finished, write the words that need to be corrected on the board. Point to them one by one and ask if anyone knows how to say them. Correct their pronunciation if necessary.

Student's Book, page 69, Activity 8

Clap your hands to ensure that the children are watching you. Write the letter *n* several times on the board. Point to each letter as you say: n n n moon. Repeat several times. Articulate the *n* sound very clearly, making sure that the children understand that the final *n* sound is produced with the teeth closed but the lips open. The children repeat: n n n moon.

Repeat with the other words (sun, Ben, pen). Write the letter *m* several times on the board. Point to each letter as you say: m m m room. Repeat several times. Articulate the *m* sound clearly, making sure the children understand that the final *m* sound is produced with the lips closed.

The children repeat: m m m room.

Repeat for the other words (arm, drum, mum, alarm). Tell the children to look at Activity 8 of page 69.

Play Track 2.22. The children repeat the sounds and the words.

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

Ask: Can you find (moon)? SS: Yes! It's in picture (1). They can use the story cards if necessary.



Optional Activity Book exercises

See page 291.

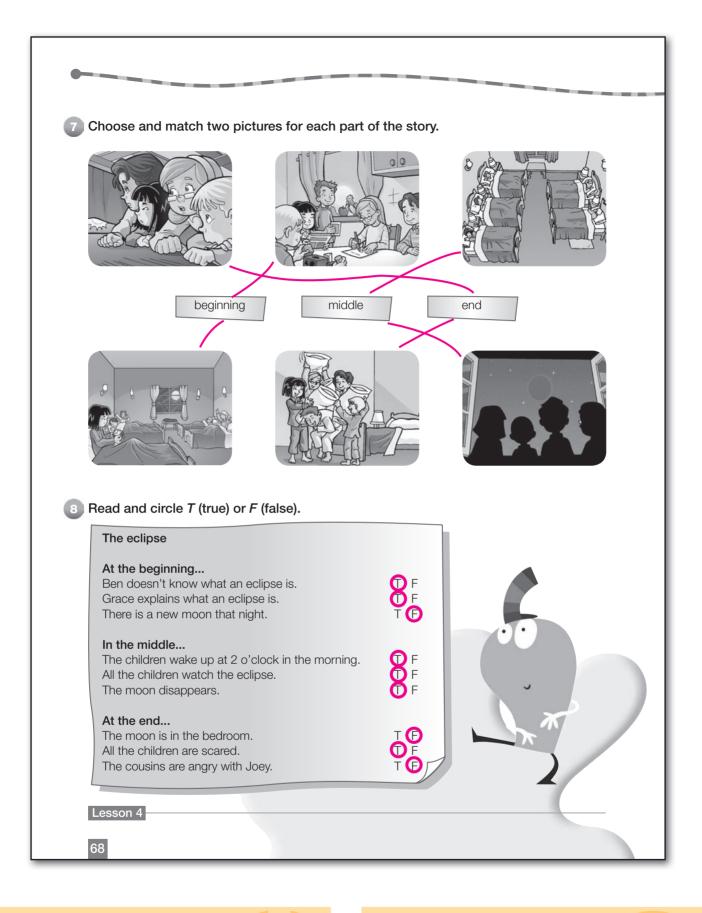
Transcript

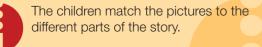
See page 291.



Divide the class into groups of six. Assign a character to each child. Play Track 2.21 again. The children join in with their lines.

Ask for groups to come to the front to act out the story. Use the recording if necessary.







The children select the things that happen in each of the parts of the story.

Activity Book

Page 68, Activity 7

Say: Open your Activity Books at page 68. Look at Activity 7.

Read out the three words: *beginning, middle* and *end*. Explain that all stories have a beginning, a middle and an end.

Say: Look at the first picture. Is it from the beginning, the middle or the end of the story? SS: The end. Repeat for the other pictures. If possible, they should do this without looking at the Student's Book.

Tell them to match two pictures to each part of the story.

Page 68, Activity 8

Say: Now look at Activity 8.

Read out the first sentence and ask: *Is that true or false?* SS: *True.*

Tell the children to read the sentences and to circle them T or F according to what they think.

Ask for volunteers to read out their sentences and for others to say whether they are true or not and correct the activity.



Describe it!

Place the story cards 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 and tell him to describe the story card that corresponds to this number. This child's team has to guess which card it is. Set a time limit. The team can only offer one suggestion. If they are correct, they get a point. If not, the other team can try to guess which one it is. Repeat for the other team and with the other story cards.

Resources

Multi-ROM Unit 7, Story

Transcript



Picture 1

Narrator: Cousin Joey is staying at Granny's house for the summer.

Lily: Listen! There is going to be a total eclipse of the moon tonight.

Ben: Wow! What's that?

Picture 2

Narrator: Grace explains. Grace: The moon is going to be in the Earth's shadow. Jack: What time is it going to happen? Lily: At two o'clock in the morning. Let's watch!

Picture 3

Narrator: Lily sets the alarm clock. Lily: The alarm is going to ring at two o'clock. Jack: Good night! Others: Good night!

Picture 4

Narrator: The children wake up at two, in time for the eclipse.Ben: When is it going to start?Lily: In a minute.

Picture 5

Narrator: The children can't see the moon now.Ben: Is the moon going to come back again?Lily: Yes, of course. We can't see the moon but it's still there.

Picture 6

Narrator: Suddenly they hear a scary sound.Ghostly voice: I'm the moon and I'm in your room! And I'm going to catch you now!All: Aargh!

Picture 7

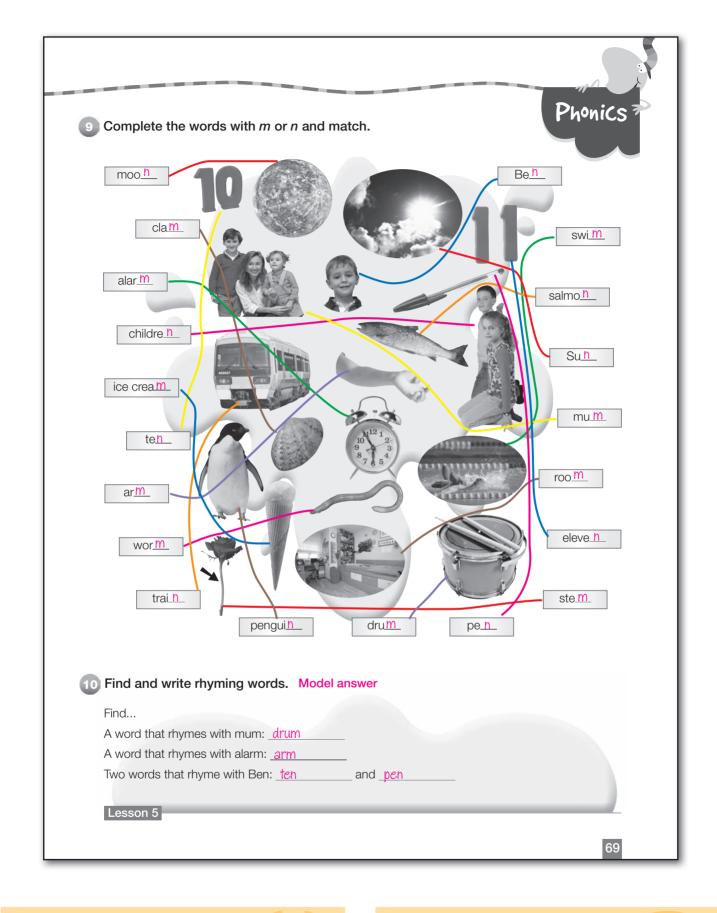
Narrator: The cousins hide under the bed. **Grace:** Just a minute! Where's Joey? **Lily:** He isn't here.

Picture 8

Lily: That isn't funny, Joey.

Picture 9

Narrator: Granny hears the noise. Granny: What's happening in here? Ben: It's the lunar eclipse. Look! The moon's in our room!





The children complete the words with the sounds that they have learned in this lesson.



The children look for words that rhyme to help them remember how to pronounce the final sounds.

Activity Book

Page 69, Activity 9

Say: Open your Activity Books at page 69. Look at Activity 9.

Tell the children to complete the words with the letters n or m. Then, they match them to the photos. Ask for volunteers to read out the words. Check the pronunciation of the final sound to make sure they distinguish between the n and the m.

Page 69, Activity 10

Say: Now look at Activity 10. Ask: Can you tell me a word that rhymes with mum? SS: Drum. Repeat for the other words.

Tell the children to complete the sentences in their Activity Books.



Let's play!

Find your family

Write several words that end in *m* or *n* on slips of paper. Make sure there is one for every child. Hand out the words. The children have to walk around the classroom saying their word until they find other children who have words with the same sound. When they are in their groups, they say their word out loud for the rest of the class.

Resources

Multi-ROM Unit 7, *Phonics*



Transcript



n n n moon n n n sun n n n Ben n n n pen

m m m room m m m arm m m m drum m m m mum m m m alarm

Learning about different physical conditions.

Curricular link: Science

Language Objectives

Vocabulary: run, eat, practise, land on, fly, plan, breathe, mend, use, controls, pizza, high energy food, emergency landings, route, robot, oxygen tank, control room, air, gravity, fresh food, muscles, spaceship, space **Structures:** I'm going to run 10 kilometres every day. I'm going to practise moving around in the anti-gravity machine because there isn't any gravity in space.

Resources: CD; poster (side B)

PHYSICAL CONDITIONS IN SPACE

Presentation

Show the children the poster (side B). Ask them questions about their knowledge of space and astronauts. Ask: Where do people live in the solar system? SS: On the Earth. T: Do people live anywhere else? SS: No. T: Why not?

Then, ask: What do you know about space travel? Have people ever been to the moon? Have people been to Mars? Has anything been to Mars? Are there people anywhere else in space? What about the space station? The space station orbits the Earth. There are always people on the space station. Who goes to the space station? SS: Astronauts.

Work with the book 🕥

Student's Book, page 70, Activity 9

Say: Open your books at page 70. Elisa Tremlett is an astronaut. She's going to go to Mars. Look at the pictures of Elisa. Let's listen to the recording to hear what she is going to do in space.

Play **Track 2.23** as the children look at the pictures. Play **Track 2.23** again and this time stop after each of Elisa's answers so that the children can make a note of the number of the corresponding picture.

When they have finished, play **Track 2.23** again so they can check their answers.

Then, ask questions to correct the activity. T: *Is Elisa going to (run 10 kilometres before breakfast)?* SS: Yes, she is. T: *Is Elisa going to (eat lots of pizzas)?* SS: *No, she isn't.*

Student's Book, page 70, Activity 10

Say: Now look at Activity 10.

Tell the children to match the correct pictures from Activity 9 to the reasons in Activity 10. When they have finished, tell them to work in pairs to check their answers. Finally, ask questions to correct the activity: *Why is Elisa going to (practise breathing with an oxygen tank)?* SS: Because (there isn't any air in space).



exercises

See page 295.

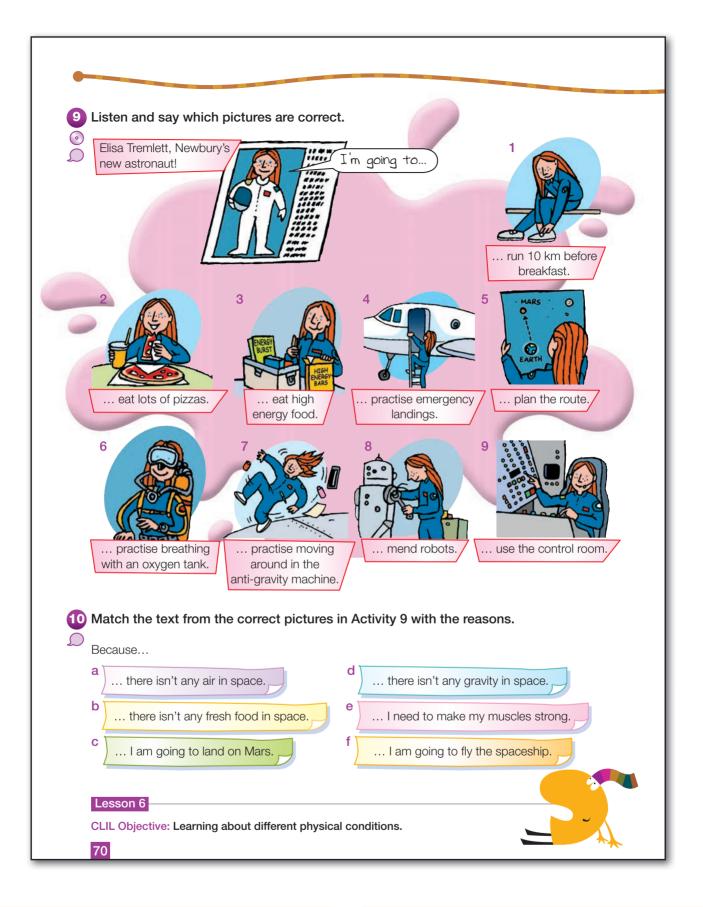
Practice

Say: Imagine you're going to travel to the space station. What are you going to take with you? Tell the children to work in pairs and to make a list of the things that they would take. You can help them by asking questions such as: Are you going to take anything to read? Are you going to take anything to eat? And so on. Ask for volunteers to explain their lists to the rest of the class.

ANSWER KEY

Student's Book, Activity 9 See Transcript.

Student's Book, Activity 10 1e 3b 4c 6a 7d 9f

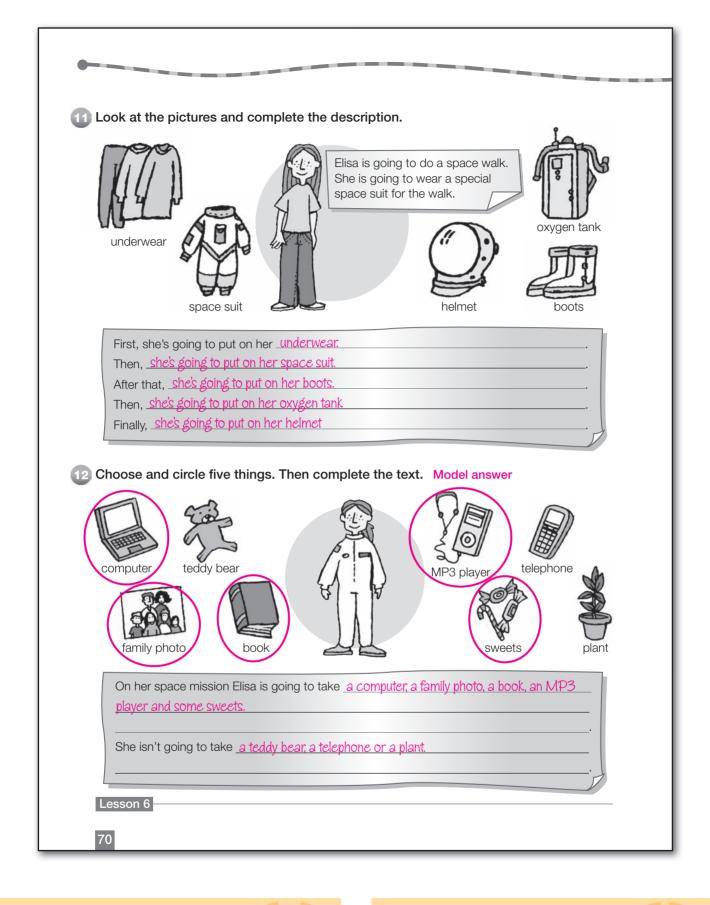




The children complete the sentences logically according to the listening.



The children draw on their existing knowledge of what happens when you travel into space to complete the sentences.



The children go through a sequence of actions and revise the words used to create a sequence in a story.



The children draw on their existing knowledge of space missions to complete the activities in this lesson.

OPTIONS

Activity Book

Page 70, Activity 11

Say: Open your Activity Books at page 70. Look at Activity 11. Look at the pictures. What is Elisa going to put on first? SS: Her underwear.

Continue asking questions until the children have put all the pictures in order.

Tell them to complete the decription in their Activity Books. Ask for volunteers to read out their sentences and correct the activity.

Page 70, Activity 12

Say: Now look at Activity 12.

Tell the children to identify the objects in the pictures. Then, ask: *Do you think that Elisa is going to take all these things with her?*

Tell them to circle the objects that they think Elisa is going to take.

Then, ask for volunteers to name the objects that they have chosen.

Tell the children to complete the sentences in their Activity Books and ask for volunteers to read out their sentences to correct the activity.

Project Booklet

The solar system: Make a model of the solar system Page 31, *Orbit lines*

Bring two children to the front of the class, one to represent the Sun and another to represent the Earth. Using the children, explain that the Earth revolves around the Sun and rotates at the same time Write *revolving* and *rotating* on the board. Then, ask: *Do all these bodies revolve and rotate? No! The Sun stays still.* Say: *Open your Project Booklets at page 31.* Tell the children to label the picture.

Then, say: *Look at Activity 6. Get into groups of three.* Hand out the materials.

Read and explain the instructions.

The children make the base for their solar system. Tell them to paint the Sun, the moon and the Earth that they made in lesson 2.

Draw the real orbiting line of the Earth (an ellipse) on the board and ask: *Is this a circle?* SS: *No!*

Explain that the real orbiting lines are not circular but ellipses and that the circular model is used to represent them. The egg-shaped orbiting lines are important because they produce seasons

Resources

Multi-ROM Unit 7, Activity 3

Teacher's Resource Book *Extension worksheet 2, page 52*

Transcript

Track 2.23 Activity 9

Journalist: Good morning, Elisa.

Elisa: Good morning.

- **Journalist:** Now, you are going to go on a very special space mission next year, aren't you?
- **Elisa:** Yes, that's right. I'm going to travel to Mars. I'm going to land on Mars to investigate the soil.

Journalist: Wow! How are you going to prepare for this mission?

Elisa: Well, I'm going to train very hard every day. I'm going to run 10 km before breakfast. Then I'm going to practise breathing with an oxygen tank. I'm going to practise moving around in the gravity machine.

Journalist: Are you going to learn how to fly the space ship?

