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

Sparks 5 Teacher's Book / Susan House y Katharine Scott. - 1a ed. - Buenos Aires : Santillana, 2012. 368 p. + CD-ROM ; 28x21 cm.

ISBN 978-950-46-3096-8

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

© Susan House and Katharine Scott 2009

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

ISBN: 978-950-46-3096-8

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

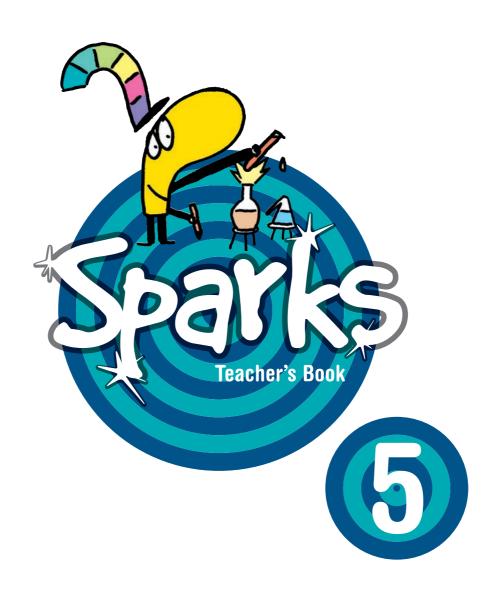
This Teacher's Book includes Audio CDs.

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

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





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Unit	<b>CLIL Topic</b>	Structures	Key Language
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		l can∕can't + verb	Adjectives

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## Methodology

The increasing focus on language learning at 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 lead to many variants of content and language-integrated learning. **Sparks** provides a content and language-related learning programme for the full six years of primary education.



#### **Dual focus**

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

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

the teacher checks that the children have grasped both the language and the concepts.

#### **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 unit) 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 and flashcards. 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 6 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 at helping 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.



## The grant and the control of the con

### 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 for vocabulary games and 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 the 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.

### Grammar and Writing Booklet

Each unit comes with a text that provides children with an opportunity to develop their writing skills and practise gramatical structures related to the topic of the unit. The guide for these pages can be found in the Options pages of lessons 2, 3, 6 and 7.



# Teacher's maferial



### Teacher's Book

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

### CDS

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

### Posters

The poster (sides A and B) and the poster popouts 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.

### 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 (Flyers):
  The YLE CD-ROM can be used in the language laboratory or on an interactive whiteboard.
- 3. Sparks Digital:

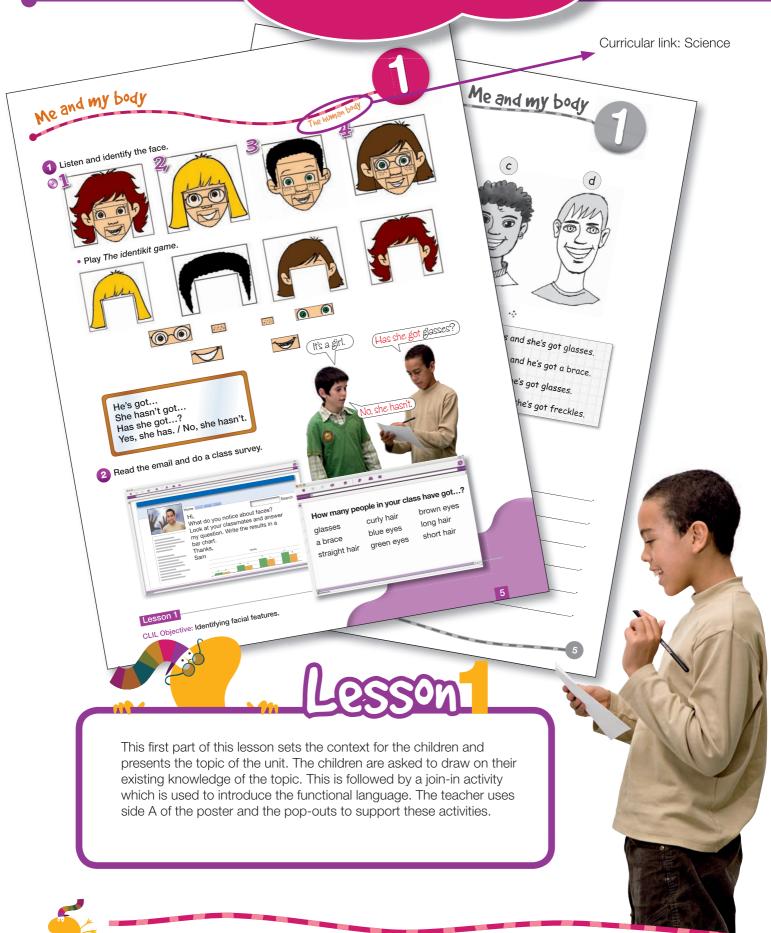
cheese

An innovative digital version of all the components of **Sparks** in a CD-ROM. Sparks Digital can be used to prepare the classes at home or on the interactive whiteboard.





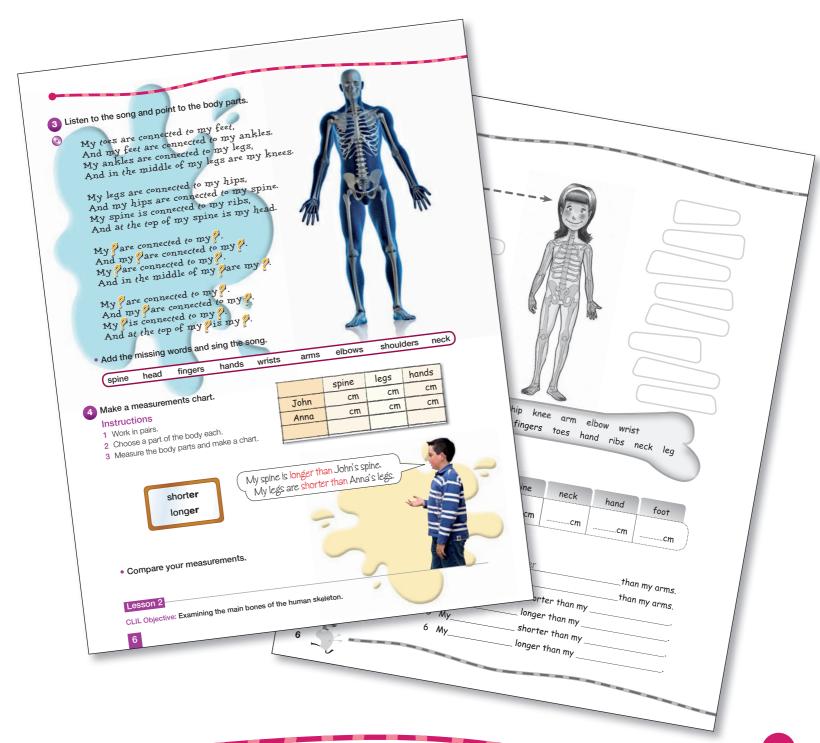
## Step by step







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



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









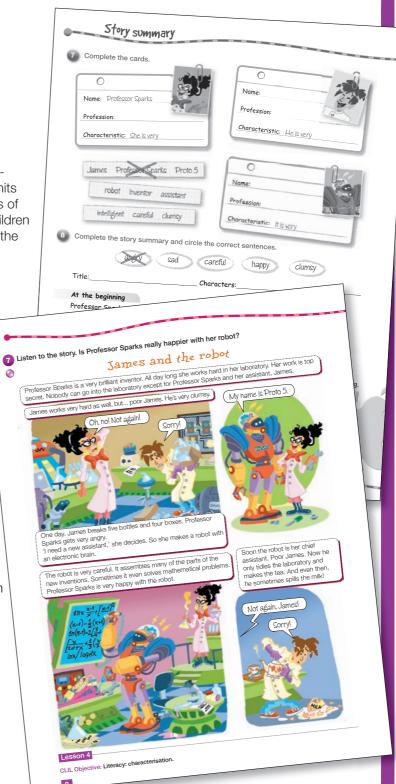
## Lessons4 \_25

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

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



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



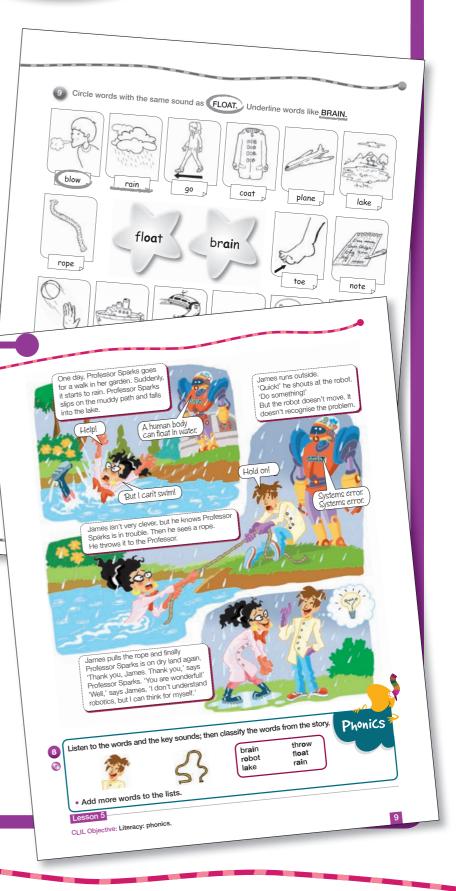
## Step by step



In lesson 5, the chidren 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.

The children retell the story and find examples of the phonemes learned in the story.

This also provides a good opportunity to learn how to act out a story.







### 9 Look at the chart and answer the question.



I play football twice a week. I go swimming once a week and I walk to school five times a week. Who am I?



				100	
Vigorous exercise:	every day	five times a week	twice a week	once a week	never
Vigorous exercise:		a week	Eve		
play football			Sam		
play locus			Sam		Eve
play basketball				Sam	Eve
do karate				Sain	
Moderate exercise:				Eve	Sam
go swimming				_	
	0			Eve	
go cycling	Sam				Sam
walk to school		Eve			
Walk to scrioor	1				

Do a survey. Ask three friends.

How often do you ...?

		do gymnastics	do a dance	class	do athletics
١	play tennis	do gymnastiss	lima	go for a	a walk
١	go c	limbing	go cycling	9	

10 Read and assess your fitness.

You need about 60 minutes of moderate exercise or 45 minutes of vigorous exercise every day. In a week you need to do between five and seven hours of exercise. When you do moderate exercise, you breathe faster but you can talk. When you do vigorous exercise, you breathe a lot faster and you can't talk.

Compare yourself and your friends.

I do five hours of vigorous exercise every week. I'm fit, but John is fitter than me.

Lesson 6

CLIL Objective: Identifying a healthy exercise routine



١





ı	tennis	Swimmino			~		V	
١		Swillining	cycling	running	karate	basketball	ballet	gym
П					A	Α .		27"

nore activities to the mind maps.

ur exercise timetable.

	moderate exercise	time (mins)		
y		(mins)	vigorous exercise	(time (mins
У		_>		
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plete the sentences.

once a week. twice a week. every day.

times a week.

minutes of moderate exercise every week.

minutes of vigorous exercise every week.





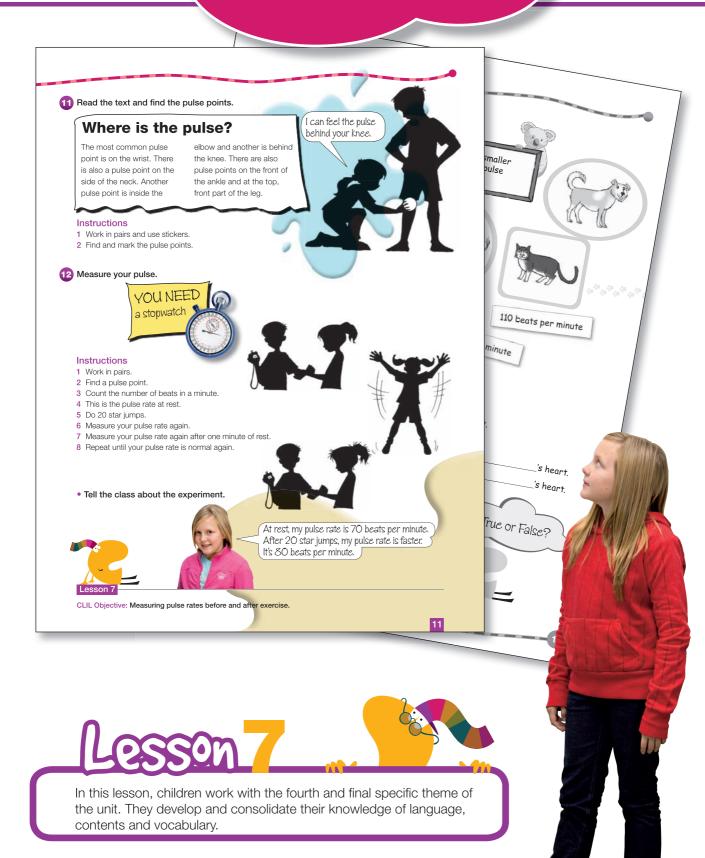
## Lesson 6

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



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## Step by step

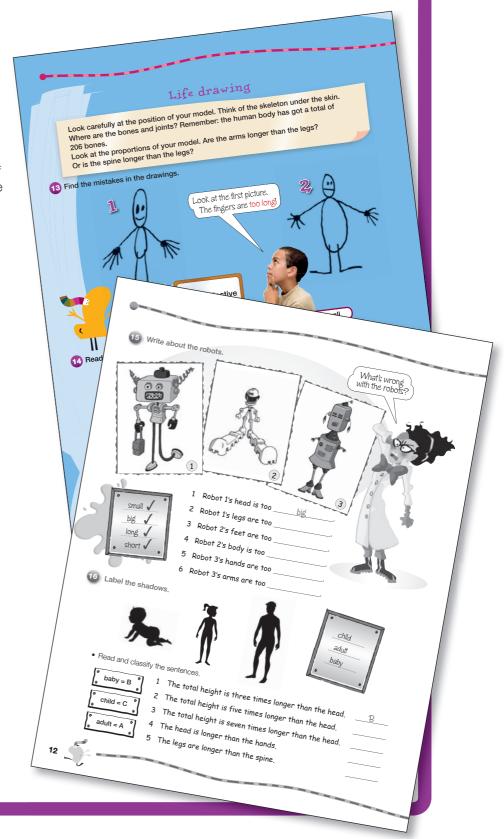




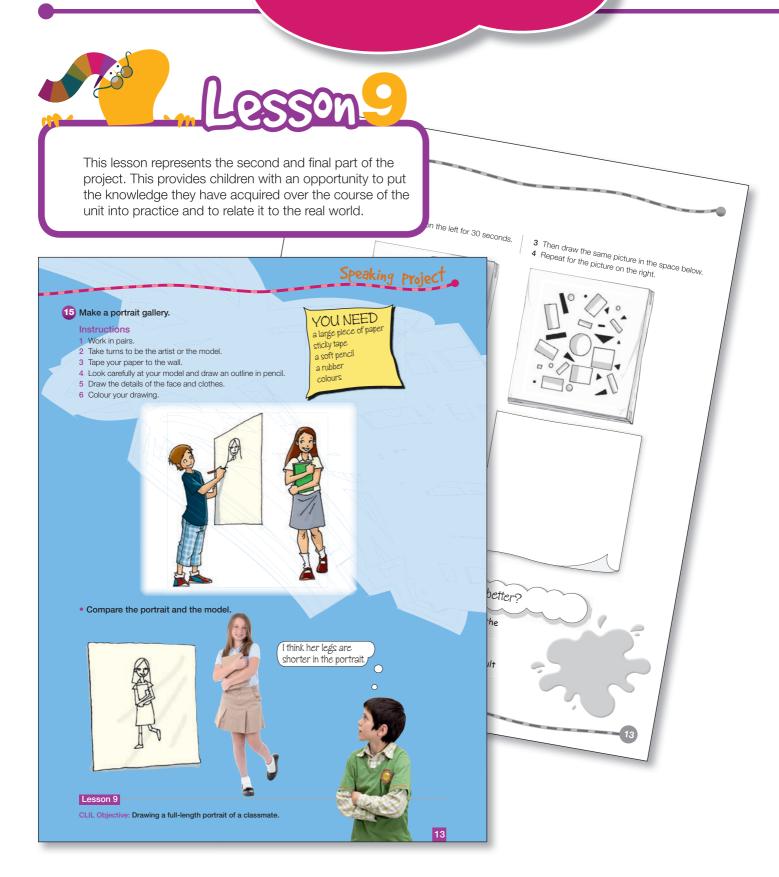
## Lesson 8

This lesson represents the start of the Speaking Project. Children are provided with the necessary tools to put their knowledge from the unit into practice.





## Step by step



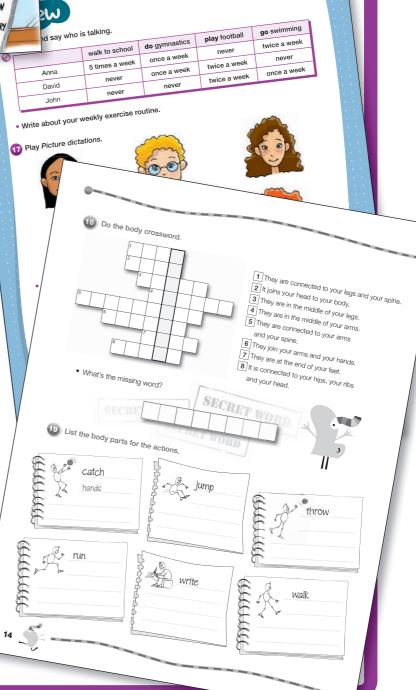


## Lesson 0

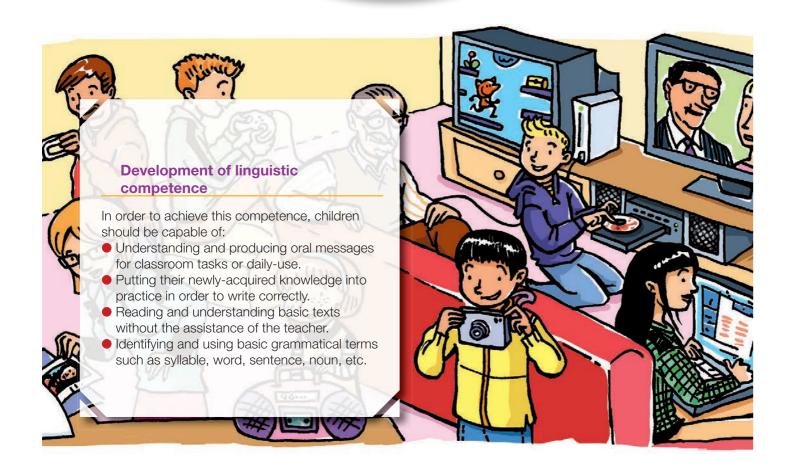


A fun way to revise and consolidate newly-acquired concepts, content and language.

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



## Basic competences



#### Units Basic competences in Sparks 5 MC X X X X X X **KIPW** X X X X X X ΡI X X X X X X X X X ICC X X X X X X X X X CAC X X X X X X X X LTL X X X X X X X X X X X X X X X X X X





#### **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.



#### **Cultural and artistic competence**

Literacy also plays an important part in the development of this competence through reading texts and dramabased 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.

#### **ARE YOU READY?**

#### **CLIL Objective**

Identifying relevant information.

Curricular link: ICT; Social Science

#### Language objectives

**Vocabulary:** school subjects; computer, Europe, homework, email, communication, world, information, conversation, emails, languages, colours

**Structures:** What's your name? How old are you? Where are you from? What languages do you speak? What school do you go to? What's your favourite...?

Resources: CD

Material: index cards (3 per chid)

#### ARE YOU READY?

#### **Presentation**

Introduce yourself to the class. Choose volunteers and ask: What's your name? SS: My name's (Ana). My name's (Pablo). Ask other members of the class. Say: Do we all know each other? Are there any new children in the class? If there are, introduce yourself to the new children and ask them to introduce themselves to the class.

Hold up a copy of the Student's Book and the Activity Book and say: *These are our new English books*. Using the cover of the book, ask questions: *What is the title of the book? What year are we in now?* 

Let the children browse through the books and ask questions (they may do this in L1). Answer their questions in English.

#### Work with the book

#### Student's Book, page 2, Activity 1

Say: Open your Student's Books at page 2. Let's read the International Homework Club membership form.

Read the text out loud and ask questions: What is the club for? What language do they use? Do you think it's a good idea to have a homework club?

Say: This is the membership form. Explain that when we join a club we have a membership card with information on it. Read the membership form and tell the children to look at the questions on the second screen. Ask: Which questions do we need to answer for the membership form?

Read the text out loud again: Name. Ask: What question do we ask if we want to know this information?

The children choose from the list.

Repeat the procedure for the other pieces of information. Once the children have identified the important questions, ask: What about the other questions? Are they important for this club?

Tell the children to ask their neighbours the questions they have identified for the club.

Hand out the index cards.

The children ask three friends the questions and fill in the membership cards.

#### Student's Book, page 2, Activity 2



Say: Now we're going to listen to an interview with two members of the International Homework Club, Sam and Eve. Play **Track 1.1**. The children listen and point to the questions on the membership card in Activity 1.

Play **Track 1.1** again. The children listen and point to the relevant information in Activity 2 of their book.

Ask: How old is (Sam)? Where is (he) from? What languages does (he) speak? What school does (he) go to? What's (his) favourite subject?

Tell the children to work in pairs, choose a character each and take turns describing their characters.

Explain that Sam and Eve are the characters for our book. They don't live in the same city but they keep in contact over the internet because they are both members of the International Homework Club. Ask the children if they have any friends that they keep in contact with over the internet.





See page 23.

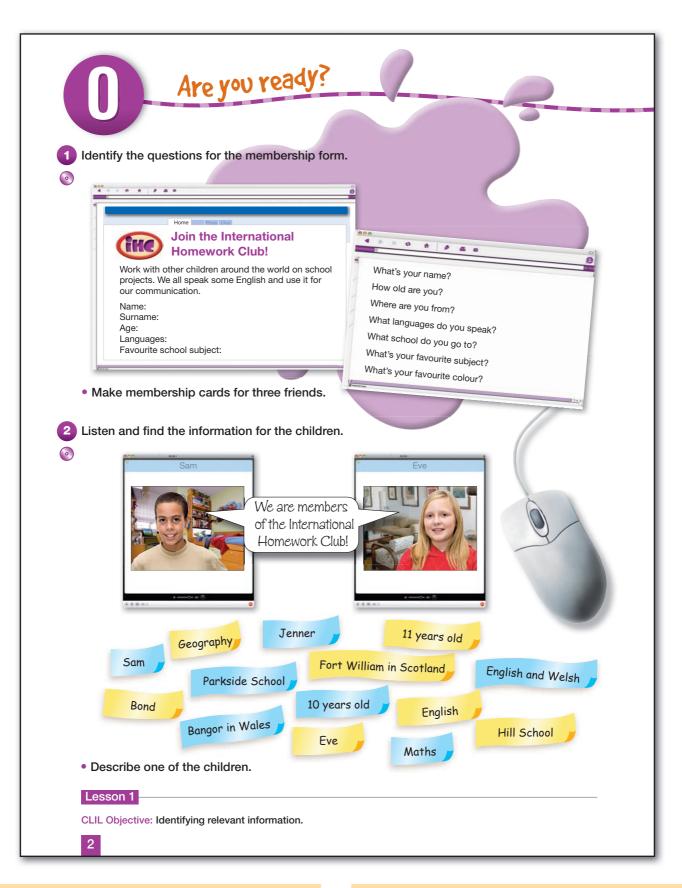
Optional Activity Book exercises See page 23.

#### **Practice**

Write the following questions on the board: Are you all the same age? Are you all from the same country? Are you all in the same class? Do you all speak the same languages? Have you all got the same favourite subjects and colours? Ask: Which questions do we need to ask our classmates? Encourage the children to give free answers.

#### **A**NSWER KEY

Student's Book, Activities 1 and 2 See page 23.

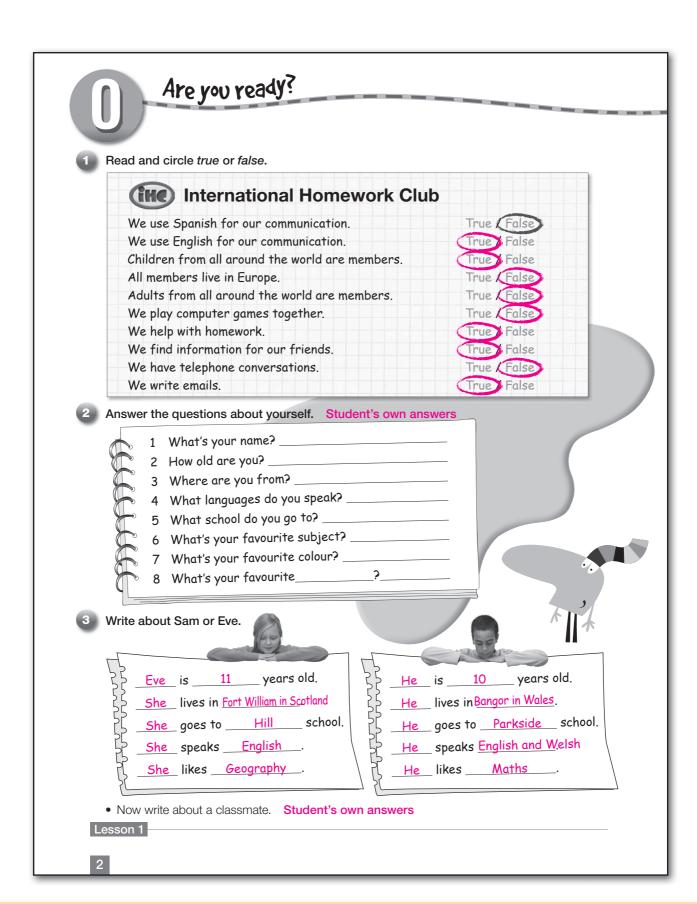




Children compare two forms of showing information.



Children discuss the use of cards and forms to register or join clubs, teams, sports centres, etc. and comment on the information required.





Children review question making and describing skills.

#### **Activity Book**

#### Page 2, Activity 1

Say: Open your Activity Books at page 2. Look at Activity 1. Read the first sentence aloud, and ask: Is it true or false? SS: False. Tell the children to read the rest of the sentences in silence, and to circle true or false, using the Student's Book for reference.

When they have finished, ask volunteers to read the sentences out loud and say whether they are *true* or *false*.

#### Page 2, Activity 2

Say: Now look at Activity 2. Tell the children to work individually to answer the questions. When they are ready, read the questions aloud and call on various volunteers to answer each question.

#### Page 2, Activity 3

Say: Now look at Activity 3. Do you remember Sam and Eve? Divide the class into two groups. The children work individually. Group one complete the information about Eve, and group two complete the information about Sam. When the children have finished, say: Now find a partner from the other group. The children exchange information to complete the information about the other character. When they have finished, tell the children to choose a classmate and to write a similar paragraph about them. Ask volunteers to read their paragraphs out loud to the class.



#### Let's play!

#### True or false?

Children work individually, and write three true and three false sentences about themselves, using the structures from the lesson. When they have finished, tell them to get into groups of four. The children take turns to read their sentences aloud, and the other members of the group guess whether they are true or false.

#### **Transcript**



**Interviewer:** Can you answer some questions for me?

Sam: OK.

**Interviewer:** What's your name?

Sam: Sam.

**Interviewer:** And your surname?

Sam: Jenner.

Interviewer: How old are you, Sam?

Sam: I'm 10 years old.

Interviewer: And where are you from?
Sam: I'm from Bangor. That's in Wales.
Interviewer: Where do you go to school?

Sam: I go to Parkside School.

**Interviewer:** And what's your favourite subject?

Sam: Erm... Maths. I really like Maths.

Interviewer: How many languages do you speak, Sam?

Sam: Two. I speak English and Welsh.

Interviewer: Thank you, Sam!

**Interviewer:** Can you answer some questions for me?

Eve: Of course.

**Interviewer:** What's your name?

Eve: My name's Eve.

Interviewer: And your surname?

**Eve:** Bond.

Interviewer: How old are you, Eve?

Eve: I'm 11 years old.

Interviewer: And where are you from?
Eve: I'm from Fort William. That's in Scotland.
Interviewer: Where do you go to school?

Eve: I go to Hill School.

**Interviewer:** And what's your favourite subject?

Eve: I really like Geography.

**Interviewer:** How many languages do you speak, Eve?

Eve: I only speak English.
Interviewer: Thank you, Eve!

#### **A**NSWER KEY

#### Student's Book, Activity 1

What's your name? How old are you?

What languages do you speak? What's your favourite subject?

#### Student's Book, Activity 2

Sam (blue); Eve (yellow)

#### **CLIL Objective**

Using computers.

Curricular link: ICT; Music; Social Science

#### **Language Objectives**

**Vocabulary:** surf, net, download, click, file, music, photo, video, search, find, listen to, watch, website, internet, email, address, dot, dash, underscore, at; the alphabet

**Structures:** I search (for information). I make a note of the website address.

Resources: CD

#### Using computers

#### **Presentation**

Remind the children about the IHC and the main characters. Ask: Do you remember the International Homework Club? Who did we meet in Lesson 1? That's right, Sam and Eve. Do all the members of the club speak English? SS: Yes. T: Do they all live in the same city? SS: No. T: How do you think they communicate with each other? SS: They use the internet/emails. T: What are they going to talk to each other about? SS: School work. T: Yes, they are going share information. How do you think they are going to find this information? SS: The internet, encyclopaedias, books, etc.

#### Work with the book



#### Student's Book, page 3, Activity 3

Say: Open your books at page 3. Look at Activity 3. Look at the pictures. Now we're going to listen to a song about using the internet for finding information.

Play **Track 1.2**. The children listen and point to the pictures.

Play **Track 1.2** again. The children join in with the missing words.

Read through the song with the children adding the missing words.

Play Track 1.2 again. This time the children join in with the song.

Explain to the children that the internet is very useful but we need to observe some simple rules. Not everything we read on the internet is correct and often we find contradictory information. This is why it is important to make a note of the URL so the information can be checked.

#### Student's Book, page 3, Activity 4

Write the alphabet on the board. Point to the letters in the correct order and ask the children to call them out. Then point to letters randomly and ask the children to call them out.

Tell the children to work in pairs and to spell their names to each other.

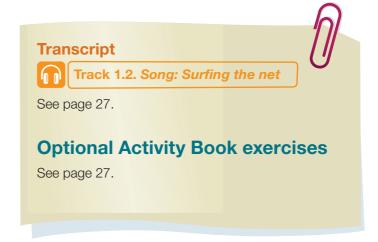
Then ask: Has anyone got an email address? What signs do we use in emails? Write the symbols @, -, \_ and . on the board and say the names: At, dash, underscore and dot. Ask volunteers to spell out their email addresses using the letters of the alphabet and the signs.

Ask the children if they know any addresses for emails in Spain that finish with .es. Explain that this represents Spain, just as .uk is for the United Kingdom.

Then say: Look at Activity 4.

Ask the children to take turns choosing an email address and spelling it to their partners.

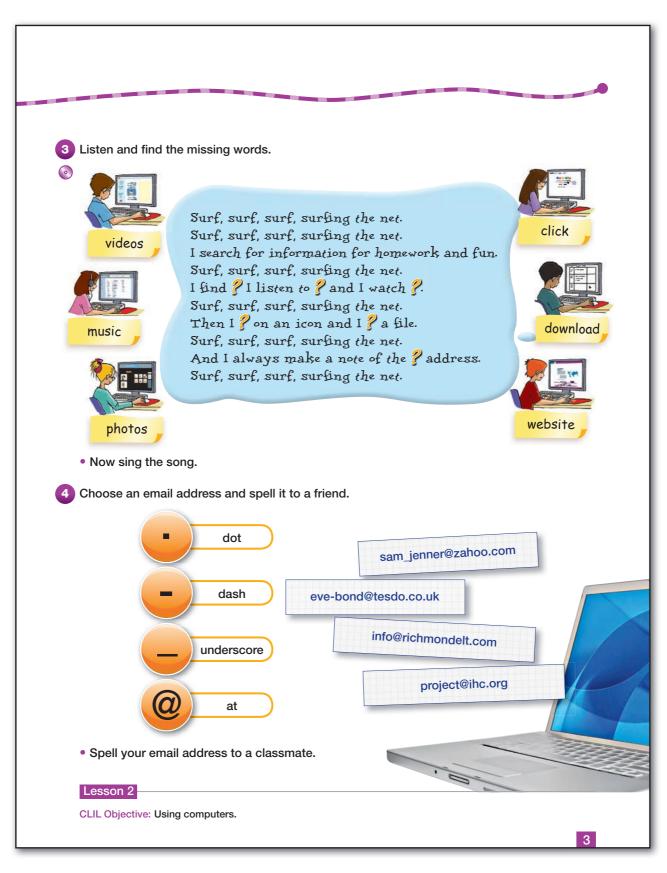
Then ask the children to exchange email addresses (they may either use their own if they have one, or, if not, they should invent one).

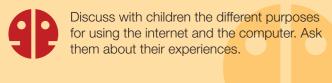


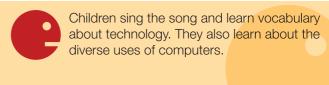
#### **Practice**

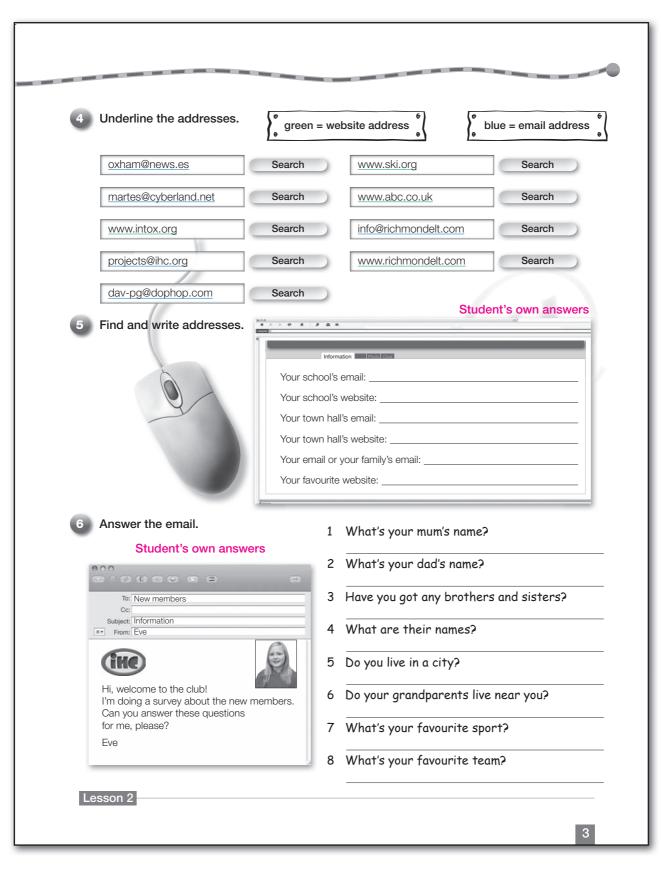
Ask the children to help you brainstorm a list of uses of the internet.

Point out that it is not necessarily the only way to find information. We also have other sources, such as books.











Chlidren learn to read email and website addresses and identify the characters and symbols used.



#### **Activity Book**

#### Page 3, Activity 4

Say: Open your Activity Books at page 3. Look at Activity 4. Read out the first email address: oxham@news. es (oxham at news dot es). Ask: Is this an email address or a website address? SS: An email address.

Ask for a vounteer to read the next address out, insisting on correct pronunciation of the parts. The ask the rest of the class if it is an email address or a website address. Repeat the procedure for the other addresses.

The children underline the website addresses in green and the email addresses in blue.

#### Page 3, Activity 5

Say: Now look at Activity 5. Ask the children to write the emails and websites. If you have access to computers they can look them up and copy them, if not they can do the activity for homework or invent the websites and emails.

#### Page 3, Activity 6

Say: Now look at Activity 6. Read Eve's email, and read the questions. The children write answers to the questions individually. When they have finished ask the questions to various volunteers.



#### Let's play!

#### **Whispers**

The children form different teams and sit in rows. Give the first person in each row a website address for example: www.ihc. co.uk. The children have to whisper the address to the next child and so on along their row. When the address gets to the end of the row, the final child has to write it down. If it is correct, they win. Repeat with different website addresses.

#### Resources



#### **Teacher's Resource Book**

Diagnostic Test, pages 93 and 94



See Transcript Track 2.32

#### **Transcripts**



#### Track 1.2 Song: Surfing the net

Surf, surf, surf, surfing the net. Surf, surf, surf, surfing the net.

I search for information for homework and fun.

Surf, surf, surfing the net.

I find photos. I listen to music and I watch videos.

Surf, surf, surfing the net.

Then I click on an icon and I download a file.

Surf, surf, surfing the net.

And I always make a note of the website address.

Surf, surf, surf, surfing the net.



#### Track 2.32 Diagnostic Test. Activity 1

Next weekend Sam is going camping with his friends. They're going to travel by train. He's going to meet his friends at the station at a quarter to seven. He's going to buy a sandwich, some water and a sticker book for the journey. Then they're going to wait at platform 4 for the train. Sam's going to take a big backpack with all his equipment. He's going to take a compass, a map and his tent. He's also going to take his walking boots.

#### **CLIL Objective**

Finding information for project work.

Curricular link: ICT

#### **Language Objectives**

**Vocabulary:** life drawing, bird spotting, map reading cooking, recycling, family, history, inventions, Egyptian gods

Structures: Can you name ...? What is the name

of...? Where is...?

#### FINDING INFORMATION FOR PROJECT WORK

#### **Presentation**

Say: In this book we are going to do eight different projects. We can find information about our projects on the internet and in different kinds of books.

Ask: If you want information about something on the internet what do you do?

Discuss how to carry out a search on the internet. Explain that it is important to use key words to find the information you are looking for.

#### Work with the book

#### Student's Book, page 4, Activity 5

Say: Open your books at page 4. Look at Activity 5. Ask the children to read the titles of the projects out loud. After each title ask them to say which website they will find the information on.

Then ask the children to find the different projects in their Student's Books and say which units they are in.

#### Student's Book, page 4, Activity 6

Say: There is a lot of information in your Student's Book. Look at the questions and find the answers in your book. The children work in pairs. They read the questions and find the answers in their books.

Ask the questions out loud and ask volunteers to answer.



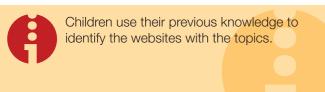
#### **Optional Activity Book exercises**

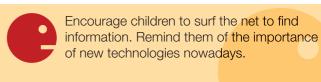
See page 31.

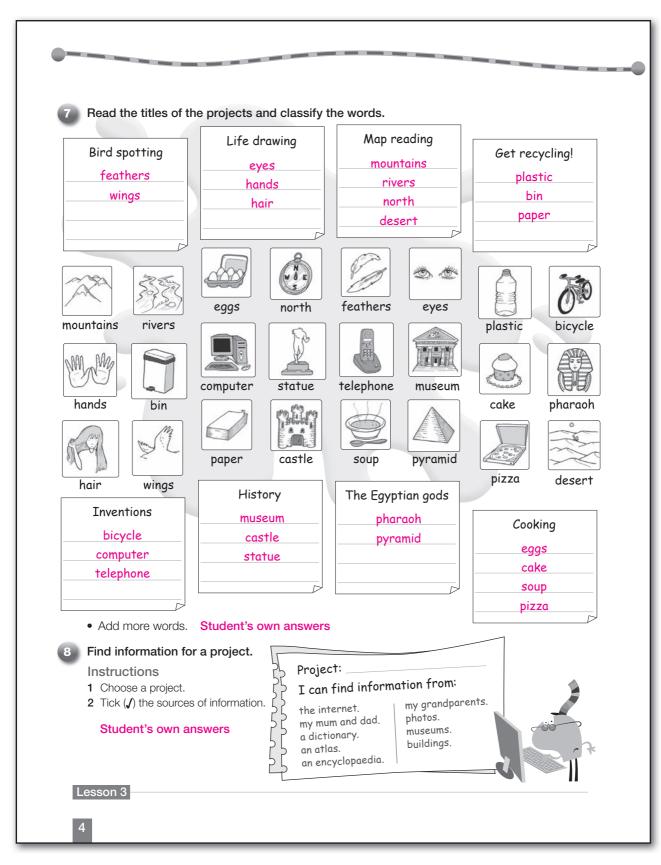
#### **Practice**

Write the titles of the projects up on the board. Talk a little bit about each project and then ask the class to vote on which project sounds the most interesting. Make a note of the children's choices and ask them to say why they have chosen each project.











Children review vocabulary learned in previous years and associate it with the project topics.



#### **Activity Book**

#### Page 4, Activity 7

Say: Open your Activity Books at page 4. Look at Activity 7. Read out the names of the projects and write them on the board in columns. Say: Now look at the pictures. We are going to classify them with the projects. Can you see a picture for the 'bird spotting' project? SS: (Feathers). Write the word on the board in the appropriate column and tell the children to work in pairs, and to classify the words according to the projects.

When they have finished, ask volunteers to come to the board and write the words in the correct columns. As the children if they can think of any more words, and add them to the lists.

#### Page 4, Activity 8

Say: Now look at Activity 8. Read the list and explain that the children should choose a project from the Student's Book. Children tick the sources of information from the list according to their project.



#### Let's play!

#### **Scattergories**

Write the following categories on the board: recycling, cooking, Egypt, birds and inventions. Put the children into teams. Tell them that they have three minutes to think of the longest possible word they can for each category. Say: Ready, steady, go! When the time is up, ask each team to tell you their word for the first category and ask a volunteer from each team to come and write the word on the board. Give the team with the longest word three points, the second longest two points, and so on, making a note of the scores. Repeat the procedure with the other categories. The team with the most points at the end of the game is the winner.

#### **Assessment criteria**

#### **CLIL Objectives**

Children can identify relevant information.

Children can use computers.

Children can find information for project work.

#### **Language Objectives**

Children can ask and answer questions giving personal details.

Children can name basic terms for using computers. Children can identify project themes on a variety of subjects.

#### **Anticipating difficulties**

In the course of this book the children will be encouraged to look for information and they will be encouraged to use the internet for this, although not exclusively. Explain to the children that any information they get from the internet should be properly referenced in any written work they give you. To do this they should quote the URL. It is important that children understand that they should not simply copy from the internet.

Spend some time talking about the importance of behaviour on the internet. Being unkind or rude to people in emails or chat rooms is just as bad as being unkind to them face to face. Bullying is just as unacceptable on the internet as it is at school or anywhere else. Ensure that the children know that you will treat any cases of bullying (whether on the internet or not) extremely seriously. You should also warn them about not giving information about themselves (or anybody else) to people they do not know. They should certainly not agree to meet anybody who has contacted them over the internet, and if they are contacted by somebody they do not know, they should tell their parents and/or you.

#### **CLIL Objective**

Identifying facial features.

Curricular link: Science

#### **Language Objectives**

Vocabulary: hair, eyes, mouth, glasses, brace, freckles, curly, straight, long, short, brown, blue, green

Structures: She's got glasses. He hasn't got

freckles. Has she got a brace?

Resources: CD

#### ME AND MY BODY

#### **Presentation**

Address the whole class and ask questions about the colour of children's eyes in the class: Who's got brown eyes in our class? The children raise their hands. Repeat the procedure for blue and green eyes.

Draw a face shape on the board and draw in the eyes. Then ask: Who can name other parts of the face? As the children call out the parts of the face, draw the parts into the face.

Then draw some freckles onto the face and say: Look! These are freckles. Who's got freckles in this class? Then draw glasses on the face and ask the same question. Finally draw an open mouth and draw a brace on the teeth. Repeat the question.

Rub out the hair and draw curly hair and ask: Who's got curly hair? Then rub out the hair and draw straight hair and repeat the question.

Ask questions about children in the class: Has (Maria) got (freckles)?

#### Work with the book



#### Student's Book, page 5, Activity 1

Say: Open your books at page 5. Look at the four faces. Play Track 1.3. The children listen and identify the faces. Play Track 1.3 again and tell the children to listen very carefully this time and point to the faces.

Play Track 1.3 again. This time stop the recording after each description and ask: Which face is that?

Ask guestions about the faces: Look at number 1. Has she got a brace? SS: Yes, she has.

Then say: Now we're going to play The identikit game.

The children find the pieces of the section in the Student's Book and they copy them in order to create a face. When they have finished, they colour the eyes and the hair. They play in pairs. S1 describes his/her picture, and S2 tries to draw the face, asking questions. S1: It's a (boy). S2: Has he got (glasses)? S1: Yes, he has./No, he hasn't. Repeat the game, but this time S2 describes his/her face to S1.

#### Student's Book, page 5, Activity 2

Explain to the children that throughout this book, they are going to help Sam and Eve with their projects. Explain that they are going to research the questions (sometimes at home and sometimes in the class) and write down the information they find.

Read the email out loud. Say: Now we're going to help Sam by doing a class survey.

Ask: How may people in the class have got glasses? Continue with the rest of the questions. When they have finished, draw a bar chart on the board with the features along the bottom and numbers down the left-hand axis. Ask the children the questions and fill in the results on the board.





Track 1.3 Activity

See page 35.

#### **Optional Activity Book exercises**

See page 35.

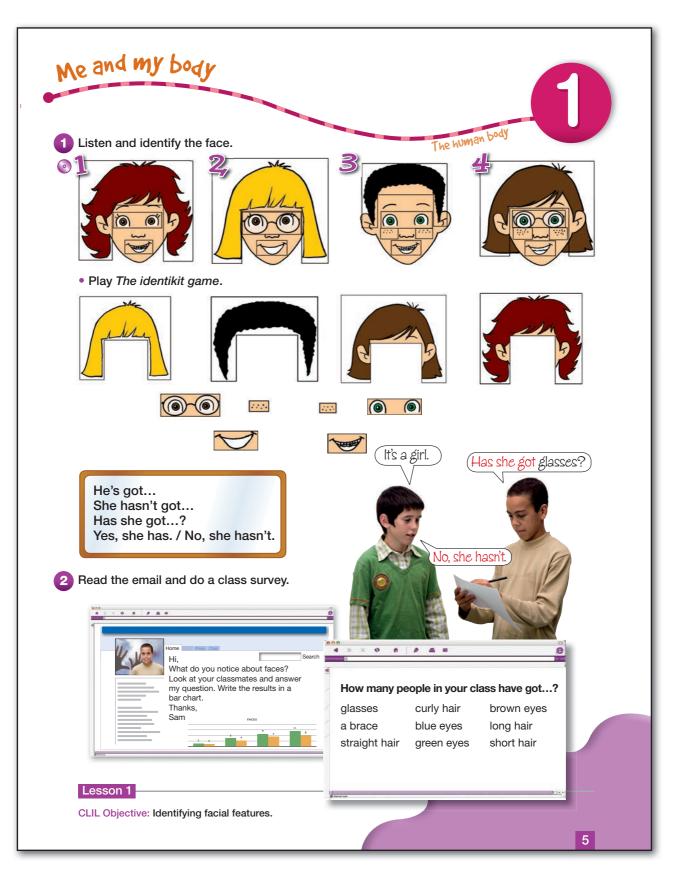
#### **Practice**

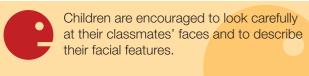
Use the bar chart you made on the board to remind the children about different facial features and then ask them about the members of their family: How many people in your family have got (glasses)?

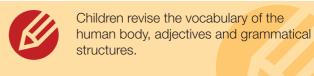
#### **A**NSWER KEY

Student's Book, Activity 1

See Transcript, page 35.



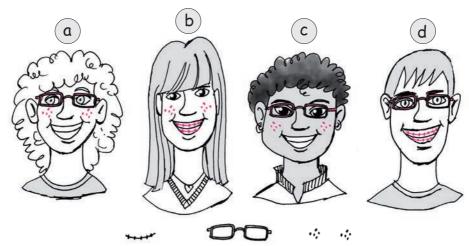




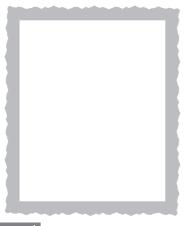
### Me and my body



1 Read and match with the pictures.



- C She's got short, curly, black hair. She's got freckles and she's got glasses.
- D He's got short, straight, brown hair. He's got glasses and he's got a brace.
- A He's got long, curly, blond hair. He's got freckles and he's got glasses.
- B She's got long, straight, red hair. She's got a brace and she's got freckles.
- Now finish the pictures.
- 2 Draw a self-portrait and describe yourself. Student's own answers



I've got \_\_\_\_\_\_.

I've got \_\_\_\_\_\_.

I've got \_\_\_\_\_\_.

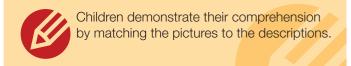
I haven't got \_\_\_\_\_\_.

I \_\_\_\_\_

I

Lesson 1

ļ





Children draw a self-portrait, and use the structures they have learnt.

UNIT 1 LESSON 1 OPTIONS

### **Activity Book**

### Page 5, Activity 1

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

Read out the first pair of sentences and ask: Who's got short, curly, black hair? SS: Picture C.

Repeat the process with the other sentences.

Tell the children to write a letter (a-d) next to the sentences (using the pictures to help them). Then, read the first pair of sentences again, stressing the second one. Say: Look at the picture. Has she got freckles and glasses? SS: No! Repeat with the other sentences and faces. Tell the children to work in silence as they read the sentences and complete the pictures.

### Page 5, Activity 2

Say: Now look at Activity 2. The children do a self-portrait and complete the sentences about their own features. Ask a few volunteers to show their self-portraits to the class and to read out their sentences.



## Let's play!

#### **Guess who!**

The children work alone. They choose a classmate and write a description of him/her using the vocabulary from the lesson. When they have finished, ask volunteers to come to the board to read their descriptions. The rest of the class have to guess who is being described.

#### Resources

Multi-ROM

Unit 1, Grammar 1

**Multi-ROM** 

Unit 1, Vocabulary 1

### **Transcript**



Track 1.3 Activity 1

She's got green eyes and she's got glasses. She's got freckles.

He's got short, curly hair and he's got a brace.

She's got brown eyes. She hasn't got glasses.

She's got long, straight hair and she's got glasses.

### **Anticipating difficulties**

Project Quest: In this level, at the end of lessons 2, 3, 6 and 7 of the Teacher's Book, there are suggested questions that you can ask children for them to investigate at home. They should make a note of their answers in their notebooks and refer to them in lessons 8 and 9 where they will work on the Speaking project. Talk to the children about doing research and about the different resources that they can use (encyclopaedias, reference books, maps, atlases and the internet). Many children will choose to use the internet. Explain that not all the information on the internet is true and can be trusted. They should always use authorised and officially-approved web pages and they should cross-check the information. Once they have found the information, they should make a note of the URL (uniform resource locator) in their notebook. Tell them that they shouldn't just copy from the internet.

Examining the main bones of the human skeleton.

Curricular link: Science; Music

### **Language Objectives**

**Vocabulary:** toes, feet, ankles, legs, knees, hips, spine, ribs, head, fingers, hands, wrists, arms, elbows, shoulders, neck; shorter, longer

**Structures:** My (toes) are connected to my (feet). My legs are longer than my arms. My spine is longer than Eve's spine.

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

Materials: tape measure

#### THE HUMAN SKELETON

### **Presentation**



Show the children the poster (side A). Point to parts of the body on the front and back of the boy and ask the children to name as many parts of the body as they can.

Hand out the pop-outs of the bones. Point to the photo on the left, of the boy facing the front. Point to and name one of the body parts: (*Arms*).

The children with the corresponding pop-outs place them on the arms. Repeat with the other parts of the body: torso, hips, legs, knee, feet, hands, head.

The children may want to know the scientific names for these bones: tibia, sternum, patella (knee-cap), ulna, femur, radius, fibula, humerus, scapula, pelvis, spine, skull.

### Work with the book



### Student's Book, page 6, Activity 3

Say: Open your books at page 6. Listen to the song and point to the body part.

Play the first two verses of the song (Track 1.4). The children listen and point to the body parts on their own bodies.

Play the rest of **Track 1.4** and tell the children to listen and write the missing words in the correct order. Repeat as necessary.

Finally, play the whole song again and tell the children to join in with the words and point to the body parts.

#### Student's Book, page 6, Activity 4

Say: Now we are going to make a measurements chart. Read and explain the instructions to the children. Say: Work in pairs. You are going to measure your spines, legs and hands. Then complete your chart.

The children take the measurements and complete their charts. Then say: Now we're going to compare the results. My (spine) is longer than (John's spine). My (legs) are shorter than (Ana's legs).

Tell the children to compare the measurements in their groups.

### **Transcript**





Track 1.4 Song: My body

See page 39.

### **Optional Activity Book exercises**

See page 39.

#### **Practice**

#### **Continuous assessment**

Children can name the main body parts including the joints.

Tell the children to look at the words of the song again. Divide the class into groups of four. Assign a verse to each group. Tell the children that they can either sing and point to the body parts on the board or use their own bodies. Play **Track 1.4**. The children perform their verses (in the correct order) for the rest of the class.

**Project Quest:** Are your knees in the middle of your legs? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

Student's Book, Activity 3

See Transcript, page 39.

3 Listen to the song and point to the body parts.

My toes are connected to my feet, And my feet are connected to my ankles. My ankles are connected to my legs, And in the middle of my legs are my knees.

My legs are connected to my hips, And my hips are connected to my spine. My spine is connected to my ribs, And at the top of my spine is my head.

My pare connected to my p.
And my pare connected to my p.
My pare connected to my p.
And in the middle of my pare my p.

My pare connected to my p.
And my pare connected to my p.
My p is connected to my p.
And at the top of my p is my p.

Add the missing words and sing the song.



spine	head	fingers	hands	wrists	arms	elbows	shoulders	neck

4 Make a measurements chart.

Instructions

- 1 Work in pairs.
- 2 Choose a part of the body each.
- 3 Measure the body parts and make a chart.

	spine	legs	hands
John	cm	cm	cm
Anna	cm	cm	cm

short**er** long**er**  My spine is <mark>longer than</mark> John's spine. \My legs are <mark>shorter than</mark> Anna's legs.

Compare your measurements.

Lesson 2

CLIL Objective: Examining the main bones of the human skeleton.

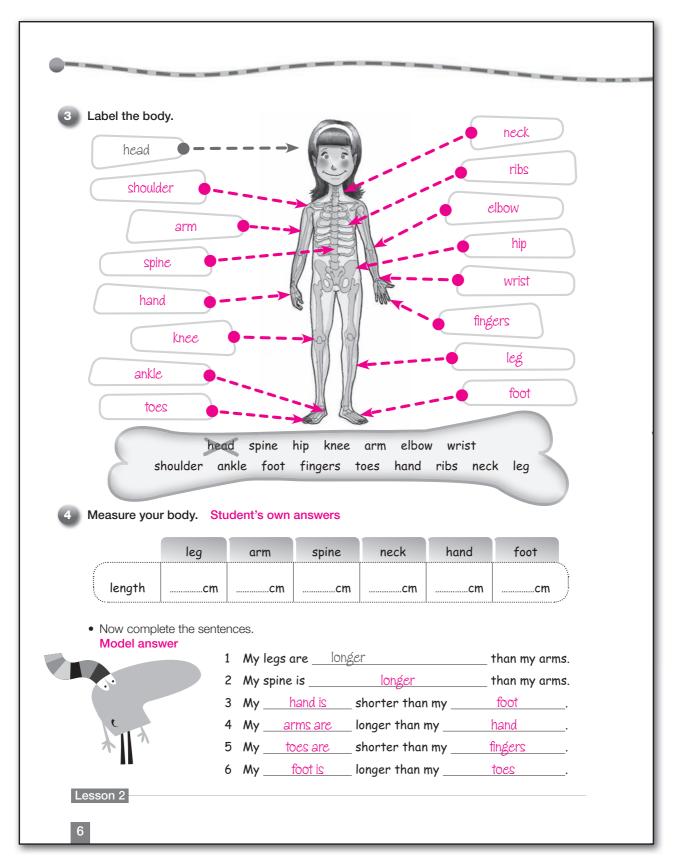
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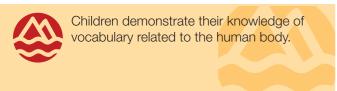


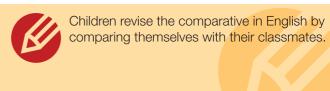
Children should listen to the song carefully in order to complete it with the correct words. Singing is an enjoyable way to learn and memorise vocabulary.



Children revise the parts of the human body and create a table marked with each student's height. At the same time, they revise the pronunciation of the numbers in English.







### **Activity Book**

### Page 6, Activity 3

Say: Open your Activity Books at page 16. Look at Activity 3. Label the body.

Tell the children that when they are sure that they can name the parts of the body correctly, they should cross them off in the box at the bottom.

#### Page 6, Activity 4

Say: Now look at Activity 4.

Get a tape measure and show it to the children. Say: Use the tape measure to measure your bodies.

Tell the children to work in pairs and to measure the parts of the body one by one. Then, they can write each measurement in the table. Ask questions, for example: (Daniel), how long is your leg?

Then, ask: (Daniel), are your legs longer than your arms? Repeat the procedure with other children and their parts of the body, telling them to write the measurements in their books. Ask volunteers to read out their completed sentences for the class.

### **Grammar and Writing Booklet**

### Page 5, Activity 1

Say: Open your Grammar and Writing Booklets at page 5. Look at Activity 1. Look at the advertisement and do the tasks.

Tell the children to work in pairs and to look at the advertisement. They should circle the product, underline the slogan in red and use the key to number the sections of the advert. Then, they complete the sentences.

### Page 5, Activity 2

Say: Now look at Activity 2. Underline can and circle the next word.

Ask the children if they can remember the advert from the previous activity. Tell them to look over it again. They should underline the word *can* and circle the word that comes after it. Then, they write the words in the list and classify them according to the parts of speech that they represent (pronouns, nouns, verbs...).



### Let's play!



#### I spy

Place the poster on the board. Choose a part of the body and say: I spy with my little eye a body part beginning with...

The children try to identify which part of the body it is. The child who identifies it correctly, takes on the role of the teacher and names the following body part.

Continue the game until all the parts of the body have been named.



#### Resources

#### **Multi-ROM**

Unit 1, Song

#### **Teacher's Resource Book**

Extension 1, page 39

### **Transcript**



#### Track 1.4. Song: My body

My toes are connected to my feet, And my feet are connected to my ankles. My ankles are connected to my legs, And in the middle of my legs are my knees.

My legs are connected to my hips, And my hips are connected to my spine. My spine is connected to my ribs, And at the top of my spine is my head.

My fingers are connected to my hands, And my hands are connected to my wrists. My wrists are connected to my arms, And in the middle of my arms are my elbows.

My arms are connected to my shoulders, And my shoulders are connected to my neck. My neck is connected to my spine, And at the top of my spine is my head.

Analysing the body parts involved in simple movements.

Curricular link: Science

### **Language Objectives**

**Vocabulary:** jump, run, throw, catch, write, walk, feet, wrists, arms, elbows, knees, shoulders, ankles, toes, without

**Structures:** Can you (run) without moving your (arms)? Yes I can./No, I can't.

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

Materials: a ball

#### BODY PARTS AND MOVEMENT

#### **Presentation**





Play **Track 1.4**. The children sing the song and move their bodies in order to act it out. Place the poster (side A) up on the board with the pop-outs in place.

Ask two children to come to the front of the class. Give instructions to each child to do an action, for example, jump/run around the classroom. As each child performs the action, ask: What parts of his/her body did he/she move? Point to the body parts on the poster and ask: Did he/she move his/her (legs)? Repeat with other verbs. Call another two children to come to the front of the class and give them the ball. Tell them to (gently) throw the ball back and forth and repeat the questions. (You can use a screwed up piece of paper if you haven't got a ball.) Ask another child to come to the board and tell him/her to write his/her name on the board. Repeat the questions. Then say: Write your name again, but don't move your wrist. Can you write? Repeat the procedure with the other actions and other parts of the body.

Point out that actions almost always involve moving several different parts of the body.

### Work with the book

#### Student's Book, page 7, Activity 5

Say: Open your Student's Books at page 7. Look at Activity 5. Look at the action pictures.

Ask: Can you do these actions? Read the first sentence out loud: I can catch without moving my feet. Tell the children to try miming the action and then ask: Is that possible?

Tell the children to work in pairs, read the sentences and do the actions. Then discuss whether or not these actions are possible.

When they have finished ask the whole class: Can you (run) without moving your (knees)?

\*Note: If the children disagree, encourage them to justify their answers. For example, you can run without moving your shoulders but it is very unnatural because when you run you move your arms back and forth.

#### Student's Book, page 7, Activity 6

Say: Look at the words in the box. Write questions with the words and then test a classmate.

Tell the children to each write five questions and then check the possibility of the actions with a *partner*. S1: Can you (walk) without (moving your toes)? S2: No, I can't.





Track 1.4 Song: My body

See page 39.

### **Optional Activity Book exercises**

See page 43.