Elisa: Oh yes. I'm going to use the control room, and I'm going to practise emergency landings.

- Journalist: Oh dear! That sounds dangerous!
- Elisa: Well, I'm going to land the space ship on Mars, you see.
- **Journalist:** Aren't you going to have any food during the day?
- **Elisa:** Yes, of course. But I'm going to eat special high energy dried food.
- **Journalist:** *Mmm. Well, I think you are going to be a very busy astronaut, Elisa. Thanks for coming on our show.*

Elisa: Thank you! See you when I get back from Mars!

Learning about space travel.

Curricular link: Science

Language Objectives

Vocabulary: orbit, land, collect, do, take photos, measure, look for, the planet, rocks, temperature, Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Structures: Are you going to orbit the planet? Yes, I am. / No, I'm not.

Resources: flashcards (orbit the planet, collect rocks, do an experiment, take photos, measure the temperature, land on the planet) **Materials:** dice

SPACE TRAVEL

Presentation

Place the flashcards on the board. Say: *Do you remember the astronaut, Elisa Tremlett? Where's she going?* SS: *Mars.* T: *What do you think she's going to do on her space mission?* Hold up the flashcards one by one and ask: *Do you think she's going to (orbit the planet)?* SS: *Yes/No.* Continue asking about the other flashcards and encourage the children to give their reasons.

Work with the book

Student's Book, page 71, Activity 11

Say: Open your books at page 71. Now we're going to play The space game. Explain the instructions for the game to the children and make sure they understand the sentences. Tell them to play the game in groups of four. When they have finished, ask questions about what they are going to do: Are you going to (orbit the planet)? S1: (Yes). T: Are you going to visit (Mars)? S2: (No, I'm going to visit Saturn).

Student's Book, page 71, Activity 12

Say: Now find your travel companions. Ask each other questions.

The children walk around the class asking and answering questions until they form a group of children who are going to the same planet. S1: *Are you going to visit (Mars)?* S2: *No, I'm not.* S3: *Yes, I am.*

Optional Activity Book exercises

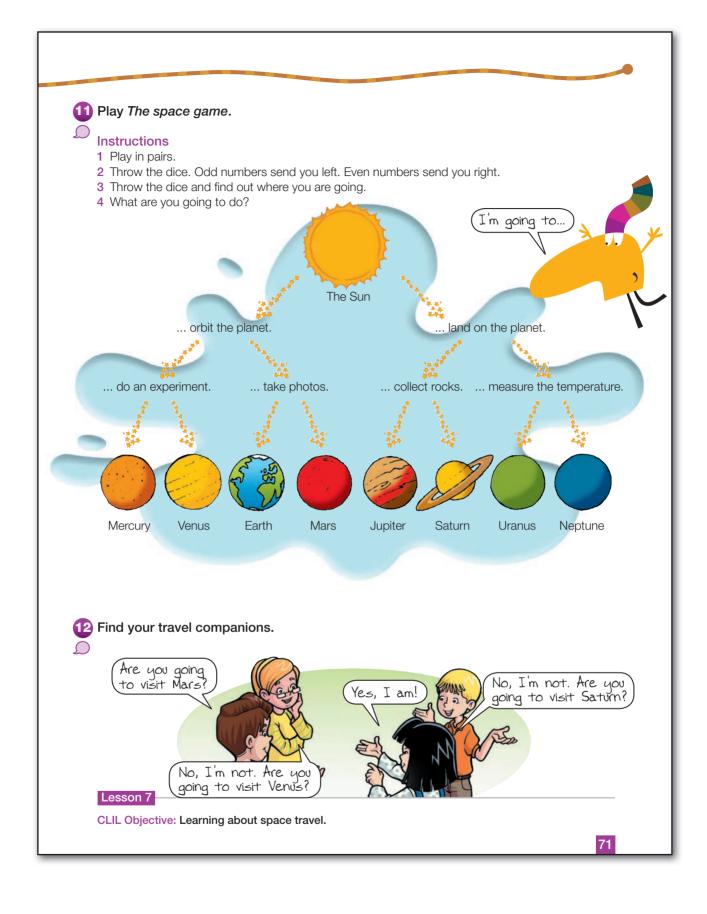
See page 299.

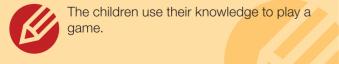
Practice

Continuous assessment

Children can predict future actions using going to.

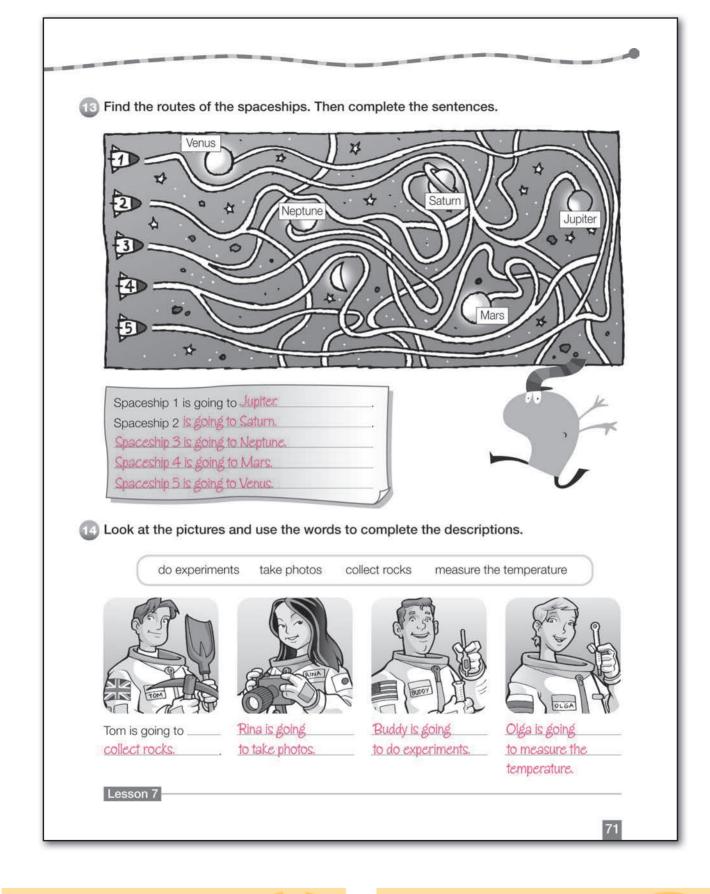
Ask: What else is Elisa going to do? What do you think? Is she going to listen to music? SS: Yes. T: How is she going to listen to music? S1: She's going to take an MP3 player. Encouarge the chidlren to ask one another questions. Ask: Would you like to go with Elisa on the mission? Why? / Why not?

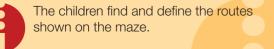






The children use the language they have learned to play a guessing game.







The children complete the descriptions of each character's mission.

OPTIONS

Activity Book

Page 71, Activity 13

Say: Open your Activity Books at page 71. Look at Activity 13. Look at the spaceships. There are five different spaceships and they are all going to different planets.

Tell the children to follow the routes with a pencil to check where each spaceship is going.

Tell the children to complete the sentences in their Activity Books.

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

Page 71, Activity 14

Say: Now look at Activity 14.

Tell the children to look for clues to discover what each person is going to do. Ask: *What is Tom going to do?* SS: *He's going to collect rocks.*

Tell the children to complete the sentences that appear below each astronaut.

Then, ask for volunteers to read out their sentences and correct the activity.

Project Booklet

The solar system: Make a model of the solar system

Page 32, Assembling the model

Hand out the components that the children have made for their model.

Tell them to put the components on their desk in the correct order with the Sun in the middle and the moon to one side of the Earth.

Say: Open your Project Booklets at page 32. Let's do the planet quiz.

Read the first question out loud so the children can respond orally.

Ask for volunteers to read out their questions for the rest of the class to answer.

Tell the children to answer the questions in their Project Books.

Say: *Look at activity 8. Let's assemble our models.* Read and explain the instructions.

The children assemble the model in their groups. Hang the models on the ceiling with hooks.

Play Guess which planet I am. Say: (Venus) is to my left and (Mars) is to my right. Which planet am I?

Let's play!

Use the word

Divide the children into groups of four. Make sure they have their key vocabulary cut-outs or make photocopies of the Teacher's Resource Book, page 23, one copy per group. The children shuffle the cards and place them face down on their desks. Then, they take turns taking a card and making a sentence using the word, for example: *Venus is the hottest planet...* If they make a correct sentence, they keep the card. If not, they return it to the pile. The winner is the child with the most cards at the end of the game.



Resources

Teacher's Resource Book *Ready to read worksheet*, page 75

Language awareness: using suffixes to build words.

Curricular link: Literacy

Language Objectives

Vocabulary: *big, small, near, far, tall, short, old, young* **Structures:** *Mercury is hotter than Jupiter. Mercury is the hottest planet.*

Resources: poster (side B); Unit 7 cut-outs or Teacher's Resource Book, page 15, (one photocopy per child).

Materials: scissors, glue

Student's Book, page 72, Activity 14

Say: Now we're going to make and play a language game! Find your cut-outs for Unit 7. Explain the instructions to the children. Tell them to play the game. Ask for volunteers to read out their sentences.

Optional Activity Book exercises

See page 303.

FOCUS ON LANGUAGE



Show the children the poster (side B) and say: *The Earth is big. Jupiter is bigger than the Earth. But Neptune is the biggest.* Repeat with *small, near* and *far.*

Choose two volunteers (make sure they are both tall but clearly different heights). Tell them to stand side by side and say: *This is how we compare. (Daniel) is tall. (María) is taller than (Daniel) and I'm the tallest.* Choose two other volunteers (make sure they are both short, but clearly different heights) and do the same with *short.* Then, ask: *(Daniel), when's your birthday?* S1: (*30th March).* T: *(María), when's your birthday?* S2: (*16th June).* Say: *(Daniel) is older than (María) but I'm the oldest.* Do the same with *young.*

Work with the book

Student's Book, page 72, Activity 13

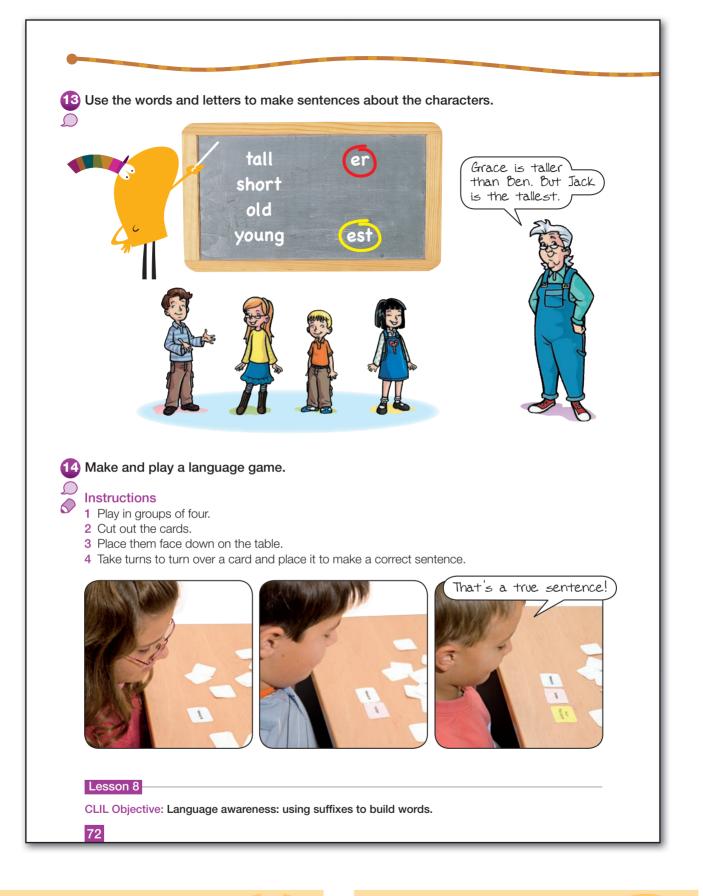
Say: Open your books at page 72. Look at the words on the board. Ask a volunteer to read the words out loud. Say: Grace is taller than Ben, but Jack is the tallest. Tell the children to make sentences orally with the words on the board using the comparatives and superlatives. Then, tell them to ask one another questions. S1: Is (Jack) (older) than (Ben)? S2: (Yes, he is). S2: Is (Jack) the (oldest)? S1: (Yes, he is).

Practice

Continuous assessment

Children can compare the planets using comparative and superlative adjectives.

Ask: What other words do we change by adding things to the end? (Go - going, planet - planets, go - goes). Say: These are suffixes. We use suffixes to make small changes to the meanings of words. You can ask the children to come to the board to write more examples. Discuss the change in meaning for each case.

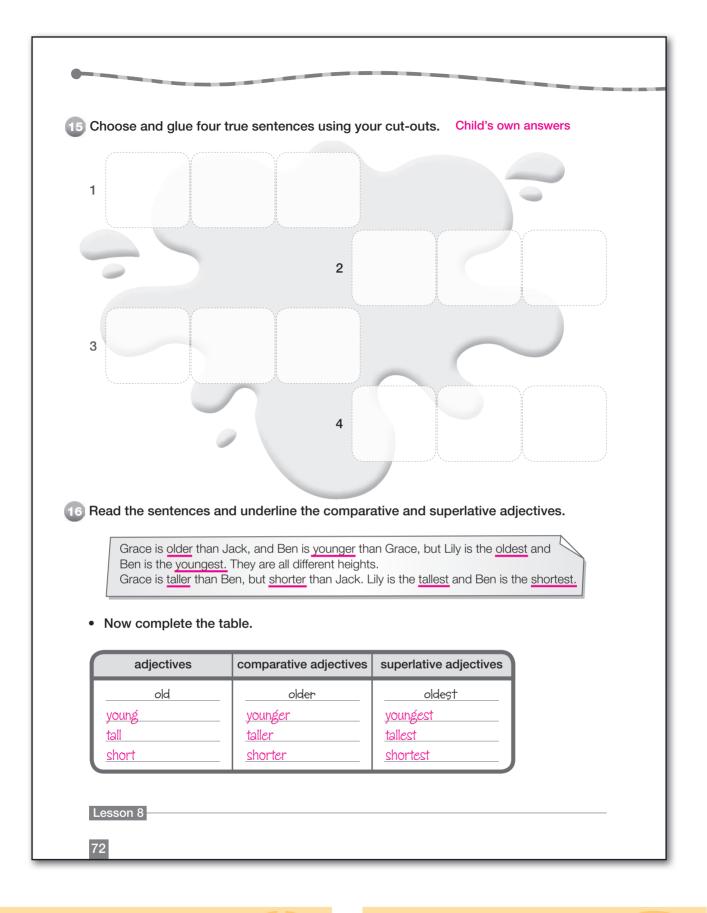


(

The children use the words to make sentences about the characters.



The children learn how to form comparatives by playing a game in which they have to form true sentences.



The children cut out the cut-outs for the section and stick them very carefully in their Activity Books.



The children make sentences about the characters using comparatives and superlatives.

OPTIONS

Activity Book

Page 72, Activity 15

Say: Open your Activity Books at page 72. Look at Activity 15.

Tell the children to make four true sentences with their cut-outs and to stick them in the correct place. Ask for volunteers to read out their sentences.

Page 72, Activity 16

Say: *Now look at Activity 16*. Ask for volunteers to read out the text. Each child can read two sentences.

Then, say: In this piece of text there are some comparatives like older, and some superlatives like the oldest. Underline these words.

Ask: How many comparatives and superlatives have you underlined? There are four comparatives and four superlatives. Now check again.

Tell the children to complete the chart with the words that they have underlined. They should only complete the second and third columns in the table.

Then, say: *What words do we write in the first column?* Encourage them to name the adjectives. When they have finished, tell them to complete the first column in the table.

Let's play!

Miming game

Divide the class into groups of three or four and make photocopies of the flashcards (one copy per group). Hand out the flashcards to the groups. The children shuffle the cards and place them face down in a pile. Then, they take turns taking a card from the pile. The person who takes a card has to mime the word for the rest of the group, who have to guess the word. Repeat the procedure until all the cards have been mimed.

Resources

DVD Unit 8, *Real kids*

Multi-ROM Unit 7, Activity 4

Teacher's Resource Book DVD worksheet, page 31



Talking about objects in space.

Curricular link: Science

Language Objectives

Vocabulary: comet, constellation, star, equator, Northern/Southern Hemisphere, Southern Cross, Cassiopeia, Queen, Taurus, Hydra Structures: When are we going to see (Halley's Comet) next? In (67) year's time. This constellation is called (Hydra). It looks like a (snake).

Resources: CD

Materials: construction paper, felt tip pens Preparation: Draw pictures of the following constellations: Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces, Aries, Taurus, Gemini and Cancer.

THE WONDERFUL WORLD: THE SKY AT NIGHT

Presentation

Ask: What can you see in the sky during the daytime? What about at night?

Say: Many years ago people looked at the stars and imagined they saw pictures. We call these pictures constellations. Do you know any names of constellations? The children may know the names of the constellations in L1. If possible, supply any words in English and make a list of the words they should find out about.

Work with the book 🕥

Student's Book, page 73, Activity 15

Say: Open your books at page 73. Look at the pictures. Make questions about the pictures: Can you see a W shape? Can you see a cross?

Play **Track 2.24**. Tell the children to point at the corresponding picture.

Play **Track 2.24** again. This time, stop the recording after each description and ask: *Which picture is that?* Ask questions to correct the activity: *What is the first constellation called?* SS: *Cassiopeia.* T: *When can we see it?* SS: *All year long.*

Student's Book, page 73, Activity 16

Say: We can see stars and planets in the night sky. Can we see anything else? We can see comets. Tell the children to look at the table and to work out when we can next see the different comets. Do the dialogue with a volunteer and then tell the children to work in pairs to calculate the next time we can see these comets.

Tell them to give you their answers, write these on the board and decide which ones are correct.

Student's Book, page 73, Activity 17

Say: *Now we're going to invent a constellation.* Explain the instructions to the children. When they have drawn their constellation and they have given it a name, tell them to describe it.