#### **Practice**

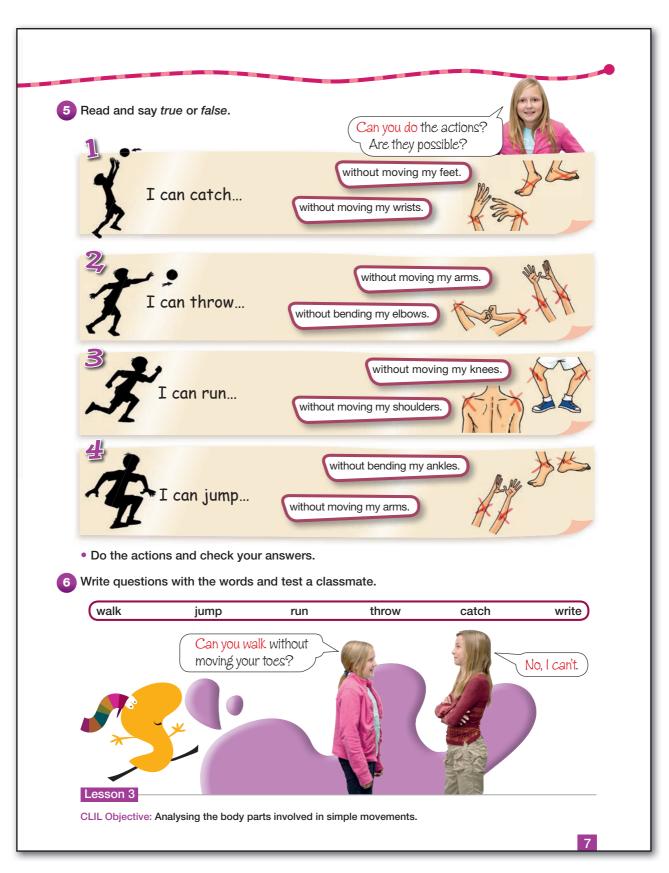
Ask the children to report what they have discovered in this lesson: You can't (catch) without (moving your hands). Focus on the statements involving joints (wrists, elbows, knees, shoulders, ankles).

Explain the importance of the joints. They allow our limbs to be flexible.

Explain that not all joints move in the same way: some move up and down (elbow) and some move round and round (shoulder).

**Project Quest:** How many bones are there in the human body?

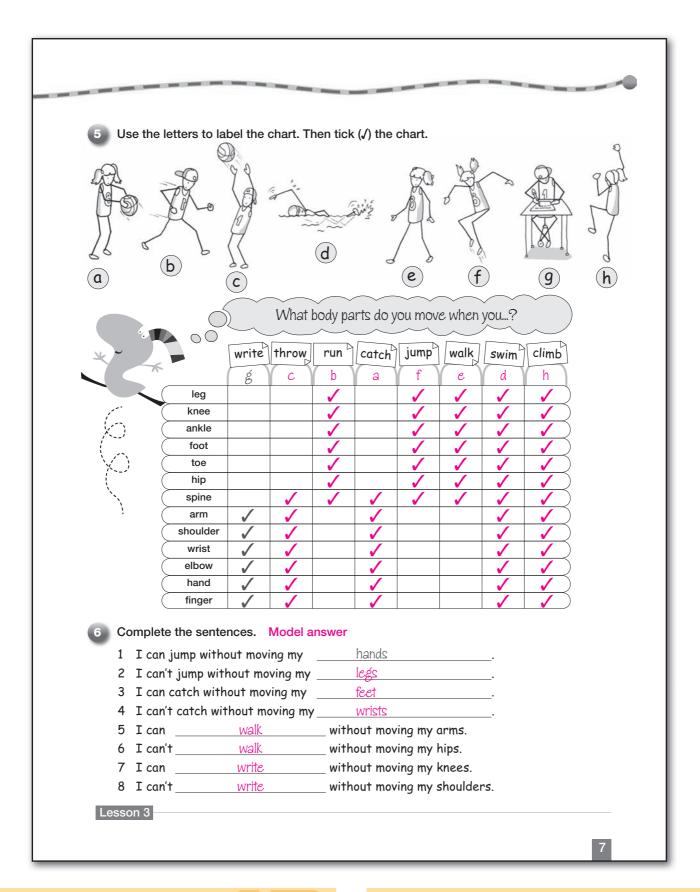
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

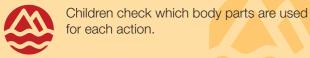




Children should think about the movements that are required to perform the different actions. Encourage them to check which parts of the body move for each action in the activity.









Children are reminded of the different ways that we can present data: in a table, in sentences, in pictures.

### **Activity Book**

### Page 7, Activity 5

Say: Open your Activity Books at page 7. Look at Activity 5. Tell the children to read the words in the top part of the box and to think about which picture each one corresponds to. Ask: Which figure is the action write? SS: G. Tell the children to fill in the exercise boxes. Say: What body parts do you move when you write? Look at the chart. The children can read the words marked with a tick. Repeat the question for the rest of the actions and go over any discrepancies. Tell them to complete the table in their Activity Books.

### Page 7, Activity 6

Read the first sentence out loud and ask: *Is that true?*Read the other sentences out loud and ask the children to substitute the words.

Tell the children to complete the sentences in their Activity Books. Ask volunteers to read out their sentences and correct the activity.

### **Grammar and Writing Booklet**

### Page 6, Activity 3

Ask the children if they remember the work they did on the advertisement. Tell them that this time they are going to create their own adverts. Say: *Open your Grammar and Writing Booklets at page 6. Look at Activity 3. Plan an advertisement.* Tell them to choose what type of robot they are going to advertise. The children give the robot a name and invent a slogan.

### Page 6, Activity 4

Say: Now look at Activity 4. Underline the verbs. Tell the children to read the three sentences in each of them and to underline the verbs and to circle the subjects. Then, they complete the sentences with *it* or *they*.

#### Page 6, Activity 5

Say: Now *look at Activity 5*. Tell the children to look at the shapes (square, triangle, circle) and the words that there are in the shapes (*has, it, got*). They have to say what type of word each shape has, and later they have to put the words on the right-hand side in order, using the same order.

#### Page 6, Activity 6

Say: Now look at Activity 6. Write the rough draft for the advertisement. Tell the children to read the sentences and to answer the questions. This activity can be given as homework.



### Let's play!

#### Word game

Explain to the children that they are going to play a word game using various groups of words that they already know. For example, the parts of the face, the parts of the body or actions. Explain that when they hear one of the words (from a specific group), they should carry out the action. For example, on hearing a part of the body, the children should stand up; on hearing an action the children should touch their heads, etc. Repeat the game with all the groups of words that the children have learnt from the unit.



#### Resources

**Multi-ROM** 

Unit 1, Grammar 2

1 Listen to the story. Is Professor Sparks really happier with her robot?

•

## James and the robot

Professor Sparks is a very brilliant inventor. All day long she works hard in her laboratory. Her work is top secret. Nobody can go into the laboratory except for Professor Sparks and her assistant, James.

James works very hard as well, but... poor James. He's very clumsy.



One day, James breaks five bottles and four boxes. Professor Sparks gets very angry.

'I need a new assistant,' she decides. So she makes a robot with an electronic brain.

The robot is very careful. It assembles many of the parts of the new inventions. Sometimes it even solves mathematical problems. Professor Sparks is very happy with the robot.



Soon the robot is her chief assistant. Poor James. Now he only tidies the laboratory and makes the tea. And even then, he sometimes spills the milk!

My name is Proto 5.



Lesson 4

CLIL Objective: Literacy: characterisation.

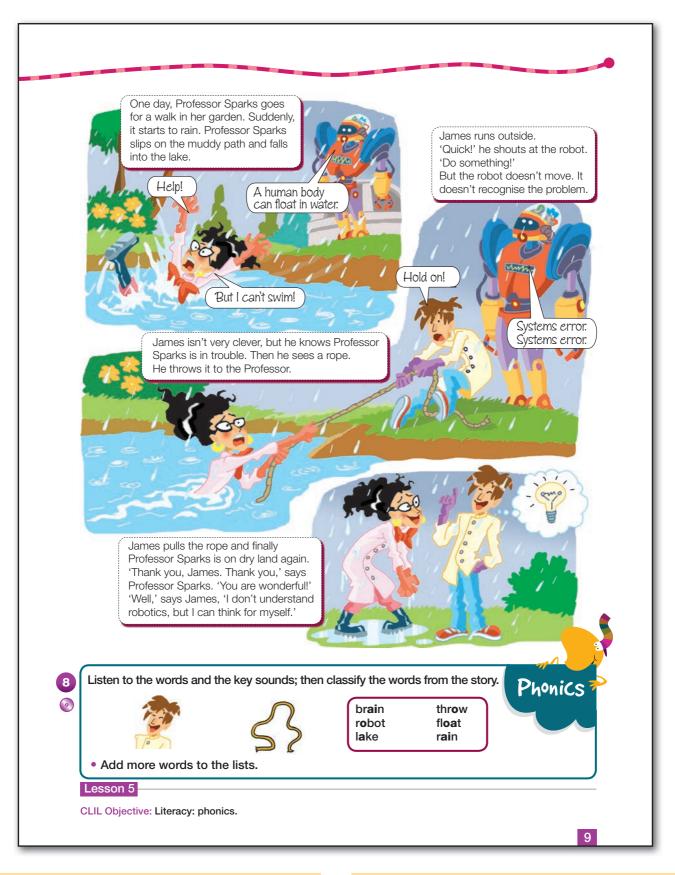
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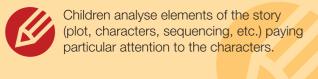


Children read and listen to the story of Professor Sparks and James.



Children extract information about the characters from the text and the pictures.







Children are reminded of the sounds that appear in the story and classify them.

Literacy: characterisation.

Curricular link: Literacy

### **Language Objectives**

Story language: brilliant, inventor, top secret, laboratory, assistant, works hard, all day long, clumsy, sorry, breaks, bottles, boxes, angry, robot, electronic, brain, careful, assembles, parts, solves, mathematical problems, happy, chief assistant, tidies, makes the tea, spills the milk, garden, rain, slips, muddy path, falls, lake, float, human body, swim, move, recognise, problem, clever, in trouble, rope, throws, pulls, dry land, wonderful, robotics, think

Resources: CD

STORY: JAMES AND THE ROBOT

#### **Presentation**

Say: It's story time! Open your books at pages 8 and 9. Read the title out loud. Ask the children to look at the pictures while you ask questions: (Picture 1) Why is Professor Sparks angry? Is James happy? (Picture 2) What is the robot's name? Is Professor Sparks happy now? (Picture 3) What is the robot doing? Is Professor Sparks pleased with the robot? (Picture 4) What is James making? (Picture 5) Can Professor Sparks swim? Why doesn't the robot help her? (Picture 6) Does the robot help Professor Sparks to get out of the lake? Who helps Professor Sparks to get out of the lake? (Picture 7) Is Professor Sparks happy now? Is James happy?

#### Work with the book



### Student's Book, page 8, Activity 7

Play **Track 1.5**. Tell the children to listen to the story and to follow it in their books.

Ask: Is Professor Sparks really happier with her robot? Ask more comprehension questions: What is Professor Sparks' job? Is she a good inventor? Where does she work? What's the name of Professor Sparks' assistant? Does James work hard? Why does Professor Sparks get angry with James? Why does she decide to make a robot? What is the robot's name? Why is Professor Sparks happy with the robot? What sometimes happens when James makes the tea? Why does Professor Sparks fall into the lake? Why doesn't the robot rescue Professor Sparks? How does James rescue her?

Write the names of three characters on the board: Professor Sparks, James, Proto 5. Say: These are the main characters. Do they all look the same? SS: No. Ask the children to call out words to describe the characters physically, for example: curly black hair (Professor Sparks). Then ask: What about the word clumsy? Who is clumsy? Repeat the question with the other adjectives from the text: brilliant, clumsy, careful, clever. Ask the children to use all the words on the board to describe the three characters.

### **Transcript**



Track 1.5 Story: James and the robot

See page 49.

### **Optional Activity Book exercises**

See page 49.

### **Develop the story**

Tell the children to read the story again in silence and to make a note of any words they do not understand.

Tell the children to come to the board and write the words form their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help by offering examples.

Literacy: phonics *ai* (br<u>ai</u>n, lake, r<u>ai</u>n) and *oa* (r<u>o</u>bot, thr<u>o</u>w, fl<u>oa</u>t).

Curricular link: Literacy

Resources: CD

#### **PHONICS**

### **Retell the story**

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

#### Work with the book

# Student's Book, pages 8 and 9, Reading Activity

Tell the children to read the story out loud. Assign the parts of Professor Sparks, James and the robot to three children. Ask different children to read the narration lines. Do not interrupt the children as they are reading but make a note of any words that are not pronounced correctly. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

#### Student's Book, page 9, Activity 8



Play **Track 1.6** to identify the sounds in the words *James* (ai) and *rope* (oa). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words *James* and *Rope* at the top of the columns. Tell the children to copy the columns into their notebooks and classify the words from the list.

James (ai): brain, lake, rain Rope (oa): robot, throw, float

Tell the children to look for more words in the story that

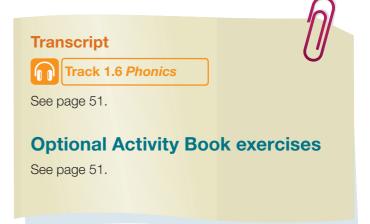
have the same sounds.

James (ai): again, name, makes Rope (oa): knows, go, so, only

Ask the children if they can think of any other words which

have these two sounds.

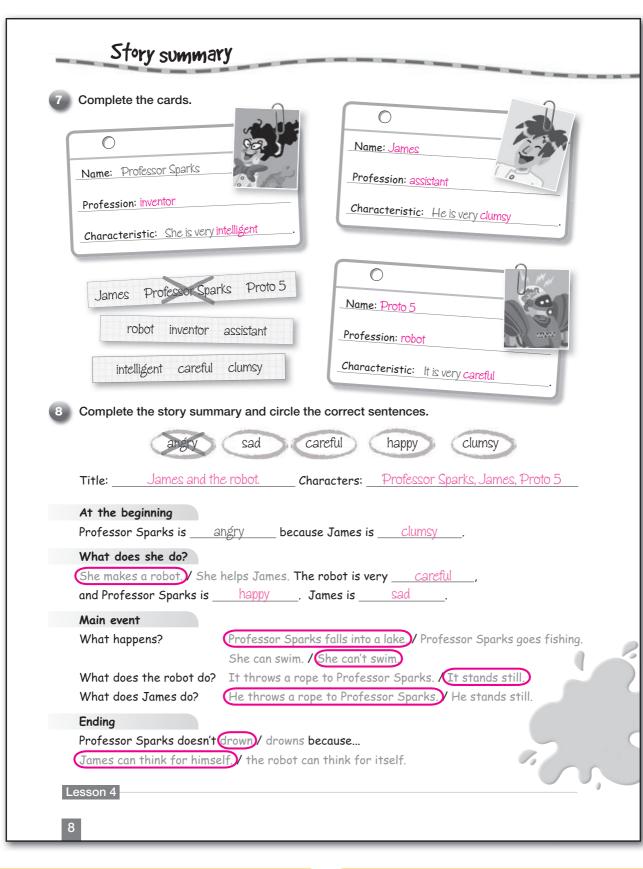
Tell the children to come to the board and write the words from their lists.

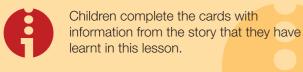


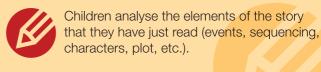
### **Develop the story**

Divide the class into groups of five. Assign a character to each child: Professor Sparks, James, the robot and two narrators.

Tell the children to read out the story in groups. Encourage them to act out their parts.







UNIT 1 LESSON 4 OPTIONS

### **Activity Book**

### Page 8, Activity 7

Say: Open your Activity Books at page 8. Look at Activity 7. Tell the children to look at the character cards and what they say. Say: Look at Professor Sparks. What's her job? SS: An Inventor. T: Can you find a word to describe her? SS: Intelligent.

Repeat this with the rest of the characters. Tell the children to complete the cards in their Activity Books.

#### Page 8, Activity 8

Say: Let's do the story summary. Encourage the children to look carefully at the story summary. They can use the words given to complete the information and choose between the various options. Ask: What's the title of the story? Who are the main characters? At the beginning of the story is Professor Sparks angry? Why? What does she do? What happens to Professor Sparks? What does the robot do? What does James do? Does Professor Sparks drown? Why not?

The children use the options to answer the questions in the activity. Then, they complete the story summary in their Activity Books. Ask volunteers to read out their answers.



#### Resources

Multi-ROM

Unit 1, Story

#### **Transcript**



#### Track 1.5 Story: James and the robot

**Narrator:** Professor Sparks is a very brilliant inventor. All day long she works hard in her laboratory. Her work is top secret. Nobody can go into the laboratory except for Professor Sparks and her assistant, James.

**Narrator:** James works hard as well but... poor James. He's very clumsy.

Professor: Oh, no! Not again!

James: Sorry!

**Narrator:** One day, James breaks five bottles and four boxes. Professor Sparks gets very angry. 'I need a new assistant,' she decides. So she makes a robot with an electronic brain.

Robot: My name is Proto 5.

**Narrator:** The robot is very careful. It assembles many of the parts of the new inventions. Sometimes it even solves mathematical problems. Professor Sparks is very happy with the robot.

**Narrator:** Soon the robot is her chief assistant. Poor James. Now he only tidies the laboratory and makes the tea. And even then he sometimes spills the milk!

Professor: Not again, James!

James: Sorry!

**Narrator:** One day, Professor Sparks goes for a walk in her garden. Suddenly it starts to rain. Professor Sparks slips on the muddy path and falls into the lake.

Professor Sparks: Help!

Robot: A human body can float in water.

Professor Sparks: But I can't swim!

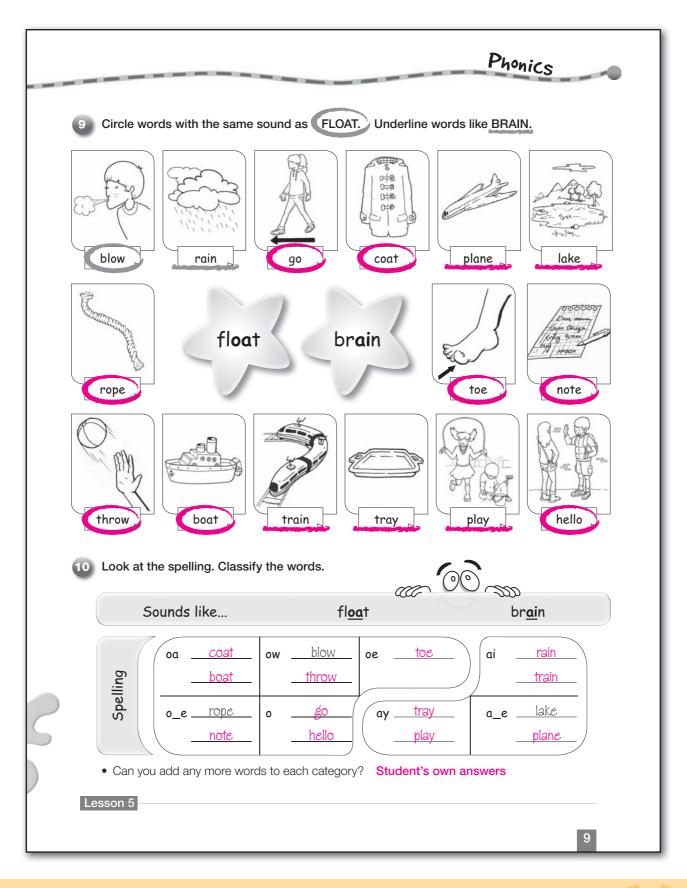
**Narrator:** James runs outside. 'Quick!' he shouts at the robot. 'Do something.' But the robot doesn't move. It doesn't recognise the problem.

James: Hold on!

Robot: Systems error. Systems error.

**Narrator:** James isn't very clever but he knows Professor Sparks is in trouble. Then he sees a rope. He throws it to the Professor.

Narrator: James pulls the rope and finally Professor Sparks is on dry land again. 'Thank you, James. Thank you,' says Professor Sparks. 'You are wonderful!' 'Well,' says James, 'I don't understand robotics but I can think for myself.'





Children classify the words, paying particular attention to the way the words are written and their sounds.

### **Activity Book**

#### Page 9, Activity 9

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

Say: There are two different sounds here: float and brain. When reading out the words, put emphasis on each sound and vocalise well. Ask: Which words sound like float? Encourage the children to say words and to put emphasis on them when they pronounce them. Repeat the process with brain.

Tell the children to read out the words. Then they draw a circle around the words that sound like *float* and underline the words that sound like *brain*.

#### Page 9, Activity 10

Say: Now look at Activity 10.

Say: Look at the different ways we spell these words. Tell the children to look carefully at the words that have been circled in Activity 9.

Ask: Which words have the letters oa in the key sound? SS: float, boat.

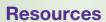
Repeat with the rest of the sounds and find words that have the same pronunciation as *brain*. Tell the children to complete Activity 10 in their Activity Book.



### Let's play!

#### **Shout out!**

Pronounce a sound out loud, for example, ai. Tell the children to call out words that start with this sound or contain this sound within the word. Repeat with the oa sound.



**Multi-ROM** 

Unit 1, Phonics

#### **Transcript**



Track 1.6 Phonics

ai James oa rope brain robot lake throw float rain

Identifying a healthy exercise routine.

Curricular link: PE

### Language Objectives

**Vocabulary:** every day, once a week, twice a week, (three) times a week, never; go swimming, do karate, do gymnastics, play football, do a dance class, play basketball, go for a walk, do athletics, play tennis, go climbing, go for a bike ride, walk to school, go cycling; moderate exercise, vigorous exercise; fit, fitter, fittest

**Structures:** I play football once a week.

Resources: Unit 1 cut-outs (or Teacher's Resource Book, page 9, one photocopy per chid)

#### EXERCISE AND HEALTH

#### **Presentation**

Say: Come on everybody, stand up, shoulders back, stomach in, legs apart, put your hands on your ribs, and breathe in through your nose, and out through your mouth. In, out, in out.

Tell the children to do star jumps. Ask: Are you breathing faster now?

Explain that when we do exercise we breathe faster. Ask: Is it important to do regular exercise? How much exercise do you do? What exercise do you do? Say: Exercise is very important for staying fit.

Write the numbers 1 to 7 on the board and point to them as you say: I do a dance class once a week. I do gymnastics twice a week. I go swimming three times a week. I walk to school five times a week and I go jogging every day. Then, ask: How often do I (go swimming)? SS: (Three times a week). Then, ask a chld: How often do you (play football)? S1: (Twice a week).

#### Work with the book

#### Student's Book, page 10, Activity 9

Say: Open your books at page 10. Look at the chart. Read the speech bubble out loud and ask the children to look at the chart and to guess who it is.

Give the children a few minutes to look at the chart and then tell them to work in pairs and to take turns describing either Eve or Sam's exercise regime. S1: I play football twice a week. I go swimming once a week and I walk to school five times a week. Who am I? S2: Eve.

Tell the children to use the table to ask questions about

Sam or Eve. S1: How often does (Sam) (play football)? S2: (He) (plays football) (twice a week).

Finally, tell the children to find their unit cut-outs (alternatively, hand out the photocopies) and to use the words in the box in the Student's Book to ask questions to three friends about their exercise routines.

#### Student's Book, page 10, Activity 10

Say: Read the passage and assess your fitness. See if you are fitter than your friends.

The children read the text. Ask some comprehension questions. T: How many minutes of moderate exercise do we need every day? How many minutes of vigorous exercise do we need every day? How many hours of exercise do we need every week? What happens when we do moderate/vigorous exercise?

Divide the class into groups of four. The children compare their exercise routines to see who the fittest in the group is.

### **Optional Activity Book** exercises

See page 55.

#### **Practice**

#### Continuous assessment

Children can ask and answer questions about their daily exercise routines.

Ask the children to summarise the information that they have collected about the members of their group in Activity 10. Ask them to say how many hours of moderate exercise and vigorous exercise each member of their group does every week. Summarise the results on the board.

**Project Quest:** Are your shoulders wider than your hips? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks ready for the Speaking project in Lessons and 9.

#### **A**NSWER KEY

Student's Book, Activity 9

Eve

9 Look at the chart and answer the question.



I play football twice a week. I go swimming once a week and I walk to school five times a week.

Who am I?



Vigorous exercise:	every day	five times a week	twice a week	once a week	never	
		a week		a week		
play football			Eve			
play lootball			Sam			
play basketball			Sam		Eve	
do karate				Sam	Eve	
Moderate exercise:						
go swimming				Eve	Sam	
go cycling	Sam			Eve		
walk to school		Eve			Sam	

• Do a survey. Ask three friends.

How often do you ...?

play tennis do gymnastics do a dance class do athletics go climbing go cycling go for a walk

10 Read and assess your fitness.

You need about 60 minutes of moderate exercise or 45 minutes of vigorous exercise every day. In a week you need to do between five and seven hours of exercise. When you do moderate exercise, you breathe faster but you can talk. When you do vigorous exercise, you breathe a lot faster and you can't talk.

• Compare yourself and your friends.

I do five hours of vigorous exercise every week. I'm fit, but John is fitter than me.

Lesson 6

CLIL Objective: Identifying a healthy exercise routine.

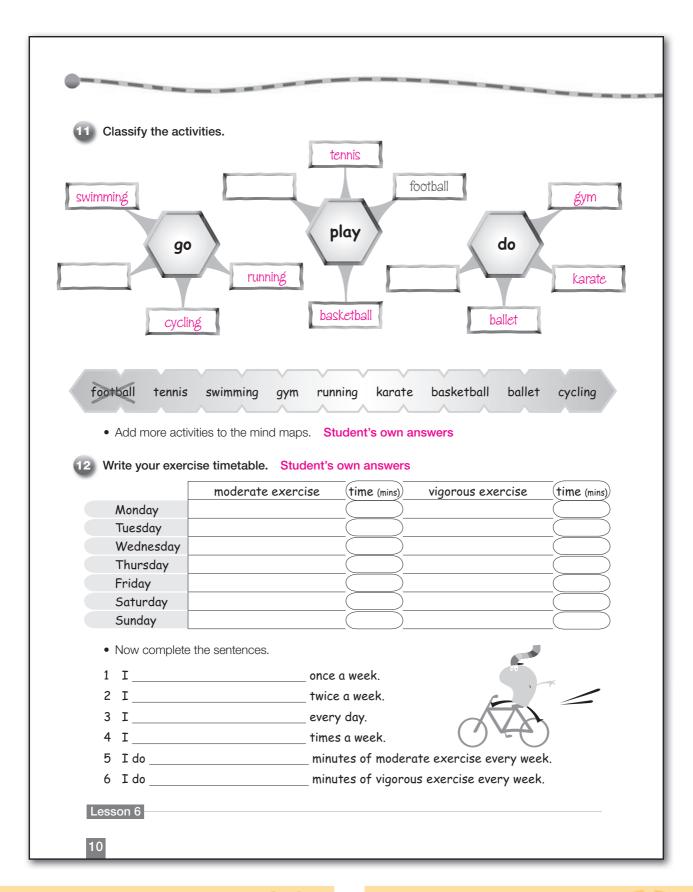




Children reflect on the definition of a healthy lifestyle. They analyse what type of exercise they do, how often they do it and whether they are leading a healthy lifestyle or not.



Children use the information in the table to identify the two characters.





Children classify the sports, paying particular attention to the verb that is used. At the same time, they think about other forms of presenting information: in a spidergram and in a table.



Children think about their own exercise routine and complete the timetable.

### **Activity Book**

### Page 10, Activity 11

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

Ask: Do you remember that we use three different verbs for describing sports? Go, play and do. We say: play football. What about tennis? What do we say?

Repeat with the other words. Tell the children to classify the words in their Activity Books.

Then, say: Now think of other sports and classify them. Ask volunteers to read out their answers.

#### Page 10, Activity 12

Say: Now look at Activity 12.

Ask: What kind of moderate exercise do you do on Monday? And how much moderate exercise do you do? The children give their answers. Then, ask them: What kind of vigorous exercise do you do on Monday? And how much moderate exercise do you do? Tell the children to complete the box in their Activity Books. Once they have completed it, tell them to use the information to complete the sentences. Ask a few volunteers to read out their sentences.

## **Grammar and Writing Booklet**

### Page 7, Activity 7

Ask the children whether they have done the advertisement. Tell them to look at the adverts in pairs and try to find mistakes. They get into pairs and circle the mistakes that they find. Say: *Open your Grammar and Writing Booklets at page 7. Look at Activity 7. Classify your mistakes.* 

Tell them to check what type of mistakes have been made and to mark them with a tick.

### Page 7, Activity 8

Say: Now look at Activity 8. Look at your rough draft and do the tasks. Tell the children to choose four of the mistakes from the advertisement and to write them out correctly. The children who have not made any mistakes can help those who have made some.

### Page 7, Activity 9

Say: Now look at Activity 9. Make your work better. Tell the children that they have to look at the three comparatives: fitter, faster, happier, and to put them in the speech bubbles. Then, they choose one of them to include in their advertisement.



### Let's play!

#### What's different?

Place the flashcards for the unit in a row on the board. Ask the children to say the words aloud. Then ask the children to close their eyes. Change two flashcards to a different place. Tell the children to open their eyes and ask: What's different? The children then say which flashcards have been changed round. Repeat the procedure, changing different flashcards, or taking them away.

#### Resources



**Teacher's Resource Book** 

Extension 2, page 40

Multi-ROM

Unit 1, Vocabulary 2

Measuring pulse rates before and after exercise.

Curricular link: PE; Science

### Language Objectives

**Vocabulary:** pulse, minute, knee, wrist, neck, elbow, ankle, leg; top, side, inside, behind, on the front of, pulse, point, beats, minutes, star jumps, rest, normal, per minute

**Structures:** I can feel the pulse behind your knee.

Resources: poster (side A) Materials: stopwatch, stickers

#### **MEASURING PULSE RATES**

#### **Presentation**



Ask: What happens when we exercise? Remind the children about vigorous exercise and how it makes us breathe faster.

Ask: Why do we breathe faster when we exercise? Explain that our heart works harder: Our heart beats faster. Tell the children to find their hearts in their own body. Show the children the poster (side A) and point to the position of the heart (slightly left of centre in the rib cage). Ask: Do you know how to feel your heartbeat? Use the poster to show the different places on the body where we can feel the pulse. Explain that by taking our pulse we can tell how fast our heart is beating. Show them and explain how they can take their pulse. Ask for volunteers to come forward and show them how to take their pulse. Then, ask the children to find each other's pulses on their wrists.

#### Work with the book

#### Student's Book, page 11, Activity 11

Say: Open your books at page 11. Look at Activity 11. We can feel our pulse on different parts of the body. Let's read the text and find out.

Ask a few volunteers to read out the text. Ask comprehension questions: Where is the most common pulse point? Is there a pulse point (on the side of the neck)? Is there a pulse point (on top of the head)? How many pulse points are there? Then, say: We're going to find the different pulse points and mark them with our stickers.

The children work in pairs and put the stickers of the pulse points on their classmates. (The children do not have to mark the pulse at the top front part of the leg if the children are embarrassed or if you think this too intimate).

When they have finished, ask volunteers to explain where

they have placed the stickers. S1: I can feel the pulse (behind Ana's knee). S2: I can feel the pulse (on Juan's wrist).

#### Student's Book, page 11, Activity 12

Say: Now look at Activity 12. Now we're going to measure our pulse rate. Let's read the instructions. Read and explain the instructions to the children.

The children do the activity and make a note of the different pulse rates before and after exercise. When they have finished ask them to tell the rest of the class about their experiment. Ask: (David), what is your pulse rate before exercise? S1: At rest my pulse rate is (70) beats per minute. T: Good. And what is your pulse rate after exercise? S1: After 20 star jumps my pulse rate is (80) beats per minute. T: Good. So is your pulse rate faster or slower after exercise? S1: It's faster. Ask another volunteer: (Ana), what are the results of your experiment? S2: At rest my pulse rate is (65) beats per minute. After 20 star jumps my pulse rate is faster. It's (85) beats per minute.

### **Optional Activity Book** exercises





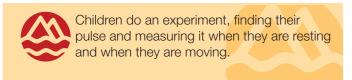
### **Practice**

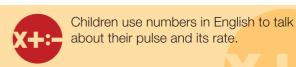
Tell the children to continue doing exercises and testing their pulse rates. They can vary the exercises from gentle to vigorous to see how this affects their pulse rate. Remind them to wait until their pulse rate has returned to normal before they start another exercise.

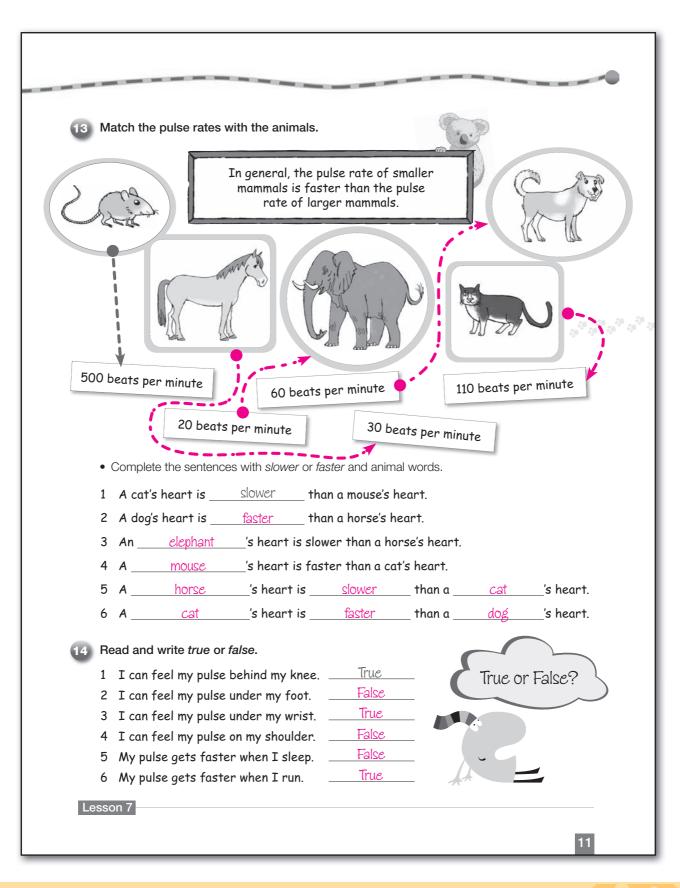
Project Quest: Are your eyes at the top, at the bottom or in the middle of your head?

Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.











Children revise the animal vocabulary as they learn about the animals' pulse rates and use the structures they have learnt to compare the animals.

### **Activity Book**

### Page 11, Activity 13

Say: Open your Activity Books at page 11. Look at Activity 13.

Read out the text and ask: So, is a mouse's pulse slower or faster than a human pulse? SS: Faster.

Tell the children to look at the pictures of the animals and the information box labels and to try to match them.

Then, ask: Which animal has a pulse rate of 500 beats per minute? SS: The mouse.

Repeat with the other animals and correct the activity. Read out the first sentence and tell the children to correct it if it is incorrect, substituting the incorrect word. Repeat with other sentences. Tell the children to complete the sentences in their Activity Books. Then, ask a few volunteers to read out their sentences to the rest of the class as you correct the activity.

#### Page 11, Activity 14

Say: Now look at Activity 14. Do you remember where you can feel your pulse?

Read out the first sentence and ask: *Is that true or false?* SS: *True* 

Repeat with the other sentences, asking children to read all of them and to mark them as true or false.

### **Grammar and Writing Booklet**

#### Page 8, Activity 10

Say: Open your Grammar and Writing Booklets at page 8. Look at Activity 10. Complete the grammar boxes. Tell the children to look at the table and to complete the affirmative, negative and interrogative forms.

#### Page 8, Activity 11

Say: Now look at Activity 11. Write a clean copy of the text. Tell the children that now they are going to write the final version of their advertisement in their books. First, they write the text on the lines and they correct it with your help. Then, they read (also with your help) the steps (spatial planning, positioning of the picture, information on the robot, the price...). They include a speech bubble, draw the robot and copy the corrected text onto the advertisement.



### Let's play!

#### Decorate the classroom

Children make more adverts to decorate a part of the classroom.

#### Resources



**Teacher's Resource Book** 

Ready to speak, page 83

Learning about the proportions of the human body.

Curricular link: Art; Science

### Language Objectives

**Vocabulary:** long, short, wide, big, small, round, square, thin, legs, arms, head, skeleton, spine, skin, bones, joints, hair, nose, mouth, eyes, ears, horizontal line, vertical line, top, middle, bottom

Structures: The legs are too long. The arms are too short. Are the arms longer than the legs?

Resources: poster (side B)

Materials: large sheets of white paper

#### Speaking project: Life drawing

### **Presentation**



Read the project title out loud: Life drawing. Write the Project Quest questions on the board. Ask: How many people have found the answers to these questions? The children who have found answers raise their hands. Ask a few children to give their answers. They make a note of their answers under the questions.

#### Continuous assessment

Children can compare the relative sizes of parts of the

Explain: Life drawing means drawing the human body. Today we're going to learn how to draw the human body. Show the children the poster (side B). Point to the picture of the adult. Ask: Is his spine longer than his legs? Repeat with arms and head. Say: Let's compare the head and the height. Point to the strips of colour by the head. Say: The head is this long. Indicate the length with your fingers. Point to and count the strips below the head. Say: The rest of the body is six times longer than the head.

Repeat the procedure comparing the proportional length of the different parts of the body.

Repeat the procedure with the child and the baby. Make sure the children notice that body proportions change as we grow.

#### Work with the book

#### Student's Book, page 12, Activity 13

Say: Open your Student's Books at page 12. Look at the text. Ask volunteers to read out the text. Ask: Can you see the answer to one of our quests? Check the answer against the children's suggestion on the board. Say: Look at Activity 13. Look at the two pictures. What's wrong with picture 1? The legs are very long, aren't they? SS: Yes. T: Yes, they are. The legs are too long. Say: Look at the second picture. Are the legs too long in this picture? SS: No, they aren't. T: No, they aren't. But what is wrong with the picture? SS: The body is too long. T: That's right. What else is wrong with the pictures? S1: In the (first) picture, the (arms) are too (short) and the (head) is too (big).

#### Student's Book, page 12, Activity 14

Say: Now we're going to draw a head. Heads are different shapes. They can be round, long or square. Read and explain the instructions to the children. Show them on the board how to divide the head into guarters. where to draw the eyes and other features. Repeat the instructions as you draw your head. When you have finished, the children draw their heads.

### **Optional Activity Book** exercises

See page 63.



#### **Practice**

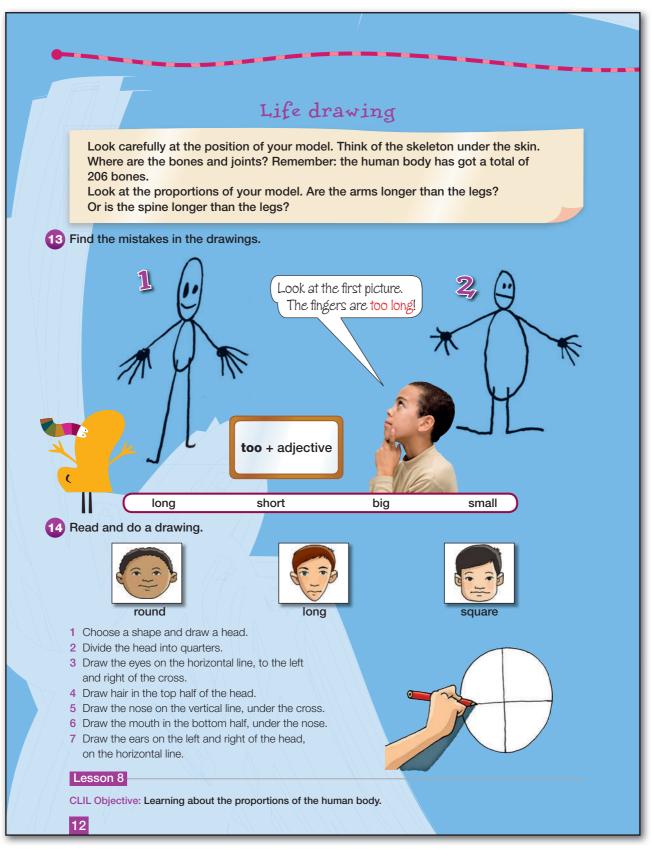
Ask the children to check their answers for the Project Quests.

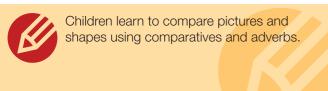
Children who haven't worked out the answers can do so now.

#### **A**NSWER KEY

#### Student's Book, Activity 13

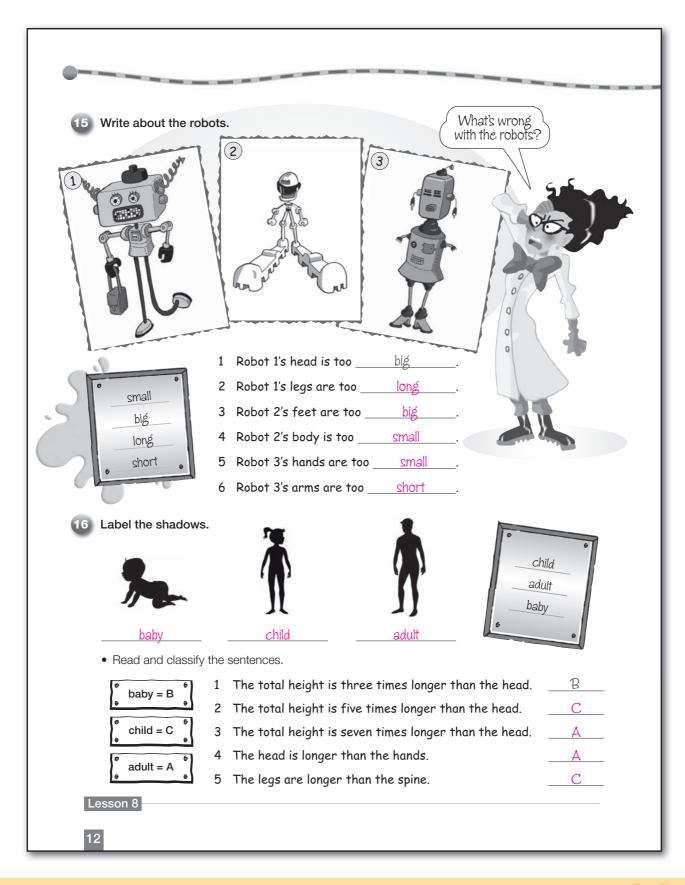
Picture 1: The head is too big. The body is too small. The fingers are too long. The legs are too long. Picture 2: The body is too big. The legs are too short. The feet are too long. The arms are too long.







Children follow the instructions and do a drawing of a face. They demonstrate their understanding of the instructions as well as their ability to follow the sequence of events.





Children use the information to identify the characters, using the descriptions and the information on the page.

### **Activity Book**

### Page 12, Activity 15

Say: Open your Activity Books at page 12. Look at Activity 15.

Tell the children to look carefully at the robots and say: There's something wrong with these robots. Look at robot 1. What's wrong with its head?

Repeat the process, asking about other robots and different parts of their bodies. Tell the children to complete the sentences in their Activity Books. Ask volunteers to read out the completed sentences.

#### Page 12, Activity 16

Say: Now look at Activity 16.

Tell the children to look at the shadows and the words in the box. Then, ask them: *Do you remember the relative* sizes of the parts of the body?

Read out the first sentence and ask: Is that the baby, the child or the adult?

Repeat with the other sentences. The children write them in their Activity Books.



### Let's play!

#### Miming game

Tell the children to play in pairs. Hand out some key vocabulary cut-outs (or photocopies of Teacher's Resource Book, page 17) to each pair. Tell them to place them face up on the table. In turns, one of the children from each pair mimes one of the words from the cut-outs. The other child has to try to guess what the word is. Children continue playing until both of them have mimed and named all the cut-outs.



#### Resources

**Teacher's Resource Book** *Ready to Read,* page 69

Drawing a full-length portrait of a classmate.

Curricular link: Art; Science

## **Language Objectives**

**Vocabulary:** longer, shorter, wider, bigger, smaller, rounder, squarer, thinner; legs, arms, head, body, eyes, nose, mouth, hair, ears, top, middle, bottom **Structures:** Her (legs) are (longer) in the portrait.

Resources: poster (side B)

Materials: large sheets of white paper, sticky tape,

drawing materials

#### SPEAKING PROJECT: A PORTRAIT

#### **Presentation**



Say: Today we're going to draw portraits of our friends. Say: Look at the poster. Show the poster (side B) to the children. Say: Remember the proportions of the human body. Then, explain: When we're drawing, we can check the proportions by using our pencil and our thumb. We look at the person we are drawing. We hold out our arm and measure the proportions with our pencil and our thumb. Then we mark the distances we want on the paper. Practise on the board using an object in the classroom such as the teacher's table. Ask for volunteers to draw the proportions of the table on the board.

#### Work with the book

#### Student's Book, page 13, Activity 15

Say: Open your Student's Books at page 13.
Read and explain the instructions for drawing a portrait.
Hand out the materials.

Explain the instructions again for drawing a portrait. Remind children that they can use their thumb and their pencil to measure the proportions.

The children work in pairs and take turns modelling and drawing their portraits.

Put the portraits on the wall round the classroom. Ask the children to look at the portraits done by their classmates. They walk round the room and make comments. S1: I think (Ana's (legs) are (longer) in the portrait.

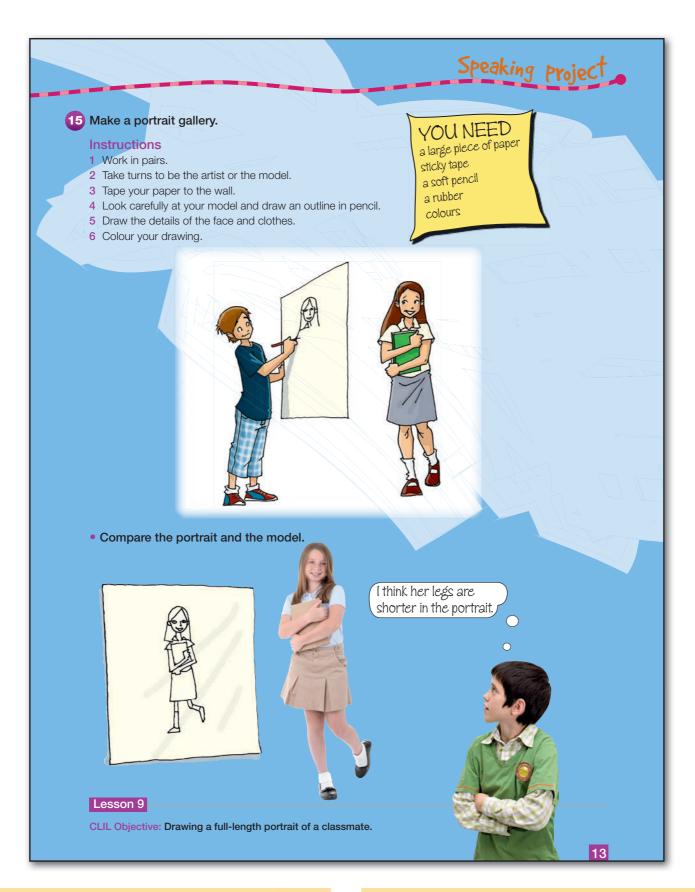


# Optional Activity Book exercises

See page 67.

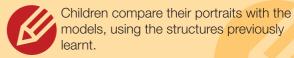
#### **Practice**

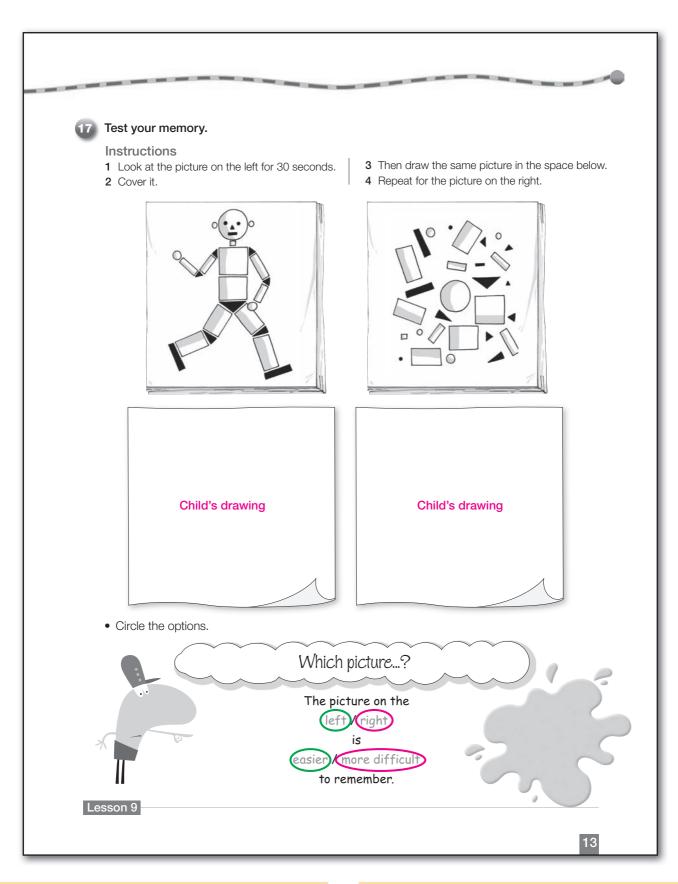
Choose some of the portraits to comment on. Ask questions about the proportions of the body parts on the portrait: *Are the (arms) (longer) than the (legs)?* Ask questions comparing the portrait to the model: *Are (Ana's legs) (longer) in the portrait?* Ask the children to choose the portrait they think is the best and to say why.

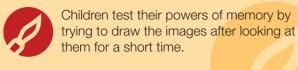




Children do a portrait of a classmate, demonstrating their sense of creativity as well as their understanding of the steps to follow in order to complete the task.









Chidren are given a further opportunity to go over the comparative both orally and in writing. UNIT 1 LESSON 9 OPTIONS

### **Activity Book**

### Page 13, Activity 17

Say: Open your Activity Books at page 13. Look at Activity 17.

Read and explain the instructions to the class, telling them that they should not cheat. When they have finished the two pictures, ask: *Which picture is better?* Encourage the children to discuss their results.

Tell them to put a circle around the option they think is the correct one and to discuss it among themselves. Ask: *Why is the picture on the left easier to remember?* 

They will probably offer a number of different responses. The pictures with the similar objects are the easiest to remember because they are organised in a way that makes it easier for our minds to register them.



### Let's play!

#### **Pictionary**

Divide the class into groups of six. Write words from the story on slips of paper and put these in a bag or a hat. One child from one of the groups take a slip of paper and draws an image to represent the words on the slip of paper so the other children in his/her group can guess what it is. Set a time limit of one mintue for each child to draw on the board. Award two points if the group guesses correctly. If they don't guess correctly, another team has a turn.



#### Resources

#### DVD

Unit 1, Episode 1

#### **Teacher's Resource Book**

DVD worksheet, page 25

Assessment.

Curricular link: Literacy; Science

### **Language Objectives**

All language from Unit 1.

**Resources:** CD; poster (sides A and B); poster pop-outs, flashcards

#### **REVIEW**

#### Let's remember!





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

Show the children the poster (side A) and hand out the pop-outs.

Ask volunteers to come to the board, to place their pop-outs and to say the name of the body parts.

Say: Do you remember the song?

Play **Track 1.4** and sing the song with the children. Point to the body parts on the poster as you sing and tell the children to point to their own body parts.

Show the children the poster (side B) and ask questions about the proportions of the different parts of the body at different ages: *Are the (baby's legs) (longer) than (his body)? Is the (man's body) (shorter) than (his arms)?* 

#### Work with the book



#### Student's Book, page 14, Activity 16

Say: Open your Student's Books at page 14. Say: Listen to Anna, David and John talking about their exercise routines.

Play **Track 1.7**. The children listen to the recording and point to the characters. Play **Track 1.7** again. Stop the recording after each character speaks and ask: *Who's that?* 

Tell the children to write about their own weekly exercise routine. Ask volunteers to read their work aloud.

### Student's Book, page 14, Activity 17

Say: Let's play picture dictations.

Read and explain the instructions. The children play in pairs. S1 chooses a face from the unit, and describes it to S2. S2 listens and draws the face.

Once they have drawn their portraits, tell the children to compare their drawings to the ones in the book using the model on the page.

The children repeat the activity, changing roles.

### **Transcripts**



Track 1.4 Song: My body

See page 39.



Track 1.7 Activity 16

See page 71.

### **Optional Activity Book exercises**

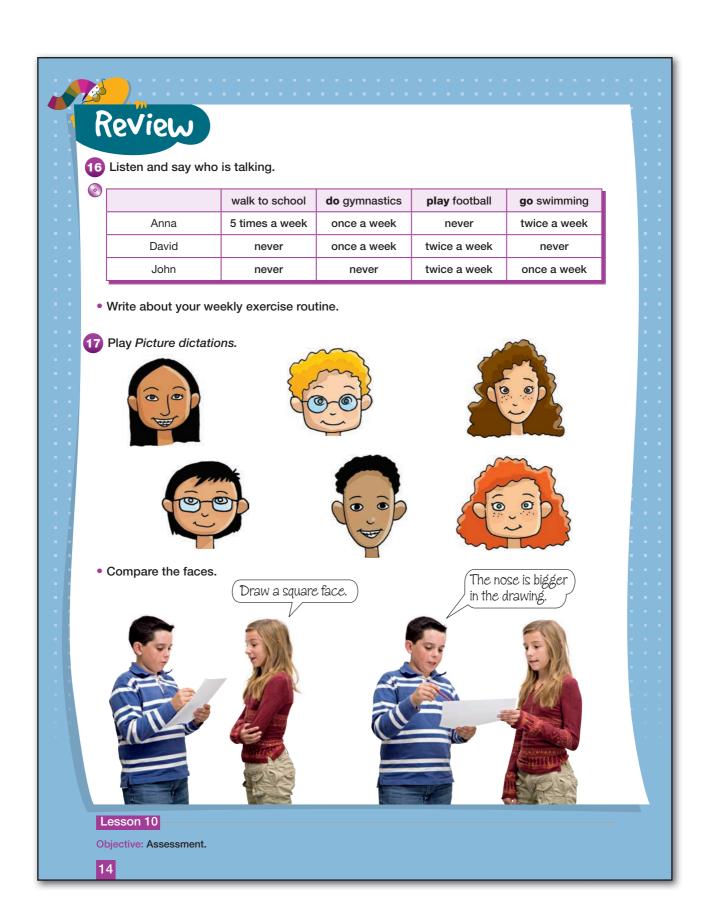
See page 71.

### Round up



Show the children the poster (side A). Ask volunteers to come to the board and to point to and to say where the pulse points on the human body are. Ask the children to explain what the pulse rate tells us. Then ask: *Is my pulse faster or slower after exercise? Why is exercise important? What's the difference between vigorous and moderate exercise?* 

Write some names of exercises on the board and ask the children to say whether they are vigorous or moderate, for example: Is going to a walk vigorous or moderate? Is doing athletics vigorous or moderate?

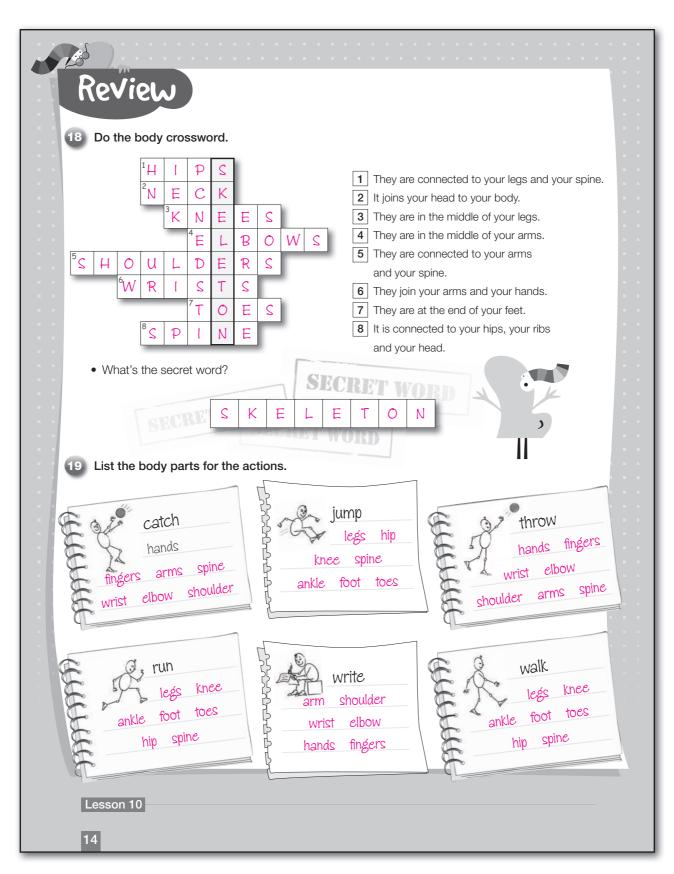




Children use the data in the table to identify the characters who are speaking on the recording. The children demonstrate their their listening skills and their ability to interpret information presented in three different ways.



Children draw a face by following a classmate's instructions.





Children go over action word vocabulary and the parts of the body.



UNIT 1 LESSON 10 OPTIONS

## **Activity Book**

## Page 14, Activity 18

Say: Open your Activity Books at page 14. Look at Activity 18.

Read out the clues and ask a few volunteers to read them afterwards. Tell the children to read out the names of the corresponding parts of the body and to point to them. Tell them to complete the crossword. Ask: *What's the missing (mystery) word?* SS: *Skeleton*. Tell them to write the word in the space.

#### Page 14, Activity 19

Tell the children to think about the actions and to make a list of the parts of the body that must move in order to do the actions. They will probably have to do the actions in order to work this out. Then, they can make a list. Tell them to read them and to compare their answers amongst themselves.



# Let's play!

## Lip reading

Write the following words from the song on the board: toes, feet, ankles, legs, knees, hips, spine, ribs, head, fingers, wrists, arms, elbows, shoulders, neck. Mouth the first word without saying it aloud.

The children have to lip read and shout out the word. Put the children into pairs. They take turns to mouth and lip read the words from the song.

#### Resources



**Teacher's Resource Book** *Unit 1 Test,* pages 95 and 96



See Transcript Track 1.8

## **Transcripts**



#### Track 1.7 Activity 16

I do gymnastics once a week and I go swimming twice a week.

I play football twice a week but I never do gymnastics. I do gymnastics once a week and I play football twice a week.

I never play football. I walk to school 5 times a week. I never go swimming and I never walk to school. I go swimming once a week and I never walk to school.



**Teacher:** Let's talk about exercise. Sam, tell us about your weekly exercise routine.

**Sam:** Well I go cycling every day and I play football twice a week. I do karate once a week, but I never go swimming. **Teacher:** Good! That means you're very fit. What about you Anna?

**Anna:** Well I walk to school five times a week and I do gymnastics once a week. I go swimming twice a week but I never play football.

**Teacher:** That's good. Julie, tell us about your weekly exercise routine.

**Julie:** I play football twice a week and I go swimming once a week. I never play basketball but I do athletics five times a week.

**Teacher:** That sounds great. What about you John? **John:** I never walk to school but I play football twice a week and I go swimming once a week. I go cycling every day

Teacher: Good. Thanks everyone!

#### Assessment criteria

## **CLIL Objectives**

Children position the main joints in the correct places on the body.

Children can associate parts of the body with specific movements.

Children can locate the pulse points on the human body. Children are aware of the relative proportions of the human body.

## **Language Objectives**

Children can name the main parts of the body and face including the joints; Children can name actions involving specific parts of the body;

Children can ask and answer questions using adverbs of frequency.

Children can compare the size of parts of the body.

Living things

# **CLIL Objective**

Defining animal categories.

Curricular link: Science

# **Language Objectives**

Vocabulary: cat, hamster, parrot, rabbit, eagle, deer, fox, duck, cow, sheep, donkey, dog, survey, bird, park, field, summer, week; pet, farm animal, wild animal, working animal

Structures: Do you see (dogs) every day? Yes, I do. No, I don't. I see (dogs) every day. Do you live (near a park)? How many types of birds do you see?

Resources: CD

#### WILD ANIMALS AROUND US

#### **Presentation**

Ask the children to help you brainstorm animal words and write them on the board.

Ask: Which animals are pets? The children come to the board and circle the animals which are pets.

Then ask: Which animals are farm animals? Again the children come to the board and circle the words (they can circle words they have already circled in the previous classification).

Repeat the procedure for working animals and wild animals.

If possible use different colours to circle the words. Make sure the children notice that some animals fall into all of these categories.

# Work with the book n



#### Student's Book, page 15, Activity 1

Say: Open your books at page 15. There are four different types of animals: pets, farm animals, wild animals and working animals. Listen to the definitions of the different types of animals.

Play Track 1.9. The children listen.

Play Track 1.9 again. The children listen and name the type of animals.

Check their answers.

Then say: Look at the photographs of the animals. Think of animals for each category.

Encourage the children to give you complete sentences. S1: (A parrot is a wild animal and a pet.)

When they have finished, ask them to ask and answer questions in pairs. S1: Is a (hamster) a (farm) animal or a (pet)? S2: It's a (pet).

## Student's Book, page 15, Activity 2

Ask: Do you see lots of animals every day? What kinds of animals do you see: pets, wild animals, farm animals or working animals?

Say: Look at Activity 2. Divide the class into pairs and tell the children to take turns asking and answering the questions. S1: Do you see (pets) every day? S2: (Yes, I do. I see (cats) every day.)

Make a chart on the board. Draw four columns for the four categories. Ask the children to come to the board and write their names in the columns according to what they see every day.

## Student's Book, page 15, Activity 3

Remind the children that all through this book, they are going to help Sam and Eve with their projects. Remind them that they are going to research the questions (sometimes at home and sometimes in the class) and write down the information they find.

Read the email out loud. Say: Now we're going to help Eve. The children work in pairs and ask and answer the questions. When they have finished, summarise the results on the board.





Track 1.9 Activity 1

See page 75.

# **Optional Activity Book** exercises

See page 75.

#### **Practice**

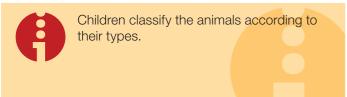
Ask the children if they can name the birds in their region. You will need to provide the words in English. Here is a list of common birds and their Spanish translations: Sparrow -Gorrión; Starling - Tordo; Crow - Cuervo; Swallow -Golondrina; Swift - Vencejo; Thrush - Zorzal; Robin - Petirojo; Stork - Cigüeña; Owl - Buho; Eagle - Águila; Vulture - Buitre. Ask the children which birds are the most common.

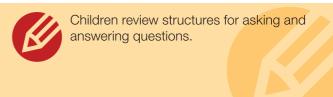
#### **A**NSWER KEY

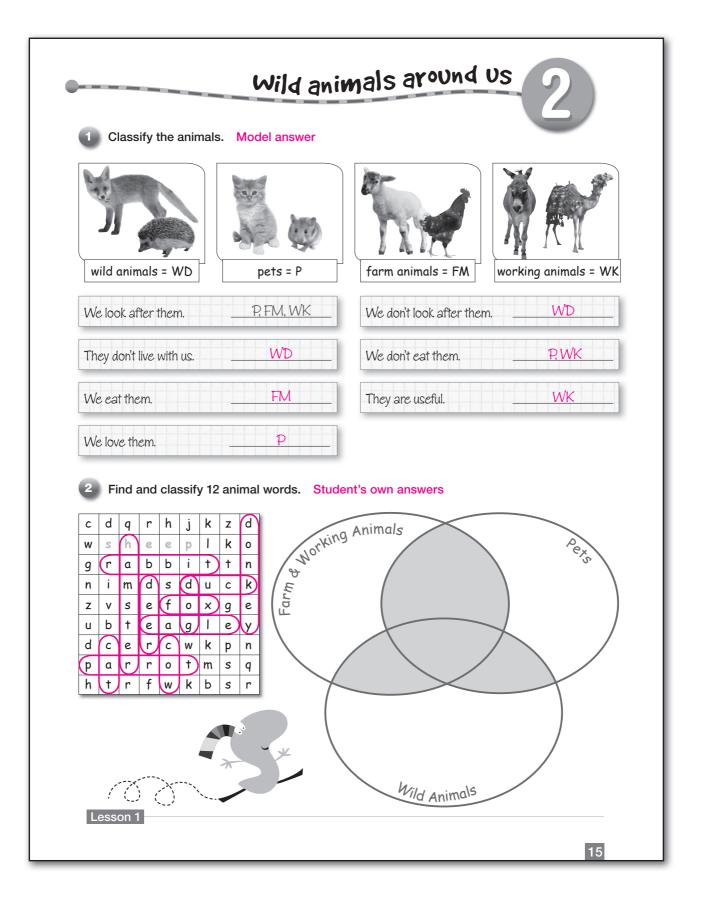
Student's Book, Activity 1

See Transcript, page 75.











Children review the names and habits of the animals they know.

## Page 15, Activity 1

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

Read the first sentence out loud and ask: Which animals are these?

Repeat the procedure for the other sentences.

Tell the children to use the key to classify the sentences in their Activity Books.

Ask volunteers to read the sentences out loud and say which animals they refer to.

## Page 15, Activity 2

Say: Now look at Activity 2.

Tell the children to find 12 animal words in the word search.

Ask the children to say the animal words they have found, then say: *Now classify the animals in the Venn diagram.* 

Ask questions about the classification, for example: Which animals did you classify as farm and working animals?

The children may disagree. Encourage them to justify their answers by giving examples.

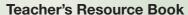


# Let's play!

#### Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an animal: hamster. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

#### Resources



Unit 2, Extension 1



## **Transcript**



Track 1.9 Activity 1

We look after them. We love them. They are part of our family.

We don't look after them. They don't live with us. They are free.

We look after them. We eat them.

We look after them. We don't eat them. They are useful.

# **Anticipating difficulties**

In this unit the children will be asked to classify animals into four categories: pets, wild animals, working animals and farm animals. The animals can in fact be classified into more than one category. It is not uncommon for children to expect yes/no answers to everything, but this does not stimulate conversation and communication. Encourage discussion and disagreement but ensure that they give their reasons, not just an unjustified opinion. If necessary, supply the language the children need to disagree with each other and justify their opinions.

\*Note: In Lesson 7 the children will learn about an animal shelter. Before this lesson find out about a shelter in your area and collect some information so that you can give them a real example.

Identifying wild animals from clues.

Curricular link: Art, Science

## **Language Objectives**

Vocabulary: spider, hedgehog, snake, deer, fox, print, skin, nest, antler, web

Structures: That's a hedgehog's nest. A hedgehog

lives here.

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

#### DENTIFYING ANIMALS FROM CLUES

# **Presentation**



Ask: What wild animals live in our area? Do you see these animals when you go to the countryside? Why not? Because animals hide from people. They are scared of us. But there are clues.

Hand out the poster pop-outs and ask the children to name the animals.

Show the children the poster and say: There are lots of clues here.

Point to the clues one by one and explain them: Look at this. It's an antler. Who's got an animal that has got antlers?

The children come to the poster and place their pop-outs by the clues.

Repeat the procedure for the other clues and animals.

#### Work with the book

#### Student's Book, page 16, Activity 4

Say: Open your books at page 16. Wild animals live all around us but they are difficult to see.

Draw the children's attention to the pictures and the list of clues. Say: Look at picture 1. What clue can you see? SS: A nest. Ask: What kind of animal lives in this nest? SS: A hedgehog.

Tell the children to work in pairs and take turns asking and answering questions about the clues.

Check the activity by asking: What clue can you see in picture (1)? What animal lives there?

## Student's Book, page 16, Activity 5

Say: Now look at Activity 5. Tell the children to work in groups of four.

They each copy the background of the forest from page 16 of the Student's Book and write their names on the back. Tell the children to choose and draw three clues in their pictures. They can hide them with some vegetation if they wish.

The children put all the pictures in the centre of the table and take turns describing the pictures.

# **Optional Activity Book** exercises



See page 79.

## **Practice**

Tell the children to write about the animal clue pictures on slips of paper and glue them to the bottom of their

Hang the pictures on the wall.

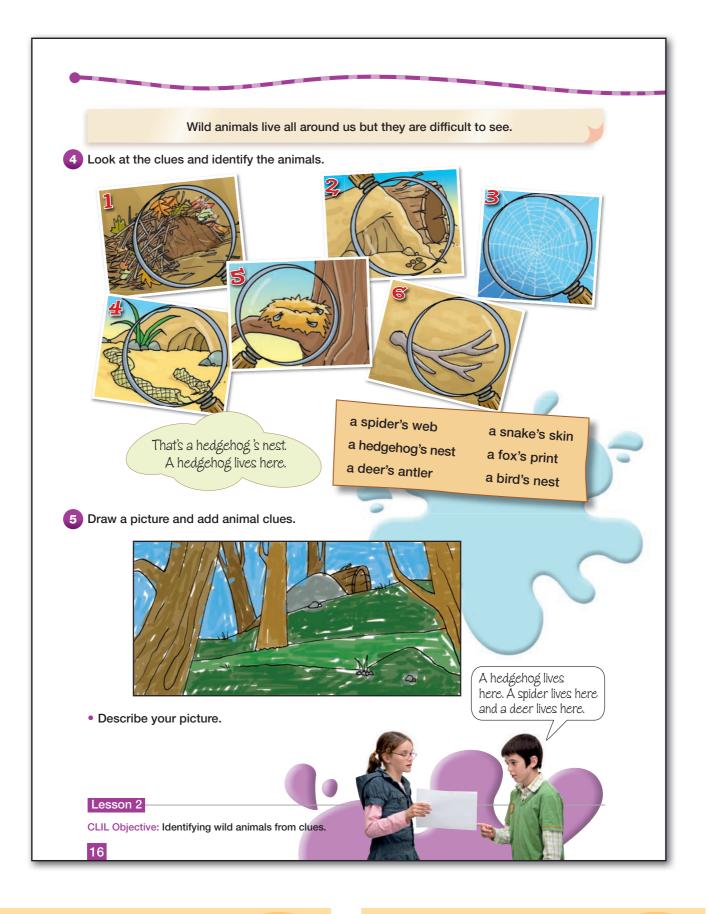
**Project Quest:** Are all eggs brown or white?

Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

#### Student's Book, Activity 4

1 a hedgehog's nest; 2 a fox's print; 3 a spider's web; 4 a snake's skin; 5 a bird's nest; 6 a deer's antler.



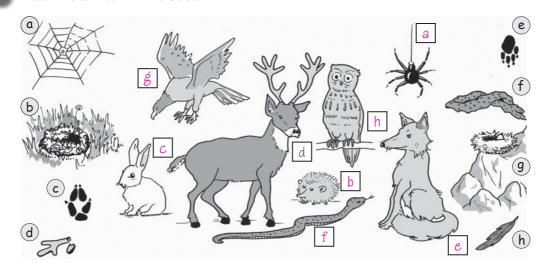


Children use their observation skills as well as their general knowledge in order to identify the hidden animal clues in the pictures.



Children use their knowledge about animals to draw clues for wild animals.





• Name the animals and the clues.

spider deer
hedgehog fox
owl eagle
snake rabbit

antler	deer	d
web	spider	a
feather	owl	h
skin	snake	f
print	fox / rabbit	e/c
nest	eagle / hedgehog	g/b

4 Read and draw the clues.

A spider lives on a bush.

A rabbit lives under the small tree.

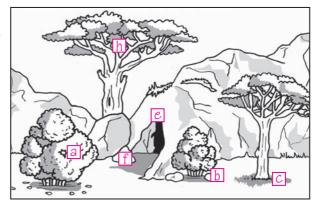
A fox lives in the cave.

A hedgehog lives under a bush.

An owl lives in the big tree.

A snake lives under the rocks.





Lesson 2

16



Children use the structures and the vocabulary learned to draw a picture.



## Page 16, Activity 3

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

Tell the children to match the animals in the picture to the clues.

Tell them to label the animals and the clues in the picture.

Ask questions about the picture: What clue did you find for the (hedgehog)?

## Page 16, Activity 4

Say: Now look at Activity 4.

Ask volunteers to read the sentences out loud. Tell the children to read the sentences again and draw the clues. Ensure they draw the clues and not the animals.

When they have finished, tell the children to compare their pictures.

# **Grammar and Writing Booklet**

## Page 9, Activity 1

Say: We're going to learn how to describe a pet. Let's read the essay.

Ask: How many paragraphs are there? SS: Three.
Tell the children to underline one key sentence in each paragraph. Then ask them to circle the sentences which contain opinions. Draw their attention to the difference between facts and personal opinions.

#### Page 9, Activity 2

Say: Now look at Activity 2.

Draw the children's attention to the key, and tell them to read the text again. In pairs, they circle the singular nouns in blue and the plural nouns in green.

When they have finished, tell them to classify the nouns.

Tell the children to add one more noun to each category.



# Let's play!

## Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.

## Resources

Multi-ROM

Unit 2, Vocabulary 2



Studying nocturnal animals and their habits.

Curricular link: Science

# **Language Objectives**

Vocabulary: bat, fox, hedgehog, owl, fly, live, eat, sleep, feathers, upside down, cave, city, underground, mammal

Structures: A hedgehog lives in a nest. A bat flies. A fox doesn't fly. Bats are mammals. Bats have got feathers. Bats fly upside down.

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

# **N**OCTURNAL ANIMALS

## **Presentation**



Show the children the poster and hand out the pop-outs. Ask the children holding the pop-outs to come to the board, show their pop-outs and name their animals. Then ask: Does a (rabbit) sleep during the day or at night? Continue asking and classifying the animals by placing them on the poster.

Point to the animals that sleep at night and say: All these animals sleep at night. They are nocturnal animals.

# Work with the book n



## Student's Book, page 17, Activity 6

Say: Open your books at page 17. Look at Activity 6. Say: Look at the chart. This animal lives in a nest, doesn't fly, doesn't eat mammals but it eats insects. Which animal is it? SS: The hedgehog.

Tell the children to work in pairs and take turns making sentences and guessing the animals until they work out which column refers to each animal.

## Student's Book, page 17, Activity 7

Say: Now look at Activity 7.

Read the first fact out loud and ask: Is that true or false? Ask volunteers to read the other facts, and ask if they are true or false.

Keep a record of the answers on the board.

Say: Now let's listen and check our answers.

Play Track 1.10. Ask a volunteer to come to the board and tick the answers if they are correct.

Tell the children to choose one of the nocturnal animals from the poster and write one true and one false statement.

The children work in pairs. They read their statements to a partner, who says true or false.

The children can then join another pair and read their statements.

## **Transcript**



Track 1.10 Activity 7

See page 83.

## **Optional Activity Book exercises**

See page 83.

## **Practice**

#### Continuous assessment

Children can name and describe the habits of nocturnal animals.

Show the children the poster with the pop-outs of the nocturnal animals in place. Ask: Do you see any of these animals at night? Where do you see them? What time of vear do vou see them?

Make a list with the children of the most common nocturnal animals in your region.

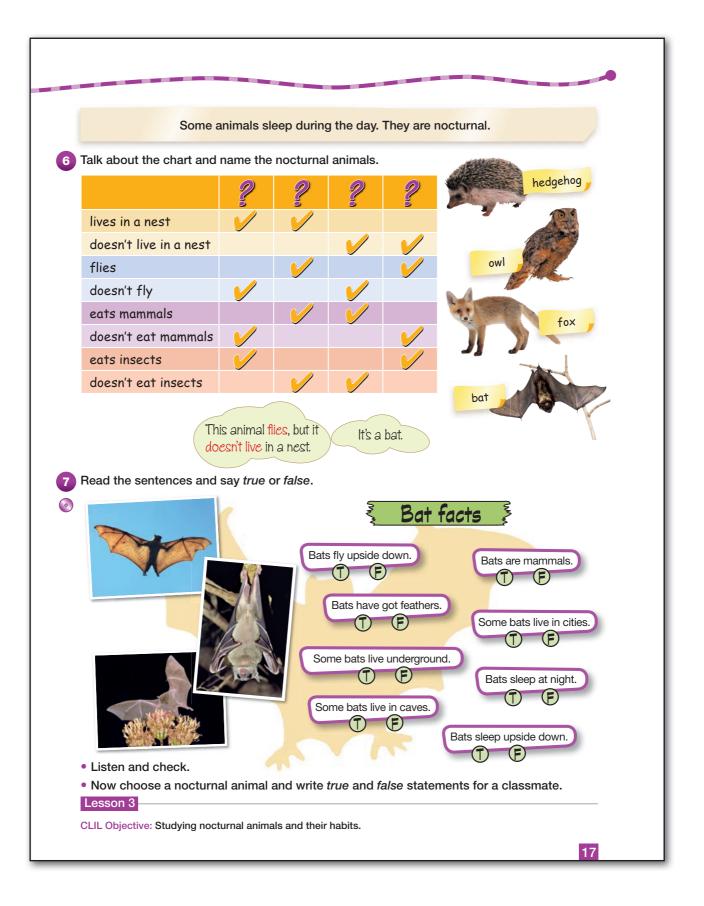
Project Quest: Choose a bird. Find a photo of the bird with its nest and eggs.

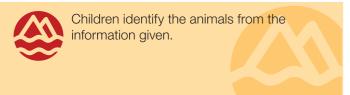
Write the task on the board. Tell the children to find photos and glue them into their notebooks, ready for the Speaking project in Lessons 8 and 9.

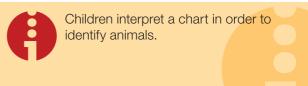
#### **A**NSWER KEY

Student's Book, Activity 7

See Transcript, page 83.







5 Choose and write a	bout a nocturnal animal. St	udent's own ans\	wers	
The				
The	underground.	lives	doesn't live	
It	in a nest.	eats	doesn't eat	
It	upside down.	daana		
	mammals.	sleeps	doesn't sleep	
	insects.	runs	doesn't run	
	on the ground.	flies	doesn't fly	
I†	in the air.			
6 Read and write true			False	
5 TO 10 TO 1		1 Nocturnal animals sleep at night.		
		<b>3</b>		
	1			
	<b>-</b>	7 All nocturnal animals eat mammals.		
	🥻 / All nocturnal animals e	ar mammais.		
	All nocturnal animals of     Nocturnal animals don		False	



Children learn more vocabulary to describe animals and their habitats, and write about an animal.

## Page 17, Activity 5

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

Tell the children to choose one of the nocturnal animals from the poster and use the words to write about it. Say: *Now draw a picture of your animal.* 

Ask volunteers to show their pictures and read their sentences to the rest of the class.

## Page 17, Activity 6

Say: Now look at Activity 6.

Read the first sentence out loud and ask: Is that true or false? SS: False.

Ask volunteers to read the rest of the sentences out loud, and ask if they are true or false.

Tell the children to read the sentences again and write true or false in their Activity Books.

## **Grammar and Writing Booklet**

## Page 10, Activity 3

Say: Look at Activity 3. Tell the children they are going to plan their essay. Tell them to choose a pet to write about, and to complete the essay plan with their notes.

#### Page 10, Activity 4

Say: Now look at Activity 4. Read the first sentence aloud: Lizards make good pets. Ask: What is the verb? SS: Make. T: What is the subject? SS: Lizards. Tell the children to read the rest of the sentences and underline the verbs in blue and circle the subjects in red.

#### Page 10, Activity 5

Say: Now look at Activity 5. Tell the children they are going to add an s to the sentence where necessary. Read the first sentence aloud and ask: Does this need an s? SS: No. Repeat the procedure with the second sentence. SS: Yes. Tell the children to complete the rest of the sentences adding an s where necessary.

#### Page 10, Activity 6

Say: Now look at Activity 6. Tell the children to choose a title for their essay and write a rough draft.



# Let's play!

#### Guess the word

Use the key vocabulary cut-outs or photocopies of Teacher's Resource Book page 18. Each child takes a cut-out and then tells the rest of the class something about it. The rest of the class try and guess the word.

#### Resources

#### Multi-ROM

Unit 2, Grammar 1



#### **Transcript**



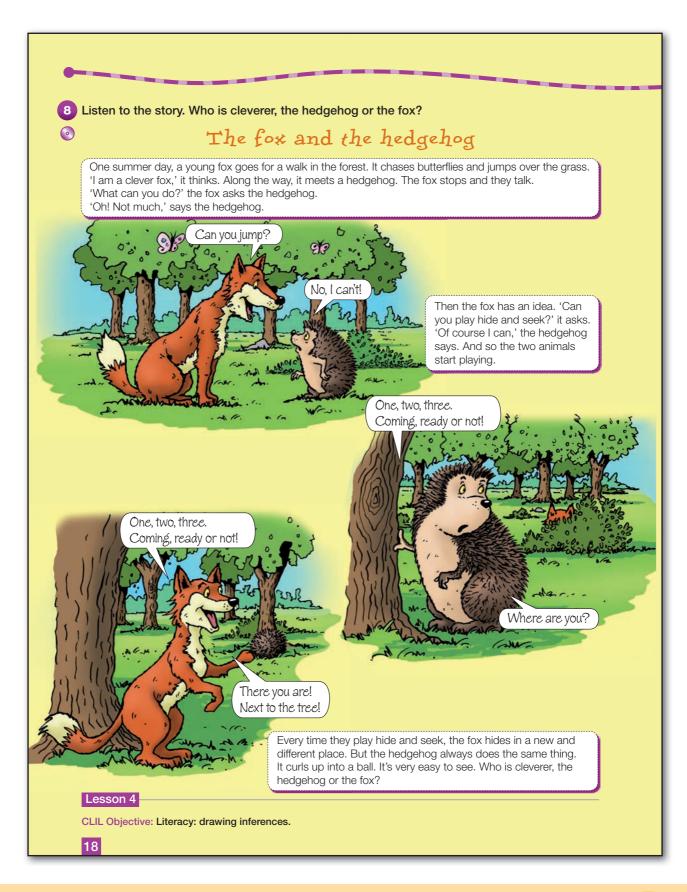
Track 1.10 Activity 7

Bat facts.

Bats can fly, but they don't fly upside down. They are mammals. They haven't got feathers.

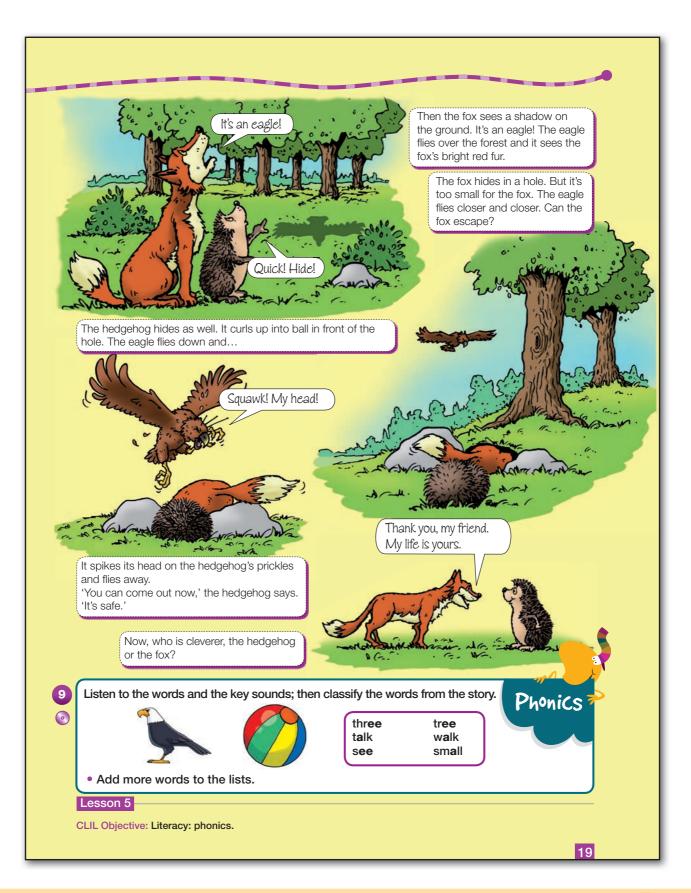
Bats don't sleep at night. Normally they sleep upside down. Bats live in many different places but they don't live underground.

Some bats live in caves. Some bats live in cities.





Children learn to make inferences based on the information from the story and their previous knowledge.





Invite the children to read the text aloud in order to identify the target sounds and their graphic representation.

Literacy: drawing inferences.

Curricular link: Literacy

# **Language Objectives**

**Story language:** clever, cleverer, hedgehog, fox, summer, day, young, walk, forest, chases, butterfly, jumps, grass, think, meets, stops, talk, hide and seek, play, hides, curls, ball, easy, eagle, shadow, ground, flies, fur, hole, spikes, head, prickles, safe; What can you do? Not much. Can you (jump)? No, I can't. Of course I can. One, two, three. Coming, ready or not! Where are you? There you are!

Resources: CD

## STORY: THE FOX AND THE HEDGEHOG

## **Present the story**

Say: It's story time! Open your books at pages 18 and 19. Read the title out loud. Ask the children to look at the pictures, and ask questions: (Picture 1) What animals can you see? Where are they? (Picture 2) Where is the fox now? Can the hedgehog see the fox? (Picture 3) Where is the hedgehog now? Can the fox see the hedgehog? (Picture 4) What are the animals doing now? Are they scared? (Picture 5) Where is the fox? Where is the hedgehog? What other animal can you see? What does the eagle want? (Picture 6) Where does the hedgehog curl up? Does the eagle get the fox? Does it get the hedgehog? Why not? (Picture 7) Are the animals happy now?

## Work with the book \_\_\_\_\_



#### Student's Book, page 18, Activity 8

Play **Track 1.11**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: What does the fox do in the forest? Is it a clever fox? Who does the fox meet? What does the fox ask the hedgehog? What does the hedgehog answer? What game does the fox want to play? Can the hedgehog play that game? Where does the fox hide? Where does the hedgehog hide? What does the fox see on the ground? What animal is it? Is the eagle dangerous for the fox and the hedgehog? Where does the fox hide? What's wrong with the hole? Can the eagle still get the fox? What does the hedgehog do? What happens to the eagle? Does it get the fox? Are the two animals good friends now? Who is cleverer, the fox or the hedgehog?

Write the following sentences on the board in two columns: *The fox is cleverer than the hedgehog.* 

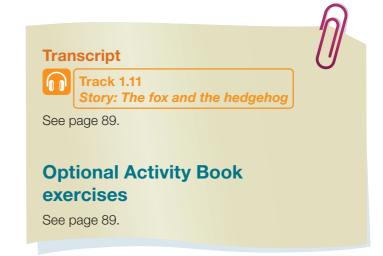
The hedgehog is cleverer than the fox.

Point to the first sentence and ask: Why is this sentence true?

Write the children's suggestions on the board.

Repeat the procedure for the second sentence.

Then say: Raise you hand if you think the fox is cleverer. Now raise your hand if you think the hedgehog is cleverer. Count the votes and write the results.



# **Develop the story**

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

Literacy: phonics ee (three, see, tree) and or (talk, walk, small)

Curricular link: Literacy

Resources: CD

#### **PHONICS**

## **Retell the story**

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

# Work with the book



# Student's Book, pages 18 and 19, Reading Activity

Tell the children to read the story out loud. Assign the fox, the hedgehog and the eagle to three children. Ask different children to read the narration lines.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read each one out loud. Correct the pronunciation where necessary.

#### Student's Book, page 19, Activity 9

Play **Track 1.12** to identify the sounds in the words <u>eagle</u> (ee) and <u>ball</u> (or). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words: <u>eagle</u> and <u>ball</u> at the top of the columns. Tell the children to copy the columns in their notebooks and classify the words from the list.

Eagle (ee): three, see, tree

Ball (or): talk, walk, small

Tell the children to look for more words in the story that have the same sounds.

Eagle (ee): meet, seek, easy Ball (or): of course, yours

Ask the children if they can think of any other words which have these two sounds.

Tell the children to come to the board and write the words from their lists.

## **Transcript**



Track 1.12 Phonics

See page 91.

# Optional Activity Book exercises

See page 91.



Divide the class into groups of five. Assign a character to each child: the fox, the hedgehog, the eagle and two narrators.

Tell the children to read the story out loud in their groups. Encourage them to act out their roles.



## Story summary Read and answer the questions. The fox. 1 Who can do more things? The fox. 2 Who finds more hiding places? The fox. 3 Who does the eagle see? It's too small. 4 What's wrong with the fox's hiding place? It curls up into a ball. 5 What does the hedgehog do? The eagle spikes its head on the 6 Why is the hedgehog safe? hedgehog's prickles. Complete the sentences. Who's cleverer? The $_{-}$ <u>fox</u> has got lots of good ideas. fox The\_ \_ can do lots of things. 3 The <u>hedgehog</u> hasn't got lots of ideas. 4 The <u>hedgehog</u> can do one special thing. <u>fox</u>'s ideas aren't all good ideas. fox hedgehog 6 The <u>hedgehog</u> 's special ability keeps it safe. Complete the story summary. Title: The fox and the hedgehog Characters: The fox, the hedgehog, the eagle At the beginning and the <u>hedgehog</u> \_ play hide and seek. The fox \_ $_{-}$ cleverer than the hedgehog. Main event What happens? An flies over them. It sees the $\_$ fox hides in a very small hole. The hedgehog rolls into a ball. The

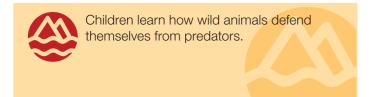


The <u>cagle</u> spikes its eyes on the <u>hedgehog</u>. It flies away.

The fox \_\_\_\_\_\_ cleverer than the hedgehog now.

Lesson 4

18





Children practise temporal sequencing of a story.

## Page 18, Activity 7

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

Read the first question out loud. Ask the children the answer.

Ask volunteers to read the other questions out loud while the rest of the class answers orally.

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

## Page 18, Activity 8

Say: Now look at Activity 8.

Read the first sentence out loud.

Ask volunteers to read the other sentences out loud adding the name of the character as they read. Tell the children to complete the sentences in their Activity Books.

#### Page 18, Activity 9

Say: Let's do the story summary.

Tell the children to look carefully at the story summary. Ask: What's the title of the story? Who are the main characters?

Ask the children to complete the summary orally, then tell them to complete the summary in their books. Ask volunteers to read the story summary out loud.

#### Resources

Multi-ROM

Unit 2, Story



## **Transcript**



Track 1.11

Story: The fox and the hedgehog

Narrator: One summer day, a young fox goes for a walk in the forest. It chases butterflies and jumps over the grass. 'I am a clever fox,' it thinks. Along the way, it meets a hedgehog. The fox stops and they talk. 'What can you do?' the fox asks the hedgehog. 'Oh! Not much,' says the hedgehog.

Fox: Can you jump? Hedgehog: No, I can't.

**Narrator:** Then the fox has an idea. 'Can you play hide and seek?' it asks. 'Of course I can,' the hedgehog says. And so the two animals start playing.

Hedgehog: One, two, three. Coming, ready or not!

Hedgehog: Where are you?

**Narrator:** Every time they play hide and seek, the fox hides in a new and different place. But the hedgehog always does the same thing. It curls up into a ball. It's very easy to see. Who is cleverer, the hedgehog or the fox?

Fox: One, two, three. Coming, ready or not!

Fox: There you are! Next to the tree!

**Narrator:** Then the fox sees a shadow on the ground. It's an eagle! The eagle flies over the forest and it sees the fox's bright red fur.

Fox: It's an eagle! Hedgehog: Quick! Hide!

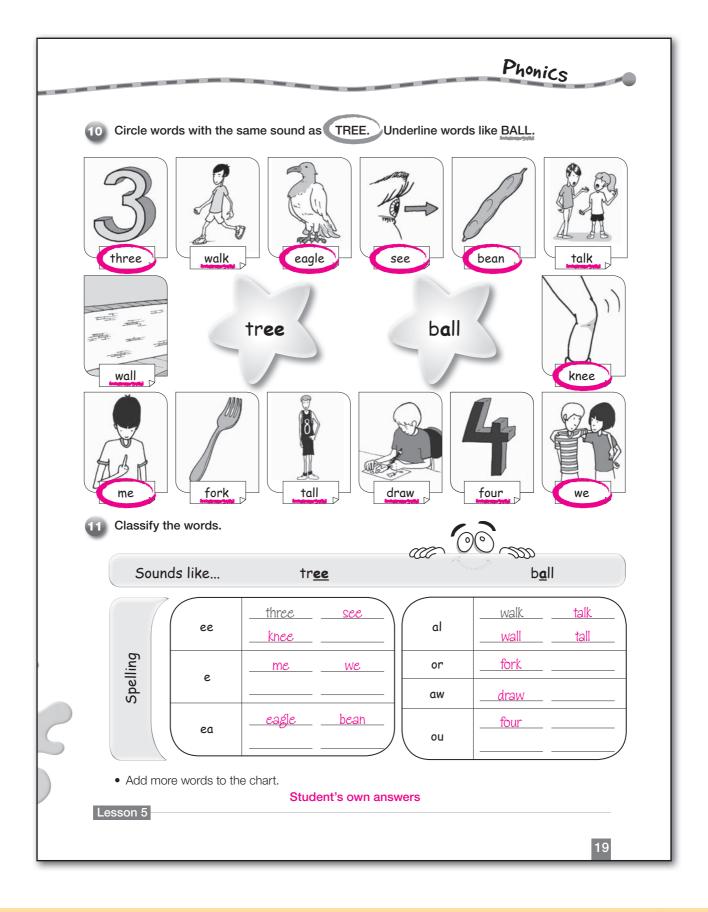
Narrator: The fox hides in a hole. But it's too small for the fox. The eagle flies closer and closer. Can the fox escape? Narrator: The hedgehog hides as well. It curls up into a ball in front of the hole. The eagle flies down and ...

Eagle: Squawk! My head!

**Narrator:** It spikes its head on the hedgehog's prickles and flies away. 'You can come out now,' the hedgehog says. 'It's safe.'

Fox: Thank you, my friend. My life is yours.

**Narrator:** Now, who is cleverer, the hedgehog or the fox?





Remind the children of the pronunciation of the key sounds and the possible spellings.

## Page 19, Activity 10

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

Say: There are two different sounds here, tree and ball. Emphasis the vowel sounds as you read the words. Ask: Which words sound like tree? The children call out suggestions.

Repeat the procedure for ball.

Tell the children to read the words out loud to themselves, and match the words to the words in the centre.

#### Page 19, Activity 11

Say: Now look at Activity 11.

Say: Look at the different ways we spell these words. Tell the children to look at all the words they have matched in Activity 10. Ask: Can you tell me a word with the letters ee in the key sound? SS: Three... Repeat the procedure for the other spellings and the spelling for the words that sound like ball. Tell the children to complete the word patterns in their Activity Books.



# Let's play!

#### **Sound posters**

Tell the children to get into groups of five. Each group makes a poster to illustrate the sounds ee and or. They should write the words and highlight the appropriate letters to illustrate the pronunciation, and either draw pictures or print off pictures from the internet. Display the posters in the classroom.

#### Resources

**Multi-ROM**Unit 2, *Phonics* 



## **Transcript**



ee eagle or ball

three talk see tree walk

small

Identifying wild animals in the city.

Curricular link: Geography; Music; Science

# **Language Objectives**

**Vocabulary:** rats, lizards, birds, mice, foxes, bats, hedgehogs, squirrels, roofs, underground, walls, park, bins, dark, bushes, trees, city

**Structures:** Wild animals live in the city. Where do the rats live in the city? They live underground.

**Resources:** CD; poster (side A); poster pop-outs; Unit 2 cut-outs (or Teacher's Resource Book, page 10, one photocopy per child)

## WILD ANIMALS IN THE CITY

## **Presentation**



Show the children the poster. Ask: What wild animals live in the city? Hold up the pop-outs of the animals one by one and ask: Do (foxes) live in the city?

Classify the pop-outs according to the children's opinions. Say: I think you will be very surprised! Let's listen to a song about the wild animals that live in London. Do you remember where London is?

## Work with the book In



## Student's Book, page 20, Activity 10

Say: Open your books at page 20. Look at the pictures of the animals.

Ask the children to identify the animals in the pictures. Then ask: *Do any of these animals live in the city?* Play **Track 1.13**. Tell the children to listen and find the missing words.

Ask volunteers to complete the sentences in the song orally.

Play **Track 1.13** again. The children sing along. Ask the children if they are surprised about how many wild animals live in the city.

Tell the children to work in pairs and take turns asking and answering questions about the animals in the city using the model in the Student's Book.

Ask them why they think wild animals come to the city. Explain that as people occupy the land, some wild animals move into the cities to find food. Other wild animals have always lived in cities, like birds and rats.

## Student's Book, page 20, Activity 11

Say: Find your cut-outs for Unit 2. (Alternatively, hand out the photocopies.) Tell the children to choose and draw four animals.

They then match the animals to their homes in the picture. Tell the children to write about their animals.

## **Transcript**



Track 1.13
Song: Wild animals in the city

See page 95.

# **Optional Activity Book exercises**

See page 95.

## **Practice**

Ask volunteers to show their picture of the wild animals in the city to the rest of the class and read their sentences out loud.

**Project Quest:** Write about your bird. How big is it? What's its wingspan?

Write the questions on the board. Remind the children of the photos they should have found for Lesson 3. Tell them to find out the answers and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

Student's Book, Activity 10

See Transcript, page 95.





Invite the children to sing. Songs are a great way of remembering the learned vocabulary and structures.



Children draw a picture of several animals in their habitats.

## 12 Complete the sentences.

foxes	hedgehogs	rats	mice	squirrels	birds	bats	lizards	
	1 .		Squirrels	ea	eat nuts, seeds and old bread.			
	2		Birds	ea	eat worms, seeds and old bread.			
	3		Foxes	ea	eat small mammals, old food, birds.			
	4		Bats	live	live in damp places.			
	5		Lizards	live	live in dry, sunny places.			
	6		Rats	live	live in houses behind the walls.			
	7		Hedgehog	vil2	live in parks and gardens.			
	8		Mice	live	e in dark, d	ry places.		

13 Read about rats and circle the answers.

#### Rats in the World

There are many different species of rats and they live in all parts of the world, except the Antarctic!

Rats live in cities and in the countryside. Many rats are nocturnal and they look for food at night. They are scavengers and they eat cereals, bread, fruit and meat. Rats have got very strong teeth and they eat everything! Rats live in family groups in dark, damp places. They live for about 18 months. They have many abilities. They can jump, climb, swim and run very fast. Rats are not popular. Many people are afraid of rats because they spread diseases.



- 1 Do rats live in Asia?
- 2 Do rats live in new buildings?
- 3 Do rats sleep at night?
- 4 Do rats hunt for their food?
- 5 Are rats herbivores?
- 6 Do rats eat eggs?
- 7 Do rats live with other rats?
- 8 Do rats live for longer than dogs?
- 9 Can rats fly?
- 10 Do rats spread diseases?

Yes, they do. No, they don't. Yes, they do. No, they don't.

Yes, they do. (No, they don't.

Yes, they do. No, they don't.

Yes, they are. (No, they aren't)

Yes, they do, / No, they don't.

(Yes, they do.) No, they don't.

Yes, they do. (No, they don't.)

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

(Yes, they do.) No, they don't.



Lesson 6

20



Children use the vocabulary and structures to write and answer questions about the animals.

## Page 20, Activity 12

Say: Open your Activity Books at page 20. Look at Activity 12.

Ask volunteers to read the names of the animals out loud

Then say: Let's use the animal words to complete the sentences.

Say: Squirrels eat nuts, seeds and old bread. Ask volunteers to read and complete the other sentences orally.

Tell the children to complete the sentences in their Activity Books.

Explain that this means the animals can find plenty of food in the city, which is why they live there.

## Page 20, Activity 13

Say: Now look at Activity 13.

Ask volunteers to read the text out loud.

Then ask other children to read the questions and answer orally.

Tell the children to read the text again and circle the correct answers in their Activity Books. Correct the children's work together.

# **Grammar and Writing Booklet**

#### Page 11, Activity 7

Say: Look at Activity 7. Tell the children to look at their rough draft and circle their mistakes. Then tell them to work in pairs, and classify their mistakes according to the model.

#### Page 11, Activity 8

Say: Now look at Activity 8. Look at your rough draft and do the tasks. Tell the children to choose four mistakes and write the correct sentences.

#### Page 11, Activity 9

Say: Now look at Activity 9. Make your work better. Read the list of words aloud. Then tell the children to write a description of their pet using the words from the list, and draw a picture of their pet.



# Let's play!

## Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book page 18, one per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap*! The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.

## Resources



Unit 2, Vocabulary 1

#### **Multi-ROM**

Unit 2, Grammar 2

#### Multi-ROM

Unit 2, Song

## **Transcript**



Track 1.13

Song: Wild animals in the city

Wild animals live in the city. Just look around.
Birds live in the roofs and rats live underground.
Lizards live on the walls and mice live in the park
Foxes live near the bins and bats come out at dark.
Hedgehogs live under bushes and squirrels live up trees.
Wild animals live in the city. Now can you see?



Rescuing animals in the city.

Curricular link: Science

## Language Objectives

Vocabulary: vet, works, feeds, looks for, washes, examines, puts, exercises, vaccinates, sets free, lost, cage, in the morning, in the afternoon, in the evening, at night

Structures: She feeds the animals. Does she look for lost animals? Yes, she does, No, she doesn't,

Resources: CD

#### RESCUING ANIMALS IN THE CITY

## **Presentation**

Ask the children questions about animals that live in the city: What animals live in cities? Are they all wild animals? Are they pets? Are all the dogs and cats in the city pets? Some aren't pets. They haven't got a home. What happens to these animals?

Say: There are special place for animals that are lost or haven't got a home. We call these places animal shelters. Ask: Has anybody got a pet from an animal shelter? Explain that if they are thinking about getting a pet then a shelter is a good place to go and find a pet.

# Work with the book n



## Student's Book, page 21, Activity 12

Say: Open your books at page 21 and look at Activity 12. Read the introductory text out loud. Ask: Does anybody want to be a vet when they grow up? Let's listen about Zara's day at work.

Play Track 1.14. The children listen and point to the pictures.

Play Track 1.14 again. The children listen and check the times of the day and the actions.

Tell the children to work in pairs and check their answers with a classmate.

S1: Does she look for lost animals in the morning? S1: Yes, she does.

## Student's Book, page 21, Activity 13

#### Continuous assessment

Children can describe daily routines.

Say: Now look at Activity 13.

Read the introductory text out loud.

Ask: What does she do with the wild animals she finds?

Does she wash them?

## **Transcript**



Track 1.14 Activity 12

See page 99.

# **Optional Activity Book** exercises

See page 99.

#### **Practice**

Ask the children if they know of any animal shelters in your region or town.

Say: Animal shelters are run by volunteers and they usually need help.

Brainstorm a list of things you can do to help at your local shelter. Ensure you include a combination of things you can send them and things you can do for them, for example: Help exercise the animals, donate animal food, collect money at school.

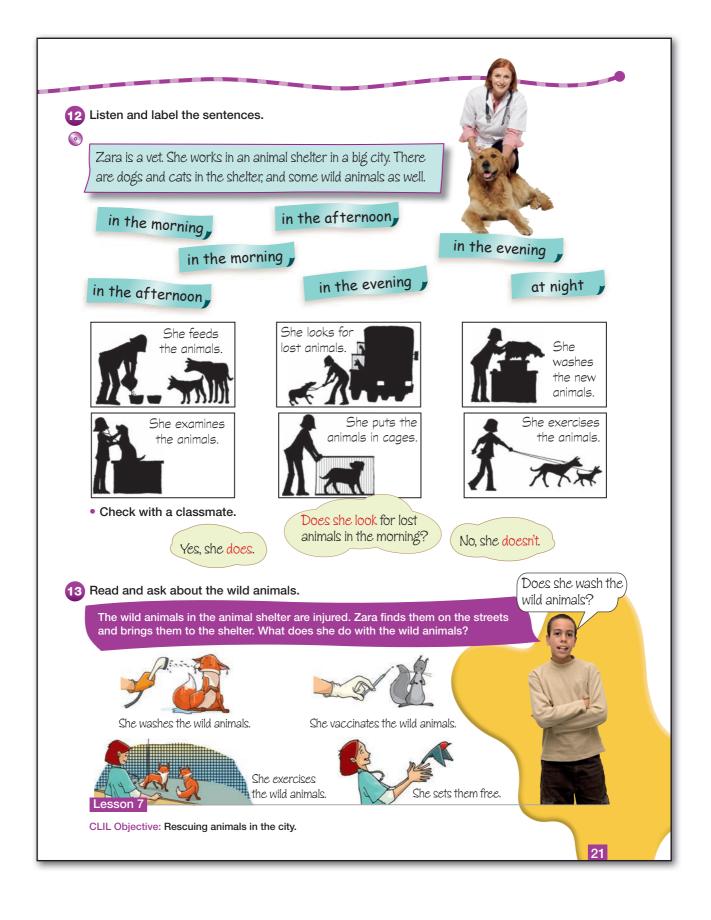
Project Quest: Can you tell me about your bird? Does it live in the city? Does it migrate?

Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

Student's Book, Activity 12

See Transcript, page 99.

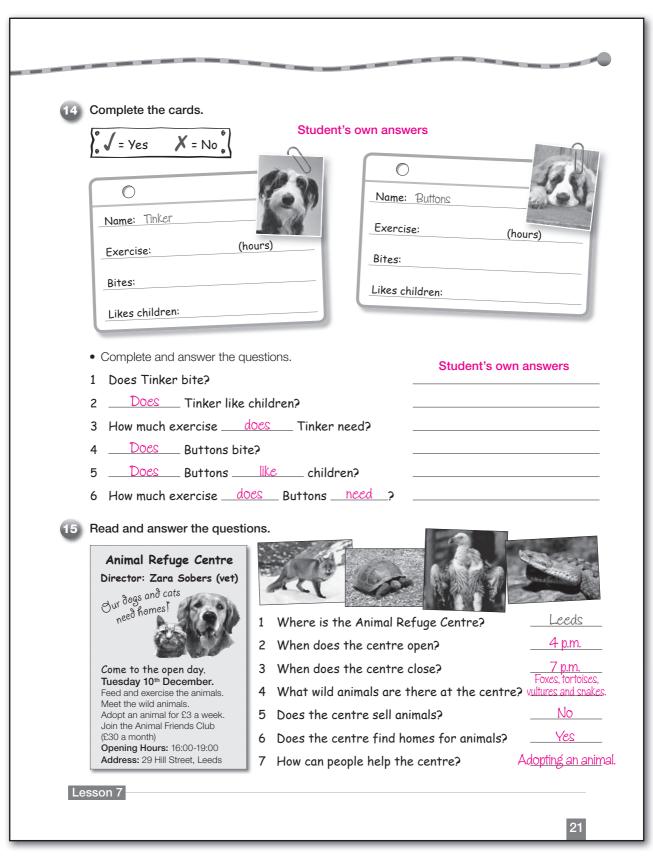




Children label a sequence of events.



Children learn about professions by reading and talking about a vet's daily routine.





Children use the information from the text to make questions and give answers.



## Page 21, Activity 14

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

Say: Tinker and Buttons are two dogs in Zara's shelter. Tell the children to fill in the cards with ticks and crosses and the number of hours exercise each dog needs. Say: Now complete and answer the questions according to your cards.

Tell the children to work in pairs and compare their answers.

## Page 21, Activity 15

Say: Now look at Activity 15.

Ask volunteers to read the information in the advertisement out loud.

Ask other children to read the questions out loud and the rest of the class to answer orally.

Tell the children to read the questions again and answer the questions in their Activity Books.

# **Grammar and Writing Booklet**

## Page 12, Activity 10

Say: Look at Activity 10. The children complete the grammar summary for the three verbs: live, fly and catch.

## Page 12, Activity 11

Say: Now look at Activity 11. Tell the children to work in pairs and add verbs to the spelling classification. When they have finished, write the three categories on the board. Ask the children to call out their suggestions and write them in the correct category.

#### Page 12, Activity 12

Say: Now look at Activity 12. The children write a final, clean copy of their essay.



# Let's play!

## Noughts and crosses

Draw a grid on the board (3 x 3) and write a verb from the unit in each square (verbs: exercise, feed, look for, wash, examine, vaccinate, find, put, set free). Divide the class into two teams. One team is noughts and the other is crosses. Ask each team to make a sentence about Zara with a verb of their choice. Give them a minute to confer. If the sentence is grammatically correct draw a nought or cross in that square. The first team to have three noughts or crosses in the same row is the winner.

## Resources



#### **Teacher's Resource Book**

Ready to speak, page 84

#### **Teacher's Resource Book**

Ready to read, page 70

## **Transcript**



Track 1.14 Activity 12

Every morning, Zara feeds the animals in the shelter. Then she gets in her van and she looks for lost animals. She takes the animals to the shelter. At the shelter, she gives the new animals food and water.

In the afternoon, she washes the new animals and she examines them. She checks for a chip.

In the evening, she takes the animals for a walk. Then she feeds the animals again. At night, she puts the animals in cages.

Studying birds.

Curricular link: Geography; Science

# **Language Objectives**

**Vocabulary:** birds, world, Arctic, Antarctic, city, countryside, woodlands, nest, feathers, breast, night, tree, cave, hole, beak, head, wingspan, summer, roof, wings, tail, house, lives, builds, hunts, migrates; robin, magpie, swallow, owl

Structures: Birds live all over the world. This bird lives in woodlands. It's got red feathers. Has it got black and white feathers? How wide is the robin's wingspan? How long is the magpie?

Resources: poster (side B) Materials: photographs of birds

#### SPEAKING PROJECT: BIRD SPOTTING

# **Presentation**



Read the project title out loud: Bird spotting. Write the Project Quest guestions on the board. Ask: How many people have found the answers to these questions? The children raise their hands. Ask volunteers to say their answers. Make a note of their answers under the questions.

Explain: Many people are interested in bird spotting. They sit very quietly in the countryside and wait for birds. They watch the birds building their nests and the chicks being born.

Show the children the poster (side B). Point to the pictures of the birds and name them. Point out the different wingspans and the different lengths of the birds.

Ask: How many of these birds do you see every day? How many live in the city? Are any pets?

Review the body parts of birds: wings, tail, claws, feathers. Ask questions about the measurements: How long is the (magpie)? How wide is the (magpie's) wingspan?

Ask the children to hold up their photographs of birds, and ask them about them.

#### Work with the book

## Student's Book, page 22, Activity 14

Say: Open your Student's Books at page 22. Look at Activity 14.

Ask a volunteer to read the introductory text out loud. Ask volunteers to read the texts about the birds, stopping after each one and asking: What bird is that?

Tell the children to work in pairs and play a guessing game. They choose a bird (without telling their partners) and take turns asking and answering questions until they can guess the bird. They can use the birds on the poster as well, if they wish.

## Student's Book, page 22, Activity 15

Say: Now look at Activity 15.

Explain that there are many ways we can distinguish between different birds, but one of the ways is their size. For this, we measure their length from head to tail and the width of their wings when fully open. This is called the wingspan.

Tell the children to work in pairs and take turns asking and answering questions about the measurements of the birds.

# **Optional Activity Book** exercises



See page 103.

#### **Practice**

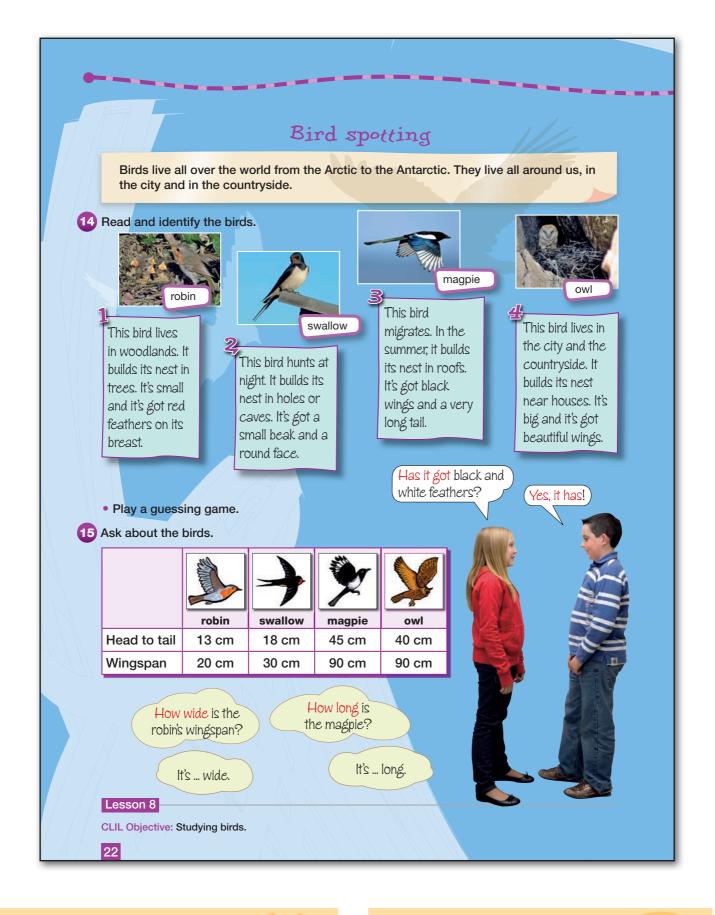
Tell the children to prepare all the information they have gathered for the Project Quest. Ask questions about the information they have gathered and discuss as a class.

\*Note: Ask the children to write their names on the backs of the photos of the birds and collect them ready for Lesson 9.

#### **A**NSWER KEY

Student's Book, Activity 14

1 robin; 2 owl; 3 swallow; 4 magpie

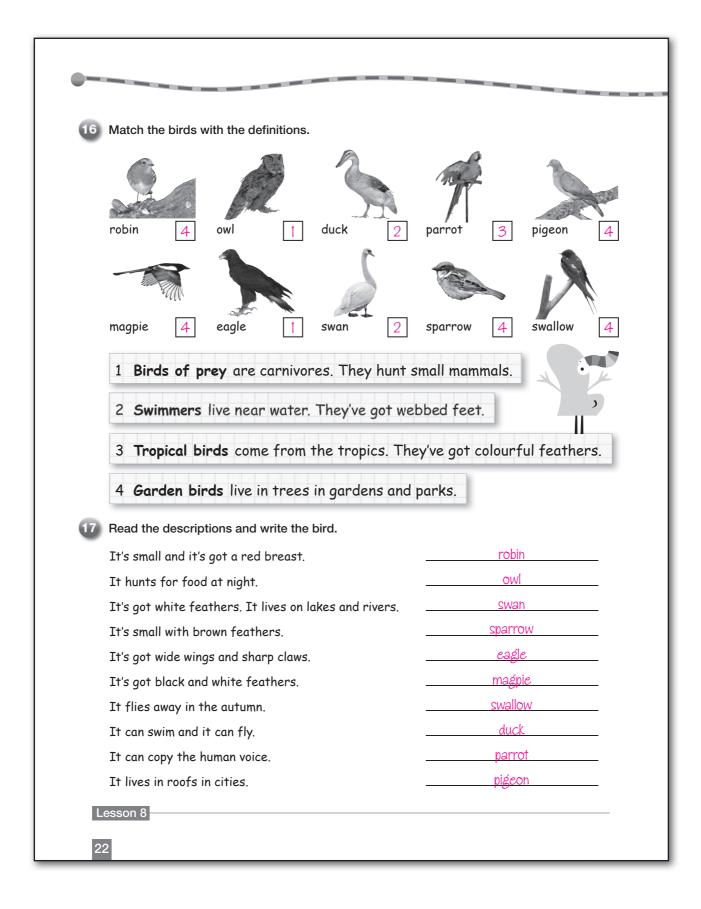




Children interpret a chart with information about birds' length and width, and review measuring and the use of numbers in English. Children learn to make questions about the length and width of birds.



Children use their English orally in the guessing game. Games are a wonderful way of using English in a relaxed and fun way.





Children learn more about different types of birds.

## Page 22, Activity 16

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

Tell the children to look at the pictures of birds. Read the names aloud.

Ask volunteers to read the definitions out then tell the children to match the birds with the definitions.

#### Page 22, Activity 17

Say: Now look at Activity 17.

Read the first description out loud and ask: Which bird is that? SS: A robin.

Ask volunteers to read the other descriptions out loud, and the rest of the class to say the names of the birds. Tell the children to read the sentences and write the bird names in their Activity Books.



# Let's play!

## Window game

Use the children's photos of birds from Quest 2. Cut out a small square in a piece of blank paper, then hold up one of the children's pictures and place the paper in front of the picture so that the children can only see a part of it. They have to try and guess which bird it is. Slowly move the window around the picture, making it gradually easier to identify. The child who guesses the bird can repeat the procedure with another picture.

#### Resources

Extension 2, page 42





Making a class bird book.

Curricular link: Art; Science

# **Language Objectives**

**Vocabulary:** nest, eggs, live, wingspan, robin, stork, sparrow, eagle, duck, pigeon, swallow, magpie, owl, parrot, ground, tree, hole, cave, tail, wings, beak, feathers, head

**Structures:** How big is it? Where does it live? Where does it make its nest? What does it look like? How wide is its wingspan? What colour are its eggs? The robin's legs are shorter than the stork's legs. The stork migrates. The robin doesn't migrate.

**Resources:** poster (side B)

Materials: large sheets of white paper, scissors, glue,

a hole punch, string

#### SPEAKING PROJECT: A CLASS BIRD BOOK

# **Presentation**



Say: Today we're going to make a class bird book. Say: Look at the poster and look at all the birds in your Student's Book.

Ask: What kind of information are we going to include? Prompt the children's answers (descriptions, information about the eggs and the nest, and information about migration).

#### Work with the book

## Student's Book, page 23, Activity 16

Say: Open your Student's Books at page 23. Look at Activity 16.

Divide the class into groups of five or six. Read and explain the instructions for making a bird book. Hand out the materials.

Tell the children who have brought in photos of their birds to make their page of the book about these birds.

The children who have forgotten should choose a bird from the poster or the Student's Book.

Explain that the questions are clues for the information they should include about their bird.

The children prepare their pages for the bird book. Tell the children to collect the pages from their groups, punch holes in them and tie them together.

## Student's Book, page 23, Activity 17

In their groups, tell the children to compare the birds in their bird books. Monitor the children's conversations, prompting where necessary.

Exchange bird books between groups, so that the children can compare their work with other groups.

# **Optional Activity Book** exercises



See page 107.

#### **Practice**

Ask a spokesperson from each group to show the bird book to the rest of the class and describe the birds. You can now collect all the pages together and make a class bird book. Display the bird book in the classroom.

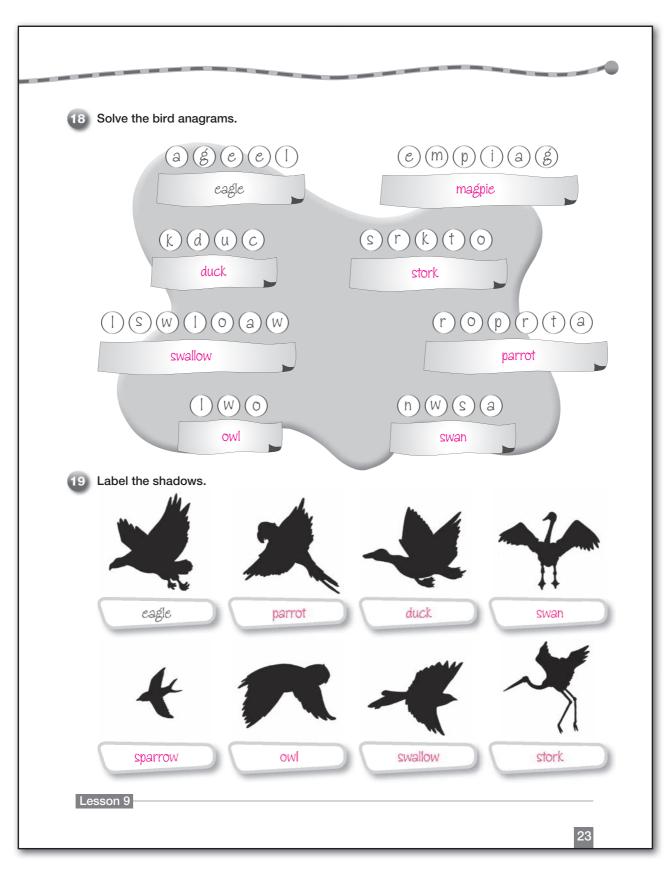


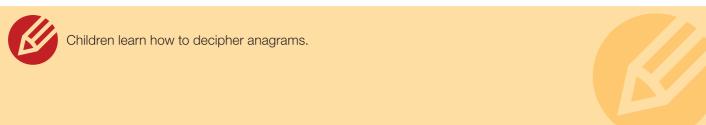


Children learn more about a specific bird of their choice, and review the vocabulary and structures learned when talking and writing about their target bird.



Children develop their social skills (making decisions, dividing tasks, respecting others, etc.) while working in groups.





#### Page 23, Activity 18

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

Write the first anagram on the board. Write the letters in a circle to make it easier to solve. Ask: *Does anybody know what the first letter is?* Ensure the children don't call out the name of the bird just yet. SS: *E.* Write the letter E underneath and repeat the procedure, asking for the next letter until it is clear that all the children know the word.

Tell the children to solve the rest of the anagrams in their Activity Books.

Ask the children to name all the birds in the anagrams and check their work.

#### Page 23, Activity 19

Say: Now look at Activity 19.

Remind the children that one of the ways we identify birds is by their size and wingspan.

Tell the children to look at the shadows and to label the birds. They can look at the birds on the poster and in their Student's Books to help them.



## Let's play!

#### What is it?

Divide the class into two teams. Choose a child from one team and give him or her a flashcard from Unit 2. The child has to mime the animal to the rest of the team, without making any noise. Set a 30 second time limit. If the team guesses the animal, award them a point. If they cannot guess, then the other team can guess and win an extra point. Repeat the procedure with the other team. The team with the most points wins.

### Resources



Unit 2, Episode 2

#### **Teacher's Resource Book**

DVD Worksheet, page 26



Assessment.

Curricular link: Science

### **Language Objectives**

All language from Unit 2.

Resources: CD; poster (sides A and B); poster pop-outs

#### **REVIEW**

### Let's remember!





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

Show the children the poster (side A) and hand out the pop-outs.