S1: My constellation is called (Flipper). It looks like a (dolphin). There are (ten) stars in the constellation. You can see (Flipper) in the (spring) in the (Northern) Hemisphere.



Optional Activity Book exercises

See page 307.

Practice

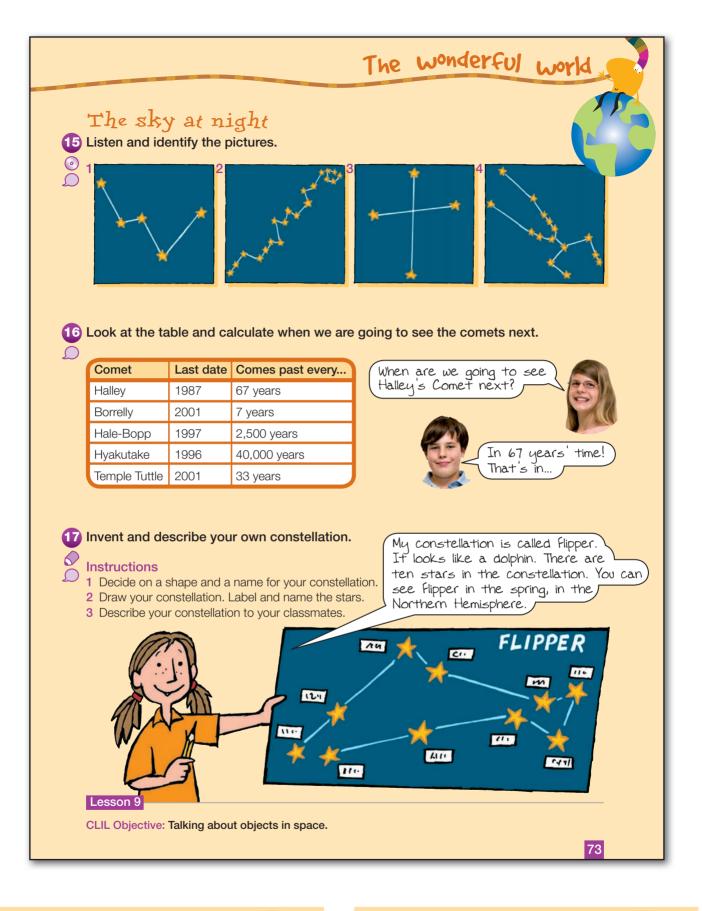
Show the children the pictures that you have prepared of the following constellations: *Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces, Aries, Taurus, Gemini* and *Cancer*. Under each picture, write information about where and when we can see them. Explain that each one corresponds to a part of the year. Tell them to tell you the date of their birthday and to name their zodiac sign.

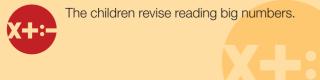
ANSWER KEY

Student's Book, Activity 15 See Transcript.

Student's Book, Activity 16

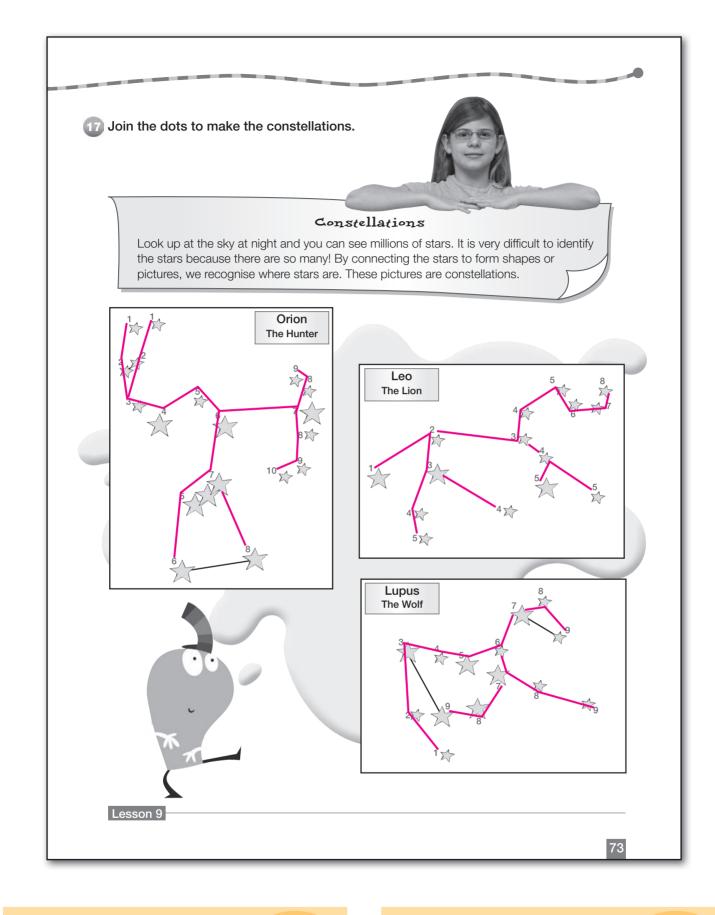
Halley: 2054 Borrelly: 2015 Hale-Bopp: 4497 Hyakatuke: 41,996 Temple Tuttle: 2034







The children demonstrate their artistic ability and their understanding of the scientific content of the unit by creating their own constellation.



The children use the vocabulary they have learned to describe and compare the pictures.



The children develop their imagination by talking about which shapes they can see in the constellations.

Activity Book

Page 73, Activity 17

Say: Open your Activity Books at page 73. Look at the stars.

Read out the text about the constellations. Point out that the stars are not really connected, but this is a way of helping us to identify and recognise their position in the sky.

Tell the children to connect the stars in the pictures according to the numbers that they have, the 1 to the 2, the 2 to the 3, and so on.

When they have finished, they tell you what shapes or images they can see. Explain the names of the constellations if necessary and tell them to give you their opinion of them: *Do you think (Leo) looks like a (lion)? Why? / Why not?*



Let's play!

Guess the numbers

The children play in pairs. They make four cards with paper and write a big number on each one. They place the cards face down and mix them up. Then, they choose a card and try to guess which number it is without looking. The child who guesses the most wins the game.

Transcript

Track 2.24 Activity 15

Crux is also called the Southern Cross. It looks like a simple cross in the sky. We can only see it south of the equator in the Southern Hemisphere.

Cassiopeia is also called the Queen. It looks like a big W in the sky. We can see it in the Northern Hemisphere all year long.

Hydra is the longest constellation in the sky. It looks like a huge snake. We can see it between January and May in the Northern Hemisphere.

Taurus is also called the Bull. Look carefully and you can see the two back legs, the body and the horns of the bull. We can see it during winter and spring in the Northern Hemisphere.

Resources

Multi-Rom Unit 7, The wonderful world

Teacher's Resource Book *Ready to write worksheet, page 117*



Assessment.

Curricular link: Science

Language Objectives

All the vocabulary from unit 7.

Resources: CD; poster (sides A and B); poster popouts (phases of the moon); flashcards (*orbit the planet*, *collect rocks, do an experiment, take photos, measure the temperature, land on the planet*)

REVIEW





Say: Today we are going to remember all the work we have done in Unit 7.

Say: Look at the phases of the moon on the poster. Tell the children to come to the poster to point to a picture and to name the corresponding phase of the moon.

Tell them to look at the planets. Point to the planets one by one and name them.

Then, ask questions about the relative size of the planets and their corresponding distance from the Sun: *Is Neptune bigger than Venus? Which is the biggest planet? Is Venus nearer to the Sun than the Earth? Which is the nearest?* Ask: *Do you remember how to say big numbers?* Write a few big numbers on the board and ask for volunteers to read them back to you. Ask: *Do you remember* The Planets song?

Play Track 2.20 so they can sing along to it.

Work with the book

Student's Book, page 74, Activity 18

Say: Open your books at page 74. Say: We're going to do The planet quiz.

Divide the class into pairs and tell them to read the sentences and to note down which planet each one corresponds to.

When they have finished, read the sentences out loud and ask for volunteers to give you their ideas.

Then, tell the children to look at the box of words on the right. Tell them to copy the sentences in their notebooks and to complete it with the words.

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

Student's Book, page 74, Activity 19

Hand out the flashcards.

Say: Look at the pictures of Elisa's space mission. What is Elisa going to do first? SS: Elisa is going to orbit the planet. T: Then what is she going to do? The children with the flashcards stand up as the actions are mentioned. Continue until all the activities that Elisa is going to do have been mentioned.



Track 2.20 The Planets song

See page 279.

Optional Activity Book exercises

See page 311.



Show the children the poster (side B). Describe one of the planets and tell the children to identify it, for example: *This planet is blue. It's further from the Sun than Venus but nearer to the Sun than Mars. It's bigger than Venus but smaller than Neptune. Which planet is it?* SS: *The Earth.* Tell them to choose a planet and to write a brief description of it. Ask for volunteers to read out their description and for the rest of the class to try to identify the planet.

ANSWER KEY

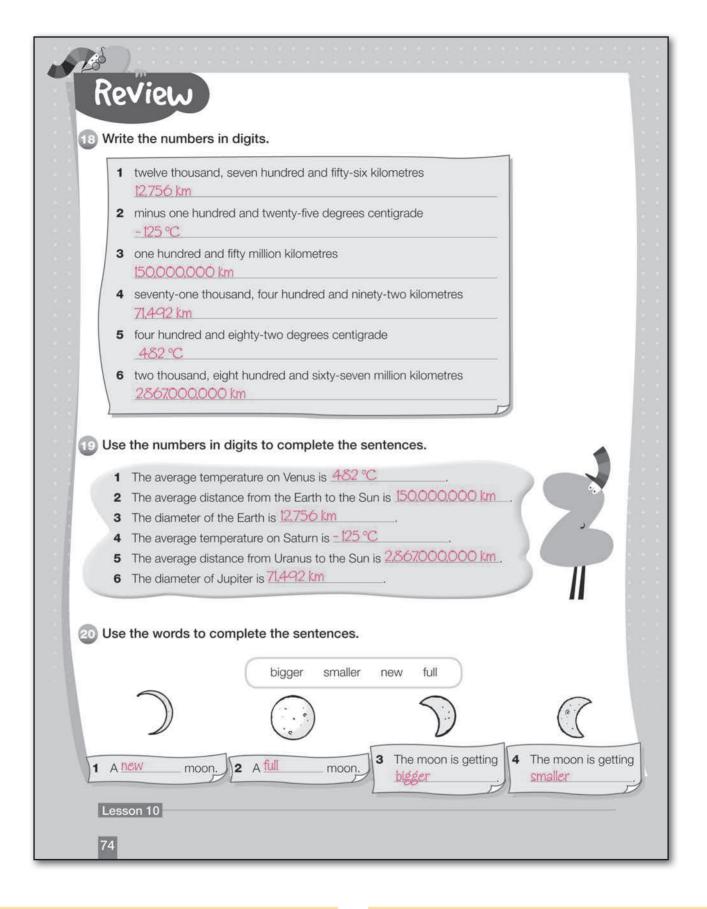
Student's Book, Activity 1 See Transcript.

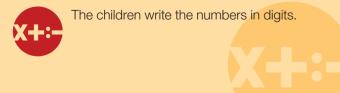
B Do The planet quiz with a classmate.
Find a planet that is colder than Earth, but hotter than Jupiter. hotter than Earth, but colder than Venus. bigger than Uranus, but smaller than Jupiter. smaller than Venus, but smaller than Mercury. nearer to the Sun than Neptune, but further than Saturn. further from the Sun than Jupiter, but nearer than Uranus.
Now copy and complete six sentences.
Mercury is planet. Jupiter is planet.
Neptune is planet. the biggest the smallest the nearest
Neptune is planet from the Sun. the furthest Mercury is planet to the Sun.
 Describe the space mission. First, Elisa is going to
Lesson 10 Objective: Assessment. 74

The children play a planet identification game to demonstrate their knowledge of the vocabulary and grammar from this unit.



The children complete the sentences with the appropriate vocabulary and describe a space mission.







The children complete the sentences about the phases of the moon.

OPTIONS

Activity Book

Page 74, Activity 18

Say: Open your Activity Books at page 74. Look at Activity 18.

Ask six volunteers to come to the board. Read the numbers out loud and tell the children to write the numbers as you read them. Correct any number that is wrong.

Tell the children to read the numbers in their Activity Books and to write the numbers with digits and symbols, for example: *minus one hundred and twentyfive degrees centigrade* = -125 °C.

Page 74, Activity 19

Say: Now look at Activity 19.

Explain that all the numbers that they have written in the previous activity correspond to the sentences in this activity.

Read the first sentence out loud and say: *Can you find a number to complete this sentence?*

Repeat for the other sentences and the other numbers. Tell them to complete the sentences in their Activity Books.

Page 74, Activity 20

Say: Now look at Activity 20.

Tell the children to use the words in the box to complete the labels.

Ask for volunteers to read out the labels and correct the activity.

Let's play!

Tutti frutti

Choose various categories of words that the children have learned, for example: jobs, animals, food... Start saying the alphabet quietly and tell the children to stop you before you get to the end. The letter that they stop you at will be the one that they have to use to write a word for each category that you have chosen. Set a time limit. The words that only one person has written are worth ten points. The other words that are repeated are worth 5.



Teacher's Resource Book Unit 7 *Test*, pages 97-98

See Transcript Track 2.25

Transcript

Track 2.25 Unit 7 Test. Activity 1

Listen and write the names of the planets.

Lily: Jack! Grace! Can you help me with my homework, please?
Jack: Yes, of course.
Grace: What is it?
Lily: I need to write the names of the planets.
Jack: Ok, well, Mercury is the nearest to the sun.
Grace: And Neptune is the furthest from the sun.
Jack: Uranus is next to Neptune.
Grace: Earth is the third planet from the sun.
Jack: Jupiter is the biggest planet.
Grace: Venus is next to Mercury.
Jack: Mars is smaller than the Earth.
Grace: Saturn is the second biggest planet.
Lily: That's all the planets! Thank you!

Assessment criteria

CLIL Objectives

Children can associate the phases of the moon with the passing of time. Children can identify the planets and their position in the solar system. Children can describe the size, distance from the sun and average temperature of the planets in the solar system. Children understand different physical conditions that apply in space. Children can identify some constellations.

Language Objectives

Children can say and read big numbers. Children can name the eight planets of the solar system and other celestial bodies. Children can compare the planets using comparative and superlative adjectives. Children can describe activities related to space travel. Children understand the concept of suffixes used for word building.

SEEING THE WORLD Culture and civilization

CLIL Objective

Associating well-known sights with countries.

Curricular link: Geography

Language Objectives

Vocabulary: France, Greece, USA, Spain, China, Peru, Italy, Portugal, England; statue, tower, palace, city, wall, temple, lake, bridge Structures: The Eiffel Tower is in France.

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

SEEING THE WORLD

Presentation

Present the context. Say: Today we are going to learn about some well-known sights in different countries. Show the children the poster (side A) and hand out the pop-outs. Tell them to come to the board one by one and ask: What have you got? If the child does not know the name of the tourist sight, they show you the pop-out. Say: Oh look, that's the (Statue of Liberty). Where is it? Point to the places on the poster and ask the children to tell you where they think it should be placed.

Play Track 2.26 and the children with the pop-outs hold them up as they hear them mentioned. Play Track 2.26 again and the children place the pop-outs on the poster. Ask guestions about the poster: Is the (Great Wall) in (China) or (France)? SS: It's in (China). T: Where is the (Alhambra Palace)? SS: It's in (Spain).

Work with the book 📊

Student's Book, page 75, Activity 1

Say: Open your books at page 75. Look at the pictures of the postcards.

Play Track 2.27. The children listen to the recording and point to the corresponding postcards.

Play Track 2.27 again and this time stop the recording after each question: Where's the postcard from? The children answer the questions. Say: Look at the words in the box. Choose one of the postcards and complete the text. Ask for volunteers to choose a postcard and to complete the text orally. S1: Dear Eliza, I'm in (France) now. This is the famous (tower). It's amazing. Then, they write the completed texts in their notebooks.

Student's Book, page 75, Activity 2

Sav: Now we're going to write a postcard. Explain the instructions to the children. Tell them to choose one of the words from the green box. They do a picture to illustrate it and write a postcard.

When they have finished, ask for volunteers to read out their postcards and to show them to the rest of the class.

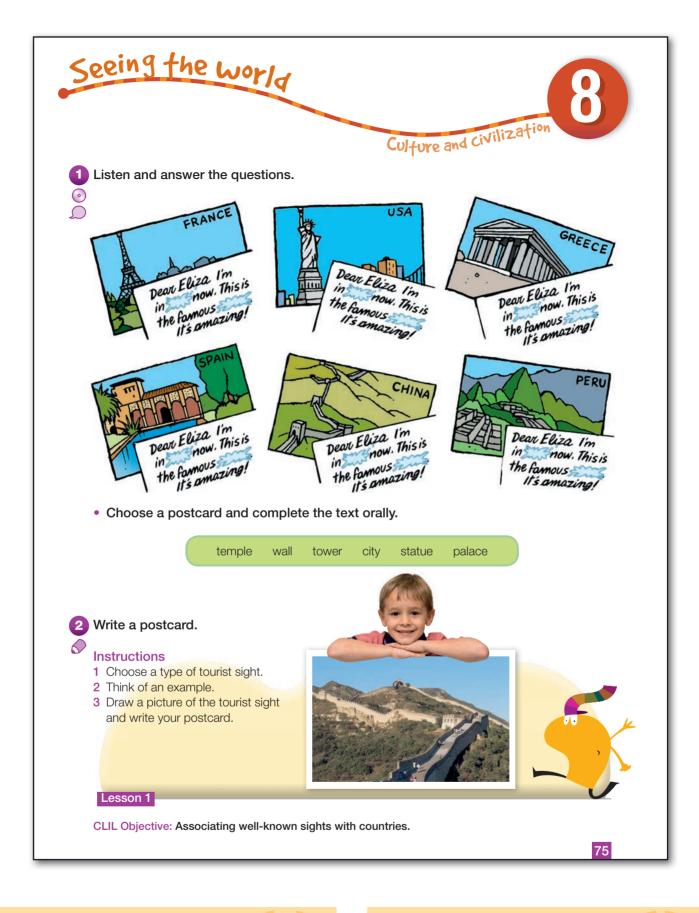


Practice

Talk about the tourist attractions in your area. Supply any words that the children may need and present the words lake and bridge.