Ask volunteers to come to the board, place the animals next to the clues. Encourage them to describe the clue and say the name of the animal.

Ask: Do you remember the song?

Play **Track 1.13** and sing the song with the children. Show the children the poster (side B) and ask them questions about the different birds: *Is the owl longer than the robin? Is the swallow's wingspan bigger than the eagle's?* 

### Work with the book



#### Student's Book, page 24, Activity 18

Tell the children to open their books at page 24. Say: Listen to the riddles and say the name of the animals. Play **Track 1.15**. The children listen and point to the animals.

Play **Track 1.15** again. Stop the recording after each description and ask: *What's that?* 

Tell the children to work in pairs, choose one of the other animals and write a riddle.

Ask volunteers to read their riddles out loud for the rest of the class to guess.

#### Student's Book, page 24, Activity 19

Say: Now look at Activity 19.

Tell the children to work in pairs and answer the questions as quickly as possible. The first pair to finish shouts: *Stop!* Check the answers with the rest of the class.

Tell the children (still working in pairs) to write more questions for the rest of the class. Establish a time and say: *Stop!* 

Ask volunteers to read their questions out loud for the rest of the class to answer.



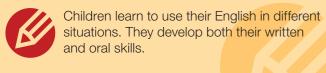
### Round up

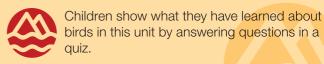
Write the following categories on the board: wild animals, pets, farm animals, working animals.

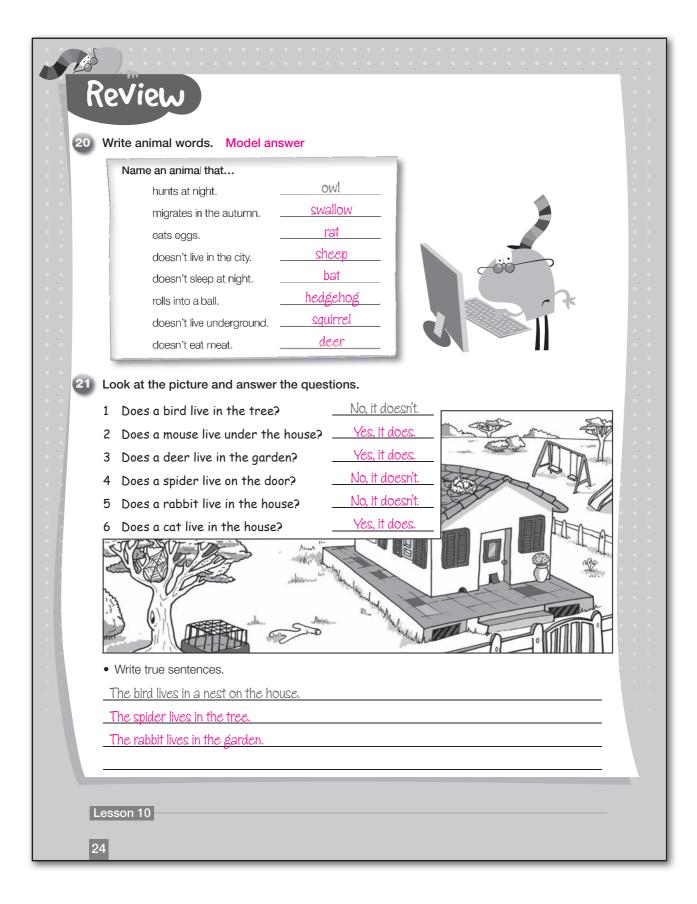
Ask the children to offer definitions for these categories. You can prompt them by asking questions: *Do we feed wild animals?* 

Then ask children to come to the board and write examples of animals for each category. Encourage them to write the names of birds.











Children revise the information they have acquired about animals by means of riddles.

### Page 24, Activity 20

Say: Open your Activity Books at page 24. Look at Activity 20.

Say: Name an animal that hunts at night. SS: Owl, fox... (There are several possibilities.)

Continue reading the riddles out loud and asking for the children's suggestions.

Tell the children to read the riddles again and write the answers in their Activity Books.

#### Page 24, Activity 21

Say: Now look at Activity 21.

Tell the children to look at the picture and read the questions out loud. Ask them to call out the answers. Tell the children to write the answers in their Activity Books.

Then ask: Which questions did you answer 'No' to? Tell the children to write true sentences for the No answers.

Ask volunteers to read their sentences out loud.

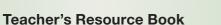


### Let's play!

#### **Memory chain**

The children sit in a large circle. Start the game by saying a sentence: In my garden, there is a robin. The first child repeats the sentence, and adds an item: In my garden, there is a robin... and a magpie. The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.

#### Resources



Unit 2 Test, pages 97 and 98



See Transcript Track 1.16

Multi-ROM Unit 3, Writing

### **Transcripts**



Track 1.15 Activity 18

It lives in the city and the country. It doesn't live in trees. It doesn't fly. It eats small animals. What is it?

It lives in the city and the countryside. It doesn't live underground. It sleeps at night. It climbs trees. It eats nuts and seeds. What is it?

It doesn't live in the city. It sleeps at night. It doesn't live underground. It doesn't live in trees. It eats plants. What is it?



Track 1.16 Unit 2 Test

- 1 This animal is nocturnal. It can fly and it is a mammal.
- 2 This animal is nocturnal. It can't fly. It eats other animals and it hunts at night.
- 3 This animal is nocturnal. It can fly. It isn't a mammal and it hunts at night.
- 4 This animal isn't a bird but it lives in trees. It lives in parks in the city and it eats seeds and nuts.
- 5 This animal is a reptile. It lives in dry sunny places in the city and the countryside. It eats insects.
- 6 This animal lives all over the world. It eats everything. It is a mammal and it can jump, climb, swim and run very fast. It lives in damp places.

#### **Assessment criteria**

#### **CLIL Objectives**

Children can classify animals into wild animals, pets, farm animals and working animals.

Children can recognise the clues that wild animals leave behind.

Children can identify nocturnal animals.

Children recognise that the city is also a habitat for wild animals.

Children can identify differentiating characteristics of birds.

### **Language Objectives**

Children can name wild animals, farm animals, pets and working animals.

Children can name clues that wild animals leave behind. Children can describe the habits of nocturnal animals.

Children can describe daily routines.

Children can describe birds.

## THE CHANGING LANDSCAPE

Landscapes and habitats

### **CLIL Objective**

Recognising features of landscape.

Curricular link: Geography

### **Language Objectives**

Vocabulary: mountain, valley, marsh, beach, cliff, island, river, lake, cave, north, south, east, west

Structures: There's an island. There are some cliffs. Is there an island? Are there any cliffs? Where is it?

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

#### THE CHANGING LANDSCAPE

### **Presentation**



Show the children the poster (side A). Hand out the pop-outs for the natural elements (cliff, lake, beach, river, island, marsh, mountain and valley).

Point to these features on the map, name them and ask the children holding the labels to come and place the

Then point to each feature and ask: Do you know a (mountain) in our region? What's it called?

### Work with the book n



### Student's Book, page 25, Activity 1

Say: Open your books at page 25. Look at Activity 1. Tell the children to copy the list of features into their notebooks.

Play Track 1.17. The children listen and write the letters S and E next to the features on their list, according to what thev hear.

Play Track 1.17 again. The children check their lists. Ask questions to check the activity: Is there a (lake) where (Sam) lives?

Play track Track 1.17 again and ask: Which picture shows the place where Sam lives? SS: Picture 2.

#### Student's Book, page 25, Activity 2

Say: Now look at Activity 2.

Remind the children that all through this book, they are going to help Sam and Eve with their projects. Remind them that they are going to research the questions (sometimes at home and sometimes in class) and write down the information they find.

Read the email out loud. Say: Now we're going to help Sam.

Tell the children to work with their lists and take turns asking and answering questions about the place where Sam lives. S1: Is there an island? S2: Yes. S1: Where is it? S2: To the north.

Then ask: Which map shows the place where Sam lives? SS: Map 1.





Track 1.17 Activity 1

See page 115.

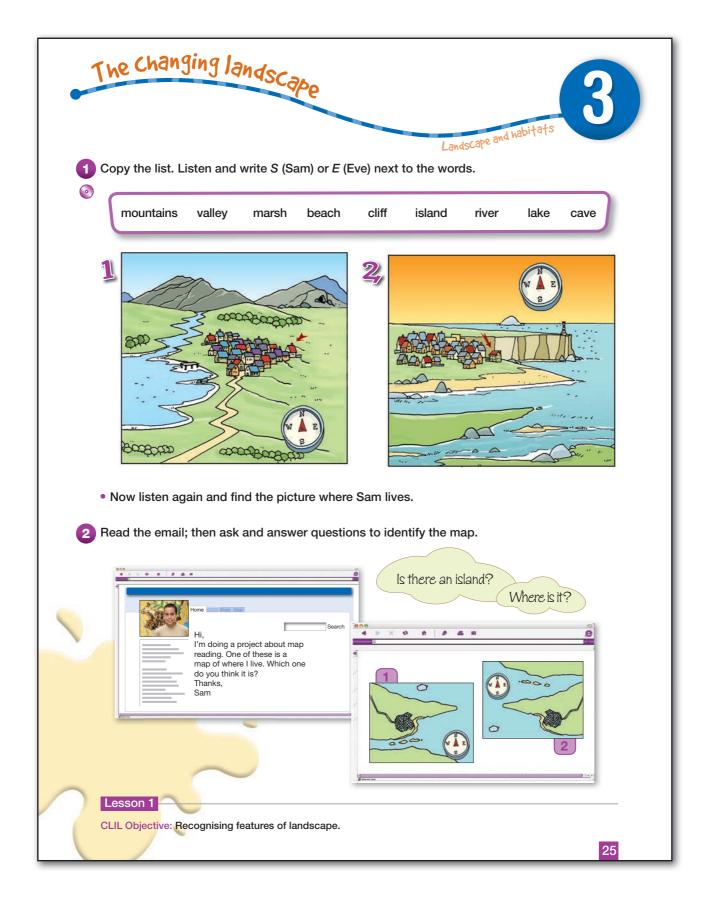
### **Optional Activity Book** exercises

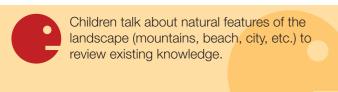
See page 115.

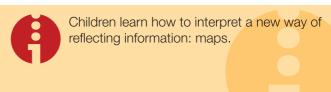
#### **Practice**

Ask: What's your favourite place in our region? Can you describe it to me? Where is it, in the north, south...? Why do vou like it?

Make a note of the children's opinions and encourage them to use the words they have learnt to describe geographical features with respect to their own region or country.



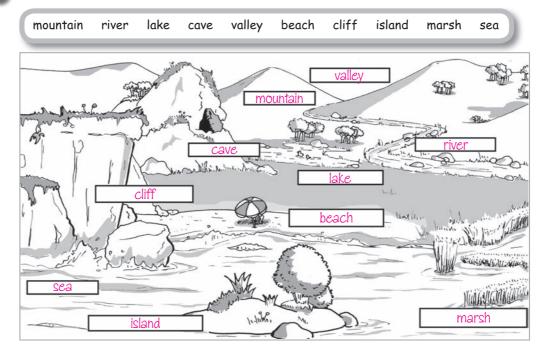




# The changing landscape

3

1 Use the words to label the picture.



2 Use the words from Activity 1 to complete the description of the landscape in your region.





Children review vocabulary relating to the natural environment.



#### Page 25, Activity 1

Say: Open your Activity Books at page 25, look at Activity 1.

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

### **Activity Book**

#### Page 25, Activity 2

Say: Now look at Activity 2.

Discuss the geographical features in your region. Ask: Are there any (mountains) in our region? What is it/are they called?

Tell the children to use the words from Activity 1 to write a description of the geographical features in their region. Ask volunteers to read their descriptions out loud.



### Let's play!

#### Repeat the truth

Invent sentences relating to the pictures of where Sam and Eve live: There is an island to the north of Sam's village. There are mountains to the south where Eve lives. Where Sam lives, there is a beach... If the sentence is true, the children repeat it, if it is false they stay silent.



#### Resources

Multi-ROM
Unit 3, Writing

### **Transcript**



#### Track 1.17 Activity 1

#### Sam:

I live near the sea.

There are cliffs to the east of my house.

There is an island to the north.

There is a marsh to the south.

There's a beach.

#### Eve:

I live next to a lake.

There are two mountains to the north.

There is a cave in one of the mountains.

There is a river from the other mountain to the lake.

There's a valley to the north between the mountains.

### **Anticipating difficulties**

In this unit, there are some lessons where the children are encouraged to agree and disagree with each other and give their opinions. Children tend to rely on there always being a yes/no answer to every question. They are much less confident when the questions do not have a simple answer, but are open to different opinions. When they do offer opinions, they often do this without justification. In Lesson 6, they will compare a landscape before and after buildings are in place. The language they use is based on personal judgement: there isn't a right or wrong answer. Encourage the children to think about the questions and look for reasons for their answers. You will need to help them with the language they need for expressing these ideas.

Understanding slow, natural changes to the landscape.

Curricular link: Geography

### **Language Objectives**

Vocabulary: cliff, edge, landscape, slowly, sea, closer, smaller, shorter, narrower, bigger, longer, wider, every day, rushing in, rushing out, waves, tide, length, width, depth.

**Structures:** The river is getting wider. Is the beach getting smaller? Yes, it is. No, it isn't. What's its name?

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

#### SLOW CHANGES TO THE LANDSCAPE

### **Presentation**



Show the children the poster (side A). Hand out the popouts and ask the children to come and place them on the poster to label the features.

Ask: Which of these natural features are water features? Ask children to come to the board and point and name them: lake, river, marsh, sea.

Then say: Water changes our landscape. Look at the cliffs and the beach. What water feature changes them? SS: The sea. T: What about the mountains? SS: The river. Explain that water changes the landscape by a process called erosion. These changes are very slow and happen over hundreds, or sometimes millions of years.

### Work with the book n



#### Student's Book, page 26, Activity 3

#### Continuous assessment

Children can describe natural changes to the landscape.

Say: Open your books at page 26. Look at Activity 3. Point to the picture of Eve's grandad's house. Read the speech bubble out loud.

Play Track 1.18. The children listen to the song and point to the pictures.

Plat Track 1.18 again. Stop after each verse and ask: Can you find the picture?

Play Track 1.18 again. The children join in with the song and point to the pictures.

Divide the class into six groups. Assign a picture to each group. Play Track 1.18 again. In their groups, the children join in with their lines.

#### Student's Book, page 26, Activity 4

Say: Now look at Activity 4. Look at the chart about the

Choose one of the rivers and encourage the children to ask you questions using the model in order to guess which

Tell the children to work in pairs. They take turns choosing a river and asking and answering questions.

Read Eve's speech bubble out loud and ask: Who can sav the name of the river?

### **Transcript**





**Track 1.18** Song: The sea is getting closer

See page 119.

### **Optional Activity Book** exercises

See page 119.

#### **Practice**

Draw a house and a stretch of land ending in a cliff. Write the letters EROSION spaced out along the land from the house to the cliff edge.

Play hangman using the key words: cliff, path, cave, beach, river, steps, lake, mountain, valley, marsh, island.

Each time a child guess a letter incorrectly, rub out a letter from the word erosion.

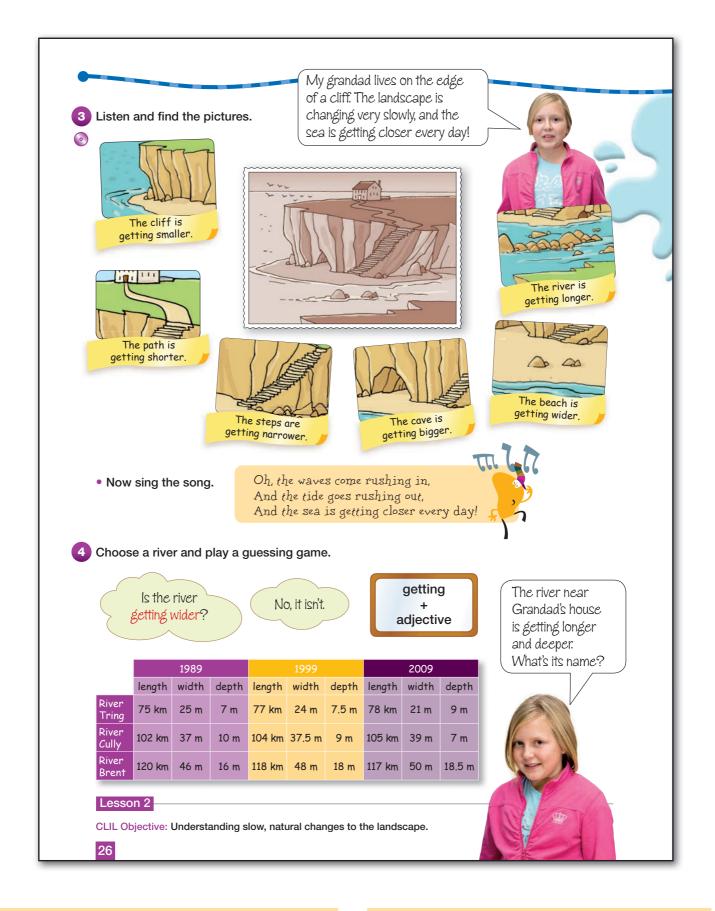
Project Quest: Look at these two scales: 1:2 km and 1:10km. Which map covers a bigger area?

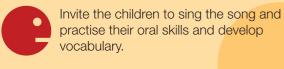
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

Student's Book, Activity 3

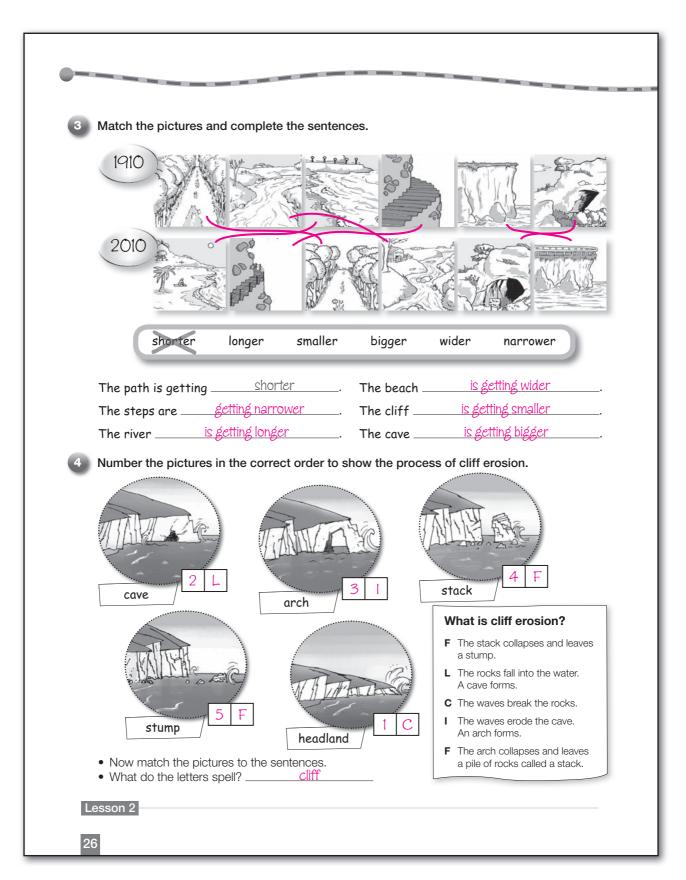
See Transcript, page 119.

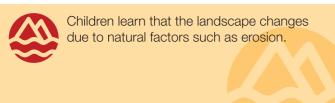






Children review reading a chart and learn to compare data. Children review the use of numbers for measuring. They also review how to read years.







Children review the use of the gerund of the verb *get* to describe a process.

UNIT 3 LESSON 2 OPTIONS

### **Activity Book**

### Page 26, Activity 3

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

Tell the children to match the pictures of the geographical features to show the changes.

Say: Look! The path is getting smaller.

Ask volunteers to complete the other sentences orally. Tell the children to complete the sentences in their Activity Books using the words.

### **Activity Book**

#### Page 26, Activity 4

Say: Now look at Activity 4.

Explain that caves are also the result of erosion. Caves in cliffs are formed by the sea.

Tell the children to number the pictures in the correct order. Then say: *Now look at the sentences. Which is the first sentence?* SS: *The waves break the rocks.* 

Continue asking the children to sequence the sentences. Then say: Now, write the letters next to the numbers. What do the letters spell? SS: Cliff.



### Let's play!

#### Lip reading

Write the following words from the song on the board: waves, tide, sea, cliff, path, steps, cave, beach, river. Mouth the first word without saying it aloud. The children have to lip read and shout out the word. Put the children into pairs. They take turns to mouth and lip read words from the song.



#### Resources

### **Teacher's Resource Book**

Ready to speak, page 85

**Multi-ROM** 

Unit 3, Grammar 1

Multi-ROM

Unit 3, Song

### **Transcript**



# Track 1.18 Song: The sea is getting closer

Oh, the waves come rushing in, And the tide goes rushing out, And the sea is getting closer, every day!

Oh, the waves come rushing in, And the tide goes rushing out, And the cliff is getting smaller, And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the river is getting longer,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the beach is getting wider,
And the river is getting longer,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Oh, the waves come rushing in,
And the tide goes rushing out,
And the steps are getting narrower,
And the beach is getting wider,
And the river is getting longer,
And the path is getting shorter,
And the cave is getting bigger,
And the cliff is getting smaller,
And the sea is getting closer, every day!

Understanding fast natural changes to the landscape.

Curricular link: Geography; Science

### **Language Objectives**

Vocabulary: volcano, lava, smoke, crater, rocks, trees, watching, coming out of, flowing down, falling down, leaving, burning, school, houses, rocks, smoke, eruption, water bottle, clay, teaspoon, vinegar, bicarbonate of soda, red paint, result, experiment **Structures:** Smoke is coming out of the volcano.

Resources: CD

People are running away.

Materials: empty plastic water bottles, modelling clay, vinegar, liquid soap, bicarbonate of soda, red powder paint

#### FAST CHANGES TO THE LANDSCAPE

#### **Presentation**

Draw a volcano on the board. Point to the picture and say: This is a special kind of mountain. Do you know what it is called? Why is it special?

Draw smoke coming out of the crater and say: The volcano is erupting. Smoke is coming out of the crater.

Then draw a lava flow down the side of the volcano and say: Smoke is coming out of the top and lava is flowing down the side. This is a very dangerous kind of mountain! Explain that volcanoes and other natural events cause fast changes in the landscape.

### Work with the book n



### Student's Book, page 27, Activity 5

Say: Open your books at page 27. Look at Activity 5. Ask a volunteer to read Sam's speech bubble out loud. Draw another simple drawing of a volcano on the board. Include the crater (but no smoke or lava), some houses, a school and some trees at the bottom. Tell the children to copy it into their notebooks.

Say: Now listen carefully. What's happening?

Play Track 1.19. The children listen.

Play Track 1.19 again. Pause after each sentence and tell the children to draw the action in their pictures.

Say: Now add people to your picture.

#### Continuous assessment

Children can describe people's actions.

Ask volunteers to come to the front of the class, show their pictures and describe the action.

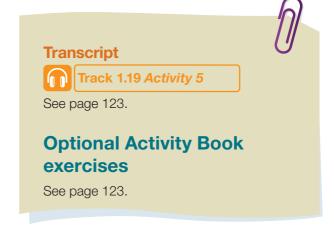
### Student's Book, page 27, Activity 6

Say: Now look at Activity 6.

Hand out the materials for the experiment.

Tell the children to work in pairs and build their volcanoes using the water bottle and the clay. Then tell them to add the vinegar, soap, soda and red paint to the bottle.

Ask: What's happening? SS: The lava is flowing down the side of the volcano! Ask: Which picture shows the correct result?



#### **Practice**

Ask: Do you know any volcanoes in our country? (For example, Mount Teide in the Canary Islands.) Write the following words on the board: erupting, active. dormant, extinct. Explain that an erupting volcano is an active volcano that is erupting at the moment. A dormant volcano is an active volcano that has erupted in the last 10,000 years and will erupt again some time. An extinct volcano is exhausted and will not erupt again.

The most active volcano in Europe is Etna, on the island of Sicily.

**Project Quest:** What do the relief lines on a map tell me? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

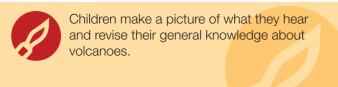
Student's Book, Activity 5

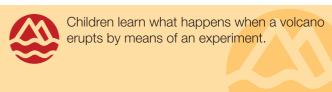
See Transcript, page 123.

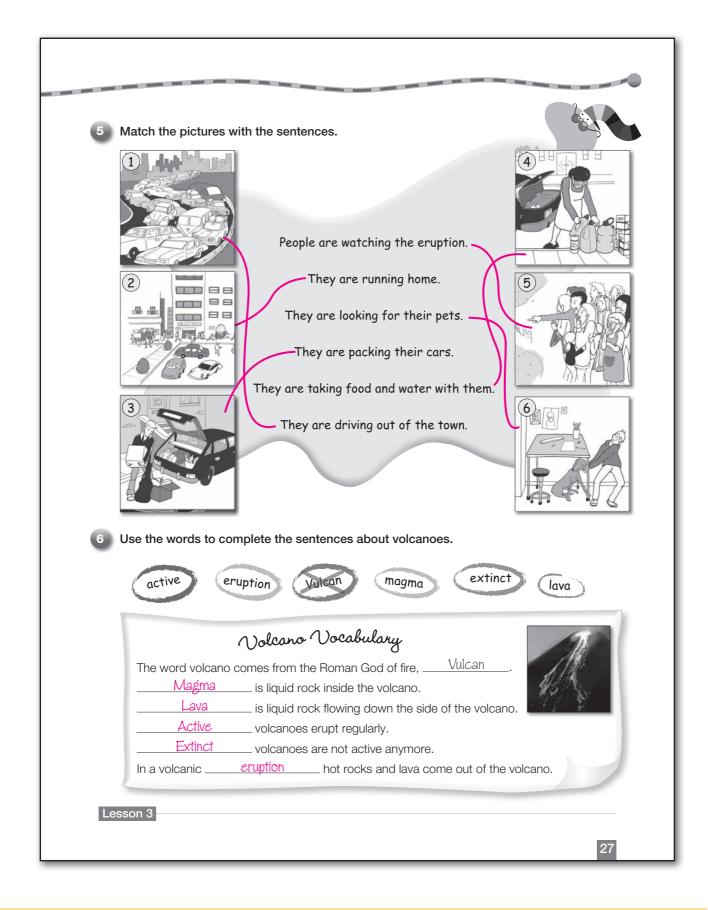
Student's Book, Activity 6

Picture 1 is the correct result.











Children review the use of descriptive language when talking about pictures.

### Page 27, Activity 5

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

Say: Look at the first picture. Can you find the correct sentence?

Repeat the procedure for the other pictures and sentences. Tell the children to draw a line to match the pictures to the sentences in their Activity Books.

### **Activity Book**

#### Page 27, Activity 6

Say: Now look at Activity 6.

Read the words out loud and say: Let's use these words to complete the volcano vocabulary.

Read the first sentence out loud.

Ask volunteers to complete the other sentences orally. Tell the children to complete the sentences in their Activity Books.

### **Grammar and Writing Booklet**

#### Page 13, Activity 1

Say: We're going to learn how to describe a picture. Let's read the essay.

Ask a volunteer to read the essay aloud. Tell the children to work in pairs and find and underline the words which describe where things are in the picture, following the model. They should number them in the text, then write the numbers in the picture.

### Page 13, Activity 2

Say: Now look at Activity 2. Tell the children to circle the opening and closing sentences. Then tell them to complete the definitions.

#### Page 13, Activity 3

Say: Now look at Activity 3. Look at the adjectives in bold. The children count and write the number of syllables in each word.



### Let's play!

#### What's missing?

Tell the children to work in pairs. Each pair needs one set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book, page 19). The children lay six key vocabulary cut-outs face up on the table. One child has one minute to memorise the words, then he/she closes his/her eyes and the other child takes one card away. The first child then opens his/her eyes and says which card is missing.



#### Resources

**Teacher's Resource Book** *Extension 1*, page 43

**Teacher's Resource Book** *Ready to read*, page 71

### **Transcript**



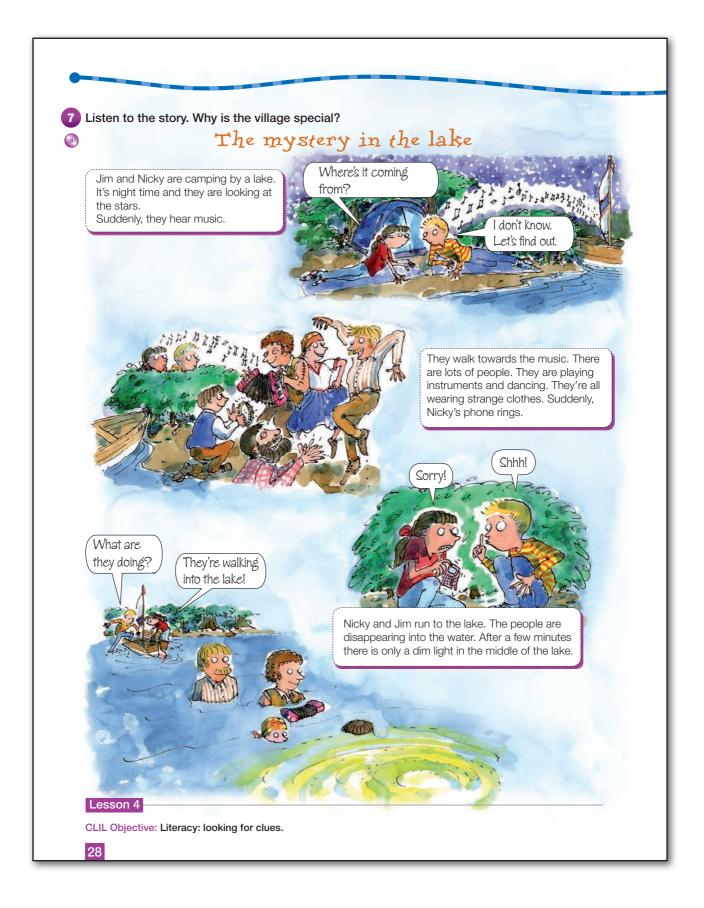
### Track 1.19 Activity 5

Good afternoon everyone. This is Julie Drummond on the Caribbean island of Montserrat. We are watching the eruption at the moment.

The smoke is coming out of the crater at the top. Wow! And now rocks are falling down the left side of the volcano. The lava is flowing down the right side of the volcano. Now the trees are burning!

Oh no! The school is burning and there are lots of flames and smoke!

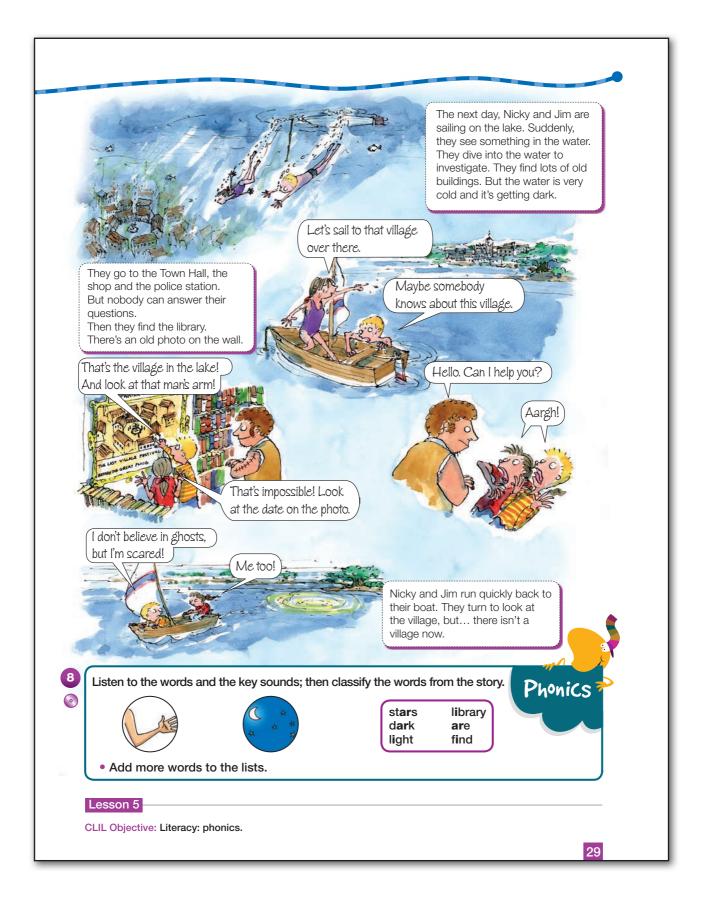
Now the houses are burning and everyone is leaving the town! Time to go!

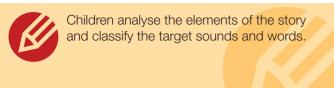


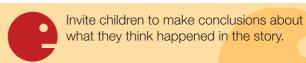


Children learn to make inferences based on the information from the story.









Literacy: looking for clues. Curricular link: Literacy

### **Language Objectives**

Story language: camping, lake, night, stars, music, people, instruments, clothes, phone, ring, run, dive, investigate, find, dance, walk, wear, disappear, sail, light, middle, water, buildings, photo, village, date, ghost, arm, strange, dim, cold, dark, scared, impossible, Town Hall, shop, police station, library, somebody, nobody; Where's it coming from? Let's find out. What are they doing? That's impossible! I don't believe in ghosts. I'm scared.

Resources: CD

## Story: The mystery in the lake

### Present the story

Say: It's story time! Open your books at pages 28 and 29. Read the title out loud. Ask the children to look at the pictures and ask questions: (Picture 1) How many people can you see? What are they doing? What can you see behind them? What can you see in front of them? What can they hear? (Picture 2) How many people can you see now? Describe the man playing the accordion. What are the other people doing? What do you notice about their clothes? What else can you see? (Picture 3) What has Nicky got in her hand? What's the problem? (Picture 4) What are the people doing? What are Nicky and Jim doing? (Picture 5) What are Nicky and Jim doing now? What can they see at the bottom of the lake? (Picture 6) What are they doing now? Where are they going? (Picture 7) Where are they now? What can they see in the old photo? Who is standing behind them? Why are they shocked? (Picture 8) Where are they now? Can you see the village?

### Work with the book n



### Student's Book, page 28, Activity 8

Play Track 1.20. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: Where are they camping? What are they doing? What do they hear? What do they find when they investigate? What are the people doing? What happens? Where are the people going? What can Nicky and Jim see in the middle of the lake? What are they doing the next day? Why do they dive into the water? What do they find under the water?

Why do they go back to the boat? Where do they go next? Where do they go in the town? Can anybody help them? What do they find in the library? Why do they think the man is a ghost? What do Nicky and Jim do? Where is the town? Then ask: Why is the village special? Why do you think it is at the bottom of the lake?

Explain that when people make reservoirs for water they build a dam across a river to make an artificial lake. Villages in the valley are flooded and disappear, except when there is a drought and then we can see the tops of the ruined buildings.

Ask the children if they know of any villages that are under the reservoirs in their region or country.

### **Transcript**



Track 1.20 Story: The mystery in the lake

See page 129.

### **Optional Activity Book** exercises

See page 129.

### **Develop the story**

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

Literacy: phonics ar (arm, stars, dark, are) and ie (night, light, library, find)

Curricular link: Literacy

Resources: CD

#### **PHONICS**

### Retell the story

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

### Work with the book n



### Student's Book, pages 28 and 29, **Reading Activity**

Ask the children to read the story out loud. Assign the characters of Nicky, Jim and the man to three children. Ask different children to read the narrator's lines. Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read each one out loud. Correct the pronunciation where necessary.

#### Student's Book, page 29, Activity 8

Play Track 1.21 to identify the sounds in the words arm (ar) and night (ie). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words: arm and *night* at the top of the columns. Tell the children to copy the columns in their notebooks and classify the words from the list.

Arm (ar): stars, dark, are Night (ie): light, library, find

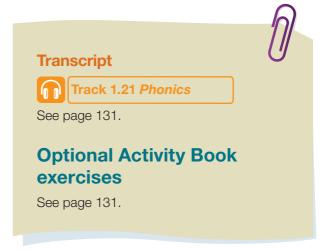
Tell the children to look for more words in the story that have the same sounds. Explain that these sounds can be made by words that have different spellings.

Arm (ar): are, dancing, answer, (scar)

Night (ie): time, dive

Ask the children if they can think of any other words which have these two sounds.

Tell the children to come to the board and write the words from their lists.



### **Develop the story**

Divide the class into groups of five. Assign a character to each child: Nicky, Jim, the man and two narrators. Tell the children to read their story out loud in their groups. Encourage them to act out their roles.

Fick (√) the correct sentend	ces.
1 The children think	the people are from the past because
a) their clothes are	very old fashioned.
b) the date on the p	photograph is 1900.
c) they are very old	
2 The children recogn	
<ul><li>a) he's got an accord</li><li>b) he's got a scar on</li></ul>	
c) he is dancing.	i nis arm.
	nise the village in the photo because
a) the square is the	same shape.
b) the shops are the	e same. $\square$
c) they know the sto	ory of Deenwater
Complete the story summa	ary. Label each part of the story.
Complete the story summa	
Complete the story summa	ary. Label each part of the story.  The mystery in the lake.
Complete the story summa  Fitle:  The main characters:  At the beginning	The mystery in the lake.  Jim and Nicky  Main event
complete the story summative:  The main characters:  At the beginning  The children are camping  They hear  They hear	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake.  They go to another village
Complete the story summaritle:  The main characters:  At the beginning  The children are camping  They hear  people danci	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake.  They go to another village They see an old photo in the
Complete the story summaritle:  The main characters:  At the beginning  The children are camping  They hear music see some people danci Then Nicky's phone ri	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake.  They go to another village They see an old photo in the library  Ithey square is pear the square is they are share share share share share.
Complete the story summa	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake.  They go to another village They see an old photo in the library  They recognise the village because the same share her got a see
Complete the story summa  Title:  The main characters:  At the beginning  The children are camping  They hear music see some people danci Then Nicky's phone ri	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake.  They go to another village They see an old photo in the library  They recognise the village because the same share her got a see
Complete the story summa  Title:  The main characters:  At the beginning  The children are camping They hear music see some people danci Then Nicky's phone ri and the people disapp  Ending  They run to their b	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake.  They go to another village They see an old photo in the library the square is pear  They recognise the village because the same share he's got a scar Then they recognise the man because on his arm
complete the story summaritle:  The main characters:  At the beginning  The children are camping  They hear music see some people danci Then Nicky's phone ri and the people disapp  Ending  They run to their b	The mystery in the lake.  Jim and Nicky  Main event  The children find a village in the lake They go to another village They see an old photo in the library the square They recognise the village because the same sha he's got a some some share they are the same share for a some share they are they recognise the man because on his arr



Draw the children's attention to how the characters in the story behave when faced with a puzzling and mysterious situation. Help them to understand the importance of independent research.

UNIT 3 LESSON 4 OPTIONS

### **Activity Book**

### Page 28, Activity 7

Say: Open your Activity Books at page 28. Look at Activity 7. Read the first sentence out loud and the two options. Ask: Which one is correct? SS: Their clothes are very old fashioned.

Repeat the procedure for the other sentences and possible answers and ask the children to answer orally.

Tell the children to tick the correct options in their Activity Books.

### **Activity Book**

#### Page 28, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Tell the children to look carefully at the story summary. Ask: What's the title of the story? Who are the main characters?

Say: At the beginning of the story, the children are camping. Where are they camping? SS: By a lake. T: They hear... What do they hear? SS: Music.

Continue completing the story summary orally and asking the children to provide the missing text.

Tell the children to complete the summary in their Activity Books.

Ask volunteers to read the story summary out loud.

#### Resources

Multi-ROM Unit 3, Story

#### **Transcript**



### Track 1.20 Story: The mystery in the lake

**Narrator:** Jim and Nicky are camping by a lake. It's night time and they are looking at the stars. Suddenly, they hear music.

Nicky: Where's it coming from? Jim: I don't know. Let's find out.

**Narrator:** They walk towards the music. There are lots of people. They are playing instruments and dancing. They're all wearing strange clothes. Suddenly, Nicky's phone rings.

Jim: Shhh!
Nicky: Sorry!

**Narrator:** Nicky and Jim run to the lake. The people are disappearing into the water. After a few minutes there is only a dim light in the middle of the lake.

Jim: What are they doing?

Nicky: They're walking into the lake!

**Narrator:** The next day, Nicky and Jim are sailing on the lake. Suddenly, they see something in the water. They dive into the water to investigate. They find lots of old buildings. But the water is very cold and it's getting dark.

Nicky: Let's sail to that village over there.

Jim: Maybe somebody knows about this village.

**Narrator:** They go to the Town Hall, the shop and the police station. But nobody can answer their questions. Then they find the library. There's an old photo on the wall.

**Jim:** That's the village in the lake! And look at that man's arm!

Nicky: That's impossible! Look at the date on the photo.

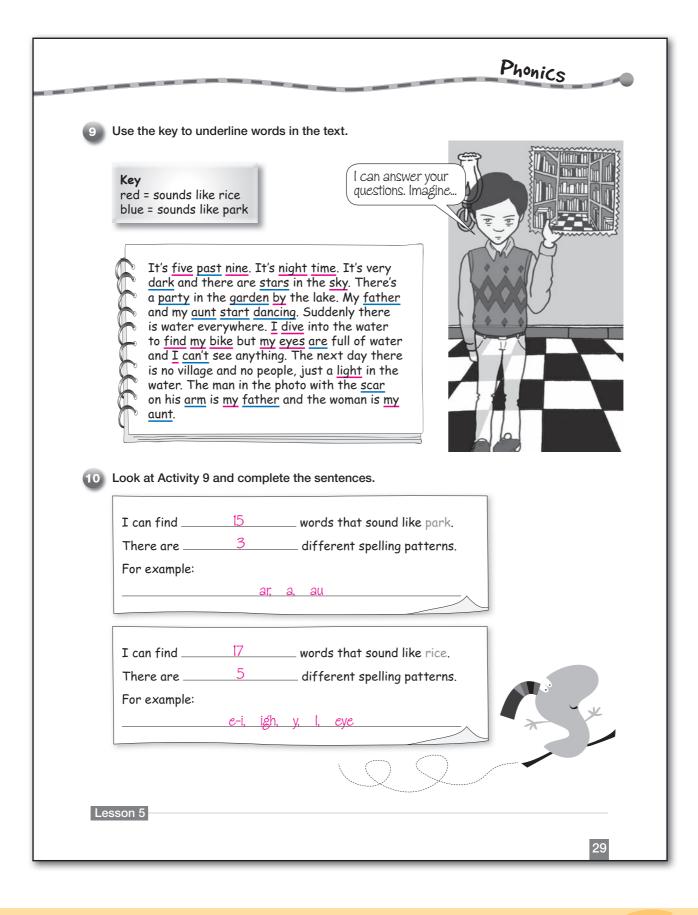
Scarred man: Hello. Can I help you?

Nicky and Jim: Aargh!

**Narrator:** Nicky and Jim run quickly back to their boat. They turn to look at the village but... there isn't a village

**Jim:** I don't believe in ghosts, but I'm scared!

Nicky: Me too!





Remind the children that there are various ways to spell the same sound in English.

### Page 29, Activity 9

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

Say: There are two different sounds here, rice and park. Emphasis the vowel sounds as you read the words. Ask volunteers to take turns reading sentences from the text. After each sentence, stop and ask: Are there any words that sound like rice? Are there any words that sound like park?

Say: Now read the text again and use the key to underline the words.

### **Activity Book**

#### Page 29, Activity 10

Say: Now look at Activity 10.

Tell the children to count the words they have underlined in blue, and complete the sentence.

Then say: Look carefully at the words underlined in blue and write some examples of the spelling patterns.

Repeat the procedure for the words underlined in red.

Ask volunteers to come and write the examples of the spelling patterns on the board.

### **Grammar and Writing Booklet**

#### Page 14, Activity 4

Say: Now look at Activity 4. Prepare your writing task. Tell the children to look at Unit 3 in their Student's Books, and to choose a picture. The children work individually to write a title for their picture and write the opening line for their essay.

#### Page 14, Activity 5

Say: Now look at Activity 5. Read the sentences. Read the first sentence aloud. Ask: What word comes after the verb to be? SS: Coming. Tell the children to read the sentences, look for the verb forms is and are, and to underline the next word. Tell the children to look at the underlined words and ask: Which letters do these words end in? SS: -ing. Tell the children to complete the sentence in their Grammar and Writing Booklets.

#### Page 14, Activity 6

Say: Now look at Activity 6. Tell the children to write a rough draft for their essay.



### Let's play!

#### Sound pairs

Write the following words on the board, writing the underlined letters in red: stars, light, brain, robot, three, eagle, ball, dark, find, lake, throw, walk. Put the children into teams, and tell them to put the words into pairs according to their sounds. The first team to finish wins. Write the correct pairs and the sound on the board for the children to copy: ar (stars and dark); ie (light and find); ai (brain and lake); oa (robot and throw); ee (three and eagle); or (walk and ball).



#### Resources

**Multi-ROM** 

Unit 3, Phonics

### **Transcript**



Track 1.21 Phonics

ar arm ie night

stars dark light library are

find

Understanding that people change the environment.

Curricular link: Geography

### **Language Objectives**

**Vocabulary:** windmill, dam, factory, bridge, well, power station; uglier, cleaner, noisier, busier, quieter, more polluted, more modern, more useful, more beautiful, more natural

**Structures:** Are they building a dam? Yes, they are. No, they aren't. I think the scene is (uglier) with the buildings. I don't agree. I think it's more (beautiful).

**Resources:** Unit 3 cut-outs (or Teacher's Resource Book, page 11, one photocopy per child)

#### How people change the environment

#### **Presentation**

Ask the children questions about their city or town, for example: How do you think our (city) is changing? Is it getting bigger or smaller? Is it more modern now? Is it more polluted? Is it cleaner? It is noisier?

Encourage them to give reasons for their answers. Ensure that they understand that not all changes are either positive or negative, there is a mixture.

#### Work with the book

### Student's Book, page 30, Activity 9

Say: Open your books at page 30. Point to the picture and ask: Can you see any natural features here? What are they? SS: A river and a mountain.

Then say: People change natural landscapes. Let's see how they do it.

Tell the children to find their cut-outs for Unit 3. (Alternatively, hand out the photocopies.)

Tell the children to choose and cut out four pictures and place them on the scene.

Ask individual children questions: Are they building a dam in your picture?

Next, tell the children to work in pairs and to take turns asking and answering questions until they have reproduced their partner's picture.

#### Student's Book, page 30, Activity 10

Ask: Is the scene more beautiful with the buildings or is it uglier? What do you think?

Explain that in this activity we are giving our opinion and we can disagree with each other.

Say: Look at the adjectives in the box. Let's use these words to compare the scenes. I think the scene is uglier with the buildings. What do you think? Do you agree? Encourage a volunteer to answer, and then offer another opinion using the next word in the list. Another child answers, and so on.

Finally ask for a show of hands: Who thinks the scene is (uglier) with the buildings? Why?

Encourage the children to give reasons for their opinions.



# Optional Activity Book exercises

See page 135.

#### **Practice**

#### **Continuous assessment**

Children can name natural and artificial elements of a landscape.

Write the following on the board: *Protected natural area*. Ask: *Can you name any protected natural areas in our region/country?* 

Why are they protected?

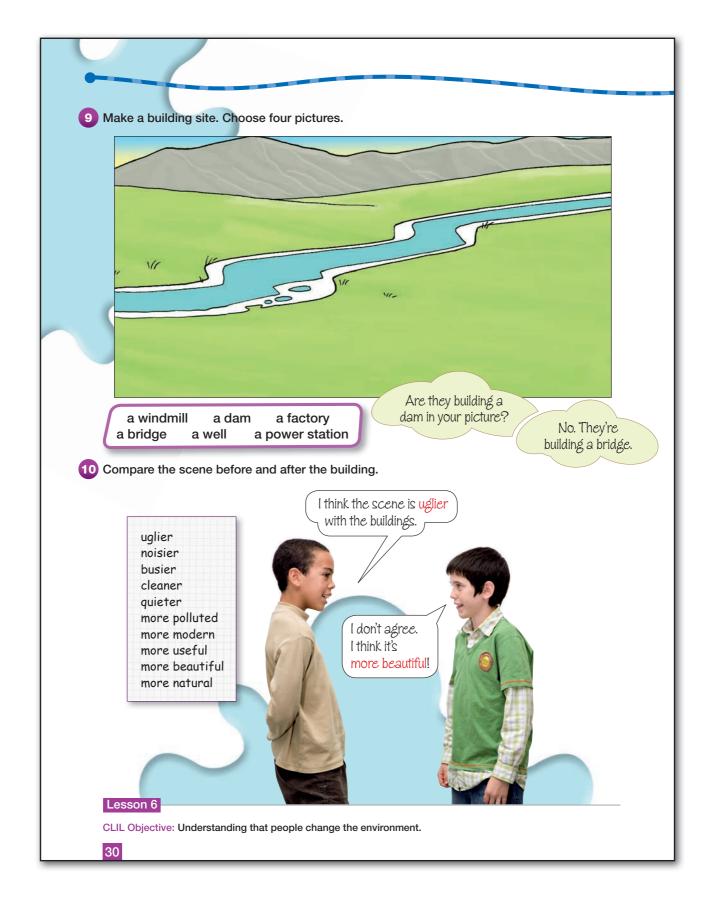
Explain that natural areas are protected because of their fauna, flora or sometimes natural features like rocks and mountains, and often for all three reasons.

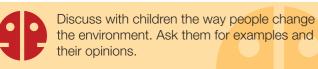
Ask: Can we build roads there? (Sometimes.) Can we build airports there? Can we build factories there? (No.) Why not?

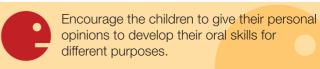
**Project Quest:** Can you find the map symbols for three of these things?

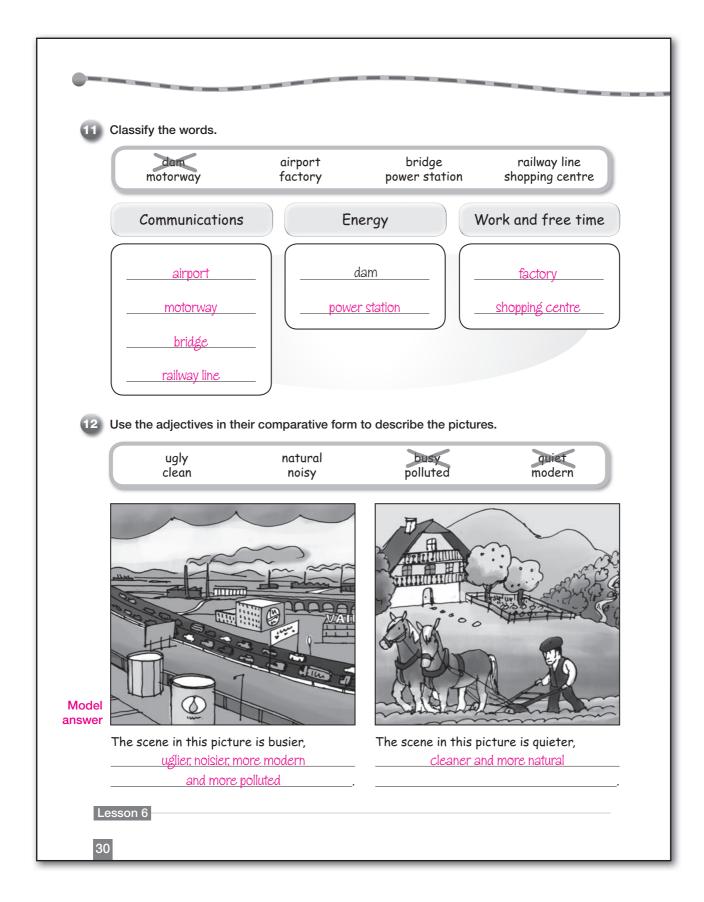
Write the following on the board: a windmill, a dam, a power station, a factory, a bridge, a well.

Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.











Children review the use of the comparative in order to compare a landscape before and after the building of new structures.

### Page 30, Activity 11

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

Write the following words on the board: dam, factory, airport, motorway, shopping centre, power station, railway line, bridge.

Say: These are all examples of things we build on the landscape. But we build things for different reasons. Ask a volunteer to come and circle the things we build for communications. Repeat the procedure for energy, work and free time.

Tell the children to classify the words in their Activity Books.

### **Activity Book**

#### Page 30, Activity 12

Say: Now look at Activity 12.

Ask a volunteer to use the words to compare scene 1 with scene 2.

Repeat the procedure comparing scene 2 with scene 1. Tell the children to write the descriptions in their Activity Books.

Ask volunteers to read their texts out loud.

### **Grammar and Writing Booklet**

#### Page 15, Activity 8

Say: Look at Activity 8. Tell the children to look at their rough draft and circle their mistakes. Then tell them to work in pairs, and classify their mistakes according to the model.

#### Page 15, Activity 9

Say: Now look at Activity 9. Look at your rough draft and do the tasks. Tell the children to choose four mistakes and write the correct sentences.

#### Page 15, Activity 10

Say: Now look at Activity 9. Make your work better. Tell the children to complete the chart with all the nouns in their work, and then to think of a good adjective to describe each noun and make it more interesting. The children write the adjectives in the chart, next to the nouns.



### Let's play!

#### Flash!

Hold up a flashcard from Unit 3 and turn it around very quickly so that the children only get a quick glimpse of it. Repeat it a bit more slowly until the children guess which one it is. The child who guesses first can come to the front of the class and repeat the procedure with another flashcard. Repeat the procedure until all the flashcards have been guessed.



#### Resources

**Teacher's Resource Book** *Extension 2*, page 44

Multi-ROM

Unit 3, Grammar 2

Understanding sustainability.

Curricular link: Geography

### **Language Objectives**

Vocabulary: windmill, dam, factory, bridge, well, power station, wall, car park, school, road, railway Structures: They're building a well. They aren't building a car park. It's near a (river). It's surrounded by (trees). It's high up.

Resources: CD

#### SUSTAINABILITY

#### **Presentation**

Explain that some people prefer to live in small communities in the countryside. They live in ecological communities.

Ask the children if they know of any villages or communities like this (eco-communities or eco-villages).

Ask: How do you think these people make their electricity? Where do they get their food from? Do the children go to school? Where do the adults work? What do you think of this way of life? Would you like to live like this?

#### Work with the book

#### Student's Book, page 31, Activity 11

Say: Open your books at page 31. Look at Activity 11. Say: Look at the map.

Ask a volunteer to read the email out loud.

Tell the children to read the email again very carefully and find the place on the map.

Divide the class into two groups. Assign a colour to each group, blue or purple. Tell the children to write a description of the location of the village according to their colours. Ask volunteers to read their descriptions out loud. The rest of the class guess which village it is.

### Student's Book, page 31, Activity 12

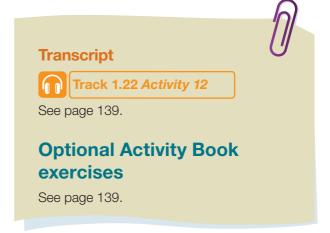


Say: Look at Activity 12.

Explain that they are going to listen to an interview with Daniel, describing the work they are doing in the eco-village where he lives.

Play Track 1.22. The children listen and point to the pictures.

Play Track 1.22 again. Ask: So, what are they building in the eco-village? SS: They're building a well and a dam... Tell the children to work in pairs and talk about the pictures.



#### **Practice**

Explain that some eco-villages are built in abandoned villages. People left these villages many years ago. Ask: Do anybody's grandparents live in a small village? Were your parents born there? Why do people leave small villages? Is there any work? What kind of work? Do people live well in small villages? Why? Why not? Encourage the children to think of positive and negative aspects of life in a small village. You can make a note of their suggestions on the board.

Project Quest: Find an aerial map of an island. Write the task on the board. Tell the children to find a map and keep it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

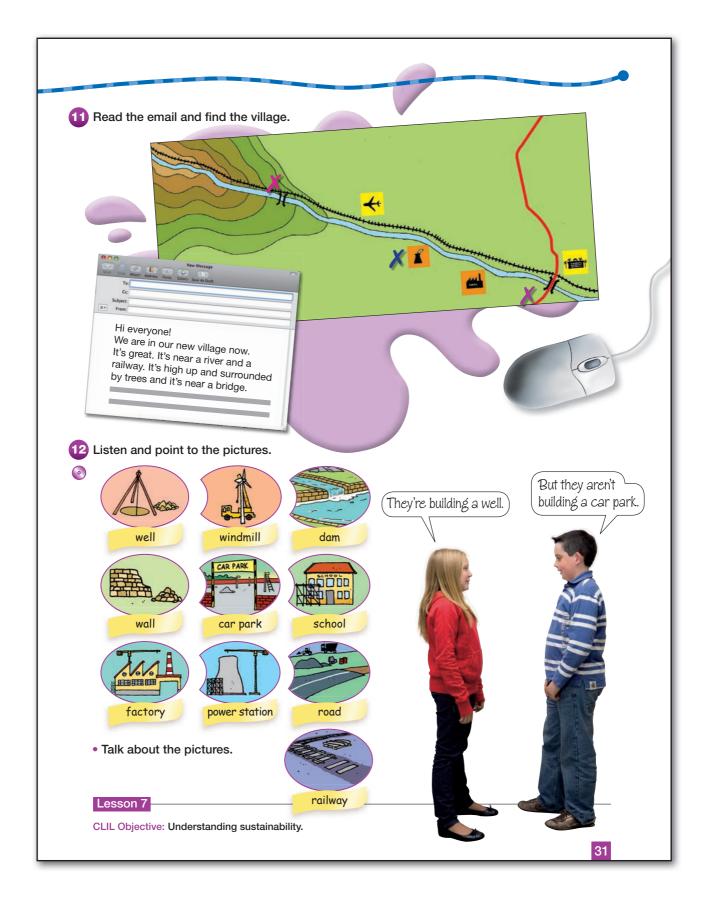
#### **A**NSWER KEY

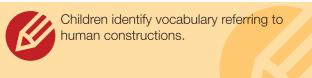
Student's Book, Activity 11

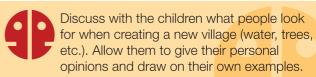
The red cross marks the village.

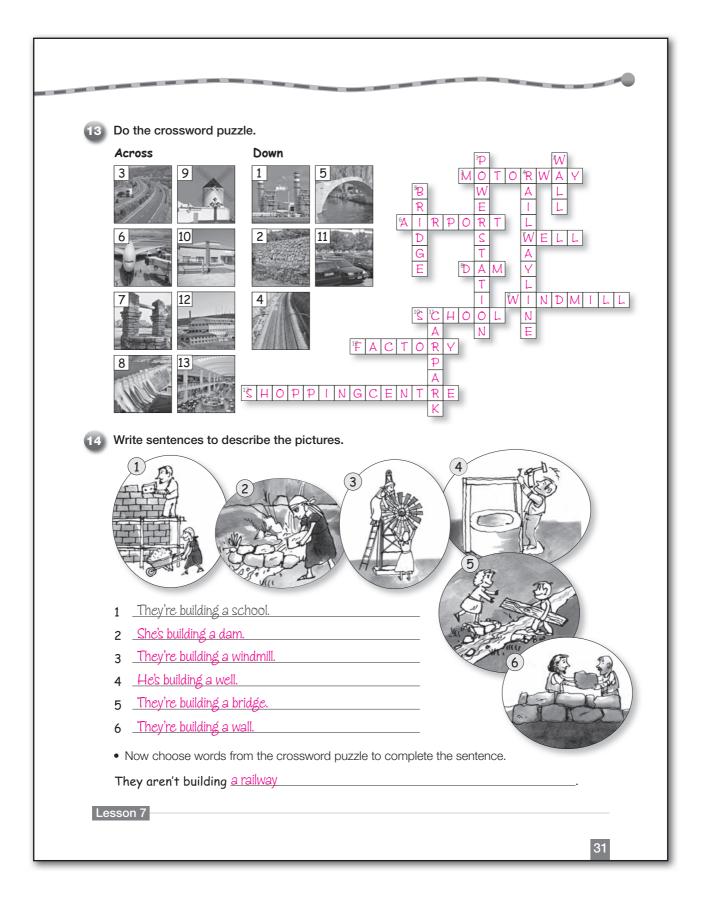
Student's Book, Activity 12

See Transcript, page 139.











Children review vocabulary relating to the building of new structures.



### Page 31, Activity 13

Say: Open your Activity Books at page 31. Look at Activity 13.

Ask the children to identify the objects in the pictures. Tell the children to complete the crossword puzzle.

### **Activity Book**

#### Page 31, Activity 14

Say: Now look at Activity 14.

Point to the first picture and read the completed sentence. Ask volunteers to complete the other sentences orally to describe the pictures.

Tell the children to complete the sentences in their Activity Books.

Read the final sentence out loud and ask the children to complete it with words from the crossword puzzle.

Tell the children to complete the sentence in their Activity Books.

### **Grammar and Writing Booklet**

#### Page 16, Activity 11

Say: Look at Activity 11. The children complete the grammar summary with the comparative form of the adjectives and the present continuous verb form. Copy the tables onto the board. Ask the children to call out their answers and write them in the correct columns.

#### Page 16, Activity 12

Say: Now look at Activity 12. The children photocopy their picture and glue it in the frame. Tell them to choose some new adjectives and write a final, clean copy of their essay including their corrections.



### Let's play!

#### Matching

Stick the picture flashcards and word flashcards for Unit 3 on the board at random. The children take turns to come to the board and match the words with the pictures.

### Resources

Multi-ROM

Unit 3, Vocabulary 2



#### **Transcript**



Track 1.22 Activity 12

**Interviewer:** Today we are talking to Daniel. He lives with his family in a new eco-village. Can you tell us about your experience, Daniel?

**Daniel:** Yes, of course. We are building our eco-village at the moment.

**Interviewer:** What exactly are you building? **Daniel:** We are building a well and a dam.

**Interviewer:** Why are you doing that?

Daniel: We need water for our vegetable garden and for

our houses.

**Interviewer:** I see. Anything else?

**Daniel:** Yes. We're building some walls around the vegetable garden to keep the animals out. They like eating the vegetables!

Interviewer: Ha ha! What else are you building?

**Daniel:** We're building a windmill because we need electricity.

**Interviewer:** What about a school? Have you got a school in the village?

**Daniel:** We're building the school at the moment. All the children are helping.

Interviewer: That's very interesting. Thank you, Daniel.

Understanding scale, relief lines, co-ordinates and map symbols.

Curricular link: Geography

### **Language Objectives**

**Vocabulary:** map, represent, information, power station, bridge, dam, airport, marsh, cave, station, hospital, shopping centre, railway, road, hill

**Structures:** What is the (highest) point? Where is (Poppy Hill)? What can you see at (D3)? How high is the airport?

**Resources:** CD; poster (side B) Materials: large sheets of white paper

#### Speaking Project: Map reading

### **Presentation**



Read the project title out loud: Map reading.

Write the Project Quest questions on the board. Ask: How many people have found the answers to the guestions? The children raise their hands. Ask volunteers to say their answers. Make a note of their answers under the auestions.

Explain: Map reading is a very important skill. We can get lots of information from a map, and we can find our way. Show the children the poster (side B).

Point to the grid and the reference letters and numbers. Explain that this is how we find things on a map.

Call out references and ask volunteers to come to the map, and say what features they can see.

Call out features and ask volunteers to come and find them on the map, and give the references.

Point to the relief lines and explain that these tell us the height of the land.

Ask two children to come to the poster and say: Find the highest/lowest point on the map.

### Work with the book In



### Student's Book, page 32, Activity 13

Say: Open your Student's Books at page 33. Look at Activity 13.

Read the introductory text out loud.

Say: Now let's listen and answer the questions.

Play Track 1.23. The children listen and point to the features on the map.

Play Track 1.23 again. Stop the recording after each question and tell the children to raise their hands to answer.

### Student's Book, page 32, Activity 14

Say: Now look at Activity 14.

Say: Let's look at the map and answer these questions. Read the first question out loud. Ask a volunteer to answer.

Repeat the procedure for the other questions.

Tell the children to work in pairs and write two other questions about the map.

Ask volunteers to read their questions out loud and the rest of the class to answer.

### **Transcript**





See page 143.

### **Optional Activity Book** exercises

See page 143.

#### **Practice**

Tell the children to prepare all the information they have gathered on their tables.

Ask questions about the information they have gathered.

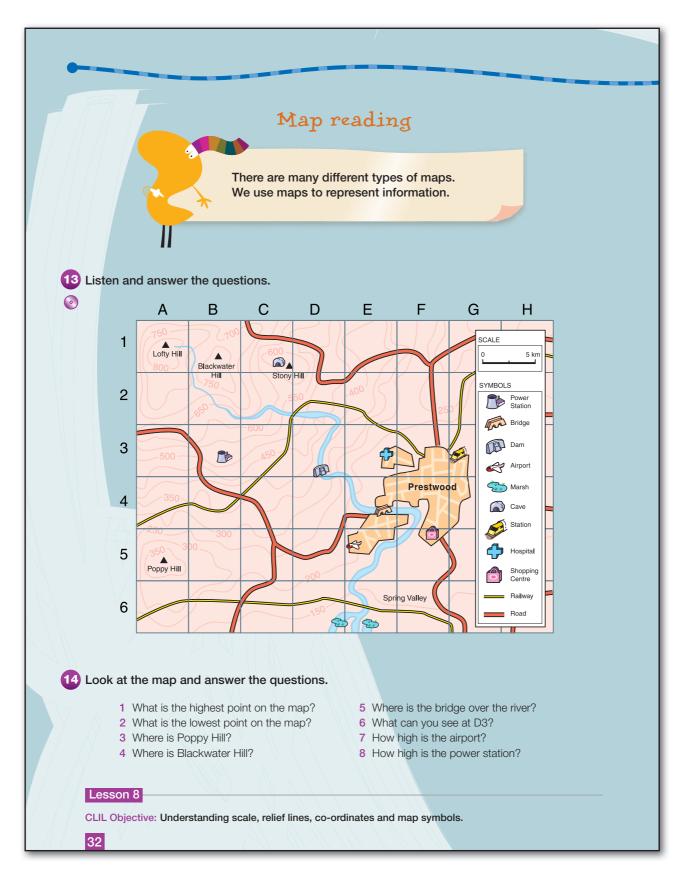
#### **A**NSWER KEY

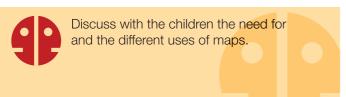
#### Student's Book, Activity 13

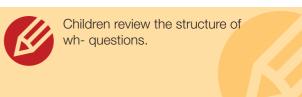
See Transcript, page 143.

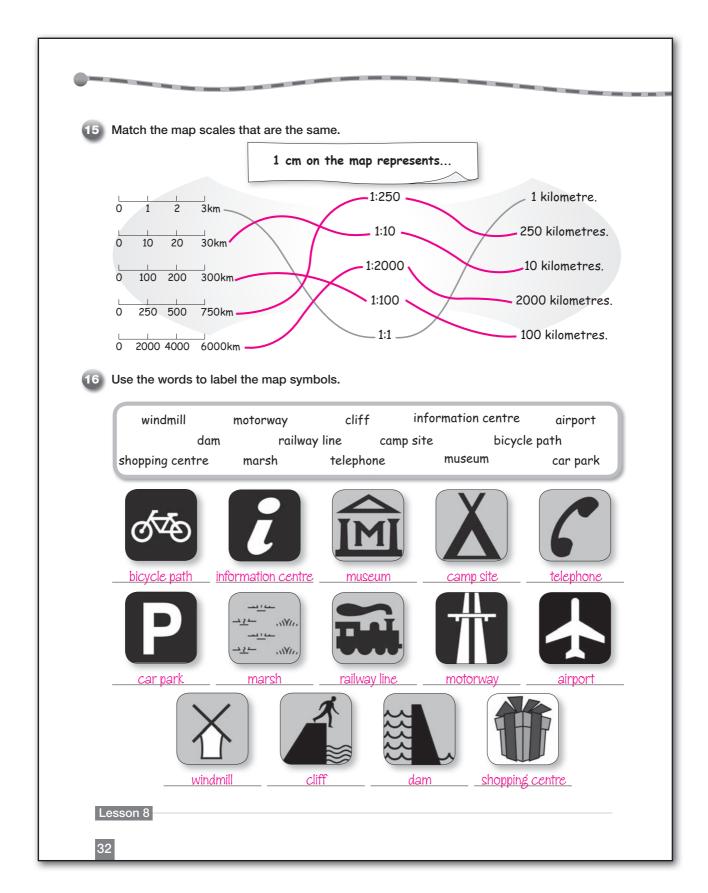
#### Student's Book, Activity 14

1 Lofty Hill; 2 Spring Valley; 3 A5; 4 B1; 5 E4; 6 the dam; 7 200m; 8 500m











Children learn about the elements of a map and how to read a map key.

## Page 32, Activity 15

Say: Open your Activity Books at page 32. Look at Activity 15.

Write the different scales on the board. Point to the first one and say: Look, this means that 1 cm on the map represents 250 kilometres.

Ask volunteers to interpret the other scales in the same way.

Tell the children to match the scales that are the same.

## **Activity Book**

#### Page 32, Activity 16

Say: Now look at Activity 16.

Ask: What is the first symbol? Repeat the procedure for the other symbols.

Tell the children to label the map symbols in their Activity Books.



## Let's play!

#### **Finger tips**

The children work in pairs. Display the picture flashcards from Unit 3 on the board. The children take turns to 'draw' one of the objects in the air, while their partner tries to guess which flashcard it is.



#### Resources

**Multi-ROM** 

Unit 3, Vocabulary 1

#### **Transcript**



Track 1.23 Activity 13

You are at the airport. Go six kilometres north and then two and half kilometres west. Where are you now?

You are at the shopping centre. Go 10 kilometres south and 5 kilometres west. Where are you now?

You are at the power station. Go seventeen and a half kilometres east. Where are you now?

You are at the bridge. Go ten kilometres east and 5 kilometres north. Where are you now?

You are at Poppy Hill. Go seventeen kilometres north and twelve kilometres east. Where are you now?

Using maps to locate places and objects.

**Curricular link:** Art; Geography

## **Language Objectives**

**Vocabulary:** map, treasure, power station, bridge, dam, airport, marsh, cave, station, hospital, shopping centre, railway, road, hill, windmill, well, factory, school, river, mountain, lake, beach

**Structures:** There is a power station. Start at the power station and walk two kilometres north.

Resources: poster (side B)

Materials: large sheets of white paper, felt tip pens

## Student's Book, page 33, Activity 16

Say: Look at Activity 16.

Tell the children to choose a place on their maps and draw a red cross to mark the place where the treasure is hidden. Tell the children to write clear instructions in their notebooks for finding the treasure on their maps using the model in the Student's Book.

The children can then work in pairs, and read out the instructions for their partner to find the treasure.

# **Optional Activity Book** exercises

See page 147.



#### SPEAKING PROJECT: USING MAPS

## **Presentation**



Draw the children's attention to the poster. Focus on the symbols. Explain that there are many different types of symbols but the important thing is that they should be clear and obvious.

Say: Today we're going to make a treasure map.

Brainstorm the elements on the map that the children can use.

Start by asking them to name natural geographical features and write their suggestions on the board: *river, mountain, lake, beach, marsh, valley, cliff, island, cave.* 

Then brainstorm artificial elements: power station, railway line, station, hospital, school, car park, windmill, dam, airport, bridge, road, motorway, shopping centre.

Then say: All maps need a reference grid. Remind them to draw lines and write the numbers down the left hand side.

draw lines and write the numbers down the left-hand side and letters across the top. Point to the references on the map on the poster.

Say: And finally, all maps need a scale. Point to the scale on the map on the poster.

#### **Practice**

Collect all the maps and display them on the walls of the classroom.

Collect all the instructions, shuffle them and hand them out again.

The children walk around the classroom looking at the maps. They match their instructions to the correct map. Once they find their map they can attach the instructions to the bottom.

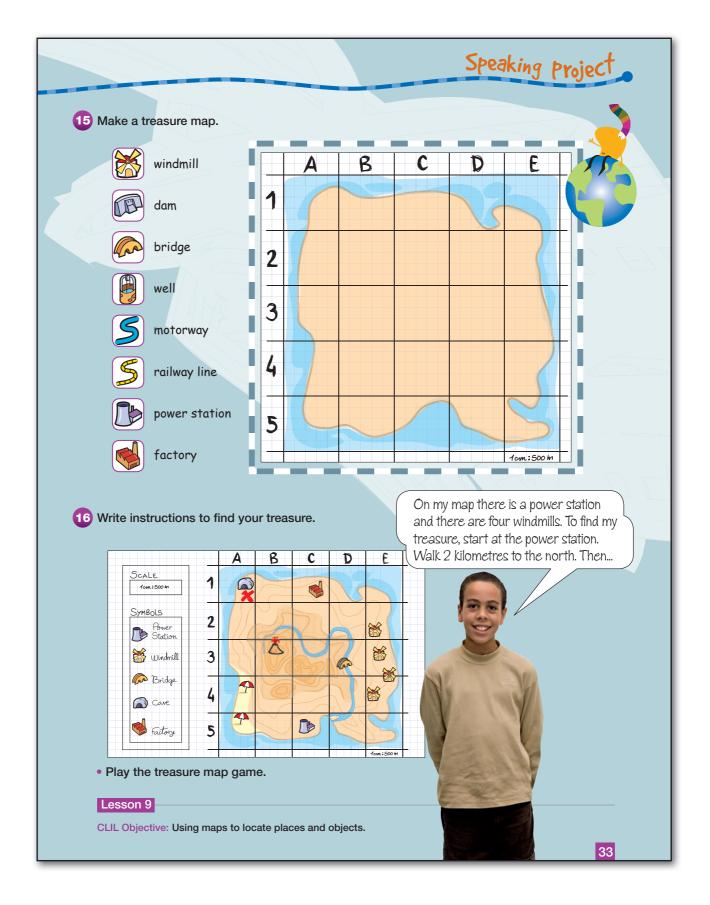
## Work with the book

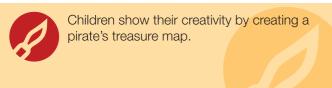
#### Student's Book, page 33, Activity 15

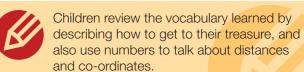
Say: Open your Student's Books at page 33. Look at Activity 15.

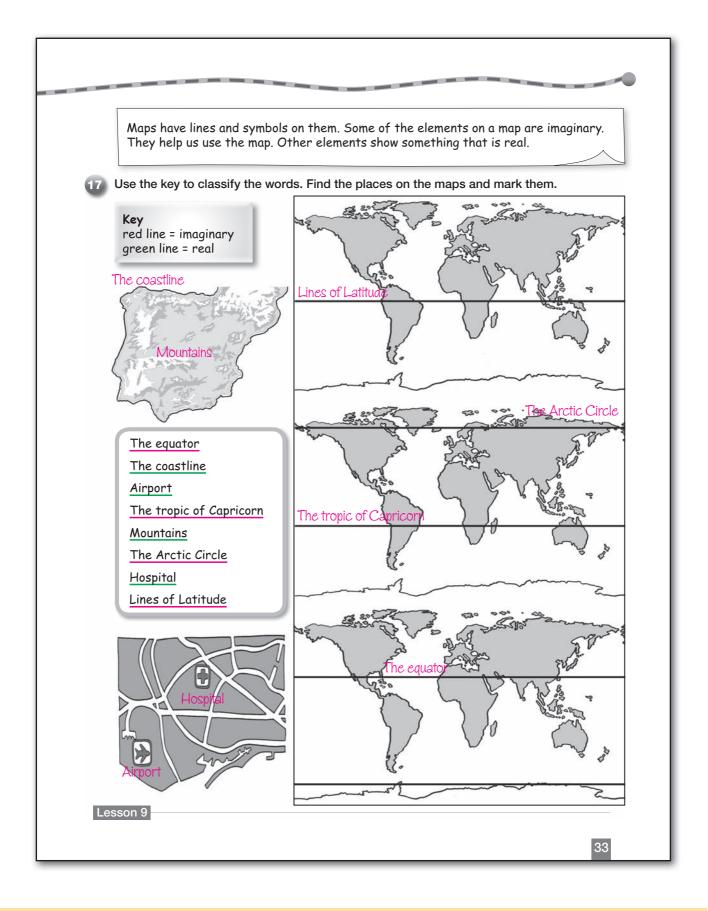
Hand out the materials. Tell the children to draw a map following the model in the Student's Book. They should choose a different shape for their islands.

Tell the children to decide on the natural and artificial features, draw them on their maps and make a key.











Children review map elements.

## Page 33, Activity 17

Say: Open your Activity Books at page 33. Look at Activity 17.

Read the introductory text out loud. Point to the map on the poster (side B) and ask the children to name the real elements. These are things marked on the map which are *really* there. Point out that these are given by the key. Then ask: *Now what are the imaginary elements?* Explain that these are things which are not actually in the real world but they help us interpret the map, for example: the relief lines, the reference grid, the scale.

Explain that in world maps there are other imaginary elements.

Say: Now look at the map on page 33. Which elements are real? Which elements are imaginary?

Tell the children to use the key to classify the elements in the list.

Ask volunteers to read their categories out loud and discuss their answers.



## Let's play!

#### **Picture memory**

The children work in groups. Display the poster, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the items they can remember from the poster. The group with the longest list wins.



#### Resources

#### DVD

Unit 3, Episode 3

**Teacher's Resource Book** *DVD worksheet*, page 27

Assessment.

Curricular link: Geography

## **Language Objectives**

All language from Unit 3.

**Resources:** CD; poster (sides A and B); poster pop-outs

#### **REVIEW**

## Let's remember!





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

Show the children the poster (side A) and hand out the pop-outs.

Ask volunteers to come to the board and label the map. Then ask: Do you remember the song about Eve's grandad's house?

Play **Track 1.18** and sing the song with the children. Finally, show the children the poster (side B) and ask them questions about the map: What are these lines for? What does this symbol mean? Where is the (lake)? Which is the (highest) point? Where is the (forest)? What can you see at (C4)?

#### Work with the book

#### Student's Book, page 34, Activity 17

Say: Open your Student's Books at page 34. Look at Activity 17.

Say: Look at the two pictures. They show the same landscape but one is from 1950 and the other from 2010. Let's see how the landscape has changed.

Ask questions, using the model in the Student's Book. Tell the children to work in pairs and take turns asking and answering questions about the changes.

## Student's Book, page 34, Activity 18

Say: Now look at Activity 18.

Read and explain the instructions for playing the game. Tell the children to work in pairs and take turns asking and answering questions using the model in the Student's Book, until they have reproduced their partner's map.

## **Transcript**



Track 1.18 Song: The sea is getting closer

See page 119.

## Optional Activity Book exercises

See page 151.

## Round up

Tell the children to find their own treasure maps on the walls of the classroom.

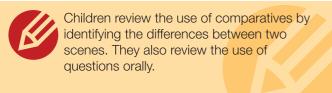
They then choose another place to hide the treasure, but this time without marking it on the map. Instead they make a note of the reference points in their notebooks.

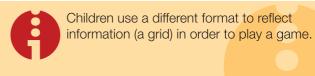
They then write instructions to find the treasure and hand them to a partner.

The children read the instructions, look at the map and draw a cross where they think the treasure is hidden. Finally, the children check their answers with their partner's reference.









Natural elements  mountains island sea  valley river forest  marsh lake beach cave cliff volcano  Elements in					
marsh lake beach cave cliff volcano	<u> </u>			เรเลทน	mountains
beach cave cliff volcano			forest	river	valley
cliff volcano				lake	marsh
				cave	beach
Elements in				volcano	<u>cliff</u>
dampower station motorway					
well factory railway line	—		·	,	1
<u>windmill</u> <u>school</u> <u>car park</u>					1
all	—		<u>hospital</u>	shopping centre	wall
			<u>road</u>	airport	<u>bridge</u>
					ite the opposites.
bridgeairport road				**	
		narrower	wider	<u>smaller</u>	3ger



Children review the difference between artificial and natural elements of the landscape.



## Page 34, Activity 18

Say: Open your Activity Books at page 34. Look at Activity 18.

Ask: Can you name an example of a natural element in the landscape? Now can you name an artificial element? Tell the children to look through their books and complete the lists.

Ask volunteers to read their lists out loud and compare.

## **Activity Book**

#### Page 34, Activity 19

Say: Now look at Activity 19.

Ask: What's the opposite of bigger? SS: Smaller.

Repeat the procedure for the other comparative adjectives. Tell the children to complete the comparative adjectives in their Activity Books.



## Let's play!

#### **Memory chain**

The children sit in a large circle. Start the game by saying a sentence: On the pirate's treasure map, there is a cave. The first child repeats the sentence, and adds an item: On the pirate's treasure map, there is a cave... and a volcano. The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.



#### Resources

## Teacher's Resource Book

Unit 3 Test, pages 99 to 100



See Transcript Track 1.24

#### **Assessment criteria**

## **CLIL Objectives**

Children can identify the natural and artificial elements in a landscape.

Children can distinguish between fast and slow, natural changes to the landscape.

Children can read a map using a reference grid, scale and relief lines.

Children understand the concept of sustainability and human changes to the landscape.

## **Language Objectives**

Children can name natural and artificial elements in a landscape.

Children can describe the effect of a volcanic eruption and water erosion.

Children can compare different landscapes.

Children can give and understand instructions for finding objects on a map.

#### **Transcript**



#### Track 1.24 Unit 3 Test. Activity 1

**Eve:** My grandad lives on the edge of a cliff. The landscape is changing very slowly. The cliff is getting smaller and the beach is getting wider. The path from my grandad's house to the cliff is getting shorter and the steps down to the beach are getting narrower. The cave at the bottom of the cliff is getting bigger and the river that goes into the sea is getting longer.

## **GROWING FOOD**

## Properties of material

## **CLIL Objective**

Identifying the key elements of a healthy daily diet.

Curricular link: Science

## **Language Objectives**

Vocabulary: fruit, vegetables, cereals, meat, fish, apple, orange, strawberry, grapes, beans, carrots, lettuce, potato, rice, cake, egg, pasta, bread, biscuits, fruit salad, apple pie, hamburger, tuna pie, carrot cake, omelette, tomato soup

Structures: How often do you eat (fruit)? I eat (apples) every day.

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

#### **Growing Food**

## **Presentation**



Display the poster (side A) on the board.

Hold up the pop-outs one by one and ask: What's this? What are these? Ask the children to name the items. Write the following words on the board (in random order): oranges, carrots, grapes, biscuits, beans, rice, apples, pasta, bread, strawberries, lettuce, potatoes, tomatoes. Choose three different colours and ask three children to come to the board. Give each volunteer a different coloured board pen and assign a category to each one: fruit, vegetables and cereals. Ask the children to find and circle the food for their category. Leave the words on the board for the next activity.

## Work with the book



## Student's Book, page 35, Activity 1

Say: Open your books at page 35. Look at Activity 1. Play Track 1.25. The children listen to the song. Ask three children to come to the board, and assign each volunteer a food group: fruit, vegetables or cereals. Play Track 1.25 again. The children point to the food groups as they hear them.

Play Track 1.25 again. Pause the CD after each verse. The children call out the missing words.

Ask: What other kinds of fruit do you know? Write the children's suggestions on the board.

Repeat the procedure for vegetables and cereals.

#### Student's Book, page 35, Activity 2

Say: Now look at Activity 2.

Remind the children that all through this book, they are

going to help Sam and Eve with their projects and they are going to research the questions (at home and in class) and write down the information they find.

Read the email out loud and write the categories on the board. Say: Look at the dishes in Eve's email. Can you classify them?

Ask volunteers to come to the board and classify the dishes. Some of the dishes can be classified into more than one category.

Then say: Now work together in pairs and think of another dish for each category. Ask the children to come to the board and write their suggestions. Leave the suggestions on the board.

## **Transcript**



Song: How often do you eat fruit?

See page 155.

## **Optional Activity Book** exercices

See page 155.

#### **Practice**

#### Continuous assessment

Children can name food items and dishes.

Tell the children to look at the suggestions they wrote on the board.

Point to one of the dishes and say: Mmm! (Fish soup) is my favourite (fish dish).

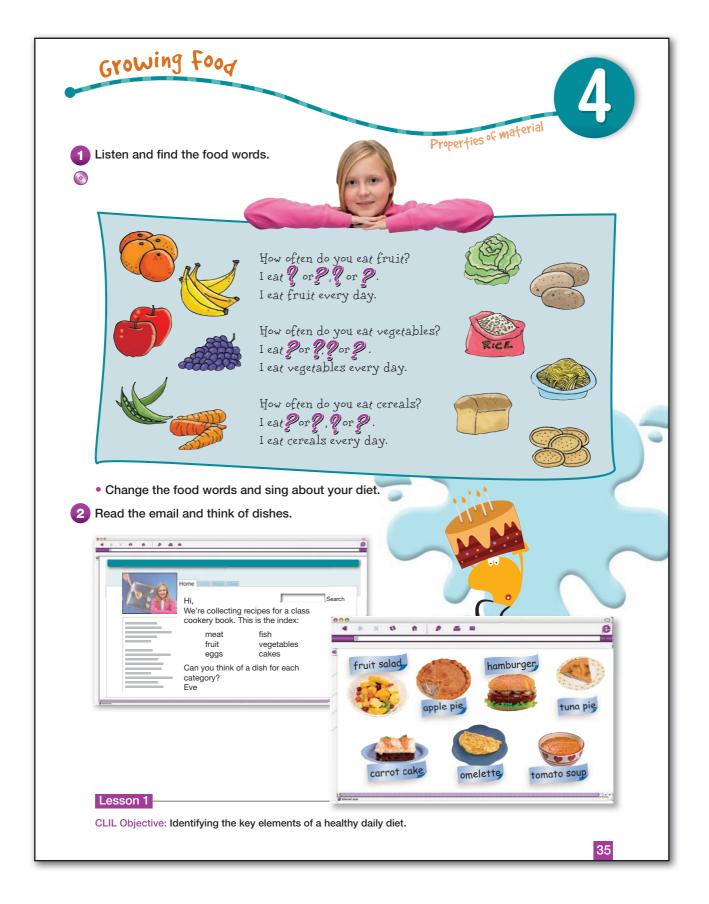
Hold a class vote for the favourite dish from each category.

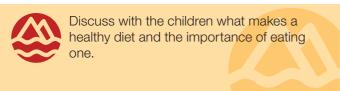
#### **A**NSWER KEY

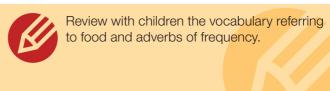
Student's Book, Activity 2

meat: hamburger fish: tuna pie

**fruit:** fruit salad vegetables: tomato soup eggs: omelette cakes: carrot cake







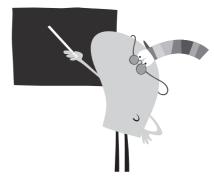
## Growing food



Find and classify 12 food words.

a		е	†	†	Ц	С	e
þ	0	†	а	†	0	е	S
р	У	S	t	9	b	h	0
I	n	p	q	r	i	m	r
e	f	e	p	а	S	†	a
S	b	а	b	р	С	r	n
w	r	S	р	e	u	i	9
9	e	r	b	S	i	С	e
C	а	r	r	0	†	S	s
k	d	i	e	b	S	d	r
j	r	i	С	e	t	а	u
6	а	n	а	n	а	S	e

Cereals	Fruit	Vegetables
pasta	oranges	lettuce
rice	grapes	potatoes
bread	bananas	carrots
biscuits	apples	2ssq



2 Write about your diet. Student's own answers

I eat	_ every day.
I eat	_ once a week.
I eat	_ twice a week.
I eat	_ 3 times a week.
I eat	_ times a week.
I never eat	·

My favourite pudding is \_\_\_\_\_.

My favourite fish dish is \_\_\_\_\_.

My favourite meat dish is \_\_\_\_\_.

My favourite vegetable dish is \_\_\_\_\_.

Lesson 1

35



The children play a game to reinforce their knowledge of the different food groups and the importance of having a balanced diet.



## Page 35, Activity 1

Say: Open your Activity Books at page 35. Look at Activity 1.

Tell the children to find twelve food words.

Ask volunteers to say the words they have found.

Then tell the children to classify the words.

When they have finished, ask volunteers to read their lists out loud.

#### Page 35, Activity 2

Say: Now look at Activity 2.

Say: I eat (bread) every day. What about you? The children raise their hands.

Then say: I eat (rice) once a week. I eat (pasta) twice a week... Continue describing your eating habits. Tell the children to complete the sentences about themselves.

Ask volunteers to read their sentences out loud and compare.

Say: My favourite pudding is (ice cream).

Repeat the procedure for the other meals.

Tell the children to complete the sentences with their favourite dishes for each meal.

Ask volunteers to read their sentences out loud and compare.



## Let's play!

## Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an item of food. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.



#### Resources

**Teacher's Resource Book** *Extension worksheet 1*, page 45

#### **Transcript**



Track 1.25
Song: How often do you eat fruit?

How often do you eat fruit? How often do you eat fruit? I eat apples or oranges, strawberries or grapes, I eat fruit every day.

How often do you eat vegetables? How often do you eat vegetables? I eat beans or carrots, lettuce or potatoes, I eat vegetables every day.

How often do you eat cereals? How often do you eat cereals? I eat rice or pasta, bread or biscuits, I eat cereals every day.

## **Anticipating difficulties**

In this unit, the children are going to learn about food, its origins, growing conditions and the usual seasons for common fruit and vegetables. The children may not know that fruit and vegetables are associated with certain seasons of the year because nowadays it is possible to buy most fruit and vegetables all year round. You will need to explain that the fact we can buy (strawberries) in (December) does not mean that they grow *naturally* at this time of the year. Explain to the children that industrial processes in the cultivation of food, and imported food means that we can, if we want, buy just about anything at any time of the year. Encourage them to think of the growing conditions and their association with the seasons of the year and the places where this food grows *naturally*.

Learning about the cultivation of certain types of food.

Curricular link: Science

## **Language Objectives**

Vocabulary: months; potatoes, green beans, tomatoes, oranges, strawberries, grapes, lettuce, carrots; plant, grow, eat

Structures: They need (a lot of) sunlight. They need (medium) temperatures. We plant (green beans) in (April) and (May). They grow for (three) months. When can we eat them? We can eat (green beans) in (July) and (August).

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

#### FOOD CULTIVATION

## **Presentation**



Show the children the poster (side A).

Hold up the pop-outs and ask the children questions about the seasons and when we eat these food items: Are (strawberries) a winter, spring, summer or autumn (fruit)? Then point to the columns on the poster and ask the children about the growing conditions: Do tomatoes need a lot of water? What do you think?

Ask the children to write the food words on slips of paper and take turns placing the words in the correct columns on the poster. (See Track 1.26 page 159 for information regarding growing conditions.)

#### Work with the book



#### Student's Book, page 36, Activity 3

Say: Open your books at page 36. Look at Activity 3. Read the first sentence out loud: They need a lot of sunlight. Then say: Look at the picture. What fruit or vegetables need a lot of sunlight?

Write their suggestions on the board.

Repeat the procedure for the other sentences.

Say: Now let's listen and check.

Play Track 1.26. Tick the suggestions on the board. Play Track 1.26 again. Stop after each sentence and ask: Can you name other fruit and vegetables that need (a lot of sunlight)?

### Student's Book, page 36, Activity 4

Say: Now look at Activity 4.

Read number 1 out loud and ask the children to calculate and answer: We can eat green beans in July and August.

Repeat the procedure for the other sentences and questions. Then ask: Do we eat lettuce in the winter? SS: Yes. Repeat for some of the other vegetables and explain that these vegetables are either grown in greenhouses, under plastic, or that they come from other parts of the world.

## **Transcript**



See page 159.

## **Optional Activity Book** exercises

See page 159.

#### **Practice**

#### Continuous assessment

Children can associate food with seasons and months of the year.

Write the seasons on the board.

Ask the children to come to the board and write their favourite fruit and vegetables (one item of each per child). Ask a volunteer to come to the board and circle all the fruit and vegetables which are seasonal in the spring time. Repeat the procedure for the other seasons of the year. Ask the children to think of the difference between (strawberries) that we buy in (May) and the ones we can buy in (December). Ask: Which have got the best taste? Which are the cheapest? Which travel the least?

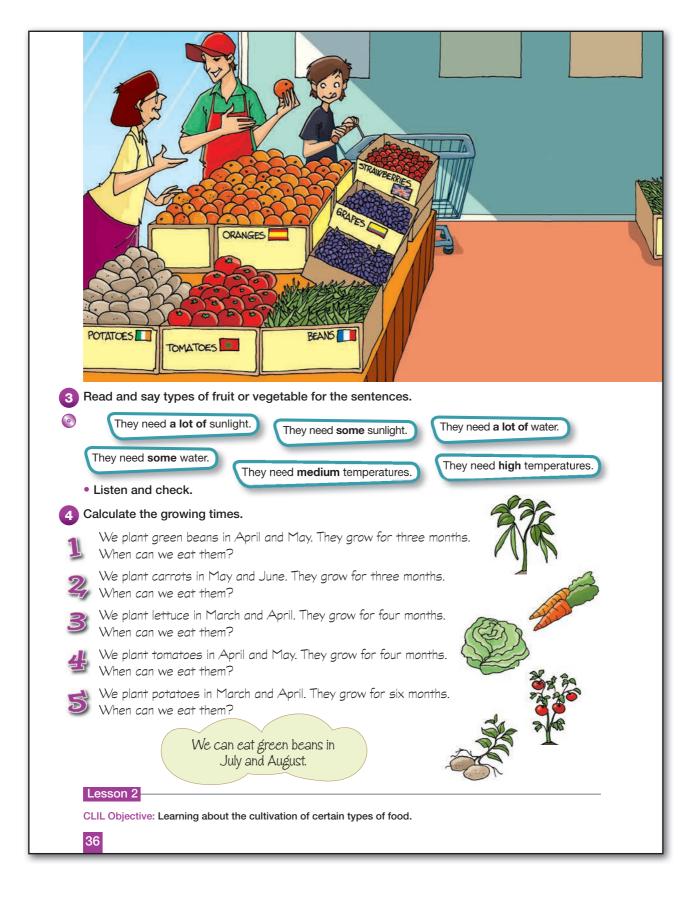
Project Quest: How many apples are there in a kilo? And how many strawberries?

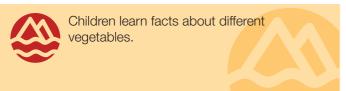
Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

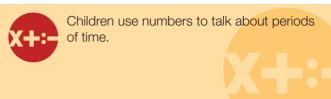
#### **A**NSWER KEY

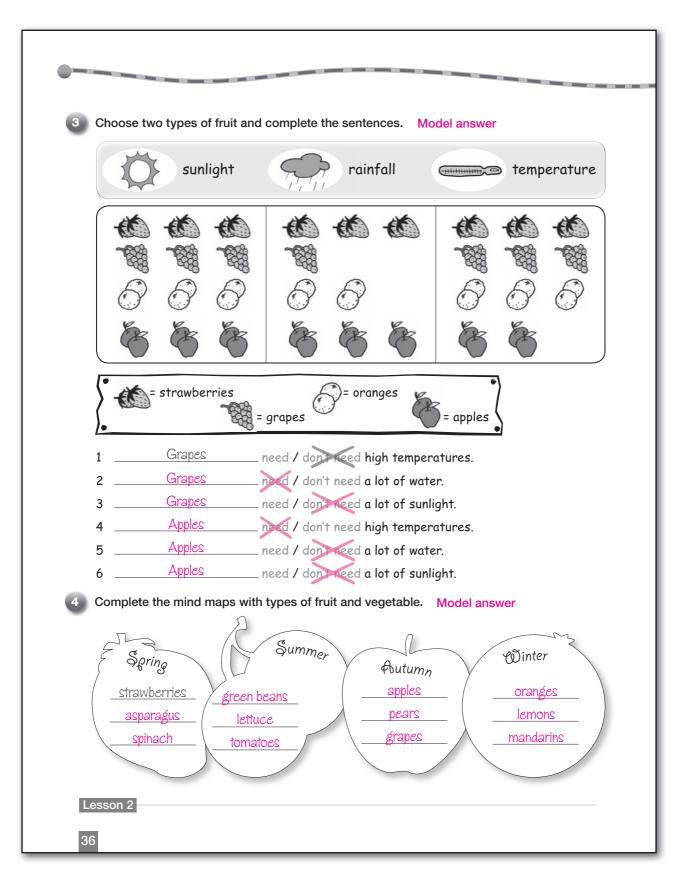
#### Student's Book, Activity 4

1 green beans: July and August; 2 carrots: August and September; 3 lettuce: July and August; 4 tomatoes: August and September; 5 potatoes: September and October











Children learn more about the growing conditions which fruit and vegetables need, and how to care for them.



## Page 36, Activity 3

Say: Open your Activity Books at page 36. Look at Activity 3.

Ask questions about the fruit: Do (strawberries) need a lot of water? Do (oranges) need a lot of sunlight? How much water do (grapes) need?

Read the first sentence out loud: *Grapes need high temperatures.* 

Ask volunteers to choose fruit and complete the sentences orally.

Tell the children to complete the rest of the sentences in their Activity Books.

Ask volunteers to read their sentences out loud and compare.

#### Page 36, Activity 4

Say: Now look at Activity 4.

Tell the children to think of the normal seasons for the fruit and vegetables.

Ask: What fruit and vegetables are seasonal in spring? Write their suggestions on the board.

Repeat the procedure for the other seasons of the year. Clean the board and tell the children to complete the mind maps in their Activity Books.

Ask volunteers to read their lists out loud and compare.

\*Note: You will need to keep reminding the children that we are talking about the seasonal fruit, that is, fruit which grows *naturally* in spring, summer, autumn, or winter.

## **Grammar and Writing Booklet**

## Page 17, Activity 1

Say: We're going to learn about horoscopes. Let's read the horoscope.

Tell the children to look at Activity 1. Tell them to find and underline good news in *blue*, bad news in *red* and advice in *green*.

## Page 17, Activity 2

Say: Now look at Activity 2. Draw the children's attention to the two columns and to the food words they have read about in the text. In pairs, they classify the words in the columns. When they have finished, tell the children to see if they can think of any more food words to add to the categories.



## Let's play!

#### Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.



#### Resources

**Teacher's Resource Book** *Extension worksheet 2*, page 46

### **Transcript**



Track 1.26 Activity 3

Strawberries need a lot of water.

They need a lot of sunlight and they need high temperatures.

Grapes need a lot of sunlight and high temperatures. They need some water, but only a little.

Oranges need a lot of sunlight and high temperatures. They need some water.

Beans need medium temperatures and a lot of sunlight. They need a lot of water.

Tomatoes need a lot of sunlight and high temperatures. They need some water.

Potatoes need medium temperatures and a lot of sunlight. They need some water.

Learning about the origin of certain types of food.

Curricular link: Science

## **Language Objectives**

Vocabulary: potatoes, beans, tomatoes, oranges, strawberries, grapes, olives, bananas, rice, coffee, sugar, olive oil, flour, pasta; China, Spain, USA, Colombia, Kenya, Italy, France, United Kingdom, Morocco, Ireland

**Structures:** Where do (oranges) come from? (Oranges) come from Spain. Where does (rice) come from? (Rice) comes from China.

**Resources:** poster (side A); poster pop-outs; Unit 4 cut-outs (or Teacher's Resource Book, page 12, one photocopy per child)

## Student's Book, page 37, Activity 6

Say: Now look at Activity 6.

Tell the children to find their cut-outs for Unit 4. (Alternatively, hand out the photocopies.)

Tell the children to work in pairs. They fold their cut-outs in half so that they can each see a different part of the information.

They then take turns asking and answering questions about the food until they have completed the information on their maps.

Ask questions to check the information.

## **Optional Activity Book** exercises

See page 163.

#### **O**RIGINS OF FOOD

#### **Presentation**



Write two columns on the board and write the words do and does as headings for the columns.

Show the children the poster (side A). Hold up the pop-outs.

Ask: Does (rice) grow in our country? Do (oranges) grow in our country?

Write the food word in the correct column if the children say yes.

Point out that lots of things grow in our country. Ask: Why do you think that lots of things grow in our country? Remind them of the growing conditions we talked about in Lesson 2.

Then ask: Do any fruit or vegetables grow in England? What do you think? Tell them to think about the climate (colder, wetter and less sunlight).

## **Practice**

#### Continuous assessment

Children can associate food with its country of origin.

Ask: What do you normally have for breakfast? Write the children's answers on the board.

Point to each food item and ask: What is (bread) made of? What are (biscuits) made of? Where does it come from? Where do they come from?

Encourage the children to break down compound foods like biscuits, breakfast cereals, chocolate milk, etc. into their composite ingredients and think about where each one comes from. For example: The milk probably comes from farms in our country, but the chocolate comes from Africa, Asia or Central or South America.

**Project Quest:** How much sugar is in one cup? And how much flour is there?

Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### Work with the book

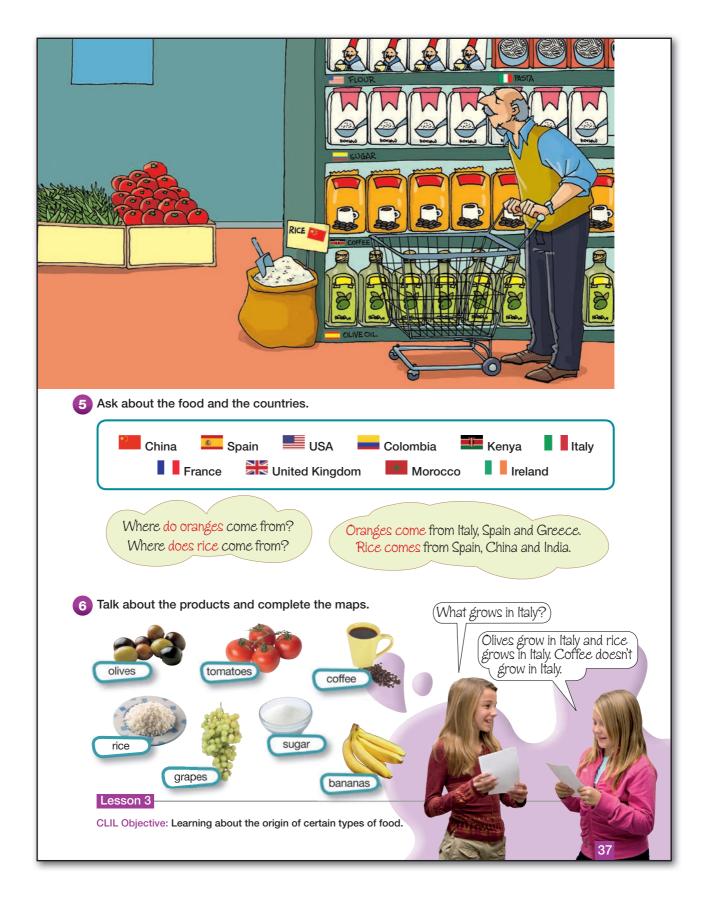
#### Student's Book, page 37, Activity 5

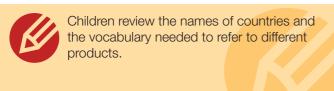
Say: Open your books at page 37. Look at Activity 5. Ask: Where do oranges come from? SS: Oranges come from Italy, Spain and Greece.

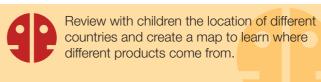
Ask volunteers to ask other questions about the food on pages 36 and 37. The rest of the class answers.

Then ask: Are these the only countries where this food

Explain that (oranges) come from many places in the world. Originally they were from China!







Look in	the fridge and food cu	pboards at home. Stu	dent's own answ	ers
_	Fruit			Vegetables
	Cereals			Tinned food
	hout the food in	ur kitchen.		
Look at Then cir	cle the correct options	d the country of origin. and complete the senter		s own answers
Look at Then cir	the food labels and fin cle the correct options	and complete the senter come / comes from	m	
Look at Then cir 1 The 2 The	the food labels and fin cle the correct options	and complete the senter come / comes from come / comes from	n	·
Look at Then cir 1 The 2 The 3 The	the food labels and fincle the correct options	and complete the senter come / comes from come / comes from come / comes from come / comes from	m m	· 
Look at Then cir  1 The 2 The 3 The 4 The	the food labels and fin cle the correct options	and complete the senter come / comes from	m m m	· · · · · · · · · · · · · · · · · · ·
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Look at Then cir  The 2 The 3 The 4 The 5 The 6 The	the food labels and fin cle the correct options	and complete the senter come / comes from	mm mm mm	· · · · · · · · · · · · · · · · · · ·



Children make a list of different food items from their kitchens at home and discuss which countries the different foods come from.

## Page 37, Activity 5

Say: Open your Activity Books to page 37. Look at Activity 5.

Ask: What food do you normally keep in your fridge at home? Write the children's suggestions on the board. Then ask: And what food do you normally keep in the food cupboards at home?

Write the children's suggestions on the board. Ask a volunteer to come and circle all the fruit. Using different colours, repeat the procedure for the other categories of food.

Say: Tonight I want you to check in your fridge and cupboards at home and complete the lists.

#### Page 37, Activity 6

Say: Now look at Activity 6.

Point to some of the food items that you wrote on the board in Activity 5 and ask: Where does the (rice) come from? The children offer suggestions.

Say: Tonight I want you to look at different food items and complete the sentences in your Activity Books.

\*Note: If you want to do these activities in class, tell the children to guess the answers. They can then check when they get home.

## **Grammar and Writing Booklet**

## Page 18, Activity 3

Say: Look at Activity 3. Tell the children they are going to plan their horoscopes. Tell them to choose two friends, and find out their signs of the zodiac. The children write three predictions for their friends.

#### Page 18, Activity 4

Say: Now look at Activity 4. Read the first sentence out loud: I'm going to feed the dog. Ask: Which part of the sentence is fixed? SS: The dog.

Tell the children to read the rest of the sentences and underline the fixed part in blue and the changing part in green. When they have finished, they classify the changing parts of the verb.

#### Page 18, Activity 5

Say: Now look at Activity 5. The children write a rough draft of their horoscopes for their friends.



## Let's play!

#### **Memory**

Stick the word flashcards face down on one side of the board, and the picture flashcards on the other using Blu-Tack. Divide the children into four teams, and ask one member of each team to come to the board. The children take turns to turn over one picture flashcard and one word flashcard. If they get a pair they get a point, if not, they turn the cards back over, and another team member takes their place at the board. The winning team is the team that finds the most pairs.

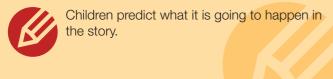


## Resources

Multi-ROM

Unit 4, Vocabulary 1

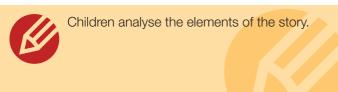


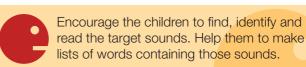




Remind children that illustrations help us make predictions and find out what will happen next.







Literacy: prediction.

Curricular link: Literacy

## **Language Objectives**

**Story language:** food, lunch, egg, tomato, lettuce, cheese, bread, oil, tuna fish, tin, salad, mayonnaise, sandwich, dog, toy, chance, shelf, toaster; jumps, washes, sees, eats, breaks, cuts, opens, goes, walks, puts, spills; Oh dear! What's for lunch? When's lunch? Is lunch ready? It's nearly ready. What a noise! What a mess! What's he going to do? What am I going to do? Enjoy your lunch!

Resources: CD

#### STORY: WHAT'S FOR LUNCH?

## **Present the story**

Say: It's story time! Open your books at pages 38 and 39. Read the title out loud. Ask the children to look at the pictures while you ask questions:

Picture 1: Where is Jake? What animals can you see? What is Jake doing? What's in the fridge? What other food can you see? Is there a lot of food? Are the animals hungry?

Picture 2: What food can you see on the table? What do you think Jake is going to make with that food? What are the animals doing?

Picture 3: Where is the dog? What's she doing? Where is the cat? What's he doing? What's Jake doing? Is he angry? What do you think he's going to make for lunch now?

Picture 4: What's Jake doing now? Why?

Picture 5: Where's the cat? What's he doing? Where's the dog? What's she doing? What do you think Jake's going to make for lunch now?

Picture 6: Where is everybody now? What have they got for lunch? Is that a good lunch? Are the children happy with their lunch?

## Work with the book



#### Student's Book, pages 38 and 39, Activity 7

Play Track 1.27. Tell the children to listen to the story and follow it in their books. Ask comprehension questions. How many eggs has he got? How many tomatoes? How much lettuce? How much cheese? How much bread? How much oil? How much tuna fish? What's he going to make? Who eats the cheese? Who breaks the eggs? So what has Jake got for lunch now? What's he going to make now? Who eats the tuna fish? Who walks on the tomatoes? Who spills the oil? So what has Jake got for lunch now? What's he going to make now?

Then ask: What do the family have for lunch? Is that a good lunch? Is it balanced? What's wrong with it?

## **Transcript**



Track 1.27 Story: What's for lunch?

See page 169.

## Optional Activity Book exercices

See page 169.

## **Develop the story**

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

Literacy: phonics ew (few, new) and oi (noise, toy)

Curricular link: Literacy

Resources: CD

## **Phonics**

## Retell the story

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

## Work with the book



## Student's Book pages 38 and 39, Reading Activity

Tell the children to read the story out loud. Assign Jake, the boy and the girl to three children. Ask different children to read the narration lines.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read each one out loud. Correct the pronunciation where necessary.

#### Student's Book, page 39, Activity 8

Play **Track 1.28** to identify the sounds in the words *tuna* (ew) and *oil* (oi). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words: *tuna* and *oil* at the top of the columns. Tell the children to copy the columns in their notebooks and classify the words from the list.

Tuna (ew): new, few Oil (oi): toy, noise

Ask the children if they can think of any other words which

have these two sounds.

Tuna (ew): stew, computer, museum, Tuesday, music

Oil (oi): enjoy, toilet, boy

Tell the children to come to the board and write the words from their lists.

## **Transcript**



Track 1.28 Phonics

See page 171.

# **Optional Activity Book exercises**

See page 171.

## **Develop the story**

Divide the class into groups of seven. Assign a character to each child: Jake, the boy, the girl, Tabby the cat, Blackie the dog, and two narrators.

Tell the children to read the story out loud in their groups. Encourage them to act out their roles.



## Story summary

Look at the pictures and answer the questions.

cheese sandwich salad



tomato



tuna



toast

mayonnaise

What's he going to make for lunch?

He's going to make tuna salad with mayonnaise, and tomato and cheese sandwiches

What's he going to make for

He's going to make tuna salad and tomato sandwiches

What's he going to make for lunch?

He's going to make <u>salad</u>

## 8 Complete the story summary.

Title: What's for lunch?

Characters: Jake, Blackie the dog, Tabby the cat, two children

Place: The kitchen



Jake is in the	kitchen	He is going to	make lunch			
for his family. He's	got somee	gs, tomatoes, lettuce, chec	ese, bread, oil, and tuna			
He's going to make tuna salad with mayonnaise and cheese and tomato sandwiches						
Rut at the end of s	tory his family has	salad toast	for lunch			

Match the sentence halves.

He can't make mayonnaise... He can't make a tuna salad... He can't make cheese sandwiches... He can't make a salad... -He can't make tomato sandwiches... because the cat steps on the tomatoes. because the cat spills the oil.

because the dog breaks the eggs. because the dog eats the cheese. because the cat eats the tuna.

Lesson 4

38



Draw the children's attention to how the main character attempts to solve the problems he is faced with in the story. Discuss the importance of finding solutions to everyday problems.

UNIT 4 LESSON 4 OPTIONS

## **Activity Book**

#### Page 38, Activity 7

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

Say: Look at picture 1. What's he going to make? Repeat the procedure for the other pictures.

Tell the children to complete the sentences in their Activity Books.

#### Page 38, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Ask: What's the title of the story? Who are the main characters?

Read the sentences out loud, stopping at the missing information and asking the children to supply the words orally.

Tell the children to complete the story summary in their Activity Books.

Ask volunteers to read the story summary out loud. Tell the children to look at the sentence halves. Read the first sentence half out loud: *He can't make mayonnaise...* Ask the children to supply the reason. SS: *Because the dog breaks the eggs.* 

Repeat the procedure for the other sentence halves. Tell the children to match the sentence halves in their Activity Books.

Ask volunteers to read the complete sentences out loud.

## Resources

Multi-ROM Unit 4, Story

#### **Transcript**



Track 1.27 Story: What's for lunch?

Children: What's for lunch?

Jake: Oh dear! We haven't got a lot of food.

**Narrator:** Jake's got three eggs, two tomatoes, a few lettuce leaves and some cheese. And he's got some bread, some oil and a tin of tuna fish.

Children: What's for lunch?

**Jake:** I'm going to make a tuna fish salad with mayonnaise. And I'm going to make tomato and cheese sandwiches.

**Narrator:** First, Jake washes the lettuce and the tomatoes. Blackie the dog sees her chance. She jumps onto the table and eats the cheese. And she breaks the eggs! What a noise!

Jake: You bad dog. The eggs aren't toys!

**Narrator:** Jake can't make mayonnaise without eggs and he can't make tomato and cheese sandwiches without cheese. What's he going to do?

Children: When's lunch?

Jake: It's nearly ready.

**Narrator:** 'We're going to have tomato sandwiches and a tuna salad,' he says. He cuts up the tomatoes and opens the tin of tuna fish. Then he goes to a shelf. Tabby the cat sees his chance. He jumps up onto the table and eats the tuna fish. And he walks on the tomatoes and spills the oil! What a mess!

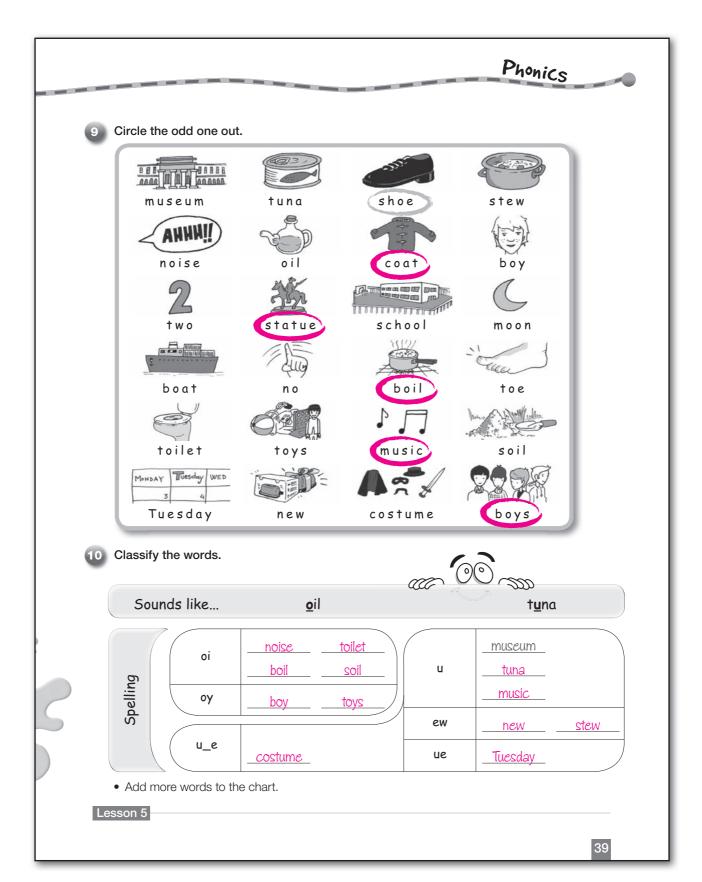
Jake: Oh, no! The new bottle of oil! You bad cat.

Children: Is lunch ready?

**Narrator:** Now Jake hasn't got any tomatoes, any oil or any tuna fish. 'What am I going to do?' he thinks. Quickly he cuts the bread and puts it into the toaster. 'Lunch time!' he calls.

**Boy:** What is it?

Jake: Salad toast! Enjoy your lunch! Girl: You mean bread and lettuce!





Remind the children that English is not a phonetic language and that there are often various ways to spell the same sound.



## Page 39, Activity 9

Say: Open your Activity Books to page 39. Look at Activity 9.

Ask volunteers to take turns reading the lines of words out loud. After each line, stop and ask: Which word has got a different sound to the others?

Say: Now read the words again and circle the odd one out.

#### Page 39, Activity 10

Say: Now look at Activity 10. Look carefully at the spelling patterns for the sounds.

Tell the children to complete the charts with words from Activity 9. Write the charts on the board and ask volunteers to come and write in the words.

The children correct their work.

Ask the children to suggest more words to add to the chart.



## Let's play!

## Sound sorting

Write the following words on the board at random: oil, stew, toilet, new, boy, museum, toy, few, enjoy, noise, Tuesday. Put the children into teams. Give each team a piece of paper. Write oi and ew on the board. The children classify the words into two categories: oi sounds and ew sounds. Say: Ready, steady, go! The first team to complete the task wins.



#### Resources

Multi-ROM
Unit 4. Phonics

#### **Transcript**



ew tuna oi oil

new toy

> noise few

Growing fruit and vegetables in the city; a roof garden.

Curricular link: Science

## **Language Objectives**

Vocabulary: months; tomatoes, potatoes, rice, carrots, strawberries, oranges, grapes, bananas, apples, beans; plant, pick; flat, city, parks, green spaces, fruit, vegetables, flowers, terrace, roof garden Structures: I think he's growing (tomatoes). He isn't growing oranges. He's going to plant (beans) in (April).

**Resources:** flashcards

#### **GROWING FRUIT AND VEGETABLES**

#### **Presentation**

Ask: What food grows in our country? Where does it grow? Does it grow in the city? SS: No. T: Why not? Explain that food isn't usually grown commercially in cities because there isn't much land. But sometimes people grow small amounts of food for their own consumption. Ask: Can you grow fruit or vegetables without a garden? How?

Explain that we can grow small quantities of fruit and vegetables in pots.

Hold up the flashcards of the fruit and vegetables one by one and ask: Can we grow (tomatoes) in a pot? Encourage the children to discuss these ideas and agree or disagree with each other.

#### Work with the book

#### Student's Book, page 40, Activity 9

Say: Open your books at page 40. Read the introductory text out loud.

Say: Look at the picture of Bob's roof garden. What do you

think he's growing?

Ask volunteers to give their opinions using the model on page 40.

Ask the children to give reasons for their choices: He isn't growing (bananas) because it's too cold in England.

#### Student's Book, page 40, Activity 10

Say: Let's look at Bob's gardening plans for this year. Explain to the children the meaning of the verbs plant and pick. Tell the children to look at the planting and picking times and discuss the plans.

Ask questions: When is he going to plant (potatoes)? SS: In (April). T: And when is he going to pick the (potatoes)? SS: In (October).



## **Optional Activity Book** exercises

See page 175.

#### **Practice**

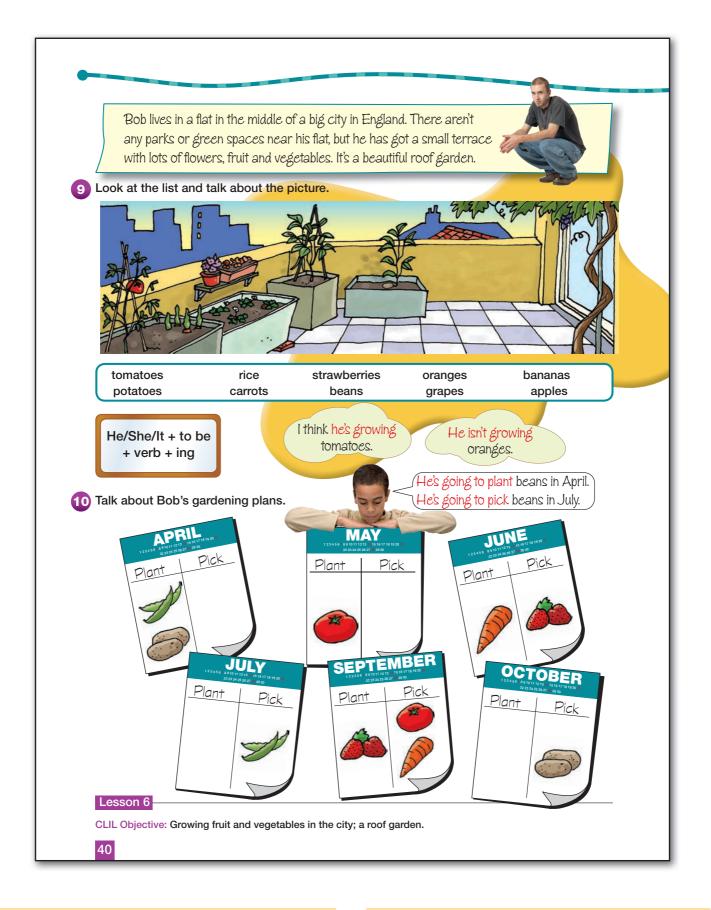
#### Continuous assessment

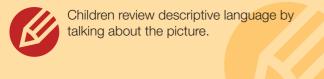
Children can associate food with growing conditions.

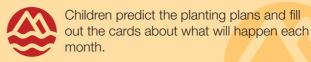
Ask the children questions about what they grow at home: What plants have you got at home? Can you eat any of them? Are they inside or outside? Are they in the ground or in pots? Do you water them? Do they need a lot of sunlight? Do they stay outside in the winter?