Ask the children about any bridges, lakes, palaces, walls, statues, temples or famous towers in your area or country.

ANSWER KEY Student's Book, Activity 1 See Transcript.

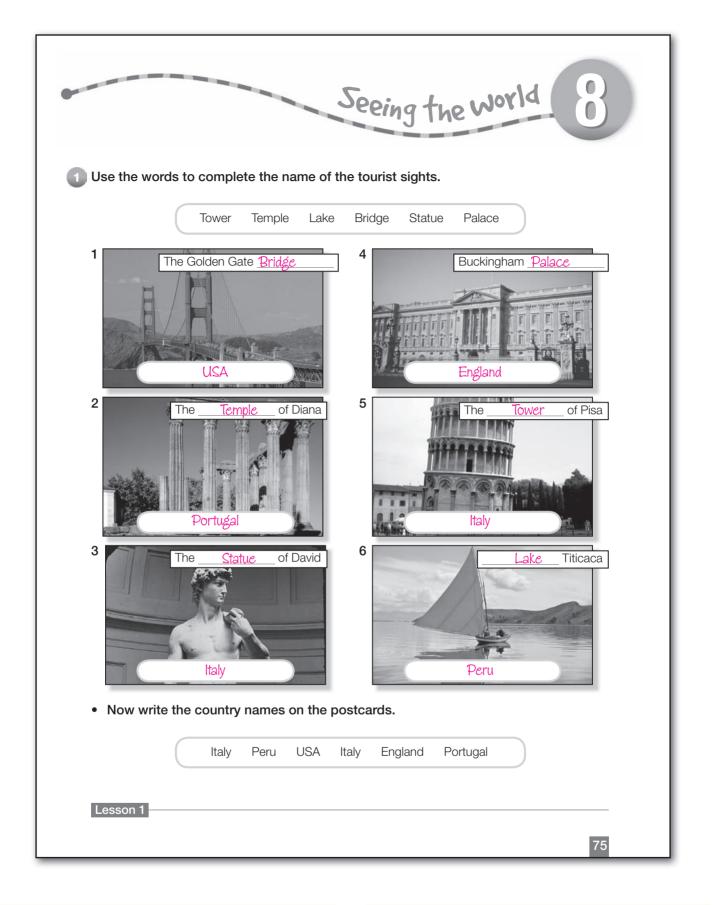


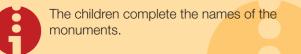


The children listen carefully to the recording in order to answer the questions correctly.



The children improve their knowledge of world geography and famous places in the world.







The children find the monument<mark>s in th</mark>e

Activity Book

Page 75, Activity 1

Say: Open your Activity Books at page 75. Look at Activity 1.

Tell the children to look at the first postcard and ask: *What's this?* Read the words and find the one that they need to complete the name: *The Golden Gate Bridge*. Repeat for the other places.

Tell them to complete the labels in their Activity Books. Then, say: *Look at the first postcard again.* Ask: *Does anybody know where the Golden Gate Bridge is?* Tell the children to read the countries at the bottom of the page and to choose the correct one. If they cannot identify it, tell them to do it by a process of elimination, for example: *Where is Buckingham Palace?*

Let's play!

Noughts and Crosses

Draw a 3 x 3 grid on the board. In each square, stick a simple picture of a monument or a country, for example: a statue, a bridge, China, Greece... Divide the class into two groups: Noughts (O) and Crosses (X). Tell the first group to name one of the pictures. If they are correct, take off the picture and draw a nought or cross (depending on which team they are from) in the square. If not, it is the other team's turn. The idea is to get three noughts or crosses in a row.

Resources

Multi-ROM Unit 8, Activity 1

Ŋ

Transcripts



Narrator: Granny gets lots of postcards from all around the world.

Grace: Look, Granny! You've got another postcard! It's from China.

Jack: Wow! It's the Great Wall.

Jack: Look! You've got another postcard! It's from Peru. Lily: Wow! It's the city of Machu Picchu.

Lily: Look! You've got another postcard! It's from the USA. **Ben:** Wow! It's the Statue of Liberty.

Ben: Look! You've got another postcard! It's from France. **Grace:** Wow! It's the Eiffel Tower.

Grace: Look! You've got another postcard! It's from Greece. **Jack:** Wow! It's the Parthenon temple.

Lily: Look! You've got another postcard! It's from Spain. **Ben:** Wow! It's the Alhambra Palace.

Track 2.27 Activity 1

Narrator: Granny gets lots of postcards from all around the world.

Grace: Look, Granny! You've got another postcard! **Jack:** Wow! It's the Great Wall. **Narrator:** Where's the postcard from?

Jack: Look! You've got another postcard! Lily: Wow! It's the city of Machu Picchu. Narrator: Where's the postcard from?

Lily: Look! You've got another postcard! Ben: Wow! It's the Statue of Liberty. Narrator: Where's the postcard from?

Ben: Look! You've got another postcard! **Grace:** Wow! It's the Eiffel Tower. **Narrator:** Where's the postcard from?

Grace: Look! You've got another postcard! **Jack:** Wow! It's the Parthenon temple. **Narrator:** Where's the postcard from?

Lily: Look! You've got another postcard! Ben: Wow! It's the Alhambra Palace. Narrator: Where's the postcard from?

Learning about different languages and alphabets.

Curricular link: Geography; Social Science

Language Objectives

Vocabulary: English, Spanish, French, Greek, Arabic, Russian, Cyrillic, Latin, alphabet **Structures:** What language does (Javi) speak? He speaks (Spanish).

Resources: poster (side B) **Materials:** glue, paper, scissors

LANGUAGES AND COUNTRIES

Presentation

Ask: What language(s) do people speak in our country? Encourage the children to name the official languages in their country. Then, ask: Do you think people speak other languages as well? If there are children in your class whose home language is different from the majority, encourage them to say what language(s) they speak. Write the Latin alphabet on the board, naming the letters and encouraging the children to join in.

Show the children the poster (side B).

Ask: Do we use the Latin alphabet in our language and English? Do we use the same number of letters? How many letters are there in English? SS: Twenty-six. T: How many letters are there in our language? Explain that not all languages use the Latin alphabet.

Point to the different alphabets on the poster and identify them.

T: This is the (Arabic) alphabet.

Explain that a letter is a way of writing a sound. Continue explaining that the sounds in our alphabet are not always present in other languages. Point to the Arabic alphabet and say: *Where is the sound e for elephant? It doesn't exist in this alphabet.*

Explain that an alphabet is not the only form of writing. In Japanese and Chinese they use characters to represent whole words or ideas instead of using letters to represent sounds.

Work with the book 间

Student's Book, page 76, Activity 3

Say: *Open your books at page 76. Look at Activity 3.* Play **Track 2.28**. The children point to the corresponding children. Play **Track 2.28** again. Stop the recording after each child and ask: *What language does (Mary) speak?* Point out the difference between the country and the language: *Where is (Javi) from?* SS: *He's from (Spain).* T: *What language does (he) speak?* SS: *(He) speaks (Spanish).* Repeat for the other children.

Student's Book, page 76, Activity 4

Say: *Now look at Activity 4.* Tell the children to look at the banners and to identify which alphabet is being used in each one. Then, they should tell you the language on each banner.

*Note: Point out the difference between *Russian*, which is the name of the language in Russia, and *Cyrillic*, which is the name of the alphabet that they use to write this language.

Hand out the pieces of white paper (four per child). Say: Now find the initial letter for your name in the other alphabets.

The children look for the first letters of their names in the other alphabets and write them. Then, they stick them on a big piece of paper in order to make a poster.



Optional Activity Book exercises

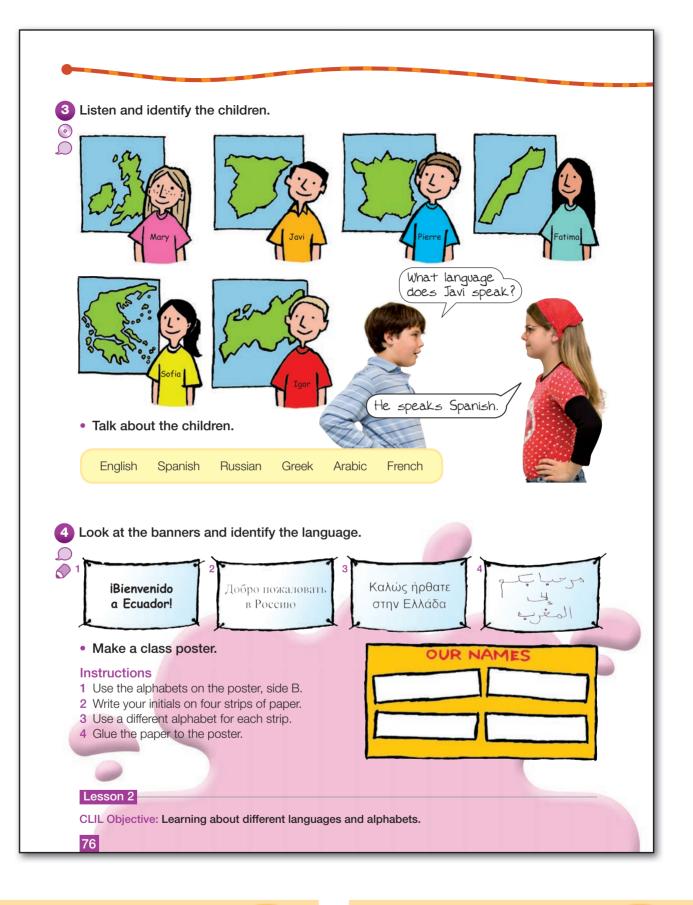
See page 319.

Practice

Tell the children to write their initials on slips of paper. Collect the slips of paper, shuffle them and hand them out, making sure that no child has their own initials. Tell the children to go to the class poster to find their classmates' initials written in the different alphabets.

ANSWER KEY Student's Book, Activity 3 See Transcript.

Student's Book, Activity 4 1 Spanish 2 Russian 3 Greek 4 Arabic



The children use appropriate structures to talk about the characters and where they are from.



The children find information about the different alphabets in the world.

1 A a B b C c D d E e F f G g H h I i J k L M m N n O P P Q Q q R r S s T t U u V v	habets with the 2 A B B X 9 B S X 9	ع ع ال ال ال ال ال ال ال ال ال ال ال ال ال	$\begin{array}{cccc} 4 & & \alpha \\ & & B & \beta \\ & X & \chi \\ \Delta & \delta \\ & E & \varepsilon \\ \Phi & \phi \\ \Gamma & \gamma \\ H & \eta \\ I & \iota \\ K & \kappa \\ \Lambda & \lambda \\ M & \mu \\ N & \nu \\ O & o \\ \Pi & \pi \\ \Theta & \theta \\ P & \rho \\ \Sigma & \sigma \\ T & \tau \\ \Upsilon & v \\ s & \varphi \\ \Omega & \omega \end{array}$	iBienvenido a Ecuador! 1 Καλώς ήρθατε στην Ελλάδα 4
W w X x Y y Z z Latin	2 # 0 # 2	م م ن ن م م ب ب ب م م م م م م م م	Ξ ξ Ψ ψ Z ζ Greek	Добро пожаловать в Россию
Write the n	ames of the alph Ar	nabets. abic Latin Cy	rillic Greek	
3 Complete the My name is I live in I speak	text. Child's c	own answers	5	

The children learn how to write their names in other alphabets. This will help them appreciate the differences that exist in the world.



The children write a paragraph about themselves to demonstrate their knowledge of the vocabulary and structures.

Activity Book

Page 76, Activity 2

Say: Open your Activity Books at page 76. Look at Activity 2.

Tell the children to look at the four alphabets and to match each one with the corresponding banner and to write the correct number in each square. Ask for volunteers to read out their answers.

When they have finished, tell them to write the name under each alphabet using the words in the box.

Page 76, Activity 3

Say: *Now look at Activity 3.* Tell them to complete the text about themselves. Ask for volunteers to read out their sentences.

Project Booklet

Seeing the world: The wonderful world exhibition

Page 33, Countries and continents

*Note: An atlas would be useful for this project.

Use the poster of the map of the world from unit 1. Ask: *Which countries can you find on the map*? Tell the children to come to the map to point at and name the countries in the world.

Read the following list of countries and tell the children to go and find them on the map: *France, China, Morocco, Greece, Mozambique, Australia, Russia, Mexico, Angola, Japan, Spain, Egypt, Canada, Peru, UK, India, Colombia, Belgium, Algeria, Brazil, Switzerland, South Africa, USA, Portugal.* Help them by asking: *What continent is it in?* Tell them to choose a country from the previous ones mentioned or any other that they want. Ask several children: *What's your country?*

Say: Open your Project Booklets at page 33. The children make an index card about their country using the model from Activity 2. They can use the information that appears in the Student's Book or they can use any other source of information that there is in the class. If they cannot answer the questions, give it as homework. Say: *Find out the answers at home*. Once they have finished the index card, they draw the corresponding flag for their country. If there is no picture of the flag in the class, they can find out about it for homework. Prepare an exhibition by dedicating a section of the classroom walls for each continent. Tell the children to make banners with the names of the continents. The children can put the index cards and the flags with the corresponding banner.

*Note: Bring colour photocopies of photos or brochures of well-known places of interest for the next project lesson. Tell the children to find photos of places of interest from their country.

Let's play!

Bingo

Tell the children to choose three words that they have learnt from the lesson (languages or alphabets) and to write these on a piece of paper. Start by callling out the names of the languages and alphabets from the lesson. The children listen and cross out any that they have written on their pieces of paper. The first child to cross out all three words shouts *Bingo!* and is the winner.



DVD Unit 8, *Real kids*

Teacher's Resource Book DVD worksheet, page 32

Transcripts



Hi! I'm Mary. I speak English. Do you?
Hi, I'm Sofia. I speak Greek. Do you?
Hello, I'm Javi. I speak Spanish. Do you?
Hello, I'm Fatima. I speak Arabic. Do you?
Hi! I'm Pierre. I speak French. Do you?
Hello. I'm Igor. I speak Russian. Do you?

Identifying countries that share a language.

Curricular link: Geography; Social Science

Language Objectives

Vocabulary: French, English, Spanish, Arabic, Portuguese; Morocco, Egypt, Algeria, Spain, Ecuador, Mexico, France, Switzerland, Belgium, Portugal, Brazil, Angola, USA, Canada, Australia

Structures: What language do they speak in (Brazil)?; They speak (Portuguese). I can go to the (USA). They speak (English) there.

Resources: poster (unit 1, side A) **Materials:** dice

LANGUAGES



Show the children the poster of the map of the world from unit 1.

Ask: Where do they speak (Spanish)? Ask for volunteers to come to the map to point to a country and to answer: They speak (Spanish) in (Venezuela).

Repeat with *English, Arabic, French* and *Portuguese*. Give the children clues if necessary. The children may not know, for example, that in Brazil and Angola, they speak Portuguese.

Work with the book

Student's Book, page 77, Activity 5

Say: Open your books at page 77. Look at Activity 5. Ask for volunteers to read out the text in the columns with the countries and to point to them on the map of the world as they are mentioned. Then, ask: *What language do they speak in (Brazil)?* SS: (*Portuguese*).

Repeat until they realise that each column on the chart represents a different language.

Tell them to work in pairs asking and answering questions about the countries and languages.

Student's Book, page 77, Activity 6

Say: *Now we're going to play a board game.* Divide the class into groups of five and explain that they have to choose a language first (English, French, Portuguese, Spanish or Arabic). They start in the green circle and take turns throwing the dice to see which countries they can visit. This must be one where they speak the language they have chosen. On each child's turn, they visit a country and identify the language. S1: *A* (*six*). *I can go to the (USA). They speak (English) there.* If a child throws a number and cannot visit any country where they speak the chosen language, or there are no more orange circles available, the child has to stay on the same square. The game finishes once each child has visited three of their countries.

Optional Activity Book exercises



Practice

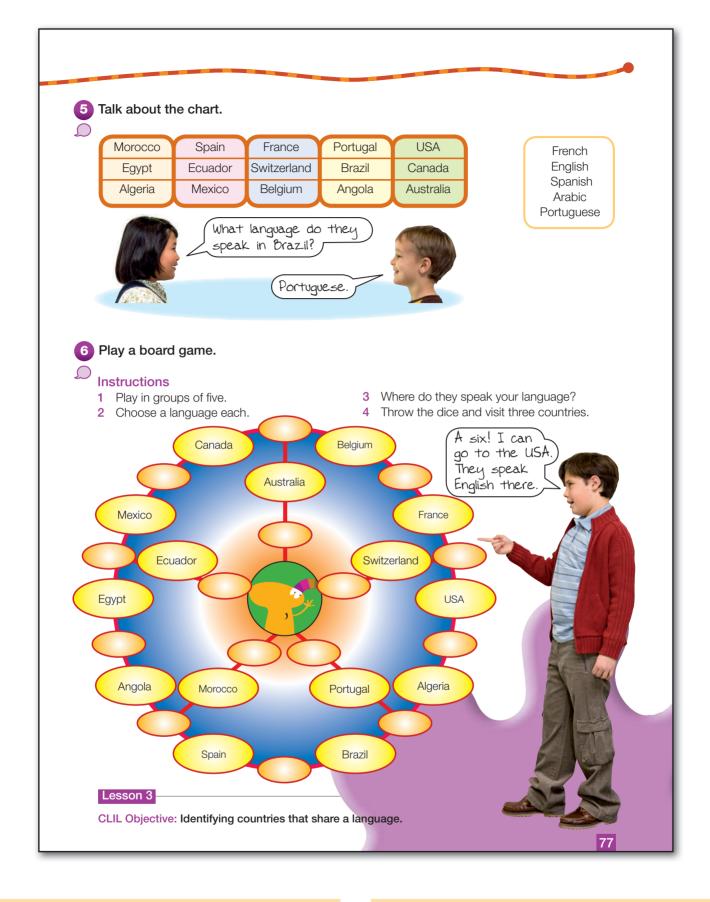
Continuous assessment

Children can name some countries and languages.