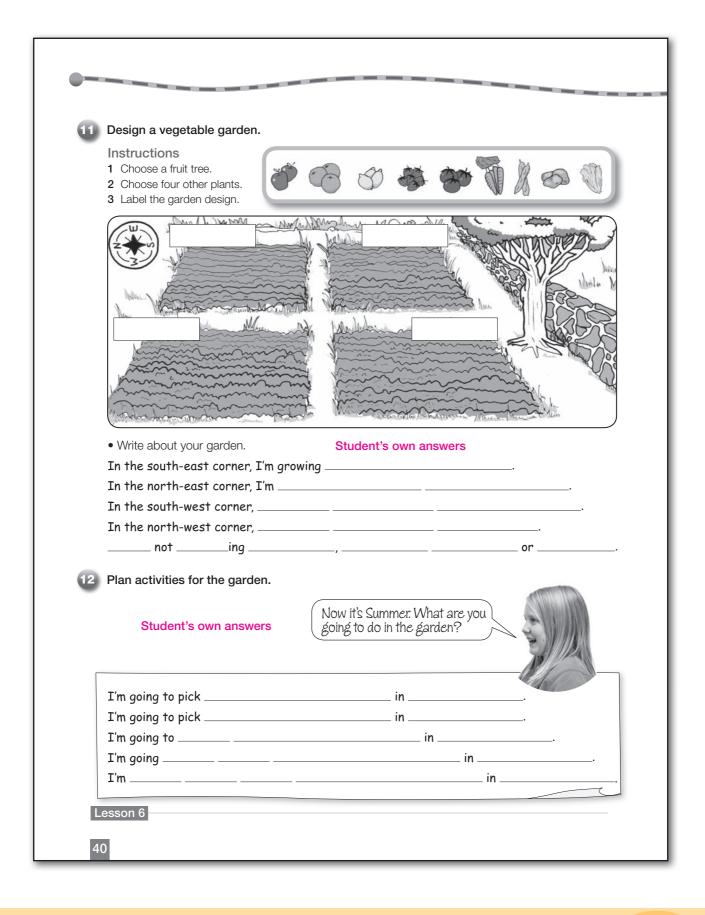
Project Quest: What are the proportions of fruit and sugar in a jam recipe?

Write the question on the board. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.











Children work independently to consolidate thier knowledge of the future tense in English.

## Page 40, Activity 11

Say: Open your Activity Books to page 40. Look at Activity 11.

Read and explain the instructions to the children.

Tell the children to design their vegetable garden.

Ask questions about their designs: What are you growing in the (south-east) corner?

Tell the children to complete the sentences about their vegetable gardens.

Ask volunteers to read their sentences out loud.

#### Page 40, Activity 12

Say: Now look at Activity 12.

Read the speech bubble out loud and ask children to answer using their garden designs.

Tell the children to complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud.

## **Grammar and Writing Booklet**

#### Page 19, Activity 6

Say: Look at Activity 6. Tell the children to look at their rough draft and circle their mistakes. Then tell them to work in pairs, and classify their mistakes according to the model.

#### Page 19, Activity 7

Say: Now look at Activity 7. Look at your rough draft and do the tasks. Tell the children to choose four mistakes from their draft and write the correct sentences.

#### Page 19, Activity 8

Say: Now look at Activity 8. Make your work better. Tell the children to choose two themes and to write predictions for their friends. They add their new predictions to their horoscopes.



## Let's play!

#### Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or Teacher's Resource Book page 20, one photocopy per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children say snap. The first child to say snap gets the cards that are laid on the table. The winner is the child who wins all the cards.



#### Resources

**Multi-ROM** 

Unit 4, Vocabulary 2

#### **Teacher's Resource Book**

Ready to read, page 72

Studying different ways of preserving food.

Curricular link: Science

## **Language Objectives**

Vocabulary: summer, strawberries, tomatoes, strawberry jam, tomato sauce; freeze, dry, buy, make, pick; plastic bags, labels, jars, sugar, paper

**Structures:** What are you going to do on Monday? What's he going to do? I'm going to (pick tomatoes). What are you going to buy? I'm going to buy some (plastic bags).

Resources: CD

#### Preserving food

#### **Presentation**

Draw two columns on the board and write the words cupboard and freezer at the top of the columns. Point to the column marked cupboard and ask: What food have you got in the cupboard at home?

Repeat the procedure for the column marked *freezer*. Prompt the children to name things that are tinned, frozen or dried, for example: tins of tomatoes, tins of fish, dried herbs, coffee, frozen peas, frozen fish, jam, olives, etc. Point to the items and ask: Is this fresh food? Could we keep it in the cupboard if it were fresh? Why not? (Because

Explain that if we want to eat food all year round we need to find a way to keep it fresh. We can do this by preserving food in different ways.

## Work with the book



## Student's Book, page 41, Activity 11

Say: Open your books at page 41. Look at Activity 11. Tell the children to write the days of the week Monday, Tuesday, Wednesday, Thursday and Friday on five slips of paper (small enough to place by the yellow boxes in their book).

Say: Now listen to Bob's plan and put the days of the week next to the activities.

Play Track 1.29. The children listen and place the days of the week next to the corresponary activity.

Play Track 1.29 again. The children listen and check. Ask questions: What's Bob going to do on (Tuesday)? Say: Now imagine, like Bob, that you have got a lot of extra fruit. What can you do with it? Tell the children to write the days of the week on a piece of paper and an activity for each day of the week. The children take turns asking and answering questions about their plans.

## Student's Book, page 41, Activity 12

Sav: Look at Activity 12.

Read and explain the instructions to the children.

The children write their shopping lists.

The children work in pairs and take turns asking and answering questions about their shopping lists and their plans. Use the model on page 41 as a guide.

## **Transcript**





Track 1.29 Activity 11

See page 179.

## **Optional Activity Book** exercises

See page 179.

#### **Practice**

Say: Hands up! Who likes jam?

Ask: What fruit can we make iam out of?

Explain to the children that we use the word marmalade for citrus fruit preserve, and jam for any other fruit. Say: We have orange marmalade and strawberry jam. What's your favourite jam or marmalade?

Write the children's favourites on the board.

Ask: When do you eat jam? What do you eat jam with? Does anyone in your family make jam or marmalade? You might like to explain that in the UK people sometimes eat a sweet spicy fruit preserve called chutney with different kinds of meat.

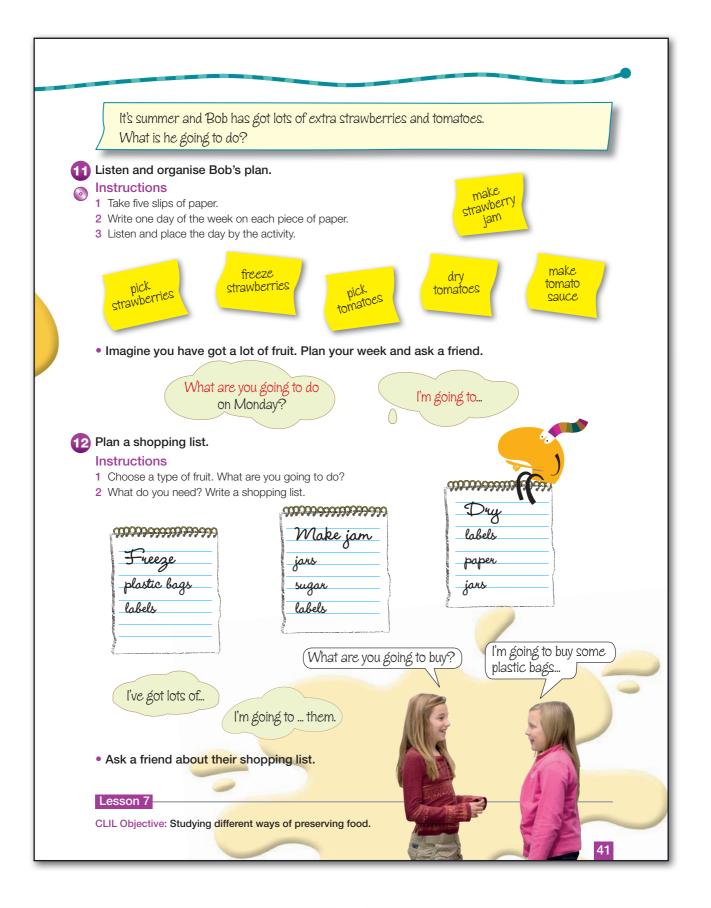
Project Quest: Have you got a favourite recipe for jam, ice cream, cake or pie? Find a recipe.

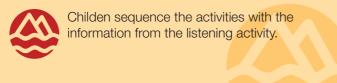
Write the guest on the board. Tell the children to find a recipe and a picture and keep it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

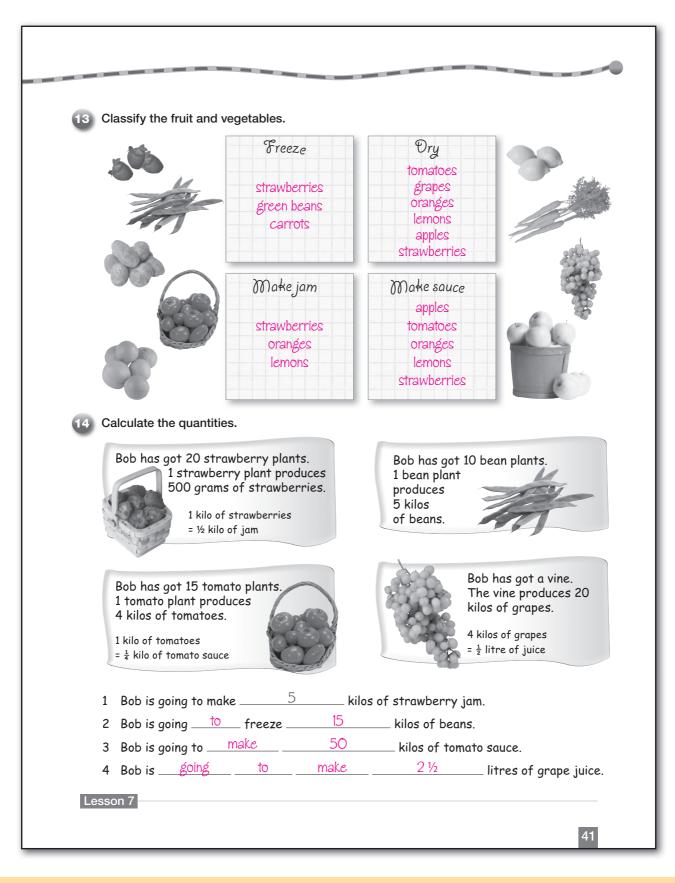
Student's Book, Activity 1

See Transcript, page 179.











Children demonstrate thier mathematical competence by solving some simple problems.



## Page 41, Activity 13

Say: Open your Activity Books at page 41. Look at Activity 13.

Ask the children to identify the fruit and vegetables in the picture.

Ask: How can we preserve (strawberries)? Can we freeze them? SS: Yes. T. Can we dry them? SS: Yes. T: Can we make jam? SS: Yes. T: Can we make sauce? SS: Yes. Repeat the procedure for the other fruit and vegetables. The children may disagree with each other. Encourage them to give their reasons.

Say: Now classify the fruit and vegetables in your Activity Books.

## Page 41, Activity 14

Say: Now look at Activity 14.

Read the first text out loud. Then say: Look at number 1. Who can complete the calculation?

Repeat the procedure for the other texts and sentences. Tell the children to calculate the answers and complete the sentences in their Activity Books.

# **Grammar and Writing Booklet**

#### Page 20, Activity 9

Say: Look at Activity 9. The children complete the grammar box using the future with going to.

#### Page 20, Activity 10

Say: Now look at Activity 10. The children write a final, clean copy of their horoscope and add illustrations.



# Let's play!

#### **Memory chain**

The children sit in a large circle. Start the game by saying a sentence: In Bob's garden, there are some tomatoes. The first child repeats the sentence, and adds an item: In Bob's garden, there are some tomatoes... and some strawberries. The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.



#### Resources

#### Multi-ROM

Unit 4, Grammar 1 Unit 4, Writing

#### **Transcript**



**Narrator:** What are you going to do with all this fruit and veg, Bob?

**Bob:** Well, I'm going to be very busy. First, on Monday, I'm going to pick lots of tomatoes. Then, on Tuesday, I'm going to pick strawberries. On Wednesday, I'm going to freeze the strawberries. On Thursday, I'm going to dry the tomatoes. On Friday, I'm going to make strawberry jam. And on Saturday, I'm going to make tomato sauce. And then I'm going to have a rest!

Comparing weights and volumes of food types.

Curricular link: Science

# **Language Objectives**

Vocabulary: lemon cake, banana ice cream, apple pie, strawberry jam; milk, sugar, bananas, strawberries, flour, butter, eggs, lemon, water, apples; cup, grams, kilos; mix, freeze, stir, add, roll out, put, mash, boil; fruit. mixture

**Structures:** How much sugar do you need? How many strawberries do you need? (Mix) the fruit.

**Resources:** poster (side B)

#### SPEAKING PROJECT: COOKING

# **Presentation**



Read the project title out loud: Cooking.

Write the Project Quest questions on the board. Ask: How many people have found the answers to these guestions? The children raise their hands. Ask volunteers to provide their answers. Make a note of their answers underneath the questions.

Explain: Everybody needs to know how to cook. We need to cook so that we can eat good food.

Show the children the poster (side B). Point to the food items and ask: Can we count sugar? SS: No. T: Can we count apples? SS: Yes.

Explain that in recipes we need to calculate amounts of food. We can do this by weighing it or by measuring it in

Point to the poster and ask: How many cups of sugar are there in a kilo? So how much does a cup of sugar weigh? Repeat the procedure for sugar, butter, flour, milk and water. Then point to the food on the right of the poster and ask: How many (apples) are there in a kilo?

Explain that these calculations depend on the size of the fruit, so they are approximations.

Then point to the pictures of the actions and say: These are all actions we use when we are cooking. Do you remember them? Name the actions and ask the children to mime them with you.

## Work with the book

#### Student's Book, page 42, Activity 13

Say: Open your books at page 42. Look at Activity 13. Tell the children to look at the ingredients.

Ask: What are the ingredients for the (lemon cake)? Repeat the question for the other dishes.

Then ask: How much sugar do you need for the lemon cake? How many lemons do you need?

Tell the children to work in pairs and take turns asking and answering questions about the quantities of ingredients for the different dishes.

## Student's Book, page 42, Activity 14

Say: Now look at Activity 14.

Read the first set of instructions out loud and ask: What dish are these instructions for? SS: The banana ice cream. Ask volunteers to read the other instructions and ask their classmates to say the name of the dish.

# **Optional Activity Book** exercises



See page 183.

## **Practice**

Write the four dishes on the board: lemon cake, banana ice cream, apple pie, and strawberry jam.

Ask: How can you vary the ingredients for these dishes? Can you make orange cake? And orange ice cream? And orange pie?

Establish a time limit, (for example 3 minutes), tell the children to work in pairs and write down as many combinations as they can think of.

Tell the children to come and write their combinations on the board under the dishes. Discuss the results and vote on the class favourite for each type of dish.

#### **A**NSWER KEY

#### Student's Book, Activity 13

- 1 banana ice cream
- 2 strawberry jam
- 3 lemon cake
- 4 apple pie

#### Student's Book, Activity 14

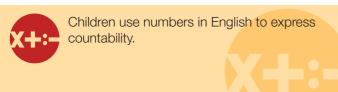
recipe 1: banana ice cream

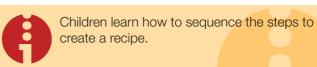
recipe 2: lemon cake

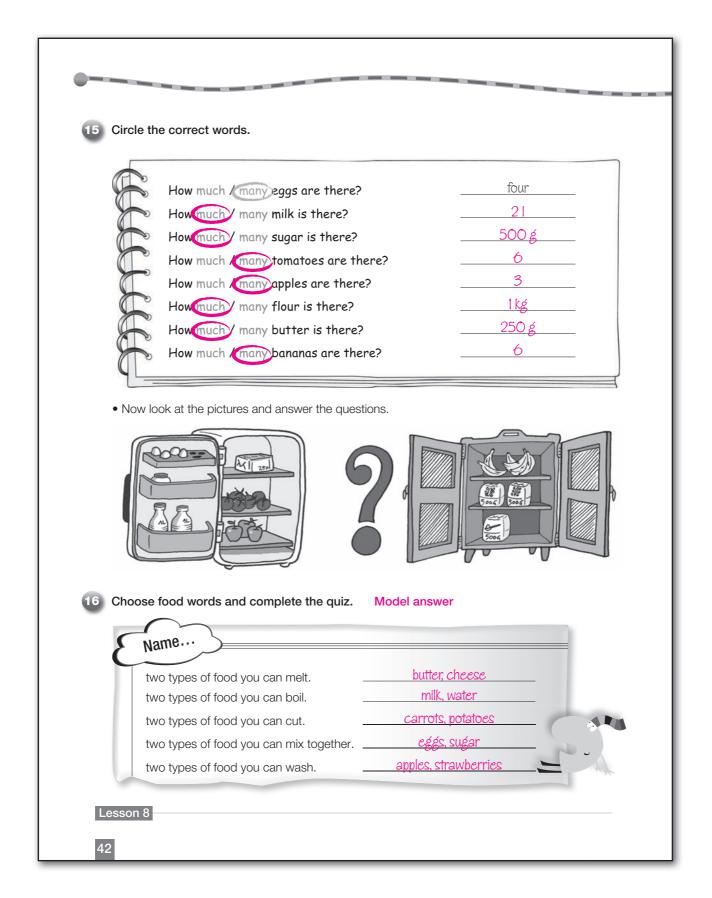
recipe 3: apple pie

recipe 4: strawberry jam











Children work independently to revise their knowledge of countable and uncountable food items.

## Page 42, Activity 15

Say: Open your Activity Books at page 42. Look at Activity 15.

Tell the children to look at the picture. Ask. What can you see? Can you see any eggs? SS: Yes. T: How many eggs are there? SS: (Four.)

Repeat the procedure emphasising the difference between *How much...?* and *How many...?* 

Tell the children to circle the correct words in the questions. Then say: *Now look at the picture and answer the questions.* 

Ask volunteers to take turns reading the questions and answers out loud.

## Page 42, Activity 16

Say: Now look at Activity 16.

Read the first line of the quiz and ask the children to call out their suggestions. There are many different possibilities: butter, chocolate, cheese, ice cream, etc.

Repeat the procedure for the other quiz questions.

Tell the children to complete the quiz in their Activity Books.



# Let's play!

## Finger writing

The children work in pairs. Display the flashcards from Unit 4 on the board. The children take turns to 'write' the name of one of the items of food on their partner's back using their finger, while their partner tries to guess which flashcard it is.



#### Resources

Multi-ROM

Unit 4, Grammar 2

**Teacher's Resource Book** *Ready to speak*, page 86

Compiling a class cookery book.

Curricular link: Art; Science

# Language Objectives

Vocabulary: All food words.

Structures: Are you going to use (sugar)? Are you going to mix the (sugar) and the (butter)? Yes, I am./ No. I'm not.

Materials: large sheets of white paper, felt tip pens, photos of dishes, glue, hole punch, string

#### SPEAKING PROJECT: A CLASS COOKERY BOOK

#### **Presentation**

Ask the children to come and write the dishes they are going to include in the class recipe book on the board. Point to dishes at random and ask: Who's going to do (lemon pie)? What ingredients are you going to use? How much (flour) do you need? How many (lemons) do you need? How are you going to make it? Divide the class into groups of five.

Encourage the children to discuss and explain their recipes to the other members of the group.

### Work with the book

## Student's Book, page 43, Activity 15

Say: Open your books at page 43. Look at Activity 15. Hand out the materials. Tell the children to write their recipes and glue the pictures all on one sheet of paper. Walk around the class asking the children about their recipes.

#### Student's Book, page 43, Activity 16

Tell the children to get back into their groups and place their recipes on the table.

The children take it in turns to ask and answer questions until they guess who has written each recipe.

Ask a spokesperson from each group to explain their recipes.

Point to the dishes on the board and ask: Can we classify these dishes? Agree on sets of recipes that have something in common, for example: cakes, pies, ice cream, salads, etc.

Call all the children to your table and collect and classify the recipes.



# **Optional Activity Book** exercises

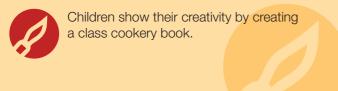
See page 187.

#### **Practice**

Ask each group to prepare a cover page for the different classifications and one group to prepare a cover page for the whole book.

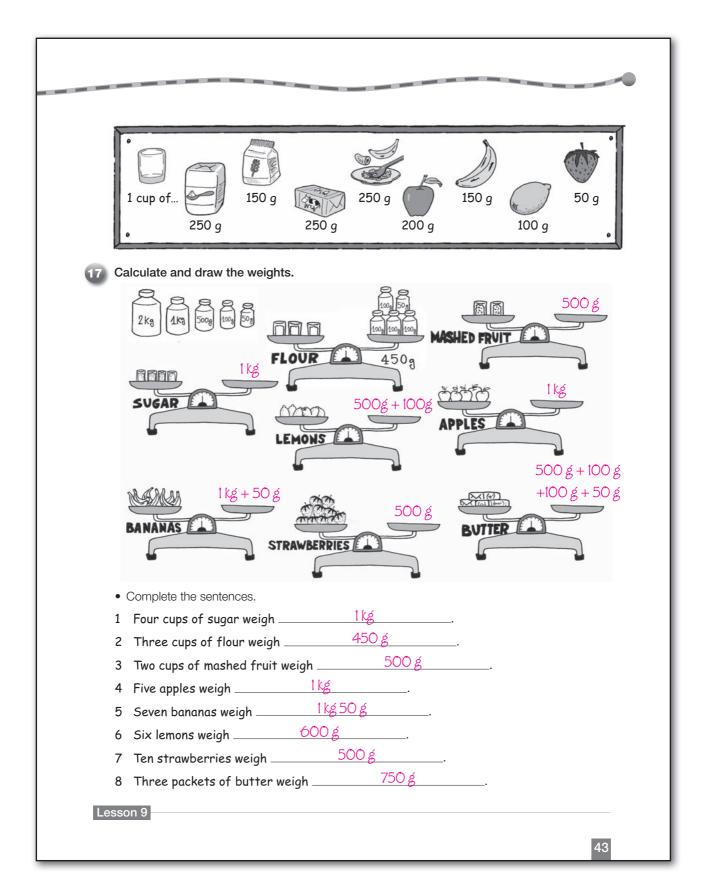
Put all the pages together, punch holes on the left-hand side and tie the book together with string.







Children show mastery of the vocabulary and structures they have learned, both orally and written, by creating recipes and playing guessing games.





Children review their previous knowledge of weights and measures and demonstrate thier mathematical competence by doing some simple calculations.



# Page 43, Activity 17

Say: Open your Activity Books at page 43. Look at Activity 17.

Read the weight of the different food or cup out loud. Explain that some foods are heavier than others so there is less weight in each cup.

Then ask: How much do four cups of sugar weigh? SS: 1 kilo.

Repeat the procedure for the other items.

Tell the children to draw the weights on the scales to show the weight of each food.

Say: Now let's complete the sentences.

Ask volunteers to complete the sentences orally. Tell the children to complete the sentences in their Activity Books.



# Let's play!

## **Picture memory**

The children work in groups. Display the poster, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the items they can remember from the poster. The group with the longest list wins.



#### Resources

#### DVD

Unit 4, Episode 4

#### **Teacher's Resource Book**

DVD worksheet, page 28

Assessment.

Curricular link: Science

# **Language Objectives**

All language from Unit 4.

**Resources:** CD; poster (sides A and B); poster

pop-outs

## REVIEW

## Let's remember!





Say: Today we are going to remember all the work we have done in Unit 4.

Show the children the poster (side A) and hand out the pop-outs.

Ask volunteers to come to the board and classify the food according to the growing conditions.

Ask: Do you remember the song about the food? Play Track 1.25 and sing the song with the children. Show the children the poster (side B) and ask them questions about measurements and weights: How much do (3) cups of (sugar) weigh? How many cups of (sugar) are there in (1 kilo)? How many (apples) are there in (half a kilo)?

Explain to the children that it is important to be able to calculate approximate weights and quantities.

#### Work with the book

## Student's Book, page 44, Activity 17

Say: Open your books at page 44. Look at Activity 17. Read the first sentence out loud and ask: Is that true or false?

Ask volunteers to read the other sentences and other children to say whether they are true or false.

Tell the children to work in pairs and write four more sentences, two true and two false.

Ask volunteers to read their sentences out loud and the rest of the class to say true or false.

## Student's Book, page 44, Activity 18

Say: Now look at Activity 18.

Tell the children to look at the charts showing the months of the year when the shop keeper is going to sell the different fruit and vegetables.

The children take turns to test their partner's memory, using the model on page 44.

## **Transcript**



**Track 1.25** 

Song: How often do you eat fruit?

# **Optional Activity Book** exercices

See page 191.

# Round up

Draw two columns on the board and write: food I can count and food I can't count at the top of the columns. Ask volunteers to come to the board and write food words in the columns.

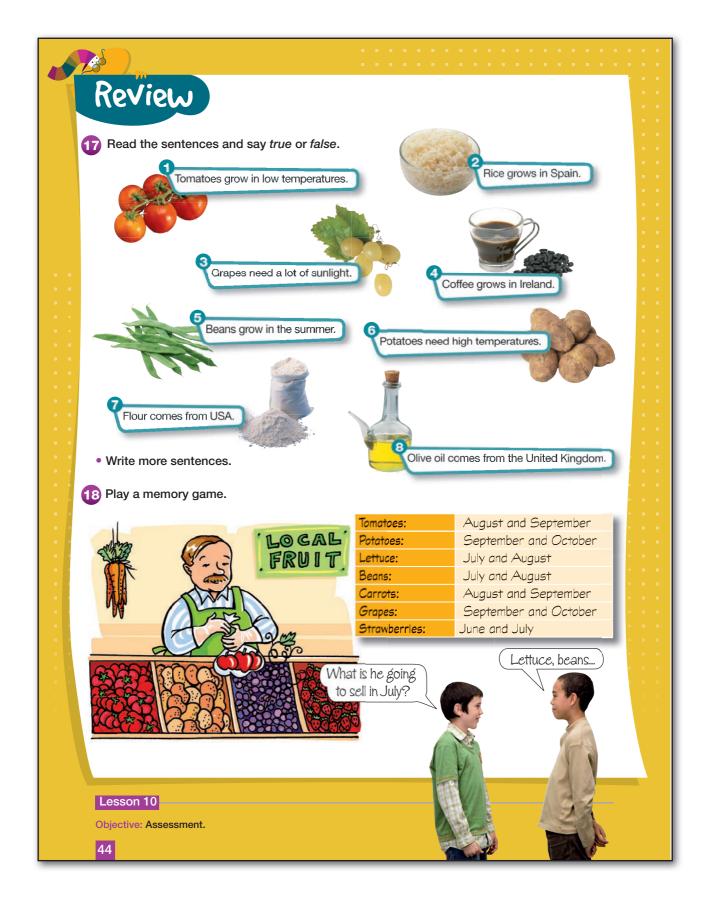
Ask the children questions about the food: Where do (oranges) come from? Where does (rice) come from? When the children answer, encourage them to explain why: Oranges come from Italy and Spain because they need lots of sunlight and high temperatures.

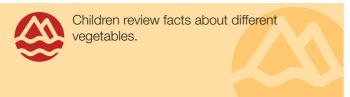
#### **A**NSWER KEY

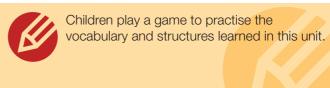
#### Student's Book, Activity 17

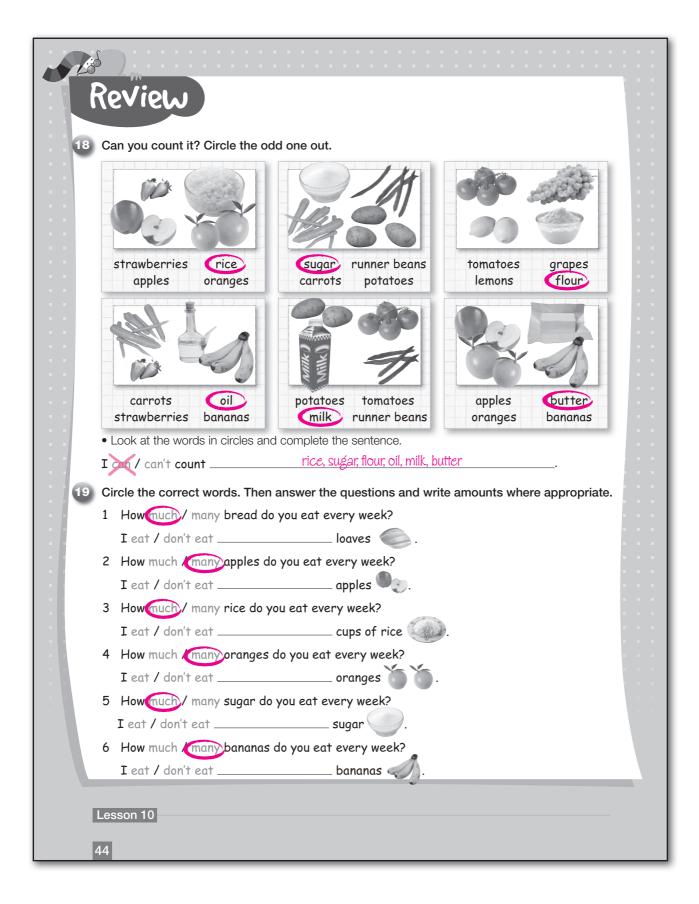
- 1 false
- 2 true
- 3 true
- 4 false
- 5 true 6 false
- 7 true
- 8 false













Children review the vocabulary and structures learned in the unit.



# Page 44, Activity 18

Say: Open your Activity Books at page 44. Look at Activity 18. Look at the first set of food.

Ask: Can you count all this food? What can't you count?

SS: *Rice*. Say: Yes, so rice is the odd one out. Repeat the procedure for the other sets of food.

Tell the children to circle the odd one out in each set.

Then ask: Who can finish the sentence at the bottom of the activity?

Tell the children to circle either *can* or *can't* and finish the sentence in their Activity Books.

## Page 44, Activity 19

Say: Now look at Activity 19.

Ask a volunteer to complete the question orally with the right word. Point to another child and ask him/her to answer.

Continue asking and answering the questions orally. Tell the children to circle the correct words in the questions and answer the questions for themselves.



# Let's play!

#### Relay race

Make two sets of photocopies of the key vocabulary cut-outs (or three copies of Teacher's Resource Book, page 20). Stick one set on the board, one set on a wall to the left and another set on a wall to the right using Blu-Tack. Clear plenty of space in front of the cut-outs. Put the children into three teams and tell them to line up a few metres away from their set of cut-outs. Call out a key vocabulary cut-out word. The first member of each team races to the board or the wall, collects the correct cutout and runs back and touches the next member of their team on the arm. As soon as the first team member of one team has returned, call out another cut-out, and so on. The first team to collect all the cut-outs wins.

## Resources



#### **Teacher's Resource Book**

Unit 4 Test, pages 101-102



See Transcript Track 1.30

## **Transcript**



## Track 1.30 Unit 4 Test. Activity 1

Where does all this food come from? Let's see. The rice comes from China. The sugar comes from Colombia. The oranges come from France. The strawberries come from the UK. The flour comes from the USA. The potatoes come from Ireland. The coffee comes from Kenya. The olive oil comes from Spain. The tomatoes come from Morocco and the beans come from Italy.

## **Assessment criteria**

## **CLIL Objectives**

Children can name food necessary for a healthy diet and ingredients for different types of dishes.

Children can associate food with growing conditions. Children can associate food with its place(s) of origin. Children can describe different methods for preserving food.

Children can calculate weights, measurements and amounts of food.

## **Language Objectives**

Children can name food items, and distinguish between countable and uncountable food items.

Children can describe the growing conditions for different types of food.

Children can name countries and say what food grows there

Children can follow and describe a recipe for making simple dishes.

# THE BLUE PLANET

# World environments

# **CLIL Objective**

Understanding the scope of the environment.

Curricular link: Geography

# Language Objectives

**Vocabulary:** roads, clouds, mountains, rivers, railway lines, buildings, islands, factories, cars, planes, ships, houses, gardens, rubbish, farms, people, threats, environment

Structures: There is land and water. There are some clouds. Is it picture (one)?

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

#### THE BLUE PLANET

# **Presentation**



Present the context. Say: Today we are going to learn about the planet Earth. It is sometimes called the blue planet. Show the children the poster (side A). Say: This is the Earth seen from space. What can you see? SS: Land, water... Prompt where necessary. Ask: Can you see any mountains in this picture? Continue asking about other natural or artificial features: roads, rivers, buildings... Point to the world map and explain that it is a representation of the land and water on the planet. Ask Can you see any (mountain ranges, rivers, seas, islands)?

#### Work with the book

#### Student's Book, page 45, Activity 1

Say: Open your books at page 45. Look at the six pictures. What can you see in picture one? S1: I can see land, water and clouds. T: Yes. In picture one there is land and water and there are some clouds. Continue with other children and the remaining pictures. Prompt the children to use there is/there are in their answers. When you have described all of the pictures, ask the children to choose a picture and describe it to a friend. S1: There are (some houses, some gardens), there is (a road) and there are (some trees). S2: That's picture (6). Continue until all the pictures have been described.

## Student's Book, page 45, Activity 2

Say: Now look at Activity 2.

Explain to the children that all through this unit, they are going to help Eve with her project. Explain that they are going to research the questions at home and write down the information they find. Remind them to make references of the sources they use: books, authors and page numbers. If they use the internet, they should note the URL, and so on.

Then say: Let's look at Eve's project and see if we can help her. Ask the children to look at the list of words and then ask: Are cars a danger to our environment? SS: Yes! Ask the children to answer Eve's question using the list of words. When they have finished, make two columns on the board, one for A threat to our environment and the other for Not a threat to our environment. Ask the children to come to the board and write the things on their lists in the right columns.

# **Optional Activity Book** exercises



See page 195.

#### **Practice**

Use the chart you made on the board to remind the children about dangers to the environment. Ask them to look out of the classroom window. T: Can you see anything that is a threat to our environment? Children give free answers (cars, buildings, rubbish, factories...)

#### **A**NSWER KEY

#### Student's Book, Activity 2

Threats: roads, railway lines, buildings, factories, cars, planes, ships, houses, rubbish, farms, people, boats

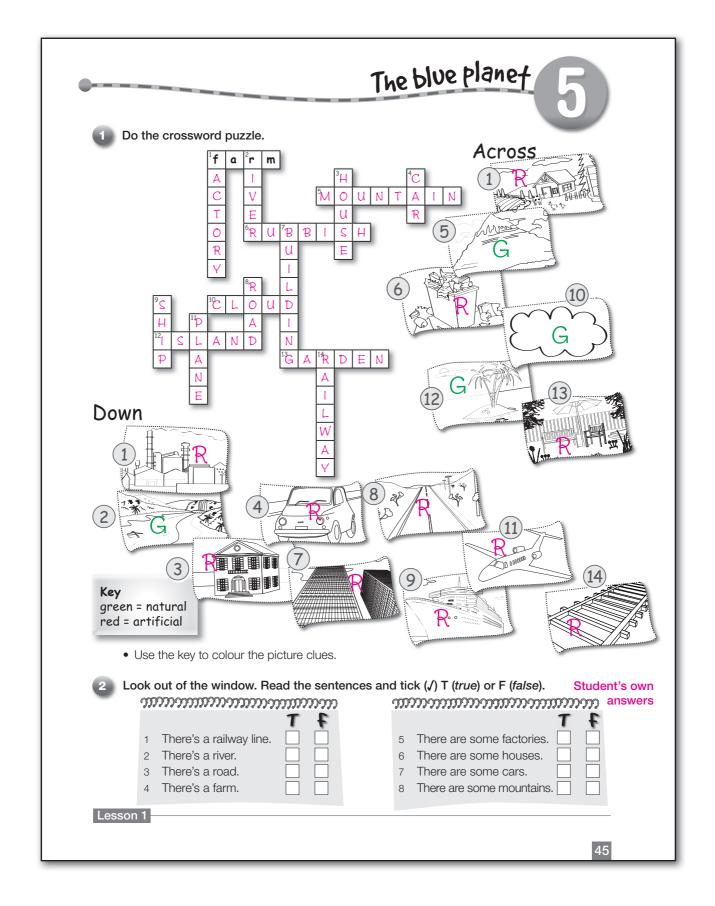


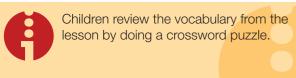


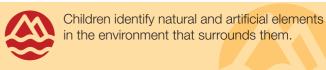
Children review concepts such as the environment, recycling, pollution, etc. Discuss with the children the effects of pollution and the need to protect our planet. Discuss what we can do in order not to damage the environment.



Encourage the children to use the structures and the vocabulary learned to describe the pictures.







UNIT 5 LESSON 1 OPTIONS

# **Activity Book**

## Page 45, Activity 1

Say: Open your Activity Books at page 45. Look at Activity 1. Ask the children to identify the objects in the pictures. Tell the children to complete the crossword puzzle in their Activity Books.

Ask: Is a (farm) a natural or an artificial object? SS: Artificial. Repeat the procedure for the other pictures.

Tell the children to colour the pictures using the key.

## Page 45, Activity 2

Say: Now look at Activity 2.

Ask: What can you see out of the window? The children

look and call out their suggestions.

Ask a volunteer to read the first sentence out loud and then

ask: Is that true or false?

Repeat the procedure for the other sentences.

Tell the children to read the sentences and circle *true* or *false* in their Activity Books.



## Let's play!

#### Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an item. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

# Resources

#### DVD

Unit 5, Episode 5

#### **Teacher's Resource Book**

DVD worksheet, page 29

#### Multi-ROM

Unit 5, Vocabulary 1



In this unit, the children will be working with countable and uncountable nouns again. Ensure that they understand the difference between cars (countable) and traffic (uncountable); clouds (countable) and smoke (uncountable), and so on. They may need a lot of reinforcement for these concepts. Keep asking them: Can you count (clouds/smoke)?



Focussing on extremes in water, relief and climate.

Curricular link: Geography; Science

# Language Objectives

**Vocabulary:** the warmest, the coldest, the hottest, the deepest, the shallowest, the widest, the narrowest, the hottest, the lowest, the wettest, the coldest, the highest, the lowest, the highest, the driest; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Arctic Ocean, Ethiopia, The Antarctic, Mount Everest, The Dead Sea, Hawaii, the Atacama Desert, Chile; rain, sea level

**Structures:** It's the deepest ocean. The average temperature is 34°C.

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

Materials: a map of your country or local region

## WATER, RELIEF AND CLIMATE

# **Presentation**



Say: Today we are going to learn about water on our planet. Use the poster (side A). Ask a volunteer to come to the map and to identify where the different oceans are. Then say: Let's see if we can find these places on the map. Where do you think Mount Everest is? Which continent is it in? Guide the children by naming the countries and giving compass points, for example: It's in Asia. It's in Nepal and Tibet. It's in the north of Nepal and the south of Tibet. Repeat the procedure for the following places: Ethiopia, the Atacama Desert, Hawaii, the Dead Sea and the Antarctic. Hand out the pop-outs and ask the children to come to the map and to place them on the map.

## Work with the book



# Student's Book, page 46, Activity 3

Say: Open your books at page 46. Look at Activity 3. Look at the information about the oceans. How wide is the Pacific Ocean? SS: Seventeen thousand, seven hundred kilometres. Repeat the question for the other oceans. Then ask: How deep is the Pacific Ocean? SS: It's eleven thousand and thirty-three metres deep.

Play Track 2.1. The children listen, and look at the information. Stop the CD after each sentence and ask: Is that true or false?

Say: Now play Guess the Ocean.

Tell the children to take turns making statements about the ocean and guessing which ocean it is, using the model on page 46.

## Student's Book, page 46, Activity 4

Say: Now look at Activity 4.

Read the instructions for writing the quiz. Tell the children to work in pairs and write a quiz using the information they have got about the oceans, and the information in Activity 4. You can establish the number of quiz questions, if you prefer.

Tell the children to exchange their quizzes with another pair and race each other to write the answers.

Ask each pair to choose one of their questions and read it out to the rest of the class. The first child to raise their hand and answer correctly wins a point for their pair.

# **Transcript**





See page 199.

# **Optional Activity Book** exercises

See page 199.

#### **Practice**

#### Continuous assessment

Children can compare the relief, climate and water using superlative adjectives.

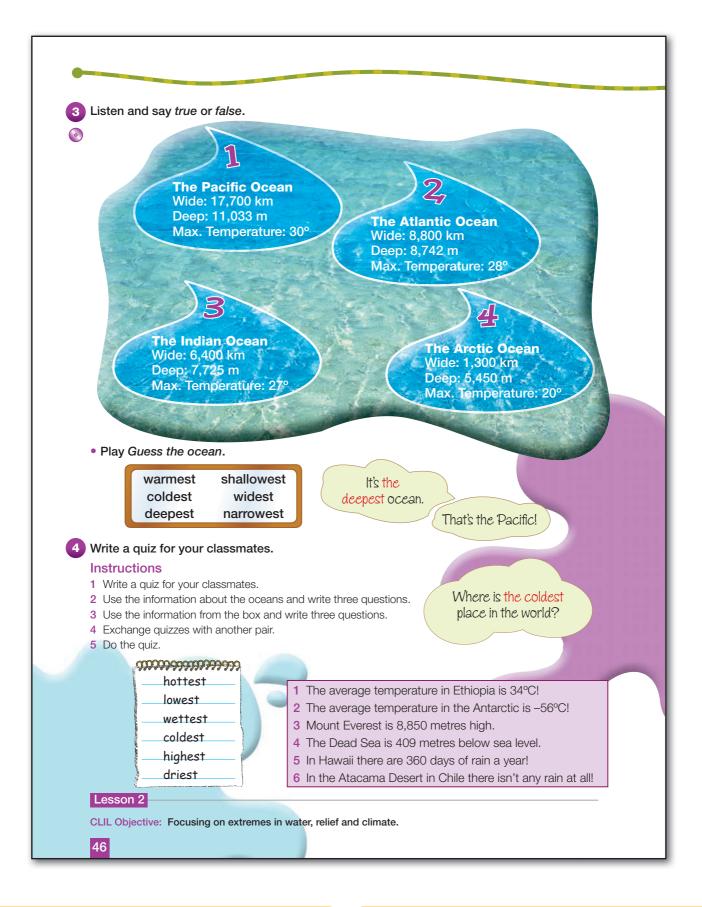
Ask questions about water, relief and climate in our country: Which oceans are on the shores of our country? Where are they? Are they in the (north/south/west/east)? Where is the highest point in our country? Where is the lowest point? What about the hottest area? And the coldest area? Which is the wettest area? And the driest? Are there any main rivers in our country? What are they called? Where are they? Which ocean/sea do they flow into?

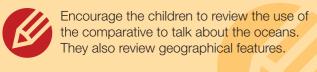
**Project Quest:** What things pollute water?

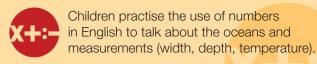
Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

See page 199.







Arctic	Atlantic	Indian	Pacific
Oceans			
1 The Pacific	Ocean is between No	orth and South Amei	rica and Asia.
2 The Atlantic	Ocean is between Nor	th and South Americ	ca, and Europe and Afric
3 The <u>Indian</u>	Ocean is between Af	rica and Asia.	Δ.
4 The Arctic	Ocean is at the Nort	h Pole.	
Correct the mistake.	s about the rivers.		*
Rivers			
	North America.	South America	
	uth America.		TI
3 The Thames is in	Asia. Europa	<u>e                                      </u>	"
4 The Volga is in At	frica. Europe	2,	
5 The Mississippi is	in Europe. Nort	th America	
Find the information	and complete the sen	tences. Student	's own answers
In my country the			
			~
hottest place is		coldest place is _	
highest place is		( loveost place	e is 📝



Children review the information they have learnt about oceans and rivers, and reinforce their previous knowledge by correcting mistakes.



# Page 46, Activity 3

Say: Open your Activity Books at page 46. Look at Activity 3. Tell the children to look at the names of the oceans and ask: Which ocean is between North America and Asia? SS: The Pacific.

Repeat the procedure for the other sentences about the oceans.

Tell the children to complete the sentences in their Activity Books.

Tell the children to look at the sentences about the rivers. Read the first sentence out loud: *The Amazon is in North America*. Tell the children that the sentence is wrong: *The Amazon isn't in North America, it's in South America*. The children correct the rest of their sentences in their Activity Books.

## Page 46, Activity 4

Say: Now look at Activity 4.

The children complete the information about the hottest, highest, driest, coldest, lowest and wettest places in their country.

## **Grammar and Writing Booklet**

# Page 21, Activity 1

Say: In this unit we are going to learn how to write letters. Do you ever write letters to friends or members of your family? Do you write emails? What about postcards when you are on holiday?

Open your Grammar and Writing Booklets at page 21. Look at the text.

Ask different children to read out parts of the text. Ask questions: Who is writing the letter? Who is she writing it to? What's the date on the letter? Where is Sarah? Tell the children to look at the parts of the letter and label them.

## Page 21, Activity 2

Say: Now look at Activity 2. Find and circle the words in the text.

#### Page 21, Activity 3

Tell the children to complete the lists using the words they have circled.

Tell the children that in the next lesson they are going to start making a rough plan for their letters.

Ask them to imagine Harry's reply and the kind of information that they are going to include. Make a note of their suggestions on the board.



## Let's play!

### Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.

# Resources

Multi-ROM

Unit 5, Grammar 2

**Teacher's Resource Book** 

Ready to speak, page 87

#### **Transcript**



The deepest ocean is the Indian Ocean.
The coldest ocean is the Arctic Ocean.
The widest ocean is the Pacific Ocean.
The narrowest ocean is the Arctic Ocean.
The shallowest ocean is the Atlantic Ocean.
The warmest ocean is the Pacific Ocean.

#### **A**NSWER KEY

#### Student's Book, Activity 3

false; true; true; true; false; true

Focussing on extremes of relief and climate.

Curricular link: Geography

# **Language Objectives**

**Vocabulary:** the most important, the most populated, the most popular, the most difficult, the most beautiful, the most dangerous, the most boring, the most interesting, the longest, the biggest, the highest; The Alps, mountains, winter sports, city, ski run, food, season, avalanches, month, winter, spring, snow, snow storm, January, February; skiing, studying, travelling, meeting people, watching nature, melting

**Structures:** The most difficult mountain to climb is the Matterhorn. The biggest city is Grenoble.

Resources: CD; poster (side A)

#### **E**XTREMES OF RELIEF AND CLIMATE

## **Presentation**



Say: Today we are going to learn about the Alps. Does anybody know where the Alps are?

Show the children the poster (side A). Ask a volunteer to come and point to the Alps on the map. Guide them if necessary by saying things like: They are in Europe. They are in France, Switzerland, Austria, Italy, Germany and

Ask the children if they know anything about the Alps: Do people live in the Alps? Do people ski in the Alps? Do you know the names of any towns or cities in the Alps?

# Work with the book



#### Student's Book, page 47, Activity 5

Say: Open your books at page 47. Look at Activity 5. Read the introductory text out loud. Ask: What does most populated mean? It means that lots of people live there. Why do you think the Alps are a popular place for winter sports? What's the weather like in the winter? Say: Now look at the first photo. What can you see? This mountain is called the Matterhorn.

Tell the children to look at the phrases underneath the pictures and match them to the text under the photo. Repeat the procedure for the other photos and phrases. Tell the children to make a note of the complete sentences in their notebooks and to check with a classmate.

## Student's Book, page 47, Activity 6

Say: Now look at Activity 6. We are going to listen to an interview with a girl called Lisel. Lisel lives in the Alps. She is a member of the International Homework Club and a friend of Eve's. Eve wants to know about life in the Alps. Tell the children to look at the text on the page.

Then say: Now let's listen to Lisel's answers.

Play Track 2.2. The children listen and point to the correct

Play Track 2.2 again, this time stop after each question and ask: What does Lisel answer?

Tell the children to work in pairs and talk about the information about the Alps.

# **Transcript**





Track 2.2 Activity 6

See page 203.

# **Optional Activity Book** exercises

See page 203.

#### **Practice**

Ask the children questions about our region: What's the most beautiful season of the year in our region? What's the most boring month? What's the most popular sport? What's the most interesting thing about living where we live? What's the most beautiful city? What's the most popular food?

**Project Quest:** What things pollute the land? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

#### Student's Book, Activity 5

The Matterhorn is the most difficult mountain to climb. Salzburg is the most beautiful city.

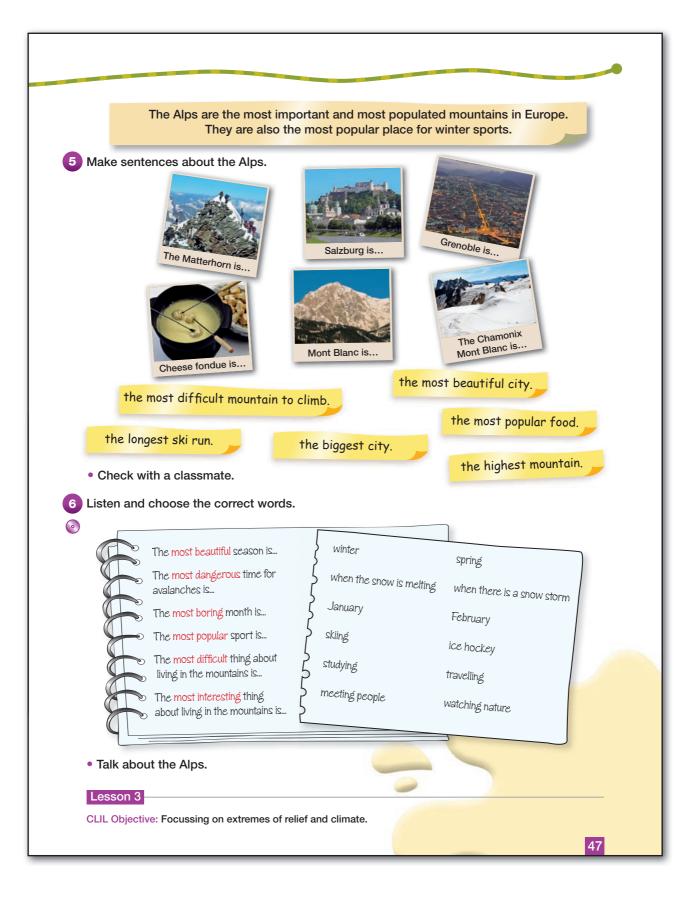
Grenoble is the biggest city.

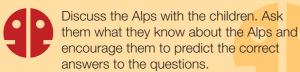
Cheese fondue is the most popular food.

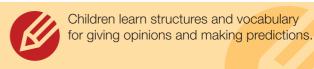
Mont Blanc is the highest mountain.

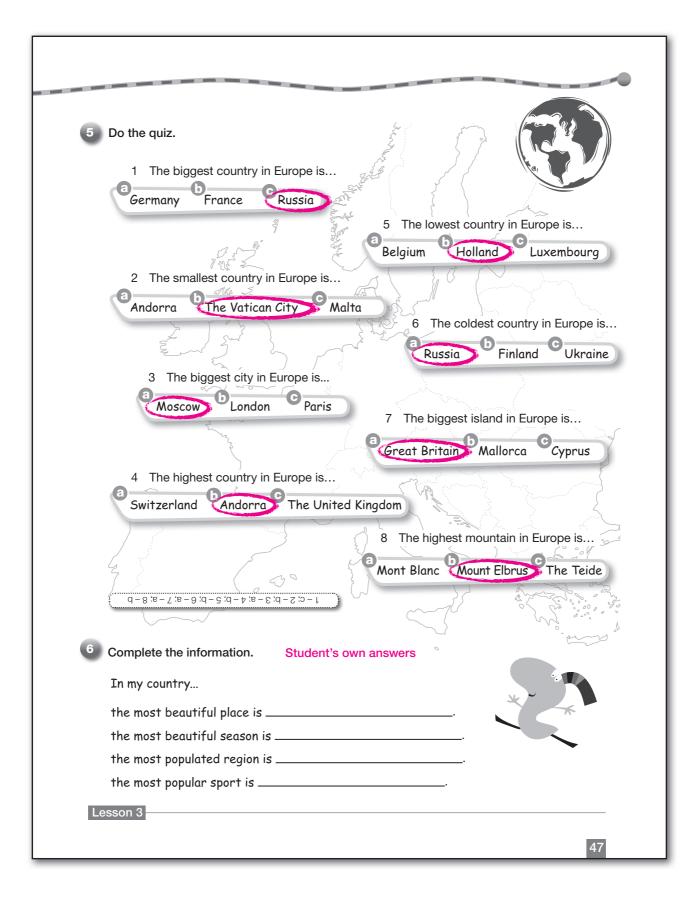
#### Student's Book, Activity 6

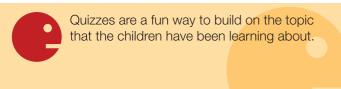
See Transcript page 203.

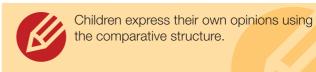












UNIT 5 LESSON 3 OPTIONS

# **Activity Book**

## Page 47, Activity 5

Say: Open your Activity Books at page 47. Look at Activity 5. Read the first sentence out loud stopping at the point when the children have to choose and ask: Which country do you think it is?

Repeat the procedure for the other quiz sentences. Tell the children to read the sentences and circle the options. They can come and look at the map for some of the answers.

## Page 47, Activity 6

Say: Now look at Activity 6.

The children complete the information with their own personal opinions.

Ask volunteers to read some of their sentences out loud, and encourage the rest of the class to say whether they agree or disagree.

## **Grammar and Writing Booklet**

## Page 22, Activity 4

Ask: What kind of text did we look at in the last lesson? SS: A letter. Ask volunteers to read the sections of the letter out loud to remind them of the content.

Say: Open your books at page 22. Look at Activity 4. Let's plan our work.

Write on the board: at school, in his free time, with his friends, with his family. Ask volunteers to come to the board and write suggestions for what Harry is going to tell his sister in his letter.

## Page 22, Activity 5

Say: Now look at Activity 5. Ask a volunteer to read the text out loud. Tell the children to circle the adjectives and write the list of adjectives on the board. Under the first word write the pattern of consonants and vowels. Ask volunteers to come to the board and write the patterns under the rest of the adjectives. Then ask: How do we form the comparative of these adjectives? Write the comparative (hotter) next to the first adjective.

Then tell the children to write the comparatives and superlatives of all the adjectives in their books.

Tell them to tick the ones that end with a single consonant and the ones that have a double letter. They should look

#### Page 22, Activity 6

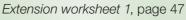
Say: Now look at Activity 6.

Tell the children to use the model on the page and their plan in Activity 4 to write a rough draft of their letter. Walk around helping the children with any unknown language they want to use.

carefully at the patterns and try to tell you what the rule is.

#### Resources

# Teacher's Resource Book





## **Transcript**



Eve: Hi, Lisel!
Lisel: Hi there. Eve!

**Eve:** I'm writing about life in the mountains. Can you help me?

Lisel: Of course! What do you want to know?

**Eve:** Is the winter the most beautiful season in the Alps? **Lisel:** Well, the winter is very beautiful, but the spring is the most beautiful season. There are flowers everywhere.

**Eve:** Is the most dangerous time for avalanches when the snow is melting?

**Lisel:** No, not really. The most dangerous time is during a snowstorm.

**Eve:** Is it ever boring in the mountains?

**Lisel:** Sometimes! January is the most boring month. It's very cold and everybody stays at home.

**Eve:** What's the most difficult thing about living in the mountains?

**Lisel:** Probably travelling. Sometimes we can't go anywhere for days.

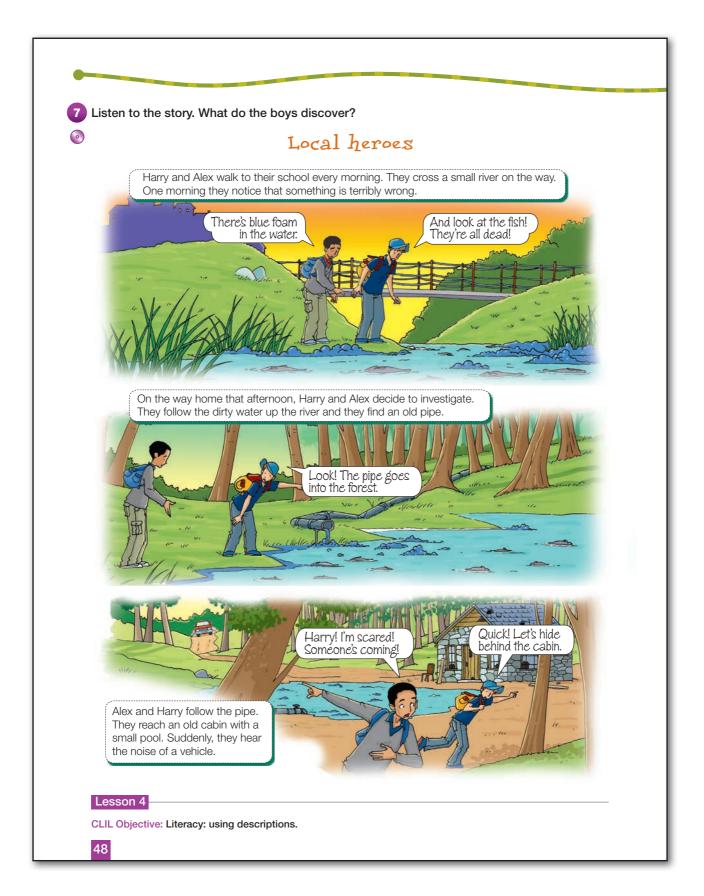
**Eve:** Is skiing the most popular sport?

**Lisel:** Well, skiing isn't really a sport for us. It's a means of transport. The most popular sport is ice hockey.

**Eve:** So, what's the most interesting thing about living in the mountains?

**Lisel:** I suppose meeting people. Lots of people come to the Alps for summer and winter holidays. That's fun!

Eve: Thanks Lisel. Bye now! Lisel: You're welcome! Bye!

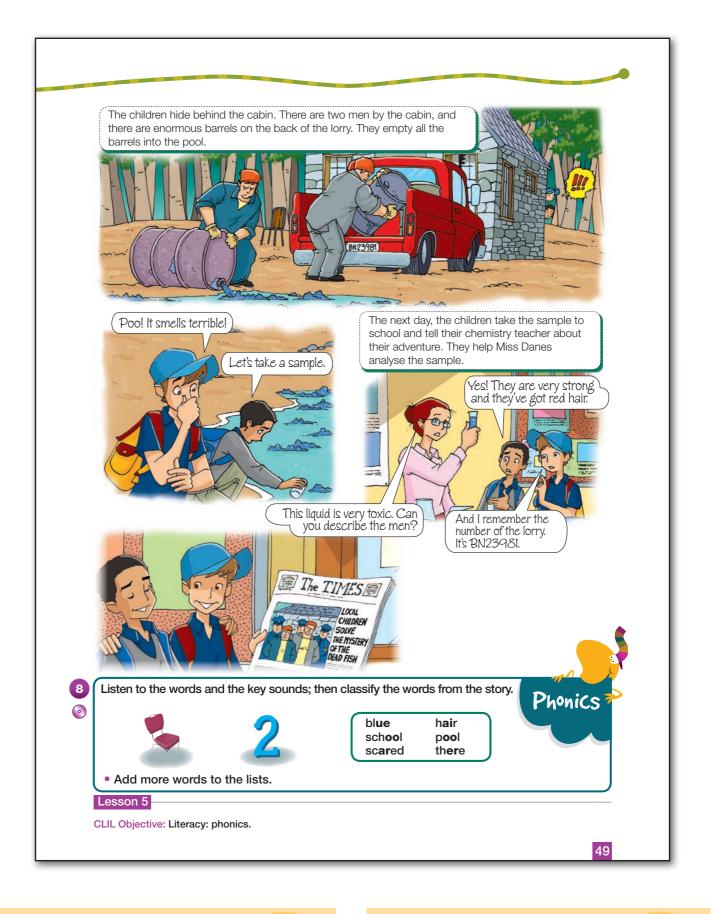




Children make inferences to decide what is happening in the story from the information given.



Discuss with the children the effects of environmental pollution on living things.





Children identify the target sounds and compare them with their written representation. Remind the children that English is not a phonetic language, and that the same sound can be written in a variety of ways.



Discuss whether the children's predictions were correct and review measures to protect our planet.

Literacy: using descriptions.

Curricular link: Literacy

# **Language Objectives**

Story language: walk, cross, notice, decide, investigate, follow, reach, hide, help, analyse, describe, remember, solve; empty, smells, river, water, foam, fish, pipe, forest, cabin, pool, barrels, noise, vehicle, lorry, sample, liquid, school, teacher, adventure, dead, wrong, dirty, enormous, old, scared, terrible, chemistry, toxic, strong, morning, afternoon

Resources: CD

## Story: Local Heroes

## Present the story

Say: It's story time! Open your books at pages 48 and 49. Read the title out loud: Local heroes.

Ask the children to look at the pictures while you ask questions: (Picture 1) What are the boys looking at? Is the river clean or dirty? (Picture 2) Where does the dirt come from? Where does the pipe go? (Picture 3) Can you see a lorry? Why are the boys running away? (Picture 4) What are the men doing? Can the boys see them? (Picture 5) Why is one of the boys holding his nose? What is the other boy doing? (Picture 6) Who is looking at the sample? (Picture 7) Are the boys happy now?