Say: Let's do a quiz to see how much you know. Write general knowledge questions on the board. Divide the class into pairs to answer the questions: What languages do they speak in Switzerland? Do they speak French in Belgium?

How many languages do they speak in Canada? Name three countries where they speak Portuguese. Name a language that uses characters instead of an alphabet.

Which language do you write from right to left? How many letters are there in the English alphabet? What language do they speak in Australia? Do they speak Spanish in Egypt? What alphabet do they use in Russia? Check the answers with all the class. The pair with the most correct answers is the winner.



The children interpret the chart and ask questions with the information.



The children play a game to improve their speaking and range of vocabulary.

G Find and classify twelve	U S T R A L I R J Q D G J N R A Q P T P Z L M D R Z A X Y A S H L N C L I B Y A U N N C O L O M B P A D J K A A N C O L O M B P A D J K A A Q R O C C O E	A K R M G I E R N E T L I A N N G T	age do they hustralia?			
English	Spanish Colombia	Arabic Morocco				
Canada	Argentina	Egypt				
Ireland Jamaica	Cuba Panama	lraq Libya				
5 Answer the questions.	Child's own answers					
Which countries are next to your country?						
Lesson 3	they speak in 1	/ speak				
			77			

The children identify and find the names of twelve countries in the word search.



Have a discussion with the children about the countries that are next to their country, about the languages that they speak and what nationality the people are.

Activity Book

Page 77, Activity 4

Say: Open your Activity Books at page 77. Look at Activity 4.

Tell the children to look for the names of the twelve countries in the word search.

If they are having difficulties, you can put stickers on the map of the world to help guide them.

Once they have found the twelve countries, tell them to classify the country in the chart according to the language that they speak.

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

Page 77, Activity 5

Say: Now look at Activity 5.

Read the questions out loud and tell the children to answer them. Then, tell them to look at the map of the world and to see which countries are next to their country (there may be a country that they have forgotten about). Tell them to complete the sentences in their Activity Books. Ask for volunteers to read out their sentences.

Project Booklet

Seeing the world: The wonderful world exhibition

Page 34, Famous sights

Ask the children questions about the countries that they chose in the previous project class. Ask: Are there any famous buildings in your country?

Show the children the brochures that have been brought to class.

Say: Open your Project Booklets at page 34. Ask a volunteer to read out what Lily says. Ask several children: Do you like going sightseeing?

Read out the name of the first monument. Ask: *Where's the (Eiffel tower)?*

The children match the monument to the country. Go to the next monument if nobody knows the answer.

Finally, help them name the remaining monuments by a process of elimination. Help the ones who are not sure by using the brochures.

Say: Let's make an advertisement. Say: Read the instructions in your Project Booklets.

The children cut out or draw a famous monument from their country using the brochures, the photos or any other reference material.

Go around the class asking: *What monument is that? Where is it?*

The children stick their picture on a piece of card and write the name of the monument and the country on it.

Say: Let's add the advertisements to the exhibition. The children stick the tourist advertisements next to the information about the country.

Tell the children to go around the class reading the information about the tourist sights.

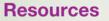
*Note: For the next class, bring some coloured photocopies of photos or photos from brochures of geographical features from the key countries. The children can help by bringing photos of well-known geographical features from their country.



Let's pla

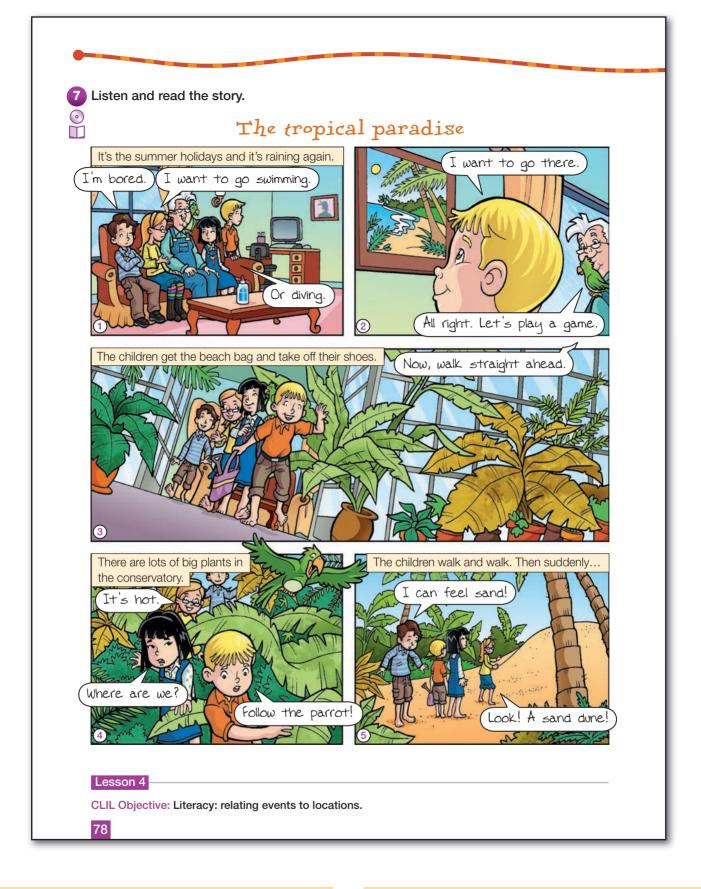
Classify

Divide the class into small teams or groups. Write the names of several countries on the board and tell the children to classify them according to the languages that they speak. Make sure that you only include countries where French, English, Spanish, Portuguese or Arabic is spoken. Set a time limit. Then, name a language and ask for volunteers to read out their lists. The group with the most countries on their list is the winner.



Multi-ROM Unit 8, *Activity 2*

Teacher's Resource Book *Extension worksheet 1*, page 53

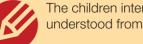


The children read and listen to the story. They should pay careful attention to the things that happen and also the vocabulary and the structures used.



The children learn to relate places to events.





The children interpret what they have understood from the story.



The children identify the sounds and the spellings of several words and find the vocabulary in the story.

Literacy: relating events to locations.

Curricular link: Literacy

Language Objectives

Story language: summer holidays, bored, swimming, diving, beach bag, shoes, straight ahead, plants, conservatory, parrot, sand, sand dune, beach, water, living room, news; Where are we? Let's go! Let's go back! Surprise! Hurray!

Resources: CD; story cards

STORY: THE TROPICAL PARADISE

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 and to make predictions about the story. Help them by asking: *Who can you see in picture 1? Where are they? Look at picture 2. Who can you see? What is Ben looking at? What can you see in picture 3? Where are they? Can you see a bird in picture 4? What kind of bird is it? Can you see the sea in picture 6? What are they doing in picture 7? Who can you see in picture 8?*

Say: *Sit down now and let's listen to the story.* Play **Track 2.29**. Point to the story cards as they listen to the story.

Work with the book 🕥

Student's Book, pages 78 and 79, Activity 7

Say: Open your books at pages 78 and 79. Play **Track 2.29** again. Tell the children to follow the story in their books.

Ask comprehension questions: Where are the children? Why is Jack bored? What does Grace want to do? What does Lily want to do? What does Ben want to do? Where do the children go? Is it hot or cold? What do they follow? Where do they play? Why do they go back? Who is waiting for them? What does Jack and Lily's Dad say? Tell them to read the story in silence.

When they have finished, tell them to come to the board to write any words that they have not understood. Point to the words and explain them by using the story cards where possible, or by giving examples. **Transcript**

Track 2.29 Story: The tropical paradise

See page 329.

Optional Activity Book exercises

See page 329.



Place the story cards on the board in random order. Play **Track 2.29** again. This time stop the recording after each picture frame. Tell the children to point to the corresponding story card. Remove the card and place it in a line below. Tell them to describe what is happening in the story. They can use the text that appears at the top of each picture frame. Continue until all the cards have been placed in the line below. Then, analyse the different places in the story. Ask: *What's happening (in the living room/in the conservatory/on the beach)?*

Literacy: phonics: *eu* (*newspaper*, *dune*, *computer*) and /uu/ (shoe, glue, fruit)

Curricular link: Literacy (Phonics)

Resources: CD; story cards

Рномся 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 cards. Ask: *Which is the first picture?* Ask questions about the picture to check their understanding. Repeat for the other story cards until all the pictures are in the correct order.

Work with the book 间

Student's Book, pages 78 and 79

Tell the children to read the story out loud. Assign the characters to six children and ask the others to be the narrator.

Do not interrupt them as they are reading, but make a note of any words that they do not pronounce correctly. When they have finished, write the words that need correcting on the board. Point to the words one by one and ask if anyone can read them out. Correct their pronunciation if necessary.

Student's Book, page 79, Activity 8

Clap your hands to ensure that the children are watching you. Write the word *newspaper* on the board. Point to the word as you say: *eu eu eu newspaper*. Repeat several times. Articulate the *eu* sound clearly (which is similar to the pronunciation of the word *you*) making sure that you slide from one sound into another to produce what is called the "liquid u".

The children repeat: *eu eu eu newspaper.* Repeat for the other words (*dune, computer*).

Write the word *shoe* on the board.

Point to the word as you say: *uu uu uu shoe*. Repeat several times. Articulate the *uu* sound by making sure that you only produce one sound and not the sliding sound as above.

Children repeat: *uu uu uu shoe.*

Repeat for the other words (*glue, fruit*). Tell the children to look at Activity 8 on page 79. Play **Track 2.30**. The children repeat the sounds and the words.

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

Ask: *Can you find a (dune)*? SS: *Yes! It's in picture (5).* They can use the story cards if necessary.



Act out the story

Divide the class into groups of seven. Assign a character to each child. Play **Track 2.29** again so the children can join in with their lines. Ask for groups to come forward to act out the story. Use the recording if necessary.

beach	A room with glass walls and lots of plants.
	A room with glass wais and lots of plants.
conservatory	A room with armchairs and sofas.
sitting room	A place by the sea with sand or rocks.
Think of the story and use	the key to classify the sentences.
(FER)	Key S = sitting room
where	C = conservatory B = beach
the a	children?
The children are bored.	
2 The children are swimming	. B 5 The children are hot. C
	. B 5 The children are hot. C
2 The children are swimming3 The children can feel plants	. B 5 The children are hot. C s. C 6 The children see Jack and Lily's dad. S
2 The children are swimming	. B 5 The children are hot. C s. C 6 The children see Jack and Lily's dad. S
 2 The children are swimming. 3 The children can feel plants 6 Tick (/) the options for the 	. B 5 The children are hot. C s. C 6 The children see Jack and Lily's dad. S e story summary.
2 The children are swimming3 The children can feel plants	. B 5 The children are hot. C s. C 6 The children see Jack and Lily's dad. S e story summary.
 2 The children are swimming. 3 The children can feel plants 3 The children can feel plants 4 Tick (/) the options for the 4 Title of the story: <u>The Transport</u> 	B 5 S. C 6 The children see Jack and Lily's dad. S. C 6 The children see Jack and Lily's dad.
 2 The children are swimming. 3 The children can feel plants 5 Tick (/) the options for the 5 Title of the story: <u>The Transaction</u> At the start of the story 	B 5 S. C 6 The children are hot. C 6 6 The children see Jack and Lily's dad. S C e story summary. opical Paradise What's the problem?
 2 The children are swimming. 3 The children can feel plants 5 Tick (/) the options for the 5 Title of the story: <u>The Transmission</u> At the start of the story the children are tired. 	 B The children are hot. C The children see Jack and Lily's dad. S the story summary.
 The children are swimming. The children can feel plants Tick (/) the options for the Title of the story: <u>The Transmission</u> At the start of the story the children are tired. the children are happy. the children are bored. 	. B 5 The children are hot. C s. C 6 The children see Jack and Lily's dad. S e story summary. e story summary. opical Paradise What's the problem? It's raining. ✓ It's time for school.
 The children are swimming. The children can feel plants Tick (/) the options for the Title of the story: <u>The Trans</u> At the start of the story the children are tired. the children are happy. the children are bored. What happens? 	 B The children are hot. C The children see Jack and Lily's dad. S e story summary.
 The children are swimming. The children can feel plants Tick (/) the options for the Title of the story: <u>The Trans</u> At the start of the story the children are tired. the children are happy. the children are bored. What happens? The children play in the construction 	 B The children are hot. C The children see Jack and Lily's dad. S e story summary.
The children are swimming. The children can feel plants ck (✓) the options for the Title of the story: <u>The Tra</u> At the start of the story the children are tired. the children are happy.	. B 5 The children are hot. C s. C 6 The children see Jack and Lily's dad. S e story summary. opical Paradise What's the problem? It's raining. ✓ It's time for school.
 The children are swimming. The children can feel plants Tick (/) the options for the Title of the story: <u>The Trans</u> At the start of the story the children are tired. the children are happy. the children are bored. What happens? 	 B The children are hot. C The children see Jack and Lily's dad. S e story summary.
 The children are swimming. The children can feel plants Tick (/) the options for the Title of the story: <u>The Trans</u> At the start of the story the children are tired. the children are happy. the children are bored. What happens? The children play in the construction 	 B The children are hot. C The children see Jack and Lily's dad. S e story summary.
 The children are swimming. The children can feel plants Tick (/) the options for the Title of the story: <u>The Trans</u> At the start of the story the children are tired. the children are happy. the children are bored. What happens? 	 B The children are hot. C The children see Jack and Lily's dad. S e story summary.

The children use the definitions to help them identify the places.



The children show that they have understood the story and its different sections by explaining what happens in each part.

OPTIONS

Activity Book

Page 78, Activity 6

Say: Open your Activity Books at page 78. Look at Activity 6.

Read out the three words in the left-hand column. Tell the children to read the definitions from the right-hand column in silence and to raise a hand when they know which word corresponds to each definition. Tell them to read out the words with their definitions: *A beach is a place by the sea with sand or rocks.*

***Note:** Explain that *sitting room* is another way of saying *living room*.

Page 78, Activity 7

Say: Now look at Activity 7.

Remind the children that the story takes place in three different places: *the sitting room, the conservatory* and *the beach*.

Read the first sentence out loud and ask: *Where are the children when that happens?* SS: *In the sitting room*. Repeat for the other sentences.

Tell the children to classify the sentences in their Activity Books.

Page 78, Activity 8

Say: Now look at Activity 8.

Tell the children to read the summary of the story in silence and to tick (\checkmark) the corresponding sentences for each section. They should do this with a pencil. Ask for volunteers to read out their summary and correct the activity.



Let's play!

Which story card?

Place all the story cards except one on the board. Hand the missing story card to a child without letting the rest of the class see it. Tell the class to describe the missing card. The child who has the card listens and checks whether the definition is correct or not.



Multi-ROM Unit 8, Story

Transcript

Track 2.29 Story: The tropical paradise

Picture 1

Narrator: It's the summer holidays and it's raining again. Jack: I'm bored. Grace: I want to go swimming. Lily: Or diving.

Picture 2

Ben: I want to go there. **Granny:** All right. Let's play a game.

Picture 3

Narrator: The children get their beach bags and take off their shoes. Granny: Now, walk straight ahead.

Picture 4

Narrator: There are a lot of big plants in the conservatory. Grace: It's hot. Lily: Where are we? Ben: Follow the parrot!

Picture 5

Narrator: The children walk and walk. Then suddenly... **Jack:** I can feel sand! **Grace:** Look! A sand dune!

Picture 6

Grace: Wow! It's a beach! Others: Hurray! Let's go!

Picture 7

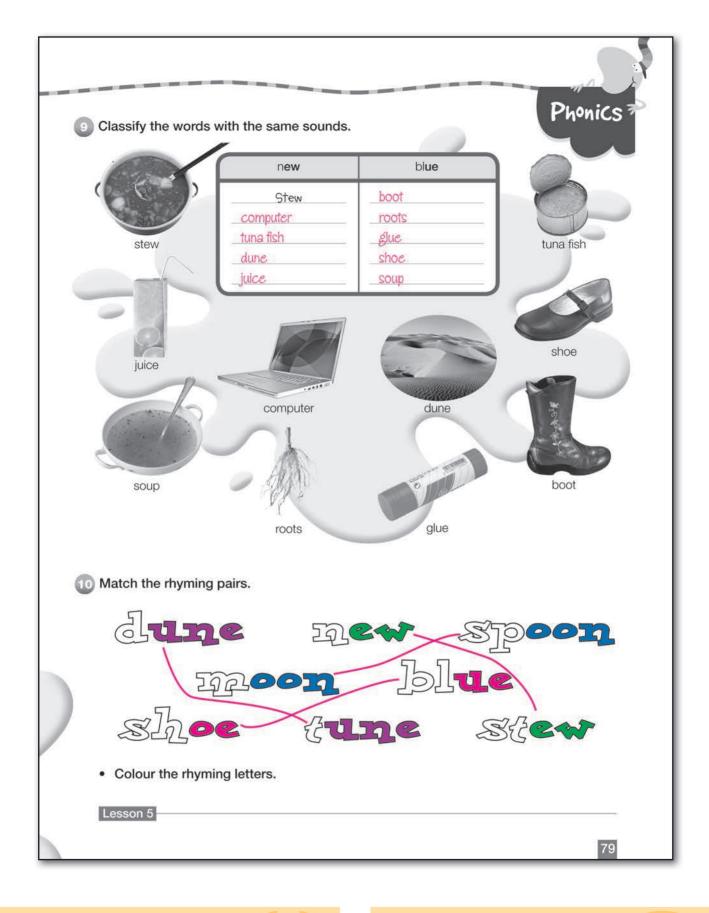
Narrator: The children play and play in the water. Then... **Ben:** Look at the parrot! **Lily:** Come on! Let's go back!

Picture 8

Narrator: The children run back into the living room. Jack & Lily's Dad: Surprise! Jack & Lily: Mum! Dad!

Picture 9

Narrator: Jack and Lily's Dad has got some news. Jack & Lily's Dad: We're all going to the beach! Jack & Lily: Hurray! Ben: Again!



The children classify the words according to their sounds.



The children match the rhyming pairs.

Activity Book

Page 79, Activity 9

Say: Open your Activity Books at page 79. Look at Activity 9.

Tell the children to read the words out loud. Correct them if necessary, making sure they distinguish between the sounds.

Then, tell them to classify the words in the chart in their Activity Books.

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

Page 79, Activity 10

Say: Now look at Activity 10.

Tell the children to read the words out loud and to match the ones that rhyme.

Ask for volunteers to read out the words that rhyme. Tell them to to colour the letters of each pair of words that form the rhyme, for example: *blue* and *shoe*, *moon* and *spoon*...



Let's play!

Sound pairs

Write several words on the board that have the *eu* and *uu* sounds. The children have two minutes to classify the words into the two categories. Alternatively, this can be done as a team game.

Resources

Multi-ROM Unit 8, *Phonics*





eu eu eu newspaper eu eu eu dune eu eu eu computer

uu uu uu shoe uu uu uu glue uu uu uu fruit

Identifying equipment for holiday activities.

Curricular link: Geography; Music

Langauge Objectives

Vocabulary: *diving, surfing, hiking, climbing, cycling, sightseeing, riding, surfboard, mask, boots, compass, camera, backpack, tent, helmet*

Structures: I'm going to take a (mask). Are you going (diving)?

Resources: CD; flashcards (*camping, hiking, diving, surfing, sightseeing, riding, cycling, climbing*)

HOLIDAY ACTIVITIES

Presentation

Say: *In the summer lots of children go to summer camp. Who's going to summer camp?* The children who are going to a summer camp raise their hands.

Place the flashcards on the board. Point to them one by one and ask: *In the summer some children go (camping). Who's going (camping)?*

Repeat for the other actvities and the other flashcards.

Work with the book **f**

Student's Book, page 80, Activity 9

Say: Open your books at page 80. Let's listen to The holiday song.

Play **Track 2.31**. The children do the actions.

Play **Track 2.31** again. The children sing along to the song and do the actions.

Read the speech bubbles out loud.

Tell the children to choose two activities. Ask for volunteers to sing the song to their classmates.

Student's Book, page 80, Activity 10

Tell the children to look at the pictures. Read the list of objects. You can stop after each object and ask: *Who's got a (surfboard) at home?*

Then, ask: Do we use a (surfboard) for (hiking)? SS: No! For (surfing).

Read the example, and in pairs the children play the guessing game. S1: I'm going to take a (mask). S2: Are you going (diving)?

Transcript

Track 2.31 The holiday song

See page 335.

Optional Activity Book exercises

See page 335.

Practice

Continuous assessment

Children can name holiday activities and the equipment used.

Play a chain game.

Start the game by saying: I'm going (diving) and I'm going to take a (mask). The children have to repeat the sentence and add one more thing. S1: I'm going (diving) and I'm going to take a (mask). Then I'm going (camping) and I'm going to take a (tent). S2: I'm going (diving) and I'm going to take a (mask). Then I'm going (camping) and I'm going to take a (tent). Then I'm going ... and I'm going to take...

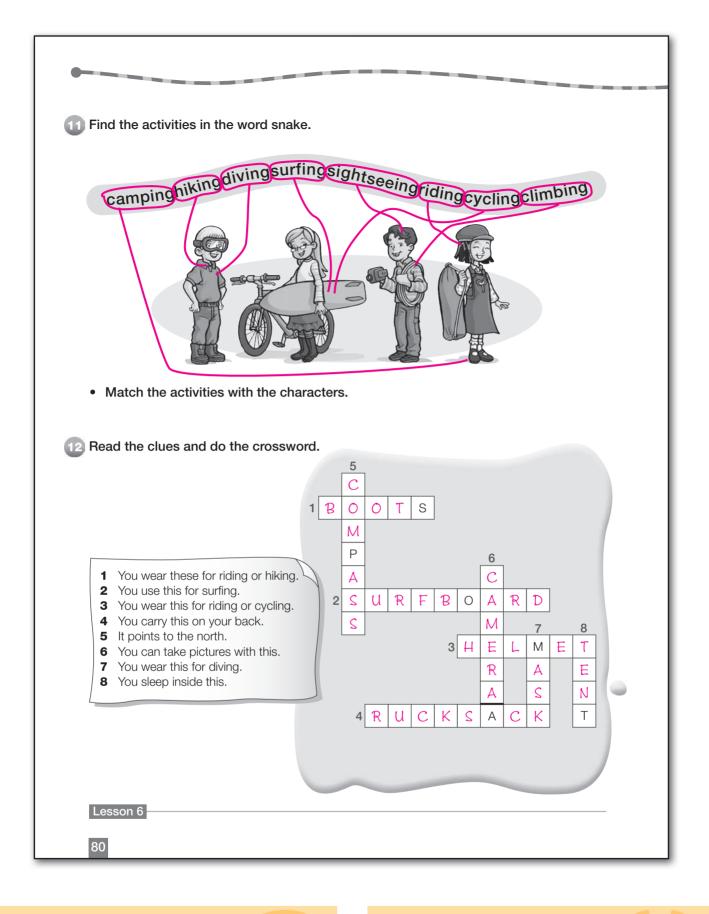




The children discuss holiday activities and the equipment needed for them.



The children use the vocabulary about the activities to play a game.





The children identify summer activities and associate them with the characters to show their understanding of the vocabulary.



The children complete the crossword with the vocabulary related to equipment used in a variety of activities.

OPTIONS

Activity Book

Page 80, Activity 11

Say: Open your Activity Books at page 80. Look at Activity 11.

Tell the children to find the activities in the word snake and to circle them. Then, say: *Now match these activities to the children. Each child has got two things for two different activities.*

Ask: What's (Ben) got? SS: (He)'s got (boots) and (a mask). T: What's (he) going to do? SS: He's going (diving) and (climbing).

Page 80, Activity 12

Say: Now look at Activity 12.

Read the clues out loud and tell the children to tell you the answers.

Then, tell the children to complete the crossword in their Activity Books.

Project Booklet

Seeing the world: The wonderful world exhibition

Page 35, Famous landmarks

Use the poster of the map of the world from Unit 1. Tell the children to find their country on the map. Ask questions about the geographical features. T: *Are there any mountains in your country? Are there any famous beaches? Is there a big river/lake?* Say: *Open your Project Booklets at page 35.* Ask: *Can anyone think of a country with (big*

mountains)? Help them if necessary. Continue with other types of landscapes.

The children write the names of the countries in their books.

Then, ask several children what they want to do for their holidays (*camping*, *surfing*...) Talk to them about the countries where you can do these things.

Then, tell them to complete the chart with the names of the countries. Say: Let's make an advertisement for a tourist activity in our country.

The children think about an activity and find or draw the place in their country where you can do it.

They stick the picture on a piece of card and complete the advertisement with the name of the place and a slogan about this activity. Then, they stick the advertisements together with the information about their country.

***Note:** For the next class, bring colour photocopies of wild animals from all the different continents.

Resources

DVD Unit 8, *The holiday song*

Multi-ROM Unit 8, Activity 3

Teacher's Resource Book Extension worksheet 2, page 54

Transcript

Track 2.21 The holiday song

All: Oh! It's time for the summer holidays. The summer holidays start today. Oh! It's time for the summer holidays. The summer holidays. Hip, hip hurray!

Grace: I'm going diving on my summer holidays. My summer holidays start today! And I'm going surfing on my summer holidays. My summer holidays. Hip, hip hurray!

Ben: I'm going climbing on my summer holidays. My summer holidays start today! And I'm going hiking on my summer holidays. My summer holidays. Hip, hip hurray!

Jack: I'm going riding on my summer holidays. My summer holidays start today! And I'm going camping on my summer holidays. My summer holidays. Hip, hip hurray!

Lily: I'm going cycling on my summer holidays. My summer holidays start today! And I'm going sightseeing on my summer holidays. My summer holidays. Hip, hip hurray!

All: Oh! It's time for the summer holidays. The summer holidays start today. Oh! It's time for the summer holidays. The summer holidays. Hip, hip hurray!

Associating types of tourism with specific countries.

Curricular link: Geography

Language Objectives

Vocabulary: Scotland, China, Morocco, Australia, South Africa, India, hiking, climbing, sightseeing, camping, diving, surfing, at the beach, in the mountains, in a city

Structures: First, I'm going (sightseeing) in (Russia). They're going to (Scotland). They're going to take a (surfboard).

Resources: CD; poster (unit 1, side A); flashcards (camping, hiking, diving, surfing, sightseeing, riding, cycling, climbing)

TYPES OF TOURISM

Presentation

Place the flashcards on the board and point to them one by one. Ask: *Where in our country can you go (diving)*? The children identify the geographical areas where they can do these activities.

Ask questions about different activities in different countries around the world. T: *Can you go (diving) in (Switzerland)?* The children identify the countries where they can do these activities. It is important that they understand that some countries are limited because of their geographical conditions. For example, you cannot go surfing in Austria because there is no sea. However, you can go sightseeing just about anywhere.

Work with the book

Student's Book, page 81, Activity 11

Say: *Open your books at page 81*. Tell the children to look at the map.

Explain that some families go on trips for a long period of time and their children do not go to school. Read the text out loud and ask questions. Ask: *Why is next year going to be exciting for Lucy and Simon?* SS: *Because they are going to travel round the world.* Ask: *Where are they going first?* SS: *Scotland.* T: *What are they going to do in Scotland?* SS: *They're going hiking.* The children use the map and the pairs of words to describe their route. SS: *(First), they're going to (Scotland). They're going (hiking).*

Student's Book, page 81, Activity 12

Say: Look at the photos. Play **Track 2.32**. The children listen to the recording and point to the corresponding photo. Play **Track 2.32** again and this time the children make a note of the letter of the corresponding photo. When they have listened to all the track, ask: *What word do the letters spell*? SS: *Travel.*

Student's Book, page 81, Activity 13

Say: Now we're going to plan a journey round the world. Explain the instructions to the children. When they have finished, ask for volunteers to describe their journey to the rest of the class: *First, I'm going (sightseeing) in (Russia). I'm going to take a (camera).*



See page 339.

Optional Activity Book exercises

See page 339.

Practice

Continuous assessment

Children can describe future plans.

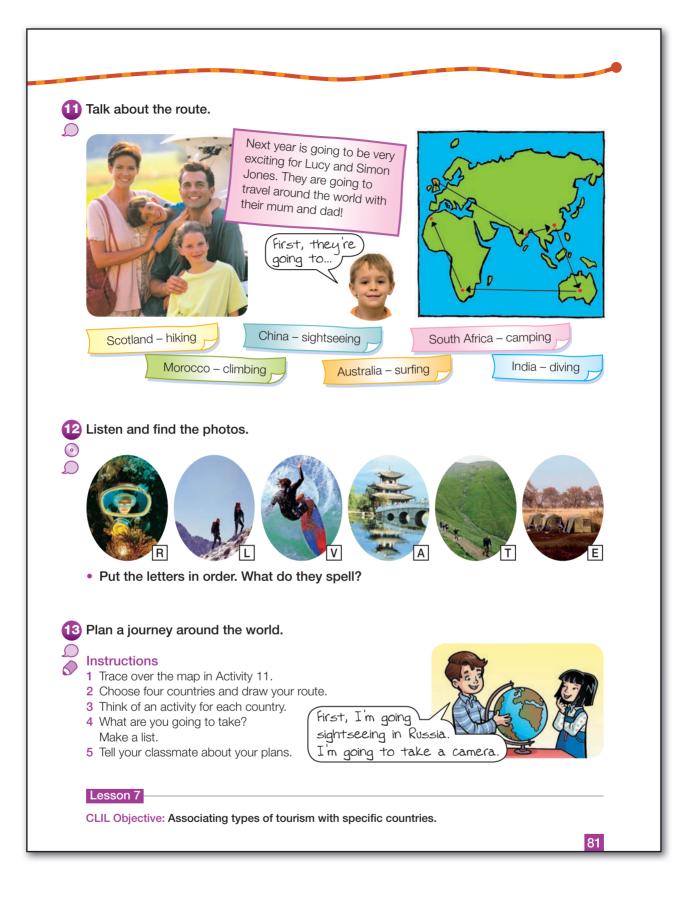
Place the poster of the map of the world and the flashcards on the board.

Say: Let's play imaginary holiday plans!

Point to a place on the map of the world and a flashcard and repeat the sentence: *I'm going to (the USA). I'm going* (sightseeing). *I'm going to take a (camera).*

Ask for volunteers to come to the board to do the same. Encourage them to add more information by asking them questions.

ANSWER KEY Student's Book, Activity 12 See Transcript.





The children use the language orally to talk about a route and the characters' proposed activities.



The children listen to the recording to help them identify the images.

		g surfing ca	Imping riding	sightseeing	climbing
the	beach	the mo	ountains		a city
diving		hiking		sightse	eing
surfing		cycling camping			
		riding			
		climbing			
l'm			and		·
Draw a p	icture of the plac	e.			
					12
				1	
					K

The children complete the mind maps with the activities to demonstrate their understanding of different ways of displaying information.



The children complete the holiday plans using the structures they have learned.

Activity Book

Page 81, Activity 13

Say: Open your Activity Books at page 81. Look at Activity 13.

Ask a child to read the words in the box out loud. Tell the children to look at the three boxes with the headings, *the beach, the mountains* and *a city*.

Then, ask: Do we go surfing in the mountains? SS: No! T: That's right! We can't go surfing in the mountains because there isn't any sea. Do we go cycling in the mountains? SS: Yes/No. The children may not be in agreement. Clarify that we can ride a bicyle on some mountains. Then, ask: Do we go cycling in a city? Make sure they understand that some words can be included in more than one category.

Tell them to classify all the words in their Activity Books.

Page 81, Activity 14

Say: Now look at Activity 14.

Tell the children to choose a place and two activities from Activity 13 and to complete the sentences. Tell them to draw a picture to illustrate their holiday plans. Ask for volunteers to read out their sentences and to show their pictures to the rest of the class.

Project Booklet

Seeing the world: The wonderful world exhibition

Page 36, Wildlife

Ask general questions about animals from different continents. T: *Are there any eagles in Europe? Are there any tigers?* Make it clear that you are referring to wild animals.

In groups of four or five, the children make a list of the animals that live in their countries and continents. Point out that there are some animals that only live in one continent but that there are other animals that can be found in several continents.

Say: *Open your Project Booklets at page 36.* The children classify the animals in each continent. Some animals will appear in several continents.

Ask: Are there any (elephants) in (Africa)? Continue correcting the activity with all the animals.

Tell the children to put more animals in each list. Ask questions about the habitats of several animals. T: *Do* (elephants) live in (high mountains)?

The children use the words in the columns to make true sentences.

Then, say: *Let's make a wildlife poster for the exhibition.* Hand out the photos of the wild animals and tell the children to choose one of the animals.

The children follow the instructions to make a poster. Tell

them to write about the animals using the model in Activity 13.

The children stick their posters next to the information about their country.

Let's play!

Use the word

Divide the class into groups of four. Make sure they have their key vocabulary cutouts or make photocopies of the Teacher's Resource Book, page 24, one copy per group. The children shuffle the cards and place them face down on the table. Then, they take turns taking a card and making a sentence using the word, for example: *You can go diving in Australia...* If they make a correct sentence, they keep the card. If not, they put it back on the pile. The winner is the player with the most cards at the end of the game.



Resources

Teacher's Resource Book *Ready to read worksheet, page 76*

Transcript



First, we're going hiking in Scotland. Then we're going diving in India. Then we're going sightseeing in China. Then we're going surfing in Australia. Then we're going camping in south Africa. And finally, we're going climbing in Morocco.

Language awareness: analysing the contracted forms of the verb *to be*.

Curricular link: Literacy

Language Objectives

Vocabulary: China, on holiday, at home, in France, at school, in Portugal **Structures:** he is, he's, she is, she's, it is, it's, I am, I'm, we are, we're, they are, they're

Resources: CD; Unit 8 cut-outs or Teacher's Resource Book, page 16, (one photocopy per child). **Materials:** scissors, crayons

FOCUS ON LANGUAGE

Presentation

Write sentences on the board using the full forms of the verb to be: It is a board. He is a boy. She is a girl. I am a teacher. We are in the classroom. They are at school. Make sure you point to people and objects as you write and say these sentences to give them a context.

When you have written all the sentences, say: *Look!* Rub out the pronoun and the verb and write the contracted form *(It's a board, He's a boy, I'm a teacher...)*.

Then, rub out the contracted forms and write the full forms again. Ask for volunteers to come to the board to rub out the pronoun and the verb and to write the contracted form again.

Explain that these sentences mean the same. Normally, we say *he's* or *she's*, but when we <u>write</u>, we sometimes use the full forms: *he is* or *she is*.



Student's Book, page 82, Activity 14

Say: Open your books at page 82. Look at the sentences and listen to the recording.

Play **Track 2.33**. The children listen to the recording. Play **Track 2.33** again. This time stop the recording after each sentence. The children listen to each sentence, count the words and say the sentence.

Student's Book, page 82, Activity 15

Say: Now we're going to make and play Snap! Find your cut-outs for Unit 8.

Read the instructions and explain to the children how to play.

Tell them to prepare and play the game.

Transcript Track 2.33 Activity 14

See page 343.

Optional Activity Book exercises

See page 343.

Practice

Ask: What other words can we do this to? Write the following expressions on the board: I am not He is not She has got We have got Ask for volunteers to come to the board, to rub off the full forms and to write them again using the contractions.



14 Listen, count the words and say the sentence.

A It's in China. He's on holiday. She's at home. They're in France. I'm at school. We're in Portugal.

B It is in China. He is on holiday. She is at home. They are in France. I am at school. We are in Portugal.

He is and He's. Snap!

15 Make and play Snap. Instructions

 \mathcal{O}

- 1 Draw yourself in the empty faces.
- 2 Write a country to complete the sentences.
- 3 Cut out the sentences and the word cards.
- 4 Play with a friend. Put the word cards face down in the middle.
- 5 Throw a dice and take a sentence.
- 6 Turn over a word card. Can you use it for the first two words of your sentence?