# Work with the book



### Student's Book, page 48, Activity 7

Play **Track 2.3**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: What are the boys' names? How do they go to school every morning? What do they notice is wrong with the water in the river? What's the matter with the fish? Where do they go to investigate? What do they find? Where does the pipe go? Why are they scared? Where do they hide? How many men are there? What is there on the lorry? What do the men do with the barrels? What do Harry and Alex do? Who do they take the sample to? What does Miss Danes say about the sample? How does Alex describe the men? What does Harry remember? Why are Alex and Harry happy in the last picture?

Ask the children to describe the main characters. Then ask the children to describe other elements in the story: the river, the cabin, the lorry and the teacher.

# **Transcript**



Track 2.3 Story: Local heroes

See page 209.

# Optional Activity Book exercises

See page 209.

# **Develop the story**

Tell the children to read the story again in silence and make a note of any words they do not understand.

Ask volunteers to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.



Literacy: phonics oo (blue, school, pool) and air (scared, hair, there)

Curricular link: Literacy

Resources: CD

#### **PHONICS**

## Retell the story

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

## Work with the book



# Student's Book, pages 48 and 49, Reading Activity

Tell the children to read the story out loud. Assign the characters Alex, Harry and Miss Danes to three children. Ask five other children to read the narration lines. Two other children can act out the roles of the men.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

#### Student's Book, page 49, Activity 8

Play **Track 2.4** to identify the sounds in the words *chair* (*air*) and *two* (*oo*). Pause the CD. The children repeat the words. Then listen to the other words from the story. Draw two columns on the board and write the words: *chair* and *two* at the top of the columns. Tell the children to copy the columns into their notebooks and classify the words from the list.

Chair (air): scared, hair, there Two (oo): school, pool, blue

Tell the children to look for more words in the story that

have the same sounds. Chair (air): they're, where, their Two (oo): to, two, into, poo, you

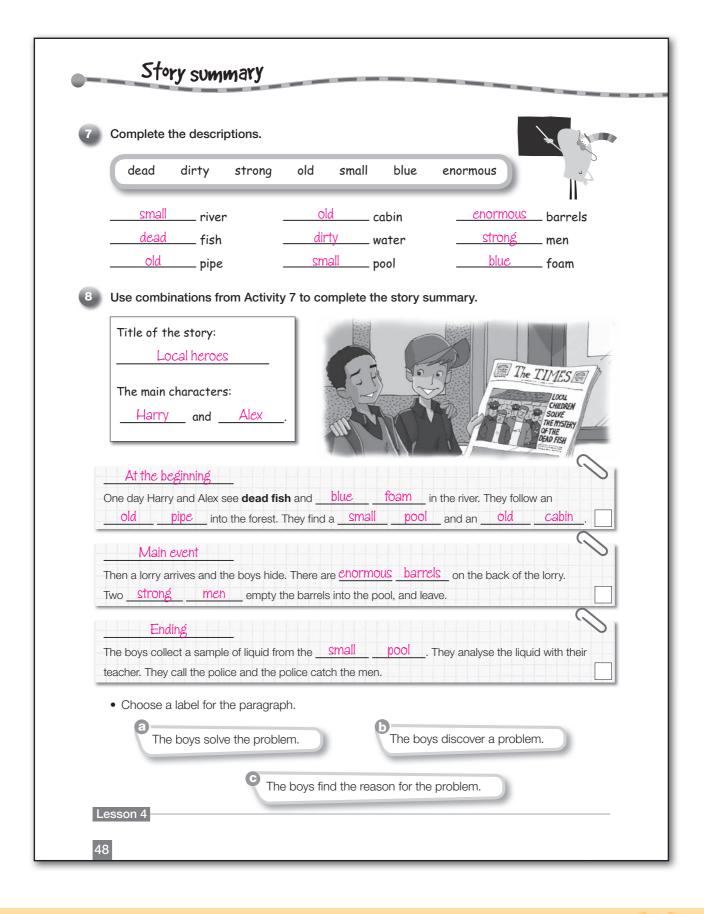
Tell the children to come to the board and write the words

from their lists.



## **Develop the story**

Divide the class into groups of four. Assign a character to each child: Harry, Alex, Miss Danes and the narrator. Tell the children to read their story out loud in their groups. Encourage them to act out their roles.





Children learn how the use of adjectives can make a story more interesting.

UNIT 5 LESSON 4 OPTIONS

# **Activity Book**

## Page 48, Activity 7

Say: Open your Activity Books at page 48. Look at Activity 7. Divide the board into two halves and write a set of the words on each half.

Ask the children to look at the words and then to come and match the adjectives to the nouns to make as many combinations as possible. Prompt the children by asking: Can we say (dead) (fish)? Can we say (dead) (men)? Can we say (dead) (cabin)?

Tell the children to match the words in their Activity Books according to the story.

# **Activity Book**

## Page 48, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Ask: What's the title of the story? Who are the main characters?

Read the sentences out loud, stopping at the missing information and asking the children to complete the information orally using the combinations from Activity 7. Tell the children to complete the story summary in their Activity Books.

Ask volunteers to read the story summary out loud. Read the labels for the paragraphs out loud and ask the children to say which paragraph they each refer to.

# Resources

Multi-ROM
Unit 5, Story

## **Transcript**



## Track 2.3 Story: Local heroes

**Narrator:** Harry and Alex walk to their school every morning. They cross a small river on the way. One morning, they notice that something is terribly wrong.

Alex: There's blue foam in the water.

**Harry:** And look at the fish! They're all dead!

**Narrator:** On the way home that afternoon, Harry and Alex decide to investigate. They follow the dirty water up the river and they find an old pipe.

Harry: Look! The pipe goes into the forest.

**Narrator:** Alex and Harry follow the pipe. They reach an old cabin with a small pool. Suddenly, they hear the noise of a vehicle.

**Alex:** Harry! I'm scared! Someone's coming! **Harry:** Quick! Let's hide behind the cabin.

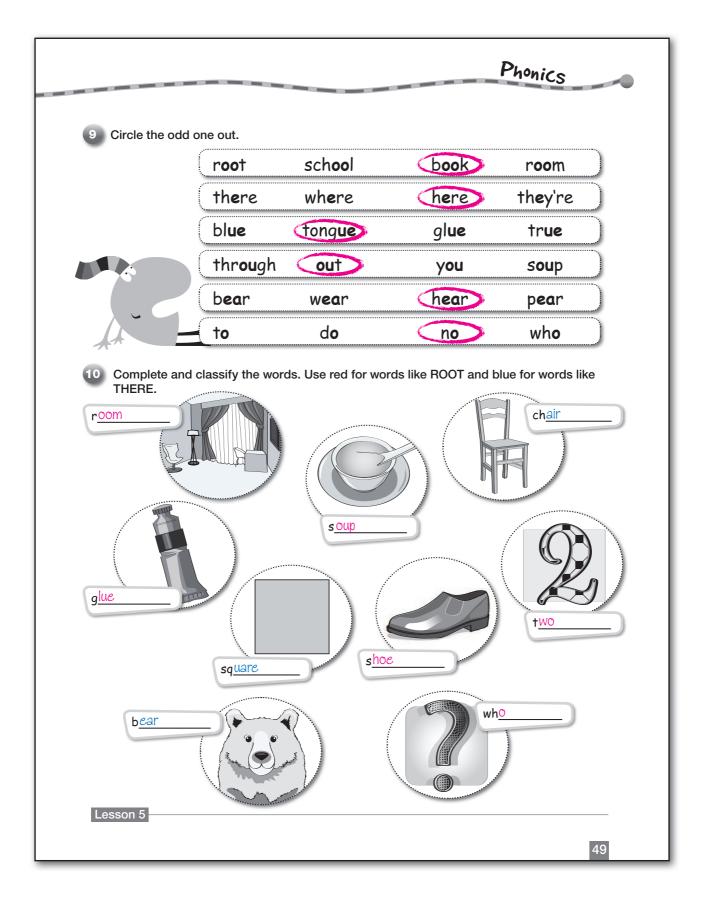
**Narrator:** The children hide behind the cabin. There are two men by the cabin and there are enormous barrels on the back of the lorry. They empty all the barrels into the pool.

**Harry:** Poo! It smells terrible! **Alex:** Let's take a sample.

Narrator: The next day the children take the sample to school and tell their chemistry teacher about their adventure. They help Miss Danes analyse the sample.

Miss Danes: This liquid is very toxic. Can you describe the

**Alex:** Yes! They are very strong and they've got red hair. **Harry:** And I remember the number of the lorry. It's BN23981.





Children should feel confident enough to identify the words with the same sounds. Encourage them to participate and take risks. If they make mistakes, ensure that they realise that they shouldn't be embarrassed and that making mistakes is a normal part of the learning process.

## Page 49, Activity 9

Say: Open your Activity Book at page 49. Look at Activity 9. Ask volunteers to read the first line of words out loud and ask: Which word sounds different? SS: Book T: So that's the odd one out.

Repeat the procedure for the other lines of words.
Tell the children to read and circle the odd one out.

#### Page 49, Activity 10

Say: Now look at Activity 10.
Tell the children to look at the pictures.
In pairs, they complete the words, using blue for words with the oo sound and red for words with the air sound.



# Let's play!

## **Sound sorting**

Write the following words on the board at random: chair, two, blue, school, scared, hair, pool, there. Put the children into teams. Give each team a piece of paper. Write oo and air on the board. The children classify the words into two categories: oo sounds and air sounds. Say: Ready, steady, go! The first team to complete the task wins.

## Resources

**Multi-ROM**Unit 5, *Phonics* 



## **Transcript**



Track 2.4 Phonics

air chair oo two

blue school scared hair pool there

Focussing on air.

Curricular link: Music; Science

# **Language Objectives**

**Vocabulary:** chimney, smoke, pollution, clouds, air, clean, high, sky, smog, acid rain, sunshine, butterflies, birds

**Structures:** There is a... There isn't a... There are some... There aren't any...

Resources: CD

#### **A**IR

#### **Presentation**

Say: Today we are going to learn about the air. Ask the children to look out of the classroom window and ask questions: Can you see any (clouds, planes, birds, rain, smoke)?

Ask: Can we see the air? Do you know what air is made up of? Write the following gases and percentages on the board: nitrogen - 78%; oxygen - 21%; argon and carbon dioxide - 1%.

Then ask: Do we need air? Do all living beings need air? Say: Air is very important.

Talk to the children about some of the effects of pollution to make sure they understand words like: *smog, smoke, acid rain, clean air,* etc.

## Work with the book



#### Student's Book, page 50, Activity 9

Say: Open your books at page 50. Look at Activity 9. Look at the photos.

When the children have had time to look at the photos, say: *Now, we're going to sing a song.* 

Tell the children to listen carefully and play **Track 2.5**. Play **Track 2.5** again and tell the children to follow the words in their books. Then ask the children to identify which photo corresponds to which part of the song (see the words in bold).

Play the song again and ask the children to join in. Then they ask each other questions about the pictures. S1: Are there any clouds in this picture? S2: Yes, there are./No, there aren't. S2: Is there any smog in this picture? S1: Yes, there is./No, there isn't.

# Student's Book, page 50, Activity 10

Say: Look at the two pictures in Activity 10.
Tell the children to work in pairs and describe the pictures following the example: S1: There isn't any (pollution) in (picture one). S2: There aren't any (birds) in (picture two).

## **Transcript**





Track 2.5 Song: Up, up high

See page 215.

# Optional Activity Book exercises

See page 215.

## **Practice**

#### **Continuous assessment**

Children can name the main types of air pollution.

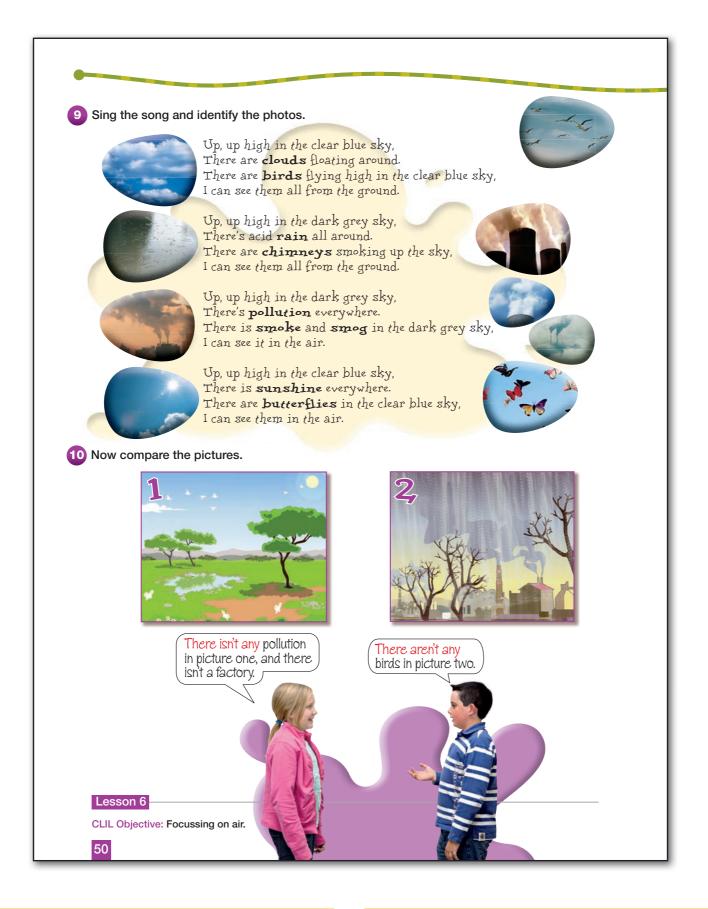
Ask the children what they think most pollutes the air: traffic, factories or heating. Ask them to think about how we can reduce the amount of pollution. Ask questions to guide their answers, for example: Do we need to use cars all the time? Can we walk to school, or to the shops? Do we need the heating on all the time?

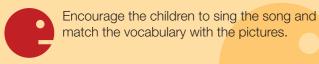
Ask the children what kinds of problems result from air pollution: acid rain, health problems, problems for other living beings (plants and animals).

**Project Quest:** What things pollute the air?

Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

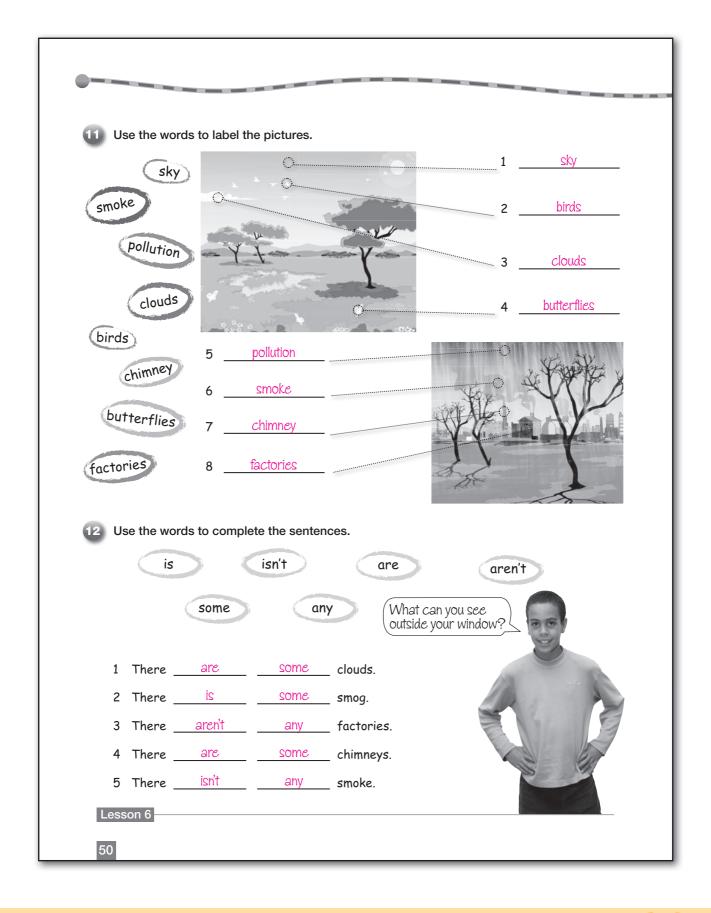
\*Note: Tell the children to bring in some items that can be recycled for the poster in lesson 9 (for example: plastic bags, plastic bottles, plastic cutlery, cartons, old newspapers, paper bags, yogurt pots, old notebooks, bus tickets...). Alternatively, the children can find pictures of items in magazines and bring them to class.







Children use the vocabulary and structures learned to describe and compare the images. Discuss the effects that pollution has on the environment.





Children use the language they have learnt to identify the elements in the pictures and label them.

#### Page 50, Activity 11

Say: Open your Activity Books at page 50. Look at Activity 11.

Ask the children to identify the numbered elements in the pictures.

Tell the children to label the pictures using the words.

#### Page 50, Activity 12

Say: Now look at Activity 12.

Say: Look out of the window. Can you see any (clouds)?

Repeat the question for the other elements.

Tell the children to complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud.

## **Grammar and Writing Booklet**

#### Page 23, Activity 7

Say: Now we are going to see how we can make our rough drafts better.

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined, and ask you if there is anything they do not understand.

Say: Open your books to page 23. Look at Activity 7. Say: This is a list of types of mistakes. Look carefully at your rough drafts and tick the mistakes you made. Ask the children to read out some of their mistakes and corrections.

#### Page 23, Activity 8

Say: Now look at Activity 8. Choose four mistakes and write the correct sentences.

#### Page 23, Activity 9

Say: Now look at Activity 9.

Explain that we can always make our work better. Say: In letters we often ask questions. What kind of questions do we ask?

Write the children's suggestions on the board. Say: Now write six questions to include in different paragraphs in your letter.

Ask volunteers to read their questions out loud. Make suggestions where necessary.



## Let's play!

#### Flash

Hold up a flashcard from the unit, back to front so that the children can't see the picture. Turn it around very quickly, so that the children only get a quick glimpse of the picture, and ask the children if they can guess what it is. Gradually show the flashcard a little bit more slowly until the children guess what it is. Repeat the procedure with other flashcards from the unit.



#### Resources

**Multi-ROM**Unit 5, Song

## **Transcript**



### Track 2.5 Song: Up, up high

Up, up high in the clear blue sky, There are clouds floating around. There are birds flying high in the clear blue sky, I can see them all from the ground.

Up, up high in the dark grey sky, There's acid rain all around. There are chimneys smoking up the sky, I can see them all from the ground.

Up, up high in the dark grey sky, There's pollution everywhere. There is smoke and smog in the dark grey sky, I can see it in the air.

Up, up high in the clear blue sky, There is sunshine everywhere. There are butterflies in the clear blue sky, I can see them in the air.

Understanding recycling.

Curricular link: Science

## **Language Objectives**

Vocabulary: plastic, glass, paper, organic waste; bottle, jar, glass, bag, newspaper, box, T-shirt, leaves, rotten fruit; reduce, recycle, reuse

Structures: I've got an old newspaper. Put it in the

(blue) bin.

Resources: poster (side B); Unit 5 cut-outs or Teacher's Resource Book, page 13 (one photocopy per child)

Materials: scissors, dice

## Student's Book, page 51, Activity 12

Say: Look at Activity 12.

Explain the concept of the three R's again: Reduce, Reuse and Recycle. Ask questions to help them classify the cut-outs. Ask: Can you reuse a (plastic bottle)? S1: Yes, I can. T: Can you reuse a (broken glass)? S2: No, I can't. The children classify the cut-outs and explain: I can reuse (a plastic bottle) but I can't reuse (broken glass).

## **Optional Activity Book** exercises

See page 219.

#### RECYCLING

## **Presentation**



Show the children the poster (side B). Write: The three R's on the board and then write: Reduce, Reuse, Recycle. Explain that we can help the environment if we remember the three R's.

Explain that we can reduce our use of most things. We can recycle and reuse some things. Other things we can only recycle. For example: we can't reuse a broken glass, or a battery. We can reuse a cotton T-shirt or a plastic bottle. Point at the different coloured bins and say: We use bins like these to help us recycle things. The different colours of the bins are to separate the waste into categories. Go through the different categories with the children. Ask: Which colour bin do we use for (glass)? SS: The (green) bin.

#### Work with the book

## Student's Book, page 51, Activity 11

Say: Open your books to page 51. Look at Activity 11. Today we're going to play the recycling game. Read the instructions with the class. Say: Find your cut-outs for Unit 5. (Alternatively, hand out the photocopies.) The children cut out the pictures and place them on the board. Read and explain the instructions to the children. They take turns throwing the dice and moving around the board and collecting the pictures. They write their initials on the picture and make a sentence using the model. S1: I've got (an old newspaper). S2: Put it in the (paper) bin. The children place the pictures in the correct recycling containers. They count their pictures at the end of the game.

#### **Practice**

Ask the children to think of the amount of organic waste that we produce every day.

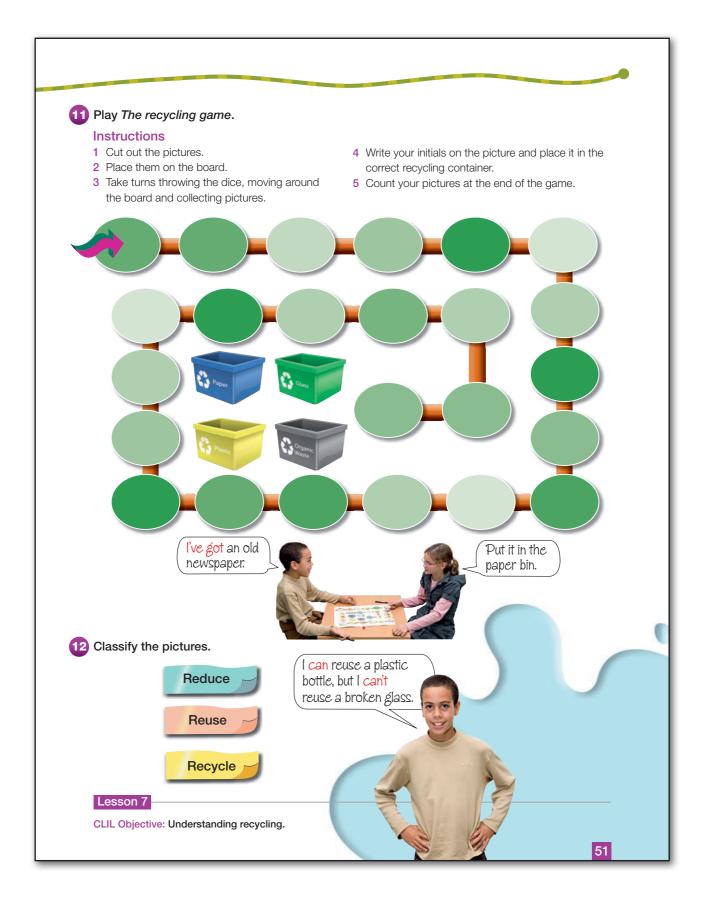
Explain that we can reduce the amount of rubbish we produce by recycling the organic waste and reusing it as compost.

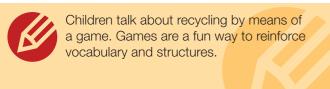
A lot of organic waste from the house can be composted, for example: food scraps, peelings, tea, coffee, hair, nail clippings...

Explain that you cannot compost any cooked food, meat, diary products, fish, eggs, bread, cakes or biscuits. If you try to compost these things you will attract rats.

**Project Quest:** What do you recycle at home? Write the question on the board. Ask if anybody knows the answer. Tell the children to find out the answer and make a note of it in their notebooks, ready for the Speaking project in Lessons 8 and 9.

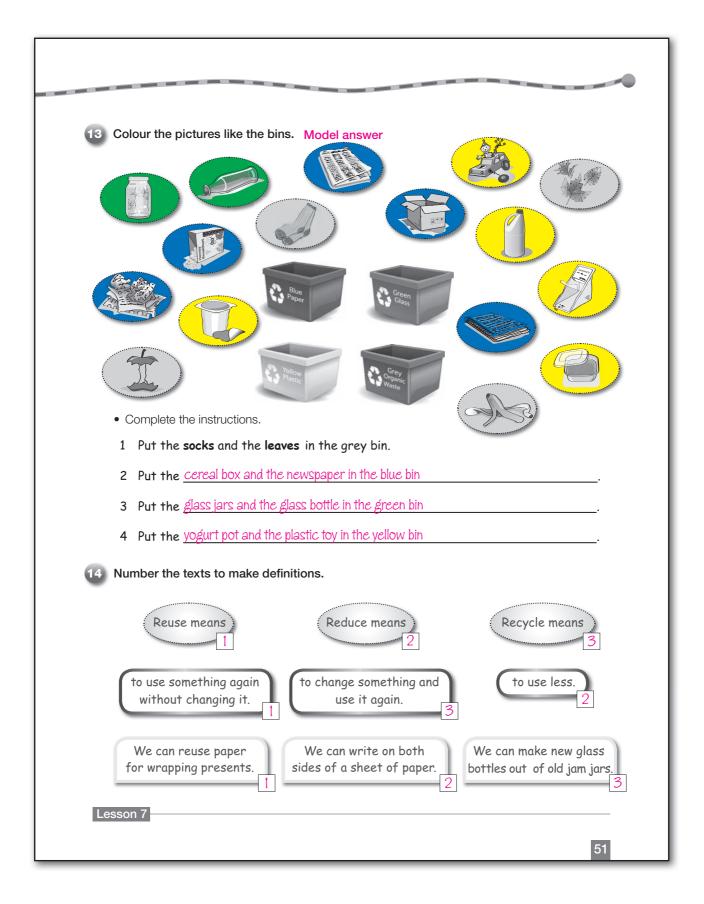
\*Note: Remind the children to bring in some items that can be recycled for the poster in lesson 9 (for example: plastic bags, plastic bottles, plastic cutlery, cartons, old newspapers, paper bags, yogurt pots, old notebooks, bus tickets...) Alternatively, the children can find pictures of items in magazines and bring them to class.







Introduce the concept of reducing, reusing and recycling and encourage the children to put these ideas into practice in their daily lives.





Children classify the products that can be recycled together by colour-coding the pictures according to the bin in which they belong.



## **OPTIONS**

## **Activity Book**

## Page 51, Activity 13

Say: Open your Activity Books at page 51. Look at Activity 13.

Say: I can see a (glass jar). Put it in the (glass) recycling bin. Tell the children to follow your example and name the objects and the correct recycling bins.

Tell the children to colour the objects like the recycling bins in their Activity Books.

Read the completed sentence out loud. Ask: Who can complete the next sentence?

Repeat the procedure asking the children to complete the sentences orally.

Tell the children to complete the sentences in their Activity Books.

#### Page 51, Activity 14

Say: Now look at Activity 14.

Tell the children to look at the words, the definitions and the examples of things we can do.

The children number the texts to make definitions of the words *Reduce*, *Reuse* and *Recycle*.

## **Grammar and Writing Booklet**

#### Page 24, Activity 10

Say: In this lesson we are going to write our own grammar charts.

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar. Ask the children to look through the last three lessons and summarise the grammar they have been looking at. Then say: In this lesson we are going to focus on the verb to be and comparative and superlative adjectives.

Say: Open your Grammar and Writing Booklets to page 24. Look at Activity 10.

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

## Page 24, Activity 11

Say: Now look at Activity 11.

Tell the children to write a clean copy of their letter using their plans, rough drafts, corrections and all the exercises they did to make their written work better.

Ask a few volunteers to show and read their letters out loud.

Place the letters on the walls of the classroom and encourage the children to walk around and look at their classmates' work.



## Let's play!

#### **Memory**

Stick the word flashcards face down on one side of the board, and the picture flashcards on the other using Blu-Tack. Put the children into four teams, and ask one member of each team to come to the board. The children take turns to turn over one picture flashcard and one word flashcard. If they get a pair they get a point, if not, they turn the cards back over, and another team member takes their place at the board. The winning team is the team that finds the most pairs.



### **Resources**

**Multi-ROM** 

Unit 5, Grammar 1

Associating human activity with environmental threats and solutions.

Curricular link: Science

## **Language Objectives**

**Vocabulary:** tins, cars, factories, plastic bottles, planes, ships, traffic, air pollution, water pollution, land pollution

**Structures:** (Tins) pollute the land/air/water. (Smoke) pollutes the sky.

#### SPEAKING PROJECT: GET RECYCLING!

#### **Presentation**

Tell the children that they now know there are three types of pollution: land pollution, air pollution and water pollution. Write the Project Quest questions on the board. Ask: How many people have found the answers to these questions? The children raise their hands. Ask some children to provide their answers. Make a note of their answers under the questions.

#### Work with the book

### Student's Book, page 52, Activity 13

Say: Open your books at page 52. Look at Activity 13. Look at the picture. Ask them to tell you what they can see in the picture. S1: I can see a (river). S2: I can see a (factory).

Explain that in the picture we can see things that pollute the land, the air and the water. Ask the children to describe the picture: Factories pollute the land/air/water; planes pollute the air; cars pollute the air; ships pollute the water; tins pollute the water/land; plastic bottles pollute the water/land.

Prompt any missing answers by asking questions. T: Do (factories) pollute the (air)? SS: Yes, they do.

#### Student's Book, page 52, Activity 14

Say: Now look at Activity 14. We're going to do a survey about recycling.

Remind the children that recycling means taking materials from products you have finished using and making brand new products with them. Ask them to give you examples of things you can recycle. Possible answers: *Tin cans, cardboard, glass, newspapers* and *plastic bottles*. Explain the instruction for the class survey. The children

copy the table, write their own name and five friends' names. They write the words in place of the pictures: plastic bottles, glass bottles, newspapers, plastic bags, cardboard boxes, batteries, fruit, T-shirts.

The children ask each other questions and fill in the table. S1: Do you recycle (batteries)? S2: Yes, I do.

# Optional Activity Book exercises

See page 223.



#### **Practice**

#### Continuous assessment

Children can name objects for recycling.

Ask the children to check their answers for the Project Quest.

What pollutes the water? (Factory waste, tins, detergents, rubbish, pesticides, fertilisers, oil from cars.)

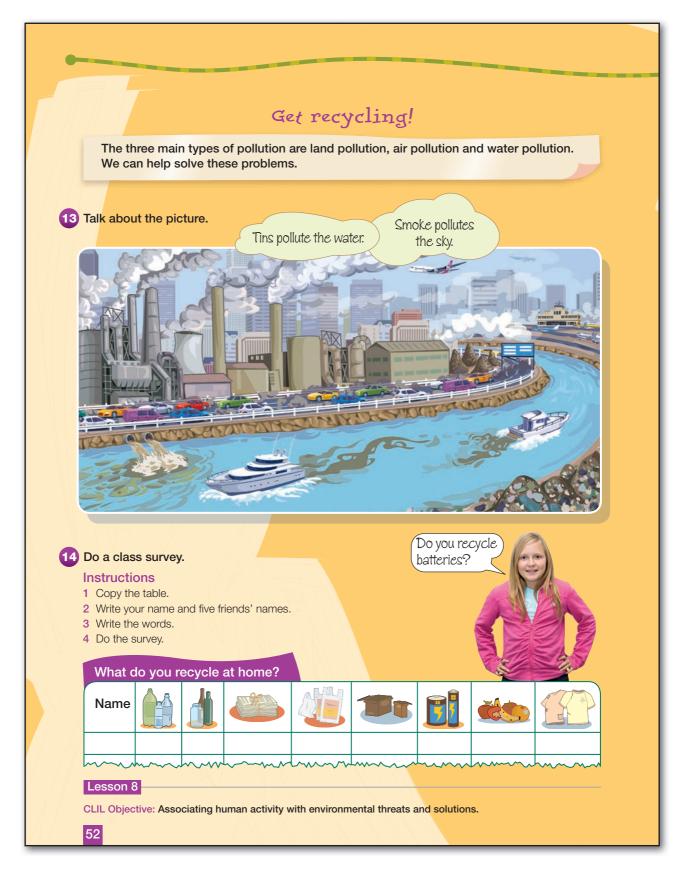
What pollutes the land? (Factory waste, rubbish, pesticides and fertilisers.)

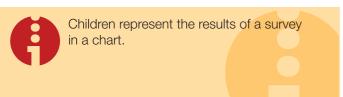
What pollutes the air? (Cars, planes, power stations, factories, wood fires, coal fires, smoke.)

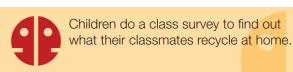
Ask: What do you recycle at home? The children use their answers from the class survey.

Ask: What can we recycle at school? Children make their own suggestions.

\*Note: Remind the children to bring in some items that can be recycled for the next lesson (for example: plastic bags, plastic bottles, plastic cutlery, cartons, old newspapers, paper bags, yogurt pots, old notebooks, bus tickets, etc.) Alternatively, the children can find pictures of items in magazines and bring them to class.







<ul><li>Read the sentences and write Don't where a</li><li>buy products and packaging</li></ul>	
	healthier for you and the environment.
3 Don't buy lots of different clean	•
4 buy things you can reuse.	ing products.
5 Don't buy things in small contained	ers
6 Don't recycle a long way from you	
7 buy local produce.	
8 Don't buy plastic shopping bags.	
How many cartons do they all use	every day? 30 every week? 210
16 Calculate the rubbish. In Eve's building there are fifteen	families.
How many cartons do they all use	every day? every week? 210
	every year? 10,920
2 Each family uses 3 plastic bags a day.	every day? 45 We produce a
How many plastic bags do they all use	lot of rubbish
, p.a bags as me, an ase	every year? 16,380 every year?
3 Each family uses 5 tins a day.	every day?
How many tins do they all use	every week? 525
	every year? 27,300
Match the solutions with the problems.	
0	Use textile shopping bags.



Children focus on some rules to protect the environment. Ask the class if they usually do these things at home and ask for suggestions about how they can be more environmentally friendly.



Children solve some mathematical problems related to the topic of recycling.

#### Page 52, Activity 15

Say: Open your Activity Books at page 52. Look at Activity 15.

Tell the children to read quietly through the sentences. Then ask: Which sentences need the word don't at the beginning?

The children answer orally.

Tell the children to read the sentences again and complete them in their Activity Books.

#### Page 52, Activity 16

Sav: Now look at Activity 16.

Read Eve's speech bubble out loud. Then read the first problem out loud and ask the questions.

Do the calculations on the board.

Ask two children to come to the board. One reads the next problem out loud while the other does the calculations.

Repeat the procedure for the third problem.

Clean the board and tell the children to solve the problems in their Activity Books.



## Let's play!

#### Snap!

The children work in pairs. Each child uses a set of Unit 5 cut-outs (or photocopies of Teacher's Resource Book page 13, one per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap!* The first child to say snap gets the cards that are laid on the table. The winner is the child who wins all the cards.



#### Resources

Multi-ROM
Unit 5, Writing

**Teacher's Resource Book** *Ready to read*, page 73

Understanding that we can solve environmental problems.

Curricular link: Art; Science

## **Language Objectives**

**Vocabulary:** plastic, glass, paper, organic, bin, recycle, pens, bottles, yogurt pot, plastic bags, CD case

**Structures:** My bin's (yellow). It's for (plastic). (Plastic bags) pollute the (land) and the (water). We can recycle (plastic bags). Fifteen people recycle (plastic bottles).

Resources: poster (side B)

Materials: recyclable objects (or old magazines), card, crayons, felt-tip pens, glue, scissors, sticky tape

#### Speaking project: Recycling poster

#### **Presentation**



Use the poster (side B), to discuss the different types of recycling bins. T: Which recycling bin is for (glass)? SS: The (green) bin.

Ask if there are any other types in their areas, for example there may be a special bin for batteries.

Ask the children how they separate their rubbish at home. Then ask: What happens to the rubbish you put in the recycling bins?

Help them explain that the objects they put in the recycling bins are made into new objects.

You can explain that some of the things we make from recycled materials are: sleeping bags, ski-jackets, garden furniture, plastic bins and printer toner cartridges. Write short sentences on the board to summarise the information.

#### Work with the book

## Student's Book, page 53, Activity 15

Say: Open your books at page 53. Look at Activity 15. Tell the children to look at the pictures of the bins for a few minutes and to identify the rubbish for each one. The children work individually to make a list of rubbish for

their bins.

When they have finished, tell the children to stand up, walk around the class and find other children with the same type of bin.

Hand out the materials. The children work in groups to make their posters. They can either choose to make a poster using actual rubbish (plastic or paper) or using pictures from magazines (of organic or glass objects). When they have finished, they prepare a short presentation about their posters for the rest of the class, using the model in Activity 16.

#### Student's Book, page 53, Activity 16

Say: Look at Activity 16.

The children present their recycling posters to the rest of the class in their groups. Encourage the rest of the class to participate and ask questions.

## Optional Activity Book exercises

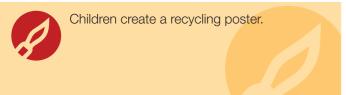


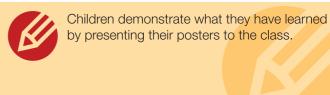
See page 227.

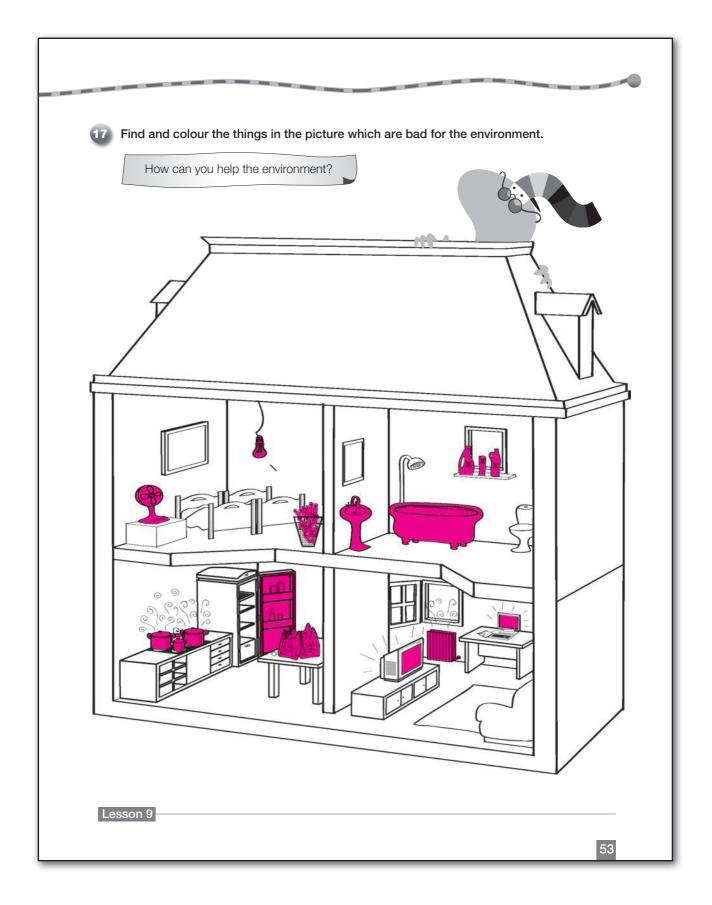
#### **Practice**

Display the posters around the classroom and invite children from other classes to come in and see them. Encourage your class to talk about their posters and to answer any questions.











Discuss with the children the ways in which they can help protect the environment and the reasons for doing so.



#### Page 53, Activity 17

Say: Open your Activity Books at page 53. Look at Activity 17.

Tell the children to look at the picture of the house. Say: There is nobody at home. Everybody is at school or at work. This family is very wasteful! What things in the picture are bad for the environment?

Encourage the children to name the elements that show wasteful behaviour, for example: In the living room the window is open and the radiator is on.

Tell the children to colour these elements in the picture.



## Let's play!

#### Repeat the truth

Invent sentences relating to the picture in the Activity Book: There is a light on in the bedroom. The tap is on in the bathroom. The computer is off... If the sentence is true, the children repeat it, if it is false they stay silent. Tell the children to get into groups of five. The children take turns to make sentences about the picture. Their classmates repeat the true sentences and stay silent after the false ones.



#### Resources

**Multi-ROM** 

Unit 5, Vocabulary 2

**Teacher's Resource Book** 

Extension worksheet 2, page 48

Assessment.

Curricular link: Geography; Science

## Language Objectives

All language from Unit 5.

**Resources:** CD; poster (sides A and B)

#### REVIEW

#### Let's remember!





Say: Today, we are going to remember all the work we have done in Unit 5. Put the poster on the board and say: Do you remember the names of the continents? Which is the (biggest) continent? SS: (Asia). T: Is (Europe) bigger or smaller than (Oceania)? SS: It's (bigger). Say: Do you remember the mountains? Where is (Mount McKinley)? SS: It's in (North America). T: Yes, (Mount McKinley) is the highest mountain in (North America). Is it higher or lower than (Mount Everest)? SS: It's (higher). Say: Look at the rivers. Where is the (River Nile)? SS: It's in (Africa). T: Yes, the (River Nile) is the longest river in (Africa). Is it longer or shorter than the (Mississippi)? SS: It's (longer).

Say: Do you remember the song? Play Track 2.5 and sing the song with the children.

#### Work with the book

#### Student's Book, page 54, Activity 17

Say: Open your books at page 54. Look at Activity 17. Ask volunteers to read the sentences out loud. Ask: Can you remember? What do you think?

The class answers true or false.

Tell the children to work in pairs and to look back at pages 46 and 47. They answer the questions based on the information in the Student's Book and make a note of their answers. When they have finished, read the sentences out loud again and check the answers as a class.

#### Student's Book, page 54, Activity 18

Say: Now look at Activity 18.

The children look at the pictures and make sentences orally with There is... and There are...

#### Student's Book, page 54, Activity 19

Say: Look at Activity 19. Let's talk about recycling. Do you remember the different kinds of waste? Write on the board: organic, plastic, paper, textiles and others. Say: Give me an example of (organic) waste. SS: (Fruit).

Read the instructions with the children and divide the class into groups.

The children empty out their school bags and organise the contents into materials. Then they tell their classmates what they have got. S1: There are (some bottles) and there is (some paper).

#### **Transcript**



Track 2.5 Song: Up, up high

See page 215.

## **Optional Activity Book** exercises

See page 231.

## Round up

Tell the children that April 22<sup>nd</sup> is Earth Day. Ask the children why they think there is a special day for our planet. On Earth Day we do different activities to make us aware of how important it is to care for our environment. Ask volunteers to describe the differences between the three Rs: Reduce, Reuse and Recycle. Reduce: Everyone can reduce the amount of waste we produce. Composting is one way of reducing. If we only buy things which are made with recycled goods we also reduce waste.

Reuse: We don't always need a new piece of paper or a new T-shirt. We can try to reuse what we already have. We can use comics and magazines as wrapping paper, we can print school exercises on the back of paper we have already used. Old T-shirts can be used as dusters. Recycle: We should not throw cans, bottles and newspapers into landfills. These items can be recycled. Discuss how these items get recycled.

#### **A**NSWER KEY

#### Student's Book, Activity 17

1 true; 2 true; 3 false; 4 false; 5 true; 6 false; 7 true Student's Book. Activity 18

Model answer:

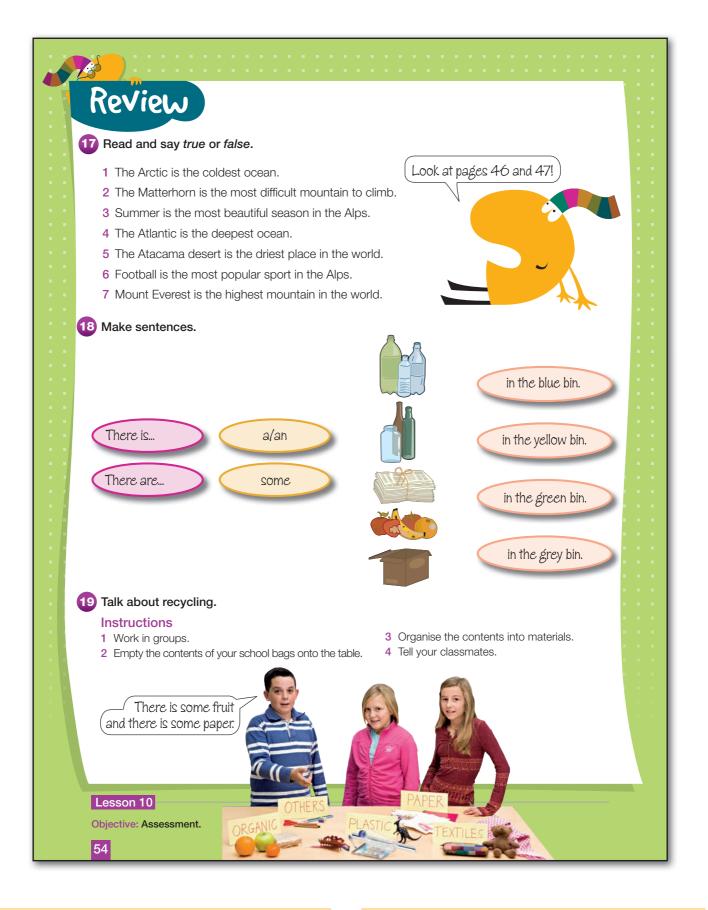
There is a cardboard box in the blue bin.

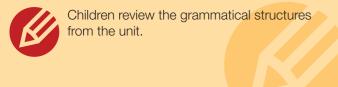
There is some old fruit in the grey bin.

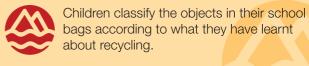
There are some glass bottles in the green bin.

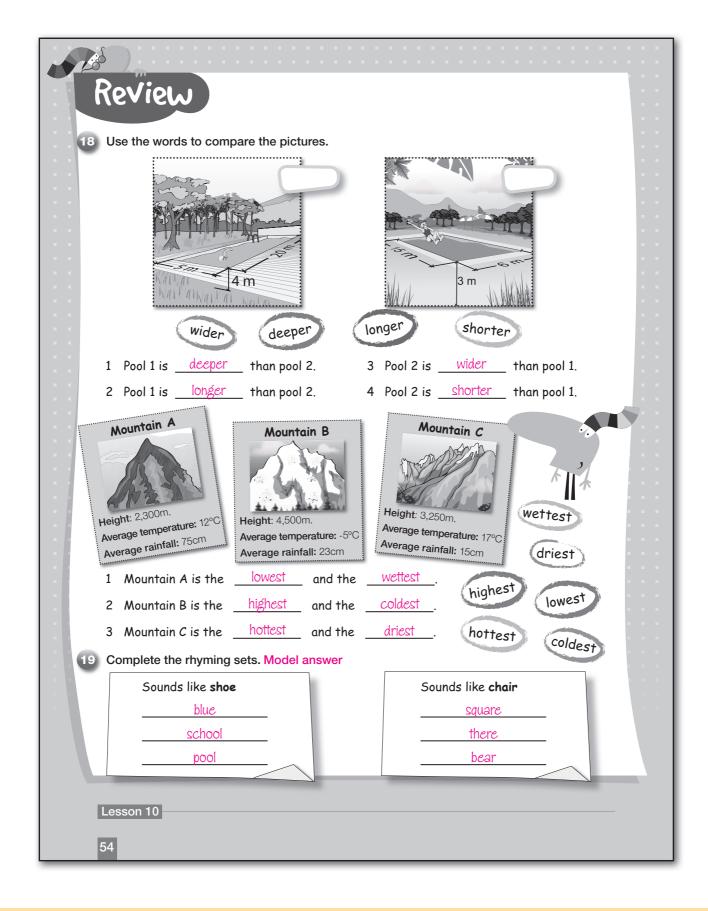
There are some plastic bottles in the yellow bin.

There are some old newspapers in the blue bin.











Children review the comparative form and numbers in English in order to compare the pictures.

## Page 54, Activity 18

Say: Open your Activity Books at page 54. Look at Activity 18. Look at the pictures of the swimming pools. Is pool 1 (deeper) than pool 2?

Repeat the question using all the comparatives.

Say: Now look at the three mountains. Which mountain is the (highest)?

Repeat the procedure with the superlatives, then tell the children to complete the sentences in their Activity Books. Ask volunteers to read their sentences out loud in order to correct the activity.

## **Activity Book**

#### Page 54, Activity 19

Say: Now look at Activity 19.

Ask: What words do you know that sound like shoe?

Repeat the question for chair.

Tell the children to complete the sets.



## Let's play!

#### **Whispers**

The children form different teams and sit in rows. Whisper a sentence to the first child in each row, for example: *The average temperature in Ethiopia is 34°C*. The children have to whisper the sentence to the next child and so on along their row. When the sentence gets to the end of the row, the final child has to write it down. If it is correct they win. Repeat with different phrases. (You can use the Student's Book, page 46, Activity 4.)

#### Resources



#### **Teacher's Resource Book**

Unit 5 Test, pages 103-104



See Transcript Track 2.6

## **Transcript**



### Track 2.6 Test. Activity 1

It's the hottest place on Earth.

It's the coldest and the smallest ocean.

It's the deepest, widest and warmest ocean.

It's the coldest place on Earth.

It's the most difficult mountain to climb in the Alps.

It's the highest place on Earth.

It's the wettest place on Earth.

It's the ocean between North and South America and Europe and Africa.

It's the lowest place on Earth.

## **Assessment criteria**

#### **CLIL Objectives**

Children can understand the scope of the environment.

Children can understand that we can help to solve environmental problems.

Children can understand the concept of recycling. Children can associate human activity with environmental threats and solutions.

#### Language Objectives

Children can name features of the land, air and water on our planet.

Children can name the main threats to our land, air and water.

Children can name the three R's and items that can be recycled, reduced and reused.

Children can compare rivers and oceans.

## MY FAMILY HISTORY

## People and human activities

## **CLIL Objective**

Understanding complex family relationships.

Curricular link: Social Science

## **Language Objectives**

Vocabulary: mother, father, brother, sister, aunt, uncle, cousin, half-sister/brother, step-sister/brother, step-mother/father, grandmother, grandfather, child, grandparents; village

Structures: I've got a (brother). His name's (Josh). I'm an only child. I've got an older (sister). Her name's (Carol). I've got a half-sister and a step-brother. She's Sam's half-sister. How many brothers and sisters have you got? Do your grandparents come from a small village?

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

#### MY FAMILY HISTORY

#### **Presentation**



Say: Today we are going to learn about family relationships. Revise the members of the family. When revising brother and sister, explain the difference between step-brothers/ sisters and half-brothers/sisters. Ask the children if they have got any step or half-brothers or sisters. Show the children the poster (side A). Hand out the

pop-outs and describe the family. Ask the children to place the pop-outs of Sam's family on the poster as you name them: Who's got the pop-out of John Jones? That's Sam's father. Continue with the other members of the family: Sally Jones (Sam's granny); Katie Jones (Sam's aunt); Luke Jones (Sam's brother); Robert Salmon (Sam's cousin); Molly Salmon (Sam's cousin); Jane Davis (Sam's stepmother); Rose Jones (Sam's half-sister); Mark Davis (Jane's dad); Tony West (Sam's step-brother)

When you have completed the family tree ask questions about the relationships. T: Who is (Tony's) (dad)? S1: (George West). T: Who is (Tony's) (step brother)?

## Work with the book



## Student's Book, page 55, Activity 1

Say: Open your books at page 55. Look at Activity 1. Look at the four pictures. We can see four children. What are their names? SS: Eve, Sam, Clare and Paul.

Ask volunteers to read the pieces of information out loud. Play Track 2.7. The children listen and point to the photos. Play Track 2.7 again. Ask the children to identify who is speaking. Check the answers by asking: Who is the (first) message from? SS: It's from (Eve). Ask other questions to

practise the family vocabulary: Has (Eve) got a (brother)? SS: Yes, she has. T: What's (Sam's) (half-sister's) name? SS: (Her) name's (Rose). T: How old is (Clare's) (younger sister)? SS: (She's) (five).

#### **A**NSWER KEY

See Tapescript, page 235

#### Student's Book, page 55, Activity 2

Say: Look at Activity 2.

Ask a volunteer to read the email out loud.

Draw a chart on the board with three columns and write: small village, town and city at the top of the columns. Ask: Where do your grandparents come from? S1: My (mum's mum) comes from (a small village). My (mum's dad) comes from a (city).

Write grandmother and grandfather in the correct columns. Explain that grandmother and grandfather is a more formal way to say granny and grandad.

Tell the children to do the survey. When they have finished, add up the number of people for each column and write the total at the bottom. Discuss the results of the survey.

## **Transcript**



Track 2.7 Activity 1

See page 235.

## **Optional Activity Book** exercises

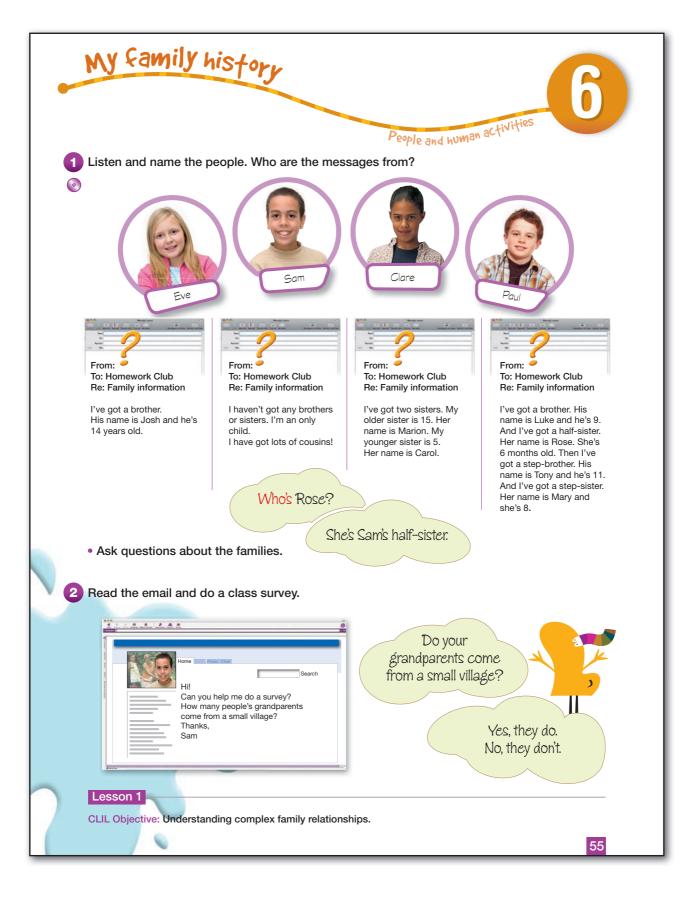
See page 235.

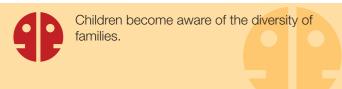
## **Practice**

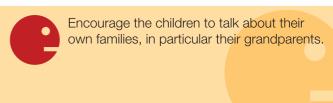
Divide the class into groups. The children take turns asking and answering questions about their cousins: How many cousins have you got on your father's side? How many on your mother's side. How many altogether?

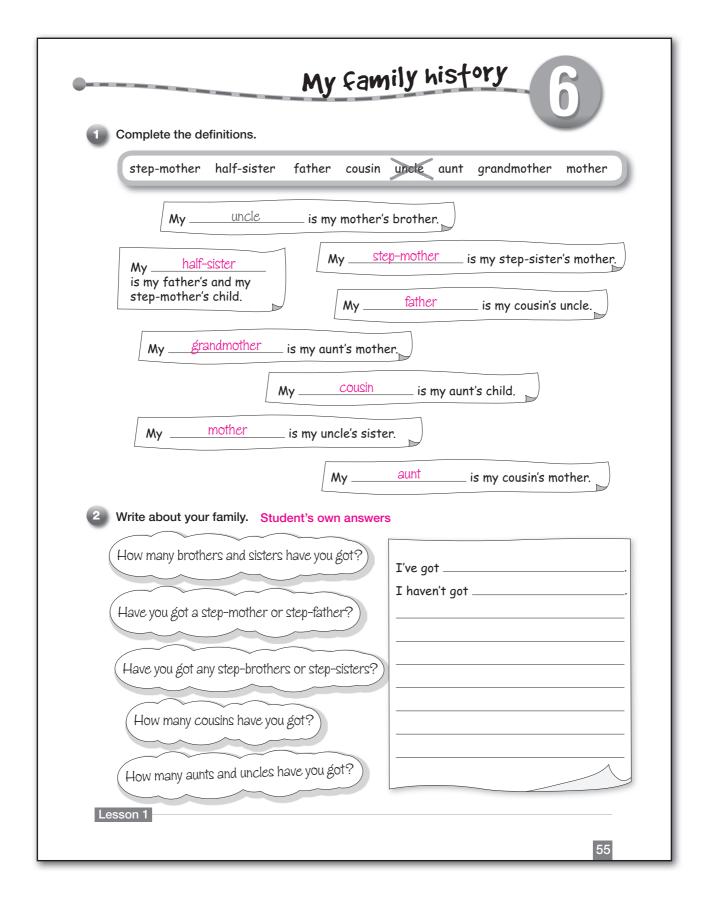
Find out who's got the most cousins in the class. Explain that we sometimes talk about second cousins where the relationship is removed by one generation.

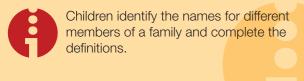
\*Note: The children will need to bring two photos of themselves for the next class: one recent photo and one from when they were very young.

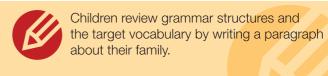












## Page 55, Activity 1

Say: Open your Activity Books at page 55. Look at Activity 1.

Read the first sentence out loud. Point to the relationships on the poster and make reference to Sam's family if necessary.

Read the rest of the sentences and ask volunteers to complete the sentences orally.

Tell the children to complete the sentences in their Activity Books.

#### Page 55, Activity 2

Say: Now look at Activity 2.

Read the first question out loud and ask volunteers to answer.

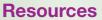
Repeat the procedure with the other questions. Tell the children to answer the questions in their Activity Books.



## Let's play!

## **Picture memory**

The children work in groups. Display the poster with the pop-outs in place, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the family members they can remember from the poster. The group with the longest list wins.



Multi-ROM

Unit 6, Vocabulary 1



#### **Transcript**



#### Track 2.7 Activity 1

#### **Narrator:**

Tell me about your family, Paul. How many brothers and sisters have you got?

#### Paul:

I haven't got any brothers or sisters. I'm an only child. But I've got lots of cousins!

#### **Narrator:**

Thanks, Paul. How about you, Clare?

#### Clare:

I've got two sisters. My older sister is 15. Her name is Marion. My younger sister is 5. Her name is Carol.

#### **Narrator:**

Thanks Clare. And you, Eve? Can you tell me about your family?

#### Eve:

Well, I've got a brother. His name is Josh and he's 14 years old.

#### **Narrator:**

Thanks, Eve. And now you, Sam? Have you got a big family?

#### Sam:

Yes, I have! Are you ready for this? I've got a brother. His name is Luke and he's 9. And I've got a half-sister. Her name is Rose. She's 6 months old and she's adorable! Then I've got a step-brother. His name is Tony and he's 11. And I've got a step-sister. Her name is Mary and she's 8. It's a bit complicated!

## **Anticipating difficulties**

One of the themes for this unit is describing families and family relationships. Many children today live in family units which are more complex than the standard nuclear family. You may need to help the children describe these complex relationships such as half and step siblings, step-parents and even grandparents. A half-brother or sister is one with whom we share one parent. A step-brother or sister is not a blood relation.

You will need to exercise your discretion in asking the children to describe their family structures, especially in the case of adopted children and children from single parent families. These matters are not taboo these days but they are still sensitive areas for some children.

Interpreting graphs about changes in physical appearance.

Curricular link: Maths; Science

## **Language Objectives**

Vocabulary: tall, centimetres, old

Structures: When Paul was two, he was 84 cm tall. I'm 120 cm tall. I was 84 cm tall. I'm in year 5. I was in year 2. I'm 10 years old. I was 6 years old. My teacher's name is... My teacher's name was... My favourite... is... My favourite... was...

Materials: two photographs of each child

Ask volunteers to read the sentences out loud. Ask the other children to say which child they refer to. Ask questions: How tall was (Sam) when he was (five)? SS: (He) was (112 cm) tall.

#### Student's Book, page 56, Activity 4

Say: Look at Activity 4. Now we are going to make an index card. Did you bring in your photographs? Look at the index cards.

Tell the children to take out their photographs and make cards for themselves and then to talk about them. If any children have forgotten their photographs, they can draw pictures. S1: In this photograph I am (10) years old. I'm (120 cm) tall. I am in year 5. My teacher's name is... My favourite (colour) is (red). In this photograph I was (5) years old. I was (110 cm) tall. I was in year (1). My teacher's name was... My favourite (game) was (football).

### GRAPHS: CHANGES IN PHYSICAL APPEARANCE

#### **Presentation**

Help the children to reflect on changes in their lives and on the fact that they are bigger and taller now than when they were younger.

Ask a volunteer: What year are you in? What year were you in last year? Are you taller than the children in year 4? How old are you? How tall are you?

Ask another volunteer the same questions and then ask the two volunteers to ask each other the questions. Go round the class asking questions: What year were you in last year? Were you shorter or taller then than you are now?

#### Work with the book

#### Student's Book, page 56, Activity 3

Say: Open your books at page 56. Look at the graphs in Activity 3.

Draw a graph on the board to explain that the age is given along the bottom of the graph and the height up the side of the graph.