Lesson 8

82

CLIL Objective: Language awareness: analysing the contracted forms of the verb to be.



The children listen carefully to the recording in order to count the words.



The children practise making sentences as well as practising speaking by playing *Snap*.

	uctions	
	raw yourself in the empty ces.2Glue the cut-outs on the words with the same meaning.3Complete the senter	ces
1	He is in	
2	She is in	
3	It is from	ŀ
4	QQQ We are in	(8
5	They are in	
6	I am in	
	e and write the words.	
(1 arr	n Granny, Din wonderful Paris with Jack. arDhaving a great time. At the We're	-
mon Mur	mentifie is at the museum with mult is her birthday today	la alla
pres	the isvery happy with her sents. This evening we are ng to the theatre!	
Love		
	14/2-	

The children complete the sentences with the appropriate cut-outs.



The children demonstrate their understanding of the text on the postcard by finding the corresponding words.

OPTIONS

Activity Book

Page 82, Activity 15

Say: Open your Activity Books at page 82. Look at Activity 15.

Tell the children to draw themselves in the empty faces of the pictures numbered 4 and 6.

Then, tell them to stick the cut-outs of the contracted forms onto the full forms of the verbs.

Then, tell them to complete the sentences with the names of countries, for example: *He's in <u>France</u>*. Ask for volunteers to read out their sentences. Make sure they read the contracted forms correctly.

Page 82, Activity 16

Say: Now look at Activity 16.

Ask for volunteers to read out the text on the postcard. Make sure they read the full forms of the pronouns and verbs. Read the first sentence out loud and ask: *Can we change anything in that sentence*? SS: *I am.* Tell them to read the text again and to circle all the combinations of words that can be contracted. When they have finished, tell them to write the contracted forms on the right-hand side of the sheet of paper.

Resources

Multi-ROM Unit 8, Activity 4

Transcript



1 It's in China.

2 He is on holiday.

3 She's at home.

4 They are in France.

5 I'm at school.

6 We're in Portugal.

Let's play!

Hot hands

Draw four big hands on the board and label each one with a word group, for example: members of the family, items of clothing, etc. Divide the class into two teams and give each one a number so that each child has a partner in the other team with the same number. Then, call out a word and a number. The children who have this number must run to the board and touch the hand that corresponds to the word. The first child to do this gets a point for their team.

Learning about the seven wonders of the world.

Curricular link: Geography

Language Objectives

Vocabulary: buildings, monuments, seven wonders of the world, Machu Picchu, The Great Wall, Chichen Itza, The Coliseum, The Kiyomizu Temple, The Great Pyramid, Petra

Structures: Where is Petra? The buildings are made of... The pyramid is made of...

Resources: CD; poster (side A); poster pop-outs (famous places) **Materials:** card, felt tip pens, glue, white paper

THE WONDERFUL WORLD: THE WONDERS OF THE WORLD

Presentation

Explain that in ancient times there were seven wonders of the world. Recently, people have voted on the wonders of the modern world. People disagree as to what they should be.

Show the children the poster (side A) and ask for volunteers to come to the poster and place the pop-outs. Name the monuments or the buildings as they place them on the poster.

Point to the monuments one by one and ask: *Do you think that the (Eiffel Tower) is a wonder of the world?* Let them discuss these monuments and buildings and others that they probably know about.



Student's Book, page 83, Activity 16

Say: Open your books at page 83. Read the text. Ask for a volunteer to read the text out loud and then say: Look at the photos. Listen and say where the monuments are.

Play **Track 2.34**. Tell the children to point to the corresponding picture.

Play **Track 2.34** again. This time, stop the recording after each description and ask: *Where is (Machu Picchu)*? SS: (*Machu Picchu) is in (Peru*).

Student's Book, page 83, Activity 17

Say: Now we are going to read the sentences. What monuments are they describing? Ask for volunteers to read out their sentences. Explain the vocabulary that they do not know. Ask questions: Which monument is (a model for modern sports stadiums)? SS: (The Coliseum).

Student's Book, page 83, Activity 18

Say: *Now we're going to choose a monument and make a poster.* Read the instructions and explain them to the children. Hand out the materials. Tell the children to make their posters.



Optional Activity Book exercises

See page 347.

Practice

Ask for volunteers to show their posters to the rest of the class and to talk about the building or monument. Encourage the rest of the class to ask them questions. Take a class vote on the seven best posters and place them on a big poster on the wall.

ANSWER KEY

Student's Book, Activity 16 See Transcript.

Student's Book, Activity 17

The Coliseum is a model for modern sports stadiums. The Great Wall is 6,400 km long. Machu Picchu is high in the Andes mountains.

The Great Pyramid is made of 2½ million blocks of limestone.

The buildings in Petra are made of red rock. The pyramid at Chichen Itza has got 365 steps. There is a famous waterfall in the Kiyomizu Temple.







The children complete the sentences with the names of the seven wonders of the world to demonstrate their understanding of the written language.



The children create a poster about a monument and write about it.



The children talk about the flags that they know and colour the ones from different countries.



The children identify each coloured flag.

Activity Book

Page 83, Activity 17

Say: Open your Activity Books at page 83. Look at Activity 17.

Tell the children to use the key to colour the flags. Read the names of the countries and then point to the flags.

Ask: Which country is that?

Tell them to write the names of the countries under the flags.

Go around the class correcting their work.



Let's play!

Words

Draw a grid on the board with 16 squares and tell the children to call out letters, making sure that they include at least two or three vowels. Write the letters in the squares. Divide the class into small groups and tell them to make as many words as they can with the letters on the grid. Set a time limit. Then, tell the children to come to the board to write their lists of words. Each group gets 10 points for a word that no other group has, and 5 points for the other words.

Transcript

Track 2.34 Activity 16

Machu Picchu, in Peru, is an old Inca city.

The Great Wall is in the north of China.

The pyramid at Chichen Itza is in the south of Mexico.

The Great Pyramid is at Giza in Egypt.

The Coliseum is in Rome, in Italy.

The Kiyomizu temple is in Japan.

Petra is an ancient city in Jordan on the edge of the Arabian desert.

Resources

Multi-ROM Unit 8, *The wonderful world*

Teacher's Resource Book Ready to write worksheet, page 118



Assessment.

Curricular link: Geography

Language Objectives

All the vocabulary from unit 8.

Resources: CD; poster (sides A and B); poster popouts (famous places); flashcards (*camping, hiking, diving, surfing, sightseeing, riding, cycling, climbing*)

Review



Say: Today we are going to remember all the work we have done in Unit 8.

Show the children the poster (side A). Hand out the popouts and ask for volunteers to come to place them on the poster.

Tell the children to identify the places and the monuments. Then, ask: *What language do they speak in (France)?* Continue asking questions about other countries and languages.

Show them the other side of the poster (side B). Point to the alphabets and ask volunteers to name them. Then, ask questions about the languages that use these alphabets. Hand out the flashcards to some children. Name a flashcard and tell the child who has this flashcard to come forward to place it on the board.

Ask: Do you remember The holiday song?

Play **Track 2.31**. The children sing along to the song and do the actions.

Work with the book

Student's Book, page 84, Activity 19

Say: Open your books at page 84. We're going to play a guessing game.

Read the instructions and explain them to the children. The children choose a language (French, English, Portuguese or Arabic) and a country where this langauge is spoken. They work in pairs and take turns asking and answering questions until they can identify the country.

Student's Book, page 84, Activity 20

Say: Look at the pictures and the chart. Divide the class into pairs. The children read the information in the chart and then identify the pace by using the pictures. S1: (Jack) is going (diving) and (cycling). S2: He's going to (Australia). Ask: Where is Jack going? What's he going to do? Repeat for the other characters.

Transcript

Track 2.31 The holiday song

See page 335.

Optional Activity Book exercises

See page 351.



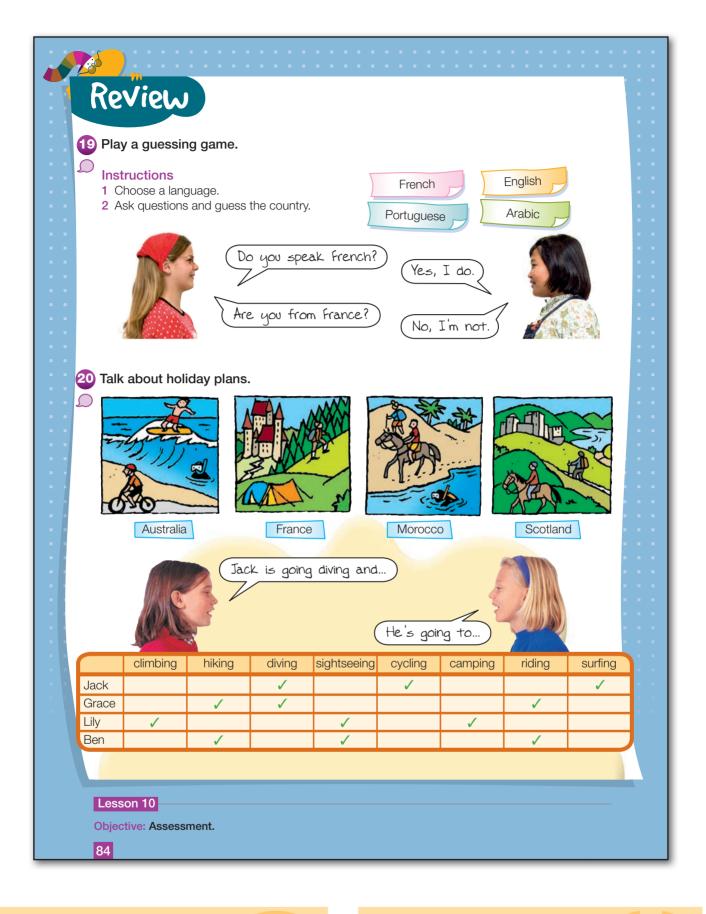
Show the children the poster (side B).

Tell them to work in pairs. They choose an alphabet and use that alphabet to write the name of a country on a slip of paper that they have learned about in this unit. Collect all the slips of paper, shuffle them and hand them out again to the pairs. Each pair tries to work out the name of the country on the slip of paper as quickly as possible. The first pair to do this is the winner.

ANSWER KEY

Student's Book, Activity 20 Jack is going to Australia. Grace is going to Morocco.

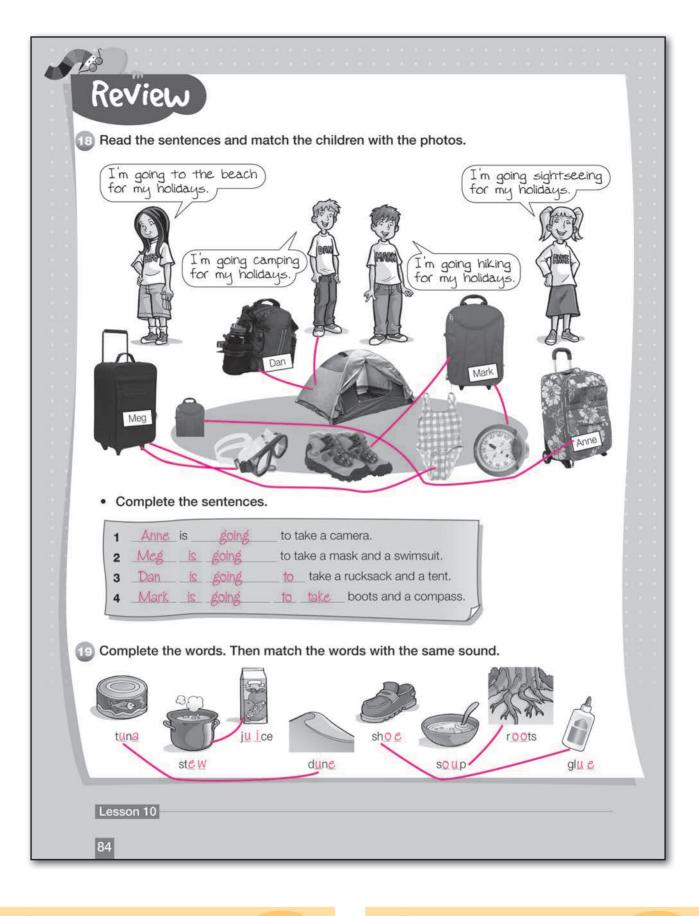
Lily is going to France. Ben is going to Scotland.



The children talk about their holiday plans using the vocabulary and structures that they have learned.



The children use the information in the pictures to complete the table.



The children demonstrate their ability to use the grammatical structures by completing sentences.



The children identify the objects and complete the words with the sounds that they have learnt from this unit.

Activity Book

Page 84, Activity 18

Say: Open your Activity Books at page 84. Look at Activity 18.

The children read the speech bubbles and find the objects that the children are going to take.

Ask: What's Meg going to take? Repeat for the other characters. Tell the children to complete the sentences in their Activity Books.

Page 84, Activity 19

Say: Now look at Activity 19.

Tell the children to look at each picture and to name the corresponding word. Make sure you correct the pronunciation of the key sounds.

Tell them to complete the words and to match them to other words with the same sound.



Let's play!

Categories

Write a category on the board, for example: languages, animals, places in the city... The children have two minutes to make a list of words from this category. Then, they tell you how many words they have got. The team with the most words wins. You can continue playing with other categories to practise vocabulary that they have learnt over the course of the year.



Resources

Teacher's Resource Book Unit 8 Test, pages 99-100

See Transcript Track 2.35 End of Year Test, pages 101-104



See Transcript Track 2.40

Transcripts



Narrator: What are you going to do this summer, Lily? Lily: I'm going cycling in France and then camping with my family.

Narrator: What about you, Jack?

Jack: I'm going camping with Lily and I'm going sightseeing and horse riding.

Narrator: And you, Grace?

Grace: We are going to Spain. I'm going diving and hiking.

Narrator: Ben, what are you going to do?

Ben: I am going diving, surfing and climbing.



Track 2.40 End of Year Test. Activity 1

Listen and label the places in the city.

The hospital is to the east, next to the Town Hall. The airport is in the north and it is the furthest place from the Town Hall.

You can see a film in the east of the city.

You can see old cars, planes and trains in the west. It is the nearest place to the Town Hall.

There are lots of shops in the west of the city.

The theatre and the train station are in the south of the city. The theatre is nearer to the Town Hall than the train station. Jack goes to exhibitions in the north of the city.

Assessment criteria

CLIL Objectives

Children can recognise different languages and alphabets.

Children can identify countries that share a language. Children can identify equipment for holiday activities. Children can associate types of tourism with specific countries.

Language Objectives

Children can name some countries. Children can name some languages. Children can name holiday activities. Children can name equipment associated with specific activities.

Children can talk about future plans.

Learning about Halloween.

Curricular link: Art; Music; Social Science

Language Objectives

Vocabulary: Halloween, street, cat, bat, witch, ghost, scream, pumpkin, spider, monster, skeleton, sweets, sheet

Resources: CD

Materials: black, orange and white card, white crayons, scissors

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, with children dressed 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. The tradition of hanging pumpkin lanterns in windows is also popular during Halloween.

Presentation

Ask: Do you know what festival we celebrate at the end of this month? SS: Halloween. T: What day do we celebrate Halloween? SS: 31st October.

Explain that Halloween is a tradition in many Englishspeaking countries and that these days it is celebrated all over the world.

Make sure the children know the correct pronunciation: *Halloween*.

Work with the book 🞧

Student's Book, page 85, Activity 1

Say: Open your books at page 85. Let's listen to The Halloween song.

Play **Track 2.36**. The children point to the pictures. Play **Track 2.36** again. Encourage them to join in. Ask: *So who is the ghost?*

Divide the class into groups. Tell the children that they have a few minutes to discuss what actions they are going to perform for the song. They are going to perform the actions for the rest of the class. Give them a few minutes to rehearse this. Play **Track 2.36** again and and tell the children to perform their actions in groups. Choose the best group and tell the rest of the children to copy the actions.

Student's Book, page 85, Activity 2

Say: *Now look at Activity 2. Let's make a Halloween game.* Hand out the materials and tell the children to work in pairs. The children make a haunted house like the one in the picture.

Then, they choose pumpkins or ghosts and make five shapes each.

The children take turns placing their shapes and trying to make a row of three as in the game noughts and crosses.



Track 2.36 The Halloween song

See page 355.

Transcript

Optional Activity Book exercises

See page 355.

Practice

Collect and count all the card shapes (pumpkins and ghosts) that the children made for Activity 2.

Tell the children to close their eyes. Hide the shapes in the classroom as quickly as you can.

Then, clap your hands and say out loud: *Go!* The children have to find as many shapes as they can before you clap your hands again.

Tell them to count their shapes. Write the numbers on the board and tell them to help you add them up. Then, write the total number of shapes on the board and ask: *How many shapes are missing?*

Tell them to find the missing shapes.

ANSWER KEY

Student's Book, Activity 1 The ghost is Ben.





The children learn about the tradition of Halloween in English-speaking countries.



The children play a game in which they try to place their shapes in rows.

	Halloween					
Use the picture clues to do the cro	ssword.					
	1 GHOST					
4 Coop 5 Coop 4	$\begin{array}{c} 2 & B & A & T \\ \hline & 2 & B & A & T \\ \hline & 3 & S & K & E & L & E & T & O & N \\ \hline & 4 & O & W & L \\ \hline & 5 & M & O & N & S & T & E & R \\ \hline & 6 & W & I & T & C & H \\ \hline & 7 & S & W & E & E & T & S \end{array}$					
	8 S P I D E R 9 P U M P K I N					
What's the secret word? <u>Halloween</u> Draw a monster and complete the information. Child's own answers						
My monster	My monster's name is My monster has got My monster's favourite food is					
Lesson 1	85					

The children use the clues to complete the crossword.



The children use their imagination to design and describe a monster.

Activity Book

Page 85, Activity 1

Say: Open your Activity Books at page 85. Look at Activity 1. The children use the eight clues to complete the crossword. Ask: What's the secret word? SS: Halloween!

Page 85, Activity 2

Say: *Now look at Activity 2.* Tell the children to draw a monster and to write a description of it. Ask for volunteers to show their pictures to the class and to read out their descriptions.

Transcript



The little ghost goes out on Halloween. He walks down the street and all the children scream. They run to the left and they run to the right. The little ghost gives everyone a fright.

The little ghost goes out on Halloween. He walks down the street and all the children scream. "Oh dear", says the ghost. "Please don't run away! I'm not really scary and I only want to play".

The little ghost goes out on Halloween. He walks down the street and all the children scream. So the little ghost shouts out, "Can't you see?" He takes off his sheet. "Look! It's only me!"

Learning about Christmas.

Curricular link: Art; Music; Social Science

Language Objectives

Vocabulary: Santa, reindeer, hooves, roof, house, bed, fly, presents, Christmas tree, Christmas card **Resources:** CD

Materials: coloured paper, white paper, scissors, glue **Preparation:** make a pop-up card to show the children.

During the **Christmas** holiday period there are several important dates: 24th December is Christmas Eve, 25th December is Christmas Day and 26th December is Boxing Day. The 6th January is not a holiday in English-speaking countries.

On Christmas Eve, children often go to bed quite early in preparation for the arrival of their presents, which they open on Christmas Day.

The presents are generally left under the Christmas tree, although this may vary from family to family. Many children also put out a stocking for Father Christmas to fill with little presents.

Presentation

Ask: *Is everybody ready for Christmas? Do you like Christmas? Why?* Explain that on Christmas Eve, all the children in the UK are really looking forward to Santa, who brings them presents. They go to bed early so they are ready for their presents the following day.

Ask: Do you know how Santa travels? He travels by sleigh with his reindeer. Do you know how many reindeer he's got? Nine! And they all have special names.

Then, ask: *Do you know what an advent calendar is*? Draw an advent calendar on the board (use the one on page 86 of the Activity Book as a model). Explain that the children open one of the little windows each day from the 1st to the 25th December. There is usually a little picture (and sometimes a chocolate) behind each little window.

Work with the book

Student's Book, page 86, Activity 1

Say: Open your books at page 86. Let's sing The Christmas song.

Play **Track 2.37**. The children point to the pictures that correspond to the different verses.

Play **Track 2.37** again and tell the children to join in with the song. They can read the lyrics in their books. Divide the class into four groups and assign a verse to each group. Tell the children to think of a few actions for their verse and to practise these actions for a few minutes. Play **Track 2.37** again so they can sing their verses in their groups.

Finally, tell the children to match the pictures to the verses.

Student's Book, page 86, Activity 2

Say: *Now look at Activity 2. Let's make a Christmas card.* Explain that at Christmas, many people send Christmas cards to their family and friends.

Explain the instructions and hand out the materials.

The children make their Christmas cards.

Tell them to decide who they are going to send it to. They write a little message inside it.



Optional Activity Book exercises

See page 359.

Practice

Divide the class into groups. Tell the children to sing their verses of *The Christmas song* in their groups.

Answer key

Student's Book, Activity 1 Verse 1 = Picture 3 Verse 2 = Picture 4 Verse 3 = Picture 1

Verse 4 = Picture 2



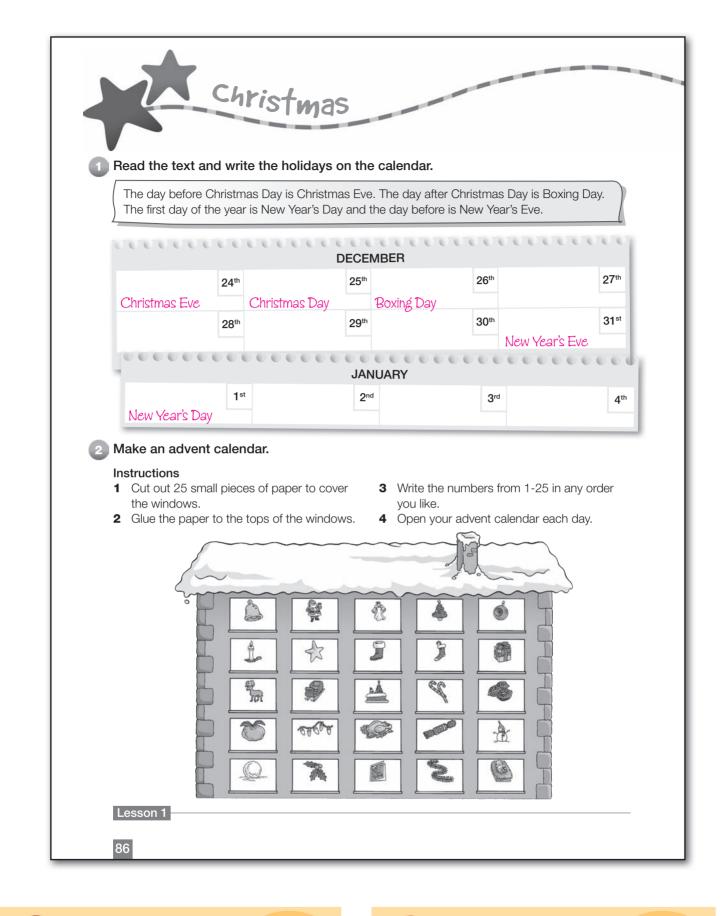


86

The children learn about Christmas traditions in English-speaking countries.



The children read the text and match each verse to the corresponding picture.



The children use logic to match the dates to the festivals in the text.



The children learn about advent calendars and how to make their own calendar.

Activity Book

Page 86, Activity 1

Say: Open your Activity Books at page 86. Look at Activity 1.

Read the text out loud. Explain that during this time of the year all the days are important for the Christmas holidays.

Tell the children to write the days in the calendar. Ask questions: What do we call 24th December? SS: Christmas Eve.

Page 86, Activity 2

Say: Now look at Activity 2. Let's make an advent calendar.

Tell the children to cut out 25 pieces of paper to cover the little windows.

Show them how to stick the little bits of paper on top of the windows so they can be opened easily.

Tell them to write the numbers from 1 to 25 in any order. In pairs, they can choose dates and compare the pictures that they have for this date.

Transcript



Listen very carefully. Can you hear that sound? It's Santa and his reindeer, Flying round and round.

Can you hear the reindeer? And clip-clop of their hooves. Santa's going from house to house, Landing on the roofs.

Can you hear Santa now? He's almost in the house. Hurry up and go to bed, Quiet as a mouse.

Listen very carefully, Can you hear him fly away? The presents are under the Christmas Tree, For you on Christmas Day!

Learning about reindeer.

Curricular link: Art; Social Science

Language Objectives

Vocabulary: summer, spring, autumn, winter, north, fur, long antlers, grass, tundra, lichen, snow, south, mushrooms, dark, thick, light coloured, grow, live, eat, move, lose

Structures: In the summer/spring/autumn/winter..., They have..., They eat..., Their antlers begin to grow.

Resources: CD

nesources. OD

Presentation

Say: Do you remember Santa's reindeer?

Tell the children that for this lesson they are going to learn about reindeer. Tell the children that reindeer live in the far north of Europe and North America. During the year, their fur and antlers change.

Work with the book

Student's Book, page 87, Activity 3

Say: Open your books at page 87. Look at Activity 3. Look at the pictures of the reindeer. These are real reindeer, not like Santa's reindeer. Can they fly? SS: No! Read the text out loud and ask: Which picture is that? Ask for volunteers to read out the other texts and for the rest of the class to identify the corresponding pictures.

Student's Book, page 87, Activity 4

Say: *Now look at Activity 4.* Tell the children to work in pairs. They write the words *Happy Christmas* and then they try to name an animal for each letter of the words as in the model.

The pair that finishes first says: *Stop!* Tell them to read out their words.

Optional Activity Book exercises

See page 363.

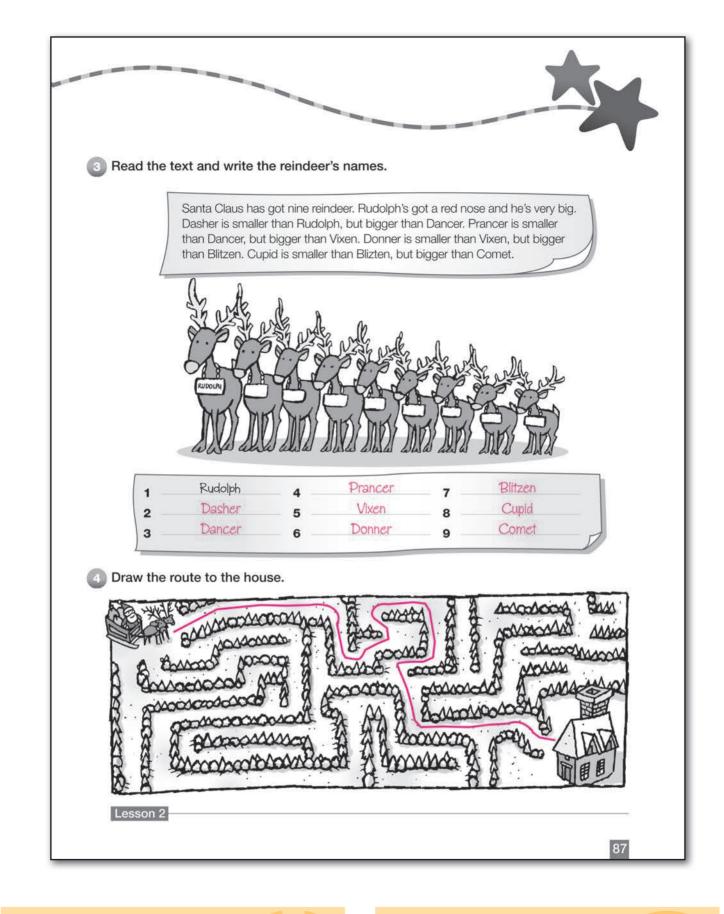
ANSWER KEY Student's Book, Activity 3 1 c 2 a 3 d 4 b



The children demonstrate their understanding of the texts by matching them to the corresponding pictures.



The children think about the animals that they have learned about and find an animal for each letter of the expression.



The children interpret the information in the text in order to name the reindeer.



The children try to get to Father Christmas' house by tracing a route through the maze.

Activity Book

Page 87, Activity 3

Say: Open your Activity Books at page 87. Look at Activity 3. Say: Look! These are all Santa's reindeer. How many has he got? SS: Nine. Then, say: I wonder what their names are? Read the text out loud. Tell the children to read the text and to write the names of the reindeers. Ask for volunteers to read out the names in the correct

Ask for volunteers to read out the names in the correct order and correct the activity.

Page 87, Activity 4

Say: Now look at Activity 4. Oh dear! The reindeer have to get through the maze to the house. Can you help them?

Tell the children to use their fingers first to find the route, and then to draw it with a pencil.

Learning about Earth Day.

Curricular link: Art; Music; Social Science

Language Objectives

Vocabulary: world, forests, mountains, rivers, lakes, oceans, flower, animals, trees, plants, air, valley, seas, belongs, take care Resources: CD Materials: coloured card, felt tip pens

Earth Day is celebrated all over the world on 22nd April. Children and adults participate in activities to celebrate our wonderful world. People celebrate at school by planting gardens, organising recycling centres, cleaning up an area in the city or the countryside and so on.

Presentation

Write the date 22nd April on the board and ask: Does anybody know what we celebrate on this day? Explain that this is known as *Earth Day* and that we celebrate the wonders of our world on this date.

Ask: Do you think our world is wonderful? What are the most wonderful things? Encourage the children to think about the natural elements in our world such as the rainforests, the oceans, the rivers and any other natural features. Ask: Do we always take good care of our world? What kind of problems do we cause?

Take a few minutes to discuss the impact of human activity on the environment.

Work with the book 👩

Student's Book, page 88, Activity 1

Say: Open your books at page 88. Look at Activity 1. Play **Track 2.38**. The children listen to the song and hum along in time to the music.

Play **Track 2.38** again. Encourage the children to sing along to the song. They can read the lyrics in their books. Divide the class into groups of five or six children. Tell them to work together to prepare a performance of the *Earth Day* song with actions or a dance.

Play **Track 2.38** again. The children perform the song in their groups. Choose the best group and tell them to perform it for the rest of the class.

Student's Book, page 88, Activity 2

Say: Now look at Activity 2. Let's make an Earth Day poster.

Hand out the materials.

Tell the children to work in pairs to make a poster to celebrate *Earth Day*. They can use the text in the song as a guide or they can think of their own ideas.



Track 2.38 The Wonderful world song

See page 367.

Optional Activity Book exercises

See page 367.

Practice

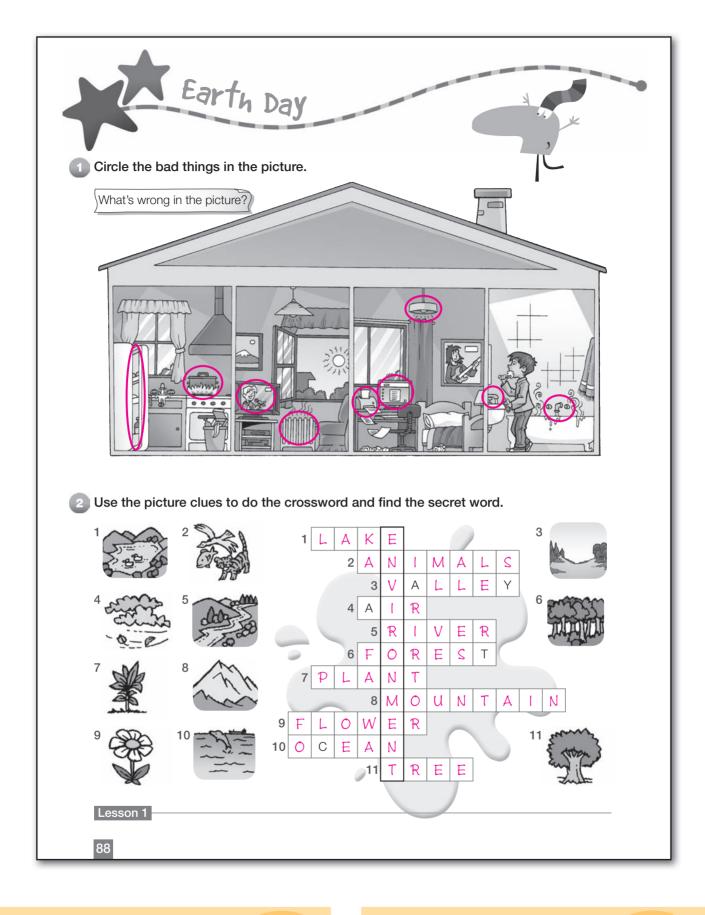
Tell the children to show and describe their *Earth Day* posters to the rest of the class.



The children learn about Earth Day and how it is celebrated all over the world.



The children design a poster about Earth Day.



The children identify and recognise the activities from the picture that may harm the environment.



The children interpret the clues in order to complete the crossword.

Activity Book

Page 88, Activity 1

Say: Open your Activity Books at page 88. Look at Activity 1.

The children circle the things in the picture that show that energy or water is being wasted.

Ask: What's wrong in the kitchen? Help them to explain the following: The gas is on too high, the water is still on, the fridge door is open and they are not recycling their rubbish. Then, ask: So what do we need to do? SS: Close the fridge door. Switch off the water and turn down the gas. Separate the rubbish into different recycling bins.

Repeat for the other rooms in the house.

Page 88, Activity 2

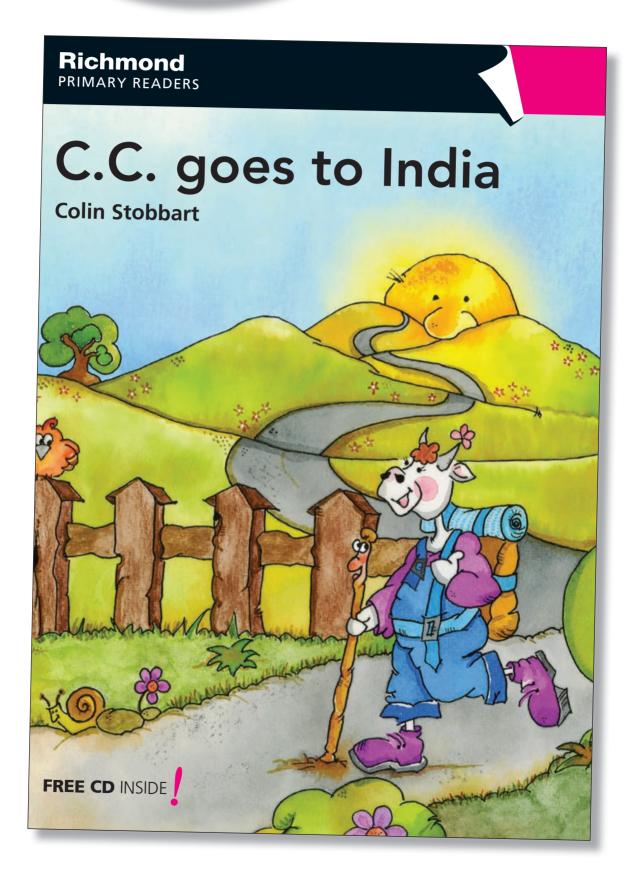
Say: Now look at Activity 2. Tell the children to use the pictures as clues to complete the crossword. Ask: What's number (1)? Repeat for the other pictures. When they have finished, ask: Can you see the secret word? (Environment) Correct the activity.

Transcript

Track 2.38 The Wonderful world song

Our world is truly a wonderful place, With forests, mountains, river and lakes. All the animals and all the trees. All the plants and all the seas. So take good care of this wonderful place, With forests, mountains, rivers and lakes. Look around at all you see, This wonderful world belongs... To you and me!

Associated reading





Student's Material

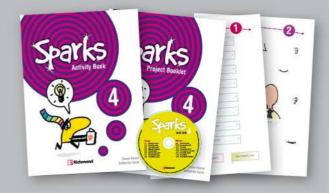


Student's Book

Teacher's Material



Teacher's Book + Class CDs



Activity Book + Multi-ROM + Project Booklet + Cut-Outs