Use this graph to explain how to interpret the information. Say: *I am (30) years old.* Write the number on the bottom of the graph. Say: *I am (1 metre 75 cm) tall.* Write the numbers *160, 170* and *180* up the side of the graph and then mark the appropriate point. Then write (15) on the bottom of the graph and say: *When I was (15) I was (1 m 60 cm) tall.* Mark the appropriate point on the graph. Say: *Now look at the graphs in your books. Look at the first graph. How tall was this child when he/she was (3)?* SS: (100 cm) tall.

Repeat the procedure with the other graphs.

# Optional Activity Book exercises

See page 239.



#### **Practice**

Ask the children to stand in a line of descending heights. Ask one of the children to say what position he/she is in. Then ask: Is that the same position as last year?

S1: No, I was taller than (David) last year.

Repeat the procedure with different children.

Explain that people grow at different rates and different times.

**Project Quest:** Were people shorter in your family 100 years ago?

Write the question on the board. Ask the children to ask the older members of their family at home and make a note of the answers for the Speaking project in Lessons 8 and 9.

\*Note: The children need to find out about one of their grandparents for the next class: where and when they were born and their full name.

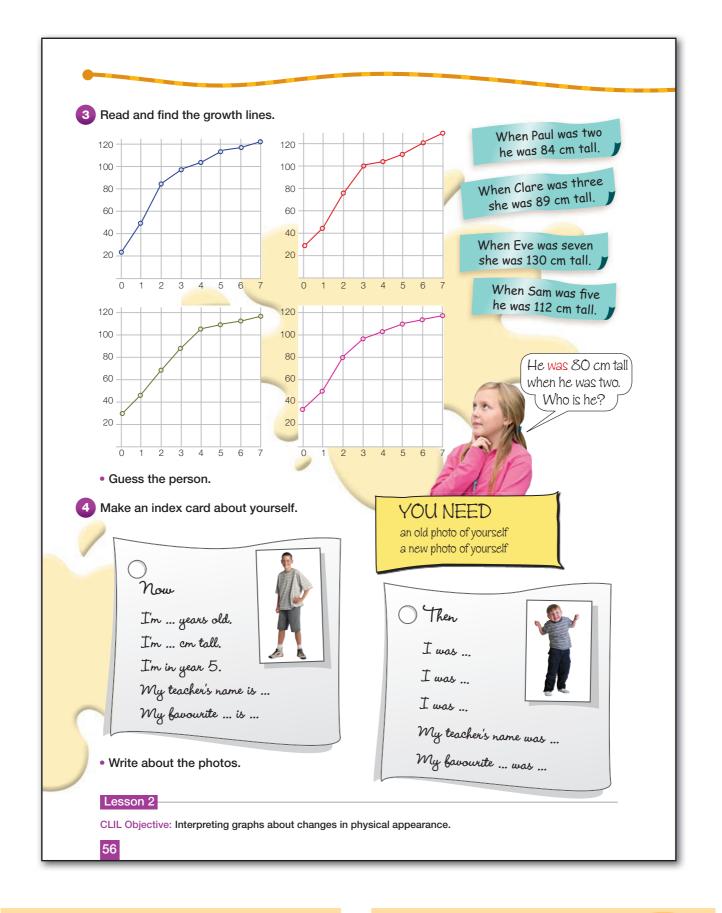
#### **A**NSWER KEY

#### Student's Book, Activity 3

Graph 1: Paul Graph 2: Eve

Graph 3: Clare

Graph 4: Sam

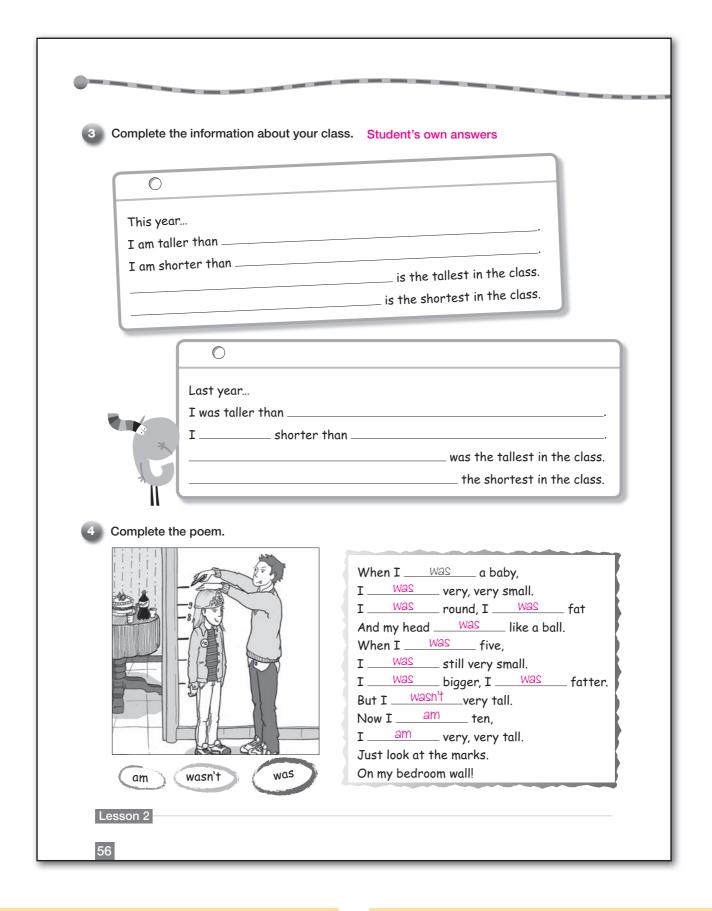


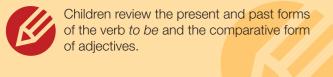


Children read and interpret a percentile graph.



Children review the use of numbers to talk about height.







Encourage the children to participate and show their skills orally in order to build up their self-confidence.

## Page 56, Activity 3

Say: Open your Activity Books at page 56. Look at Activity 3. Ask the children questions: How tall are you now? Are you taller than (David)? Are you shorter than (Anna)? What about last year? Were you taller than (David) last year? Were you shorter than (Anna)?

Then ask: Who is the tallest child in the class now? Who is the shortest? What about last year? Who was the tallest? Who was the shortest?

Tell the children to complete the information in their Activity Books.

#### Page 56, Activity 4

Say: Now look at Activity 4.

Tell the children to look quietly at the poem for a few moments.

Then read the poem out loud, stopping at the gaps and asking the children to supply the missing words.

Tell the children to complete the poems in their Activity Books.

Ask volunteers to read the poem out loud. Correct their intonation and pronunciation and explain that they should read with expression and pay attention to the rhymes.

## **Grammar and Writing Booklet**

#### Page 25, Activity 1

Say: In this lesson we are going to learn how to write an information leaflet about a museum. What kind of information do you expect to find? Write the children's suggestions on the board and prompt them where necessary by asking questions: Do you want to know what time the museum opens?

Say: Open your Grammar and Writing Booklets at page 25. Look at the text in Activity 1.

Let the children look at the text for a few minutes and then ask different children to read out parts of it.

Ask questions: What's the name of the museum? Where is it? How much does it cost to visit?

Say: Some of this information gives us practical information and some describes the museum. Tell the children to use the key to circle the sentences.

#### Page 25, Activity 2

Say: Now look at Activity 2. Let's focus on the prepositions. Write the structures on Monday, at 9 o'clock and in September on the board.

Tell the children to find all the examples of the prepositions in the text and to underline them.

Say: Look at the words that come afterwards.

Tell the children to complete the chart with words from the text. Then tell the children that in the next lesson they are going to start making a rough plan for their leaflets.

Ask them to think of the kind of information they are going to include, and make a note of their suggestions on the board.



### Let's play!

#### Jump!

Ask the children to stand in a line of descending heights. Walk down the line counting the children, starting with number one. Then ask individual children: What number are you? Now play the game. Say: Number (one) change with (number three)! Number (seven) change with (number nine)! Repeat the procedure, giving the orders faster and faster. For more advanced classes, you can play with ordinal numbers.





Unit 6, Grammar 1



Studying historical documents: birth certificates.

Curricular link: Geography; Social Science

## **Language Objectives**

**Vocabulary:** USA, UK, Kenya, Africa, India; granny, mum, dad, grandad, mother, father; date of birth, place of birth, birth certificate

**Structures:** When was Edward born? Where was Mary born? My granny was born in New York. My grandparents were born in four different continents. Her mum's name was Blanca and her dad's name was Salva.

Materials: white paper, coloured pencils

## HISTORICAL DOCUMENTS: BIRTH CERTIFICATES

#### **Presentation**

Say: Today we are going to learn about birth certificates. When you are born you are given a birth certificate. This tells you your date of birth and your place of birth. It has also got the names of your mother and father. Ask: Was anyone born in (January)? Repeat the procedure for the other months of the year.

Explain how we say the years in English. Say: *I was born in* (1974). Write the year on the board and repeat: (19 - 74). Ask the children: *What year were you born in?* 

Then say: I was born in (London), (UK).

Draw two columns on the board and write *date of birth* at the top of one column and *place of birth* at the top of the other. Ask the children to come to the board and complete the chart for themselves.

Encourage them to say: I was born in (2000). I was born in (Barcelona).

#### Work with the book

#### Student's Book, page 57, Activity 5

Say: Open your books at page 57. Look at Activity 5. Look at the birth certificates. These are the birth certificates for Sam's grandparents. His grandparents were born in four different continents. Can you find them? When the children have had time to look at the certificates, ask questions: What was one of Sam's (grandmother's) name? Where was (she) born? When was (she) born?

Tell the children to work in pairs and take turns asking and answering questions: S1: (When) was (Edward) born? S2: (He) was born on (2<sup>nd</sup> October, 1942).

## Student's Book, page 57, Activity 6

Say: Look at the birth certificate in Activity 6. Now you're going to make a birth certificate for one of your grandparents.

Read and explain the instructions to the children, When the children have finished their certificates, ask them to talk about them, following the model in the book. S1: My (granny) was born in (New York) in (1950). (Her) mum's name was (Blanca) and (her) dad's name was (Salva).

# Optional Activity Book exercises

See page 243.



#### **Practice**

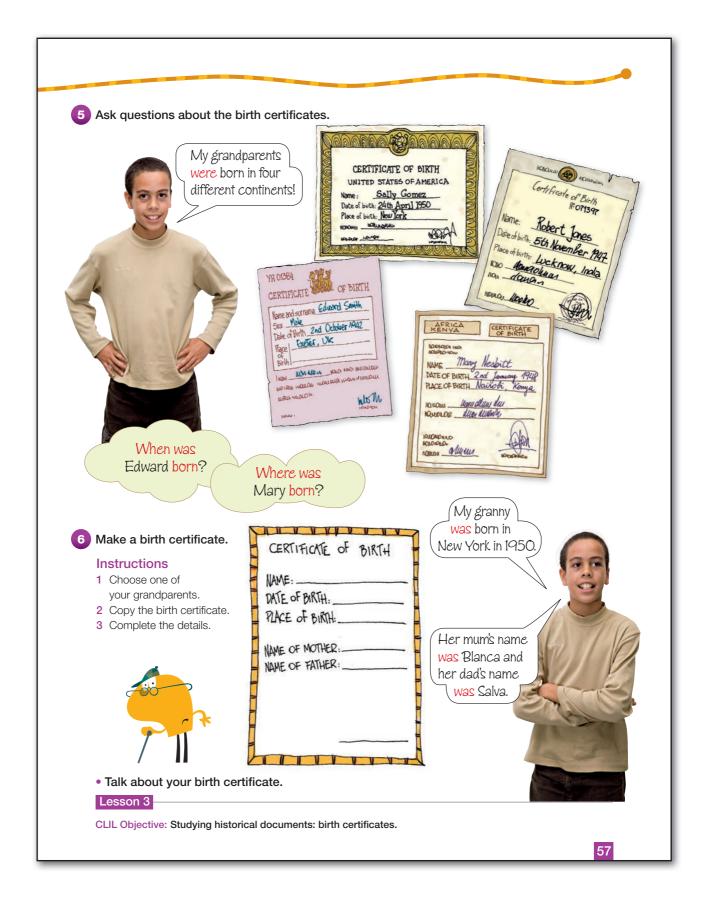
#### **Continuous assessment**

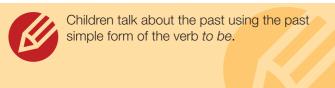
Children can name the members of their family and give biographical information.

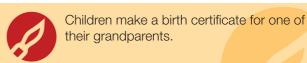
Collect all the birth certificates and place them on the board.

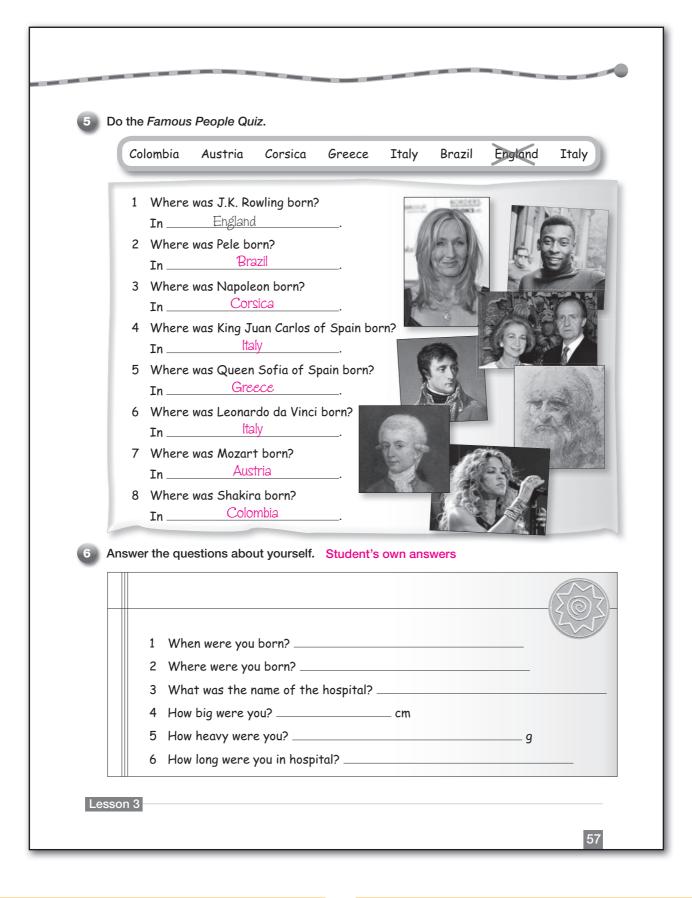
Ask questions: Whose (granny) was born in (Lima)? Whose grandad was born in (1948)?

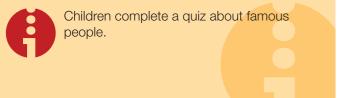
**Project Quest:** Who's the oldest person in your family? When were they born? Find an old family photo. Write the questions on the board. Tell the children to find a photo and keep it for the Speaking project in Lessons 8 and 9.

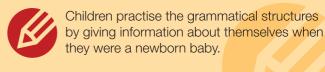












## Page 57, Activity 5

Say: Open your Activity Books at page 57. Look at Activity 5. Say: Look at the questions. Then ask: Who is JK Rowling? Do you know? SS: The author of Harry Potter. Repeat the procedure for the other famous people.

Ask volunteers to read the questions out loud and the rest of the class to answer.

Tell the children to answer the questions in their Activity Books.

#### Page 57, Activity 6

Say: Now look at Activity 6.

Read the questions out loud and ask different children to answer each time.

Tell the children to answer the questions in their Activity Books. The children compare their answers in pairs.

## **Grammar and Writing Booklet**

#### Page 26, Activity 3

Say: Open your Grammar and Writing Booklets at page 26. Look at Activity 3.

Ask: What kind of text did we look at in the last lesson? SS: An information leaflet. Ask volunteers to read the sections of the leaflet out loud to remind them of the content.

Write the following on the board: name of the museum, practical information, description of the museum.

Ask volunteers to come to the board and write suggestions for their leaflet in each of the categories. Encourage the children to be adventurous.

## Page 26, Activity 4

Say: Now look at Activity 4.

Ask a volunteer to read the sentences out loud. Say: Look at the words in the circles. They tell us when something happened, and that it was in the past. Tell the children to circle the clues in the other sentences. Read the words in the word sack for the present out loud and say: These words tell us that the events are in the present. Tell the children to complete the other word sack with the words they have circled.

## Page 26, Activity 5

Say: Now look at Activity 5.

Tell the children to use the model on the page and their plan from Activity 3 to write a rough draft of their leaflet. Walk around helping the children with any unknown language they want to use.

Ask volunteers to summarise their rough drafts: *My museum is called... It's in... It opens at...* 

Discuss any changes you think they should make, and point out examples of good work.

\*Note: Check the rough drafts but don't correct their work. Just underline the mistakes.



## Let's play!

#### Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or Teacher's Resource Book, page 22, one photocopy per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap*. The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.

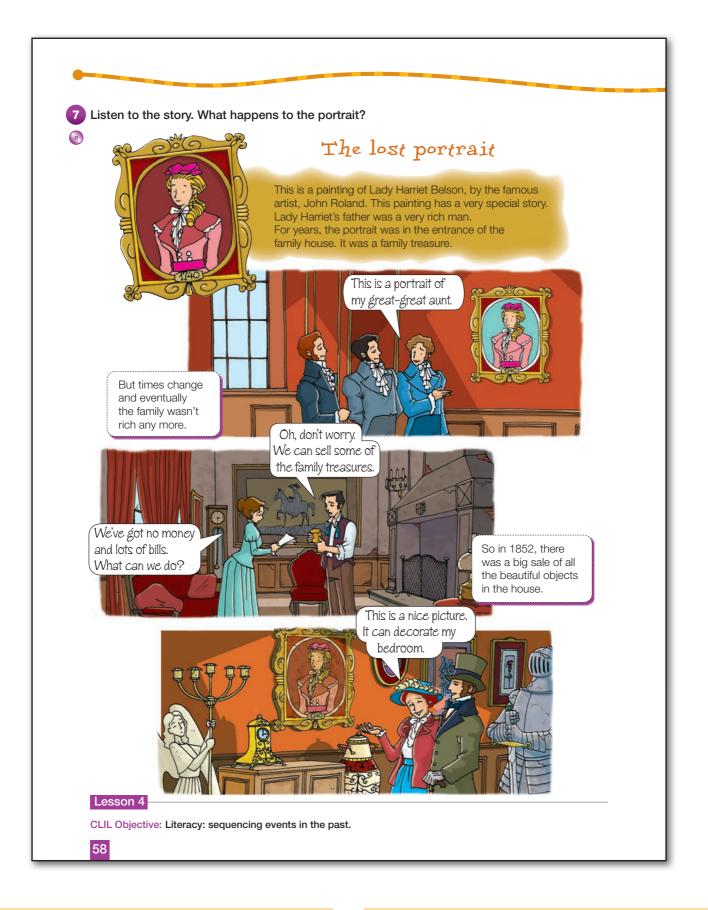
#### Resources

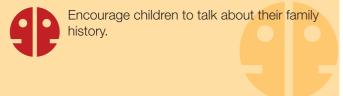


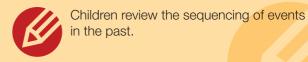
**Teacher's Resource Book** *Extension worksheet 1*, page 49

Multi-ROM

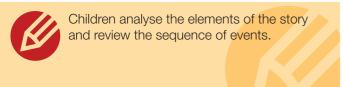
Unit 6, Grammar 2

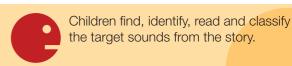












Literacy: sequencing events in the past.

**Curricular link:** Literacy

## **Language Objectives**

Story language: painting, portrait, artist, famous, special, story, rich, father, man, entrance, house, treasure, great-great aunt, mother, sell, money, bills, sale, beautiful, objects, picture, nice, decorate, bedroom, small, old, dirty, fix, cupboard, use, around here, buy, door, electricity, builders, decorators, busy, face, expert, historian, fascinated, model, research, press conference, amazing, discovery, times change; Don't worry! What's it made of? It looks very old.

Resources: CD

#### STORY: THE LOST PORTRAIT

#### Present the story

Say: It's story time! Open your books at pages 58 and 59. Read the title out loud. Ask the children to look at the pictures and ask questions: (Picture 1) What is this a painting of? (Picture 2) What are the people looking at? Are they rich or poor? (Picture 3) Are they rich or poor now? (Picture 4) Can you see the painting? Where is it now? (Picture 5) Why is the man holding the painting? What is wrong with the cupboard? (Picture 6) Is the house for sale? (Picture 7) What are the people doing? (Picture 8) Is the painting dirty? Can you see what it is?

## Work with the book n



#### Student's Book, page 58, Activity 7

Play Track 2.8. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: Who was the lady in the portrait? Who was the artist? What was the relationship between the man and the lady in the portrait? Why does the woman buy the picture from the shop? Where was the painting for many years? Was it still beautiful in 1910? What does the man want to use the painting for? Was the house old or new? How many bathrooms were there? Was there any electricity? Can they see the painting clearly?

Make some true or false statements: The family wasn't rich any more. True or false? In 1852, there was a big sale of all the animals in the house. True or false?

Ask the children to describe the main events in the story, and to tell you what happens to the painting.

#### **Transcript**



Track 2.8 Story: The lost portrait

See page 249.

## **Optional Activity Book** exercises

See page 249.

## **Develop the story**

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

Literacy: phonics er (girl, dirty, work) and e (bed, sell, special).

Curricular link: Literacy

Resources: CD

#### **PHONICS**

## **Retell the story**

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

#### Work with the book



## Student's Book, pages 58 and 59, Reading Activity

Tell the children to read the story out loud. Assign the different characters to children. Ask other children to read the narration lines.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

#### Student's Book, page 59, Activity 8

Say: Look at Activity 8.

Play **Track 2.9** to identify the sounds in the words *girl* (*er*) and *bed* (*e*). Pause the CD. The children repeat the words. Then listen to the other words from the story.

Draw two columns on the board and write the words: *girl* and *bed* at the top of the columns. Tell the children to copy the columns into their notebooks and classify the words from the list.

Girl (er): dirty, work Bed (e): sell, special

Ask the children to look for words in the story which have got the same sounds.

Girl (er): weren't, were, expert, research

Bed (e): Belson, very, entrance, treasure, decorate, bedroom, yes, then, let's, electricity, decorators, press Tell the children to come to the board and write the words from their lists.

Ask the children if they can think of any other words which have got these two sounds.



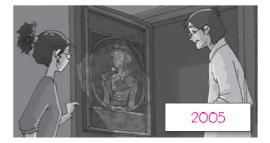
## **Develop the story**

Divide the class into groups of eight. Assign the roles of the different men and women and the narrator to the children, Tell the children to read the story out loud in their groups. Encourage them to act out their roles.

## Story summary

Write the date by the pictures.









1745 1855 2005 1915

• Match the questions with the answers.

Where was the picture in 1745?

Where was the picture in 1855?

Where was the picture in 1915?

Where was the picture in 2001?

In a museum.

In the door of a cupboard.

In the entrance of a big house.

In the bedroom of a small house.

8 Complete the story summary.

Title of story: The lost portrait

This story is about a painting of Lady Harriet Belson.

The story starts in the year \_\_\_\_\_1745 \_\_\_\_. At first, the portrait was

in the entrance of a big house. Then for many years it was in the bedroom of a small house

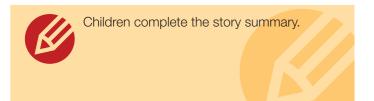
Then in \_\_\_\_\_\_\_, a young couple were amazed by the portrait.

It was a genuine work of art by the famous painter \_\_\_\_\_\_ John 'Roland

So at the end of the story the portrait is <u>in a museum</u>

Lesson 4

58





Use the questions about the story as an opportunity to practise the pronunciation of the dates in English.

## Page 58, Activity 7

Say: Open your Activity Books at page 58. Look at Activity 7. Write the dates on the board.

Ask the children to come and write them again in chronological order.

Then say: Look at the first picture. What date do you think it is?

Repeat the procedure for the other pictures and dates. Tell the children to label the pictures with the approximate dates in their Activity Books.

Read the first question out loud and ask the children to answer orally.

Repeat the procedure for the other questions and answers. Tell the children to match the questions and answers in their Activity Books.

#### Page 58, Activity 8

Say: Now look at Activity 8. Let's do the story summary. Ask: What's the title of the story? What is the story about? Read the sentences out loud, stopping at the missing information and asking the children to complete the information orally.

Tell the children to complete the story summary in their Activity Books.

Ask volunteers to read the story summary out loud.

## Resources

Multi-ROM Unit 6, Story



## **Transcript**



#### Track 2.8 Story: The lost portrait

**Narrator:** This is a painting of Lady Harriet Belson by the famous artist, John Roland. This painting has a very special story. Lady Harriet's father was a very rich man. For years the portrait was in the entrance of the family house. It was a family treasure.

**Young man:** This is a portrait of my great-great aunt. **Narrator:** But times change and eventually the family wasn't rich any more.

**Woman:** We've got no money and lots of bills. What can we do?

Man: Oh, don't worry. We can sell some of the family treasures.

**Narrator:** So in 1852, there was a big sale of all the beautiful objects in the house.

**Woman:** This is a nice picture. It can decorate my bedroom.

**Narrator:** For many years, the painting was in the bedroom of a small house. By 1910, it was old and dirty. It wasn't beautiful any more.

**Young man:** Mother, I want to fix that old cupboard. Can I use this painting?

Mother: Yes, dear.

**Narrator:** And so the famous portrait was part of a cupboard. Then one day ...

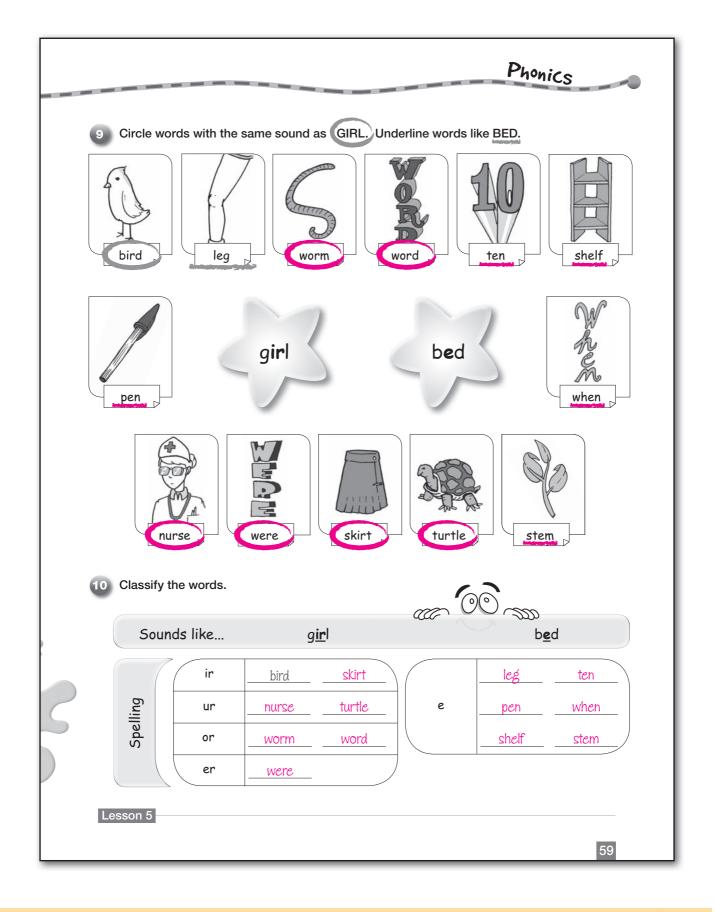
**Young man:** My family was from around here. Let's buy the house.

**Narrator:** It was a very old house and there was a lot of work to do. There weren't any bathrooms in the house and there wasn't any electricity. The builders and decorators were very busy.

**Young man:** Look at the door of that old cupboard. **Young woman:** What is it made of? It looks very old.

**Young woman:** *I can see a girl's face. I think it's a portrait.* **Young man:** Let's take it to an expert!

Narrator: The art historians were fascinated by the painting. Who was the painter? Who was the model? How old was the painting? After many months of research, there was a press conference about the portrait.





Children identify and classify sounds, and match them with the words containing them. Encourage the children to say and repeat the sounds in order to improve their pronunciation.

#### Page 59, Activity 9

Say: Open your Activity Books at page 59. Look at Activity 9. Say: There are two different sounds here, girl and bed. Emphasise the vowel sounds as you read the words. Ask: Which words sound like girl? The children call out suggestions.

Repeat the procedure for bed.

Tell the children to read the words out loud to themselves, and circle or underline them according to the sound.

#### Page 59, Activity 10

Say: Now look at Activity 10.

Say: Look at the different ways we spell these words. Tell the children to look at all the words they have matched in Activity 9 and to classify the spellings in the chart.



## Let's play!

#### Sound sorting

Write the following words on the board at random: girl, bird, pen, stem, turtle, ten, shelf, were, worm, when, leg, skirt. Put the children into teams. Give each team a piece of paper. Write er and e on the board. The children classify the words into two categories: er sounds and e sounds. Say: Ready, steady, go! The first team to complete the task wins.

#### Resources

**Multi-ROM** 

Unit 6, Phonics



#### **Transcript**



**Track 2.9 Phonics** 

er girl e bed

dirty sell work special

Comparing changes in a village over time.

Curricular link: Geography

## **Language Objectives**

Vocabulary: shop, fountain, house, car, church, school, post office, restaurant, garage, street light, postcard, oldest, village green, market, farm, old people's home, flats, supermarket, playground, park

Structures: There was a church. There wasn't a post office. There were some houses. There weren't any cars. I think postcard one is the oldest.

**Resources:** CD: poster (side B)

#### CHANGES IN A VILLAGE

#### **Presentation**



Say: Today we are going to learn about how places change over time.

Show the children the poster (side B).

Ask questions about the differences between the two pictures. Point to the picture of the village in the past and ask: Was there a (railway line)? Were there any (flats)? Were there any (big houses)?

#### Work with the book



#### Student's Book, page 60, Activity 9

Say: Open your books at page 60. Look at the different pictures.

When the children have had time to look at the pictures, ask: Which picture do you think is the oldest? Which one do you think is from (1970)?

Tell the children to listen carefully and play Track 2.10. Play Track 2.10 again. This time stop after each description and ask: Which picture is that? Which date is it?

Then say: Now copy the chart.

#### Continuous assessment

Children can describe the elements in a town.

Ask the children to come and find the objects from the chart on the poster.

Tell the children to copy the chart into their notebooks. Play Track 2.10 again and tell the children to tick their chart according to what they hear.

Tell the children to work in pairs and talk about the information in their charts using the model at the bottom of page 60. S1: Were there any (houses) in (1900)? S2: Yes, there were. S2: Was there a (post office) in 1970? S1: Yes, there was.





Track 2.10 Activity 9

See page 255.

## **Optional Activity Book** exercises

See page 255.

#### **Practice**

Play a memory game.

Select ten to fifteen objects (some in the singular and some in the plural). Place them on your table.

Tell the children to look carefully and memorise the objects. Tell the children to close their eyes and then remove some objects (some singular and some plural).

Ask the children to say what there was/were on the table before: There were some pencils. There was a rubber.

**Project Quest:** Find pictures of villages from your country. Choose any decade between 1900 and 1950.

Write the guest on the board. Tell the children to collect the pictures and keep them for the Speaking project in Lessons 8 and 9.

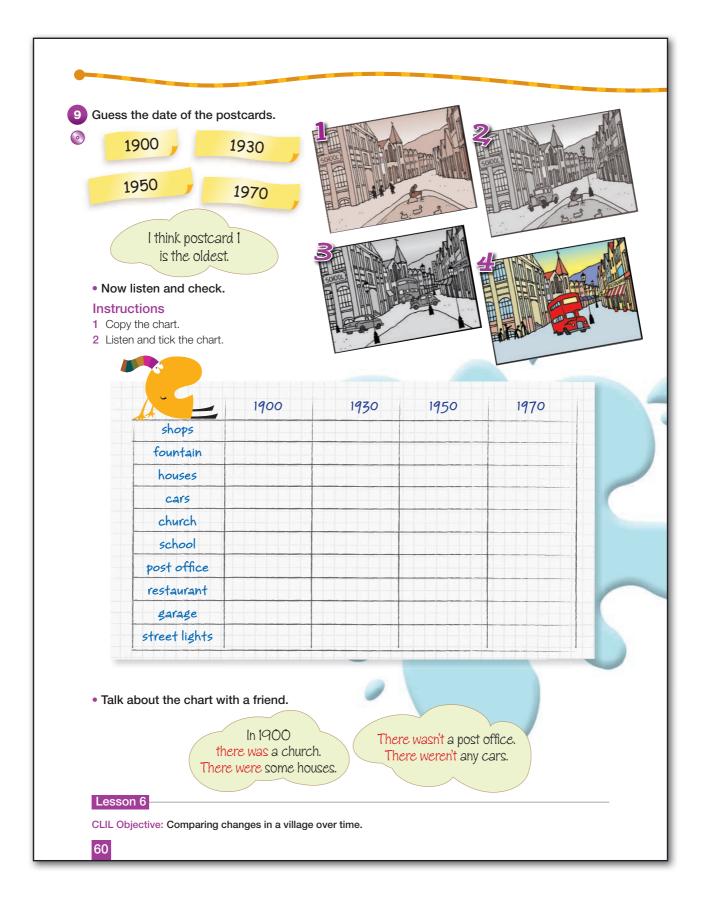
#### **A**NSWER KEY

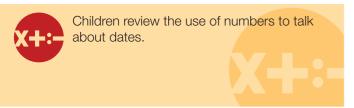
Student's Book, Activity 9

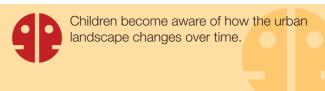
1 1900; 2 1930; 3 1950; 4 1970

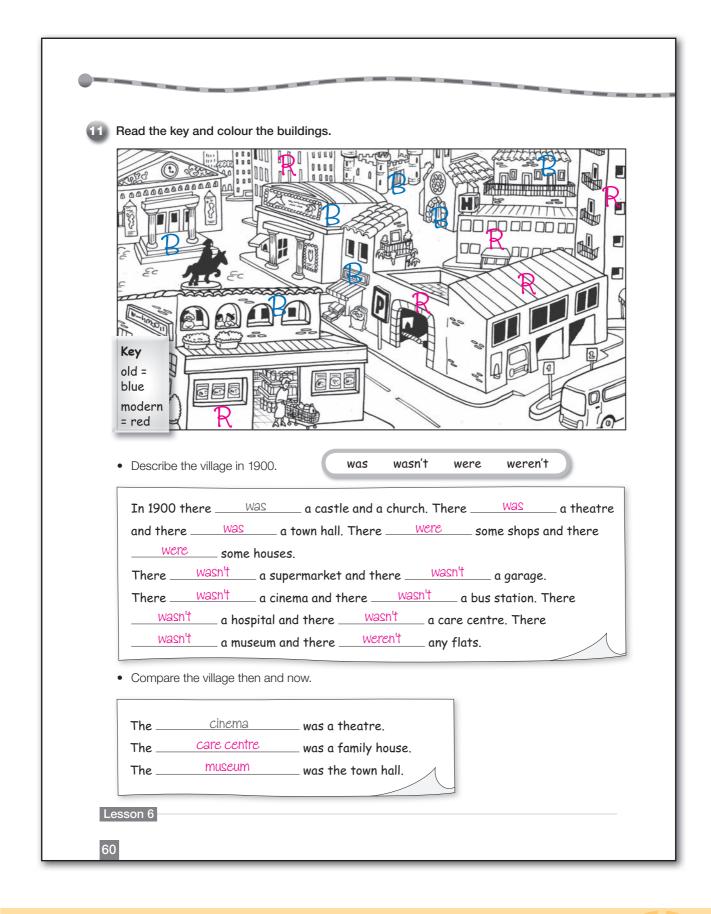
Student's Book, Activity 10

See Transcript, page 255.











Children identify the old and modern buildings and colour-code them. Discuss old and modern buildings in your city, and which ones the children prefer.

#### Page 60, Activity 11

Say: Open your Activity Books at page 60. Look at Activity 11.

Tell the children to look at the buildings and ask questions: *Is the (castle) old or new?* 

Tell the children to use the key to colour in the pictures. Read the text out loud, stopping at the gaps and asking the children to supply the missing words using the words in the box

Tell the children to complete the text in their Activity Books. Then ask: What has changed in the village? Ask volunteers to read their sentences out loud.

## **Grammar and Writing Booklet**

#### Page 27, Activity 6

Say: Now we are going to see how we can make our rough drafts better.

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined and ask you if there is anything they do not understand.

If you wish, you can write some incorrect sentences on the board and ask the rest of the class if they can find the mistakes. Ask volunteers to come and write the correct sentences. Ensure you point out exactly what each mistake is.

Say: Open your Grammar and writing Booklets at page 27. Look at Activity 6. This is a list of different types of mistakes. Look carefully at your rough drafts and tick the mistakes you made.

Ask the children to read out some of their mistakes and corrections.

#### Page 27, Activity 7

Say: Now look at Activity 7. The children choose four mistakes and write the correct sentences.

#### Page 27, Activity 8

Say: Now look at Activity 8.

Explain that we can always make our work better. Say: *In leaflets we often describe the surroundings*.

What kind of things do we describe?

Write the children's suggestions on the board.

Say: Now complete the text to add to your rough draft. Ask volunteers to read their descriptions out loud and make suggestions where necessary.



## Let's play!

#### **Finger writing**

The children work in pairs. Write the following words from the lesson on the board: castle, church, theatre, supermarket, shop, garage, cinema, bus station, hospital, museum. The children take turns to 'write' the name of one of the places on their partner's back using their finger, while their partner tries to guess which word it is.

## Resources



**Teacher's Resource Book** *Extension worksheet 2*, page 50

Multi-ROM
Unit 6, Writing

#### **Transcript**



#### Track 2.10 Activity 9

In 1900, there was a church and a school in Little Midford. There were some houses but there weren't any shops. There was a fountain on the village green.

In 1930, there was a school, a post office and a small shop. There was one car in the village. There was a street light next to the fountain.

In 1950, there were a lot of shops and there were cars and buses on the street. There was a school but there wasn't a fountain in the square. There was a garage. There were lots of street lights.

In 1970, there wasn't a school in the village but there was an old people's home. There weren't any cars on the street but there was a bus. There was a restaurant but there wasn't a post office.

Identifying changes in women's activities over time.

Curricular link: Social Science

## **Language Objectives**

Vocabulary: professions; builds, helps, writes, works, explores, makes, flies; buildings, sick people, newspaper, at home, bank, space, head, government, electrical circuits, school, planes, percentage

**Structures:** Who was the first woman pilot? When was she born? Where was she born? There was a journalist at number 6. A pilot flies planes.

Resources: Unit 6 cut-outs (or Teacher's Resource

Book, page 14, one photocopy per child)

Materials: CD, a soft ball, flashcards

## WOMEN IN SOCIETY

#### **Presentation**

Throw the ball to one of the children and say: Tell me the name of a job. Write the word on the board and indicate to the child to throw the ball to somebody who calls out another word. Repeat the procedure getting faster and faster until you have brainstormed and written as many names as they can remember. Then place the flashcards on the board. Ask volunteers to come to the board, name a flashcard and tick the word off the ones written on the board. Add any words they have not mentioned to the list. Ask: Does anybody's mum or dad stay at home? Does he/she work in an office at home or does he/she do the housework?

## Work with the book



## Student's Book, page 61, Activity 10

Say: Open your books at page 61. Look at Activity 10. Look at the pictures. What jobs can you see? Then say: Now, we're going to sing a song.

Play Track 2.11 and tell the children to listen carefully while you point at the flashcards on the board.

Play Track 2.11 again and tell the children to follow the words in their books.

Then ask the children to read the song out loud and supply the missing words.

Tell the children to work in pairs and take turns asking and answering questions about the song: S1: Whose house was (number 8)? S2: The (builder's) house.

Ask: Were there lots of housewives then? SS: Yes, there were. T: What about now? Do lots of women work out of the house now? What kind of jobs do they do?

#### Student's Book, page 61, Activity 11

Say: Now look at Activity 11.

Divide the class into pairs and tell the children to find their cut-outs for Unit 6. Alternatively, hand out the photocopies. Tell the children to decide in their pairs who will use cut-out A and who will use cut-out B.

Tell the children to take turns asking and answering questions in order to complete the information on their cutouts. S1: Who was the first woman (pilot)? S2: (Elise Roche). S1: Where was she born? S2: She was born in (France). S1: When was she born? S2: She was born in (1886).

## **Transcript**



Track 2.11 Song: We aren't all housewives anymore!

See page 259.

## **Optional Activity Book** exercises

See page 259.

#### **Practice**

#### Continuous assessment

Children can name different jobs and professions.

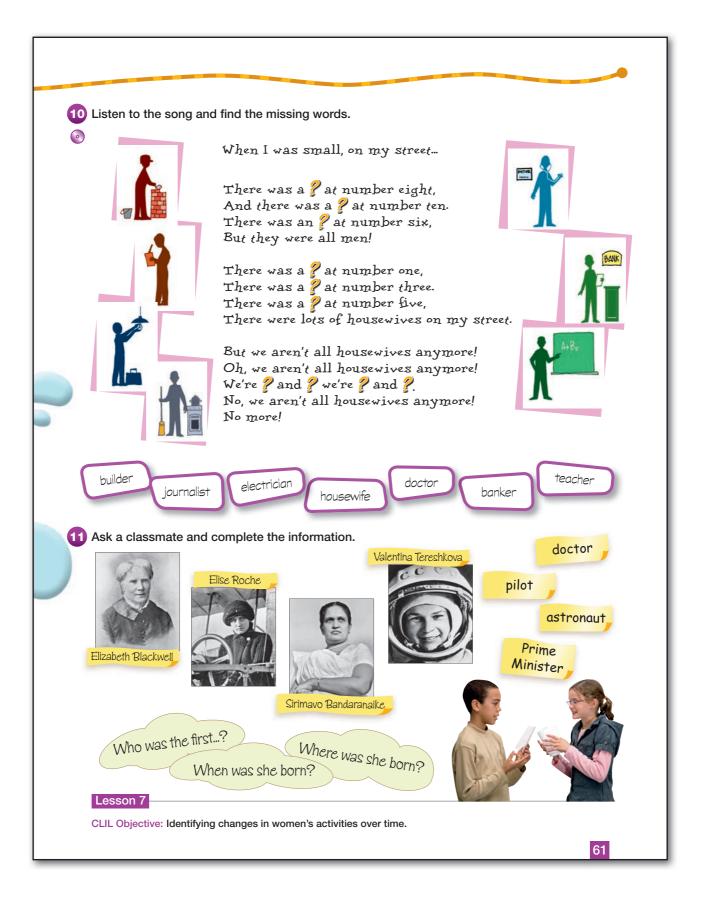
Say: Let's talk about the women in our families. Write on the board: great-grandmother, great-aunt, grandmother, mother, aunt.

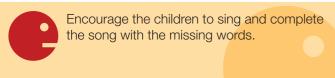
Tell the children to work in pairs and ask each other about their jobs: What was your (grandmother's) job? What is your (mother's) job?

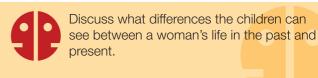
Then ask the whole class questions: Do more of the women in your family work out of the home today? Why do you think that is? Do they do the same kinds of jobs as men?

**Project Quest:** What were you grandparents' jobs? And their brothers and sisters? Make a list of their jobs and find some photos.

Write the guest on the board. Tell the children to collect the pictures and keep their information for the Speaking project in Lessons 8 and 9.





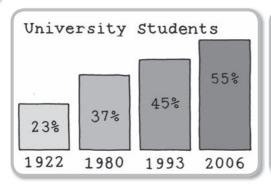


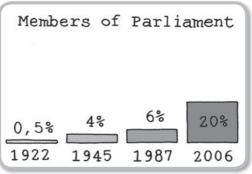
## 12 Complete the definitions.



- l A <u>builder</u> builds buildings.
- 2 A <u>doctor</u> helps sick people.
- 3 A <u>journalist</u> writes for a newspaper.
- 4 A housewife works at home.
- 5 A <u>banker</u> works in a bank.
- 6 An <u>astronaut</u> explores space.
- 7 A <u>prime</u> <u>minister</u> is the head of the government.
- 8 An <u>electrician</u> makes electrical circuits.
- 9 A <u>teacher</u> works in a school.
- 10 A <u>pilot</u> flies planes.

#### Look at the charts about women and complete the sentences.

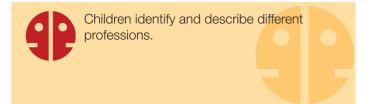


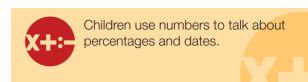


- 1 \_\_\_\_\_23 \_\_\_ percent of university students were women in 1922.
- $\frac{63}{2}$  percent of university students were men in 1980.
- 3 In 2006, there were more <u>WOMEN</u> than <u>men</u> at university.
- 4 \_\_\_\_\_ percent of Members of Parliament were men in 1987.
- 5 \_\_\_\_\_ percent of Members of Parliament were women in 1945.
- 6 In 2006, there were more \_\_\_\_\_men \_\_\_ than \_\_\_\_women \_\_ in Parliament.

Lesson 7

61





#### Page 61, Activity 12

Say: Open your Activity Books at page 61. Look at Activity 12. Read the first sentence out loud and draw their attention to the example of the missing word.

Ask volunteers to read and complete the other sentences orally.

Tell the children to complete the sentences in their Activity Books.

#### Page 61, Activity 13

Say: Now look at Activity 13.

Explain that the situation for women has changed over the last 100 years.

Say: Look at the charts.

Ask questions about the information in the charts: What percentage of university students were women in (1980)? Is that a lot or a little? Were there more women than men in parliament in 1987?

Tell the children to look very carefully at the information and complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud in order to correct the activity.

(Sources: http://www.statistics.gov.uk; www.parliament.uk/commons/lib/research/notes)

## **Grammar and Writing Booklet**

## Page 28, Activity 9

Say: In this lesson we are going to write our own grammar charts.

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar. Ask the children to look through the last three lessons and summarise the grammar they have focussed on. Then say: In this lesson we are going to focus on the past and present of the verb to be.

Say: Open your Grammar and Writing Booklets at page 28. Look at Activity 9.

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

#### Page 28, Activity 10

Say: Now look at Activity 10.

Tell the children to write a clean copy using their plans, rough drafts, corrections and the exercises they did to make their work better.

Ask a few volunteers to show and read their leaflets out loud. Place the leaflets on the walls of the classroom and encourage the children to walk around and look at their classmates' work.



## Let's play!

## Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of a flashcard. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

#### Resources



Ready to read, page 74

#### Multi-ROM

Unit 6, Vocabulary 2

# Transcript



Track 2.11 Song: We aren't all housewives anymore!

When I was small, on my street...

There was a journalist at number eight, And there was a builder at number ten. There was an electrician at number six, But they were all men!

There was a housewife at number one, There was a housewife at number three. There was a housewife at number five, There were lots of housewives on my street.

But we aren't all housewives anymore! Oh, we aren't all housewives anymore! We're doctors and teachers. We're builders and bankers. No, we aren't all housewives anymore! No more!

Indentifying sources of information about the past.

Curricular link: Science

## Language Objectives

Vocabulary: farmer, housewife, schoolboy, schoolgirl, shopkeeper, teacher, train driver; single, married, birth certificate, population census, inhabitants, village, job, shower, toilet, candles, electric lights, garage, stable,

Structures: Where was he born? When was he born? How many farmers were there? What was his father's job? Are you the oldest man in the village?

Resources: CD; poster (side B)

#### SPEAKING PROJECT: MY FAMILY HISTORY

#### **Presentation**

Write the guests on the board and ask how many children have brought their pictures/photos. Ask: How many people have found the answers to the guestions? The children raise their hands. Ask some children to provide their answers. Make a note of their answers under the questions. Ask: How can we find out about our family history? Ask the children to help you brainstorm ideas: We can talk to our grandparents; look at photos; read personal diaries; look at public records; look at old paintings...

Say: Do you remember we used birth certificates as a source of information? Birth certificates tell us personal information. We can use other sources for public information.

Write the words population census on the board. Explain that a population census is carried out roughly every ten years. People in every household in the country answer a questionnaire about the number of people living in the house, their jobs, their studies and other information. The government uses this information to draw up statistics on the population. For example, by knowing how many children under the age of five there are every house, they can calculate how many schools they will need in the future.

## Work with the book



#### Student's Book, page 62, Activity 12

Say: Open your books at page 62. Look at Activity 12. Read the introductory text out loud.

Ask: What documents can you see on the page? SS: A population census and a birth certificate. Ask questions about the different types of information: Which document gives me information about where

somebody lives? SS: The population census. T: Which document tells me the date of birth? SS: The birth certificate.

Say: Read the questions. Which document are you going to look at for the answers?

Tell the children to work in pairs and to take turns asking and answering questions about the people in the population census.

(Source for type of census: http://www.mkheritage.co.uk)

#### Student's Book, page 62, Activity 13

Say: Now you're going to listen to an interview with Frank, the oldest man in his village.

Play Track 2.12. The children listen to the interview. Play Track 2.12 again. Ask questions: Where was he born? Was there any (water) in his house?

Tell the children to work in pairs and to take turns asking and answering questions about Frank's house.

Play Track 2.12 and tell the children to listen once more and make notes if they wish.

Tell the children to write about Frank's house using the words on the page and their notes.

## **Transcript**





See page 263.

## **Optional Activity Book** exercises

See page 263.

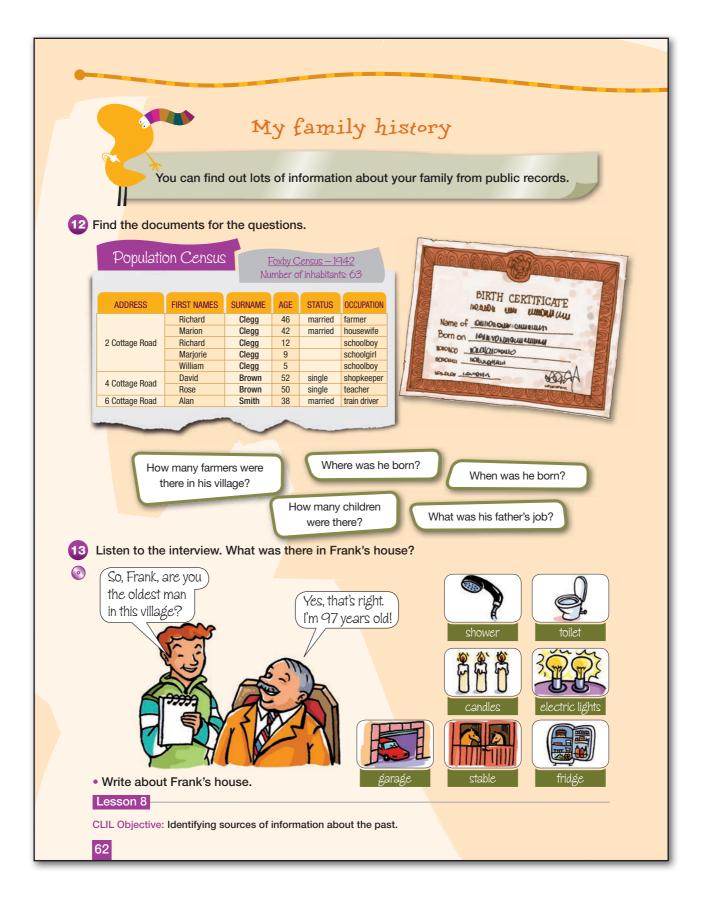
#### **Practice**

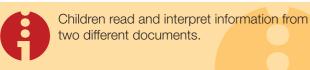
Tell the children to interview you about your grandparents, and to make notes from the information you give them. Ask the children to summarise the information orally.

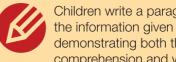
\*Note: Remind the children what they need to bring in for the next class: a photo of the oldest person in their family, information about their place of birth, profession, parents' professions and photos of villages.

Ask the children to bring in any other original documents: birth certificates, old photos and objects related to the oldest person in their family.

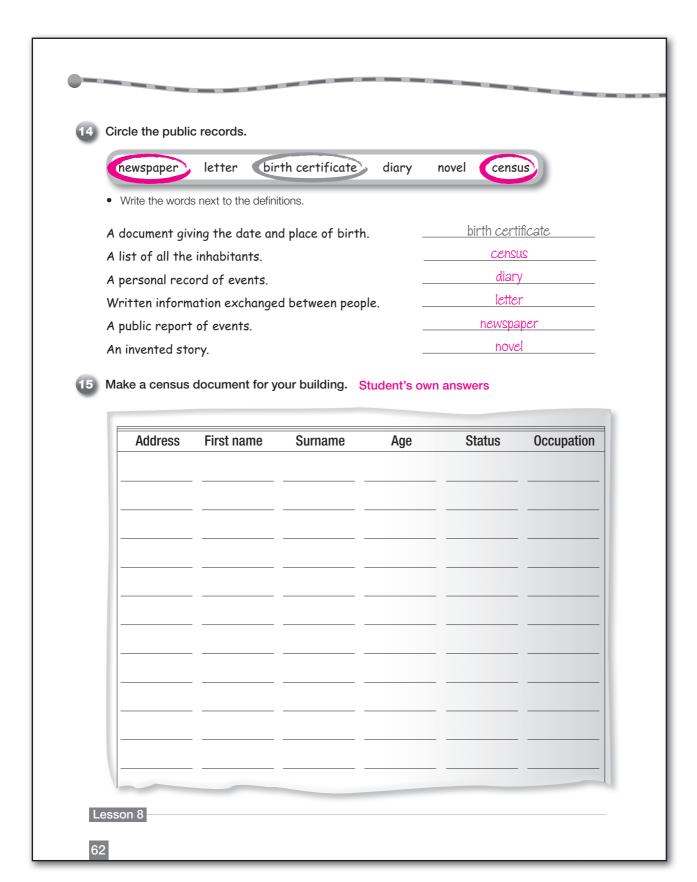
Suggest that the children interview the oldest person in their family, either in person or on the phone.

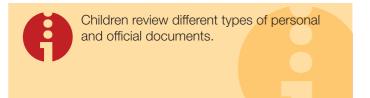


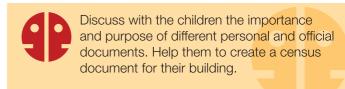




Children write a paragraph based on the information given in the listening, demonstrating both their level of listening comprehension and writing skills.







#### Page 62, Activity 14

Say: Open your Activity Books at page 62. Look at Activity 14.

Write the words on the board. Point to each one and ask: *Is this a private or a public document?* 

Read the first definition out loud and ask: Which document is that?

Ask volunteers to read the other definitions out loud and the rest of the class to name the documents.

Tell the children to circle the public documents complete the definitions in their Activity Books.

#### Page 62, Activity 15

Say: Now look at Activity 15.

This activity is best done as homework.

Tell the children to take their books home. They should ask their parents' permission to visit their neighbours and ask them questions in order to complete the census of their building.

At the beginning of the next lesson make time to discuss the information they have gathered.



## Let's play!

#### Lip reading

Write the following words from the lesson on the board: newspaper, letter, birth certificate, diary, novel, census. Mouth the first word without saying it aloud. The children have to lip read and shout out the word. Put the children into pairs. They take turns to mouth and lip read words from the lesson.

#### Resources



DVD

Unit 6, Episode 6

**Teacher's Resource Book** *DVD worksheet*, page 30

#### **Transcript**



Track 2.12 Activity 13

Narrator: Where were you born, Frank?

Frank: I was born at home, here in this village! Our house was very simple. There wasn't any water in the house so there wasn't a shower or a modern toilet. There wasn't any electricity so there weren't any electric lights and there wasn't a fridge. There were a lot candles in the house. There wasn't a garage. There was a stable in the garden for the animals!

Preparing a biography poster.

Curricular link: Art; Social Science

## Language Objectives

Vocabulary: family, place, house, rooms, village **Structures:** There were ... in the village. There was a ... in the village. There weren't any ... in the village. There wasn't a ... in the village. Her father was a (farmer). He was born in ...

**Resources:** flashcards

Materials: photos, card, glue, scissors, coloured pens

#### Speaking project: A biography poster

#### **Presentation**

Ask the children to name the oldest member of their family. Ask them when he or she was born and where.

Ask the children to show their photos of old villages and of family members. Help them to identify elements in the

Place the flashcards on the board and ask the children about the jobs in their families: Was anybody's (grandad) a (farmer)?

Write short sentences on the board to summarise the information

#### Work with the book

#### Student's Book, page 63, Activity 14

Say: Open your books at page 63. Look at Activity 14. Read and explain the instructions for making the biography

If any children have forgotten to bring in photos they can draw pictures.

If they haven't got the right information, tell them they can invent it.

Tell the children to make their posters and complete the information for the different sections.

#### Student's Book, page 63, Activity 15

Divide the class into groups and tell the children to present their posters to their classmates using the model on page 63.

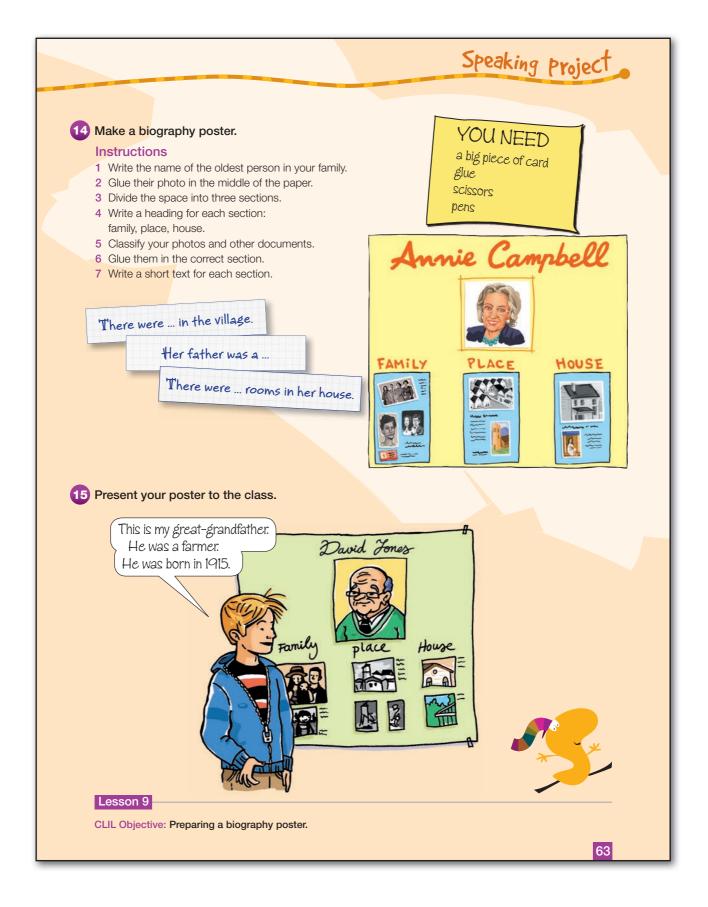


## **Optional Activity Book** exercises

See page 267.

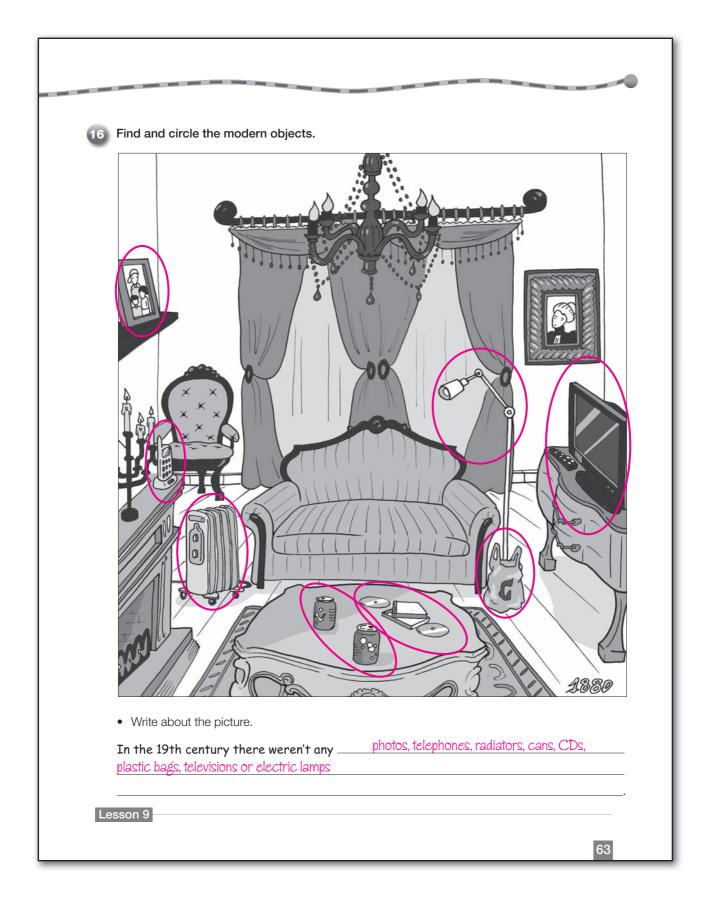
#### **Practice**

Ask four or five children to come to the front of the class and present their biography posters to their classmates. Encourage the other children to ask questions or make comments about the posters.





Children create a poster about the oldest person in their family, using different documents to illustrate the information about the person on the poster.





Children use the picture to describe a house from the nineteenth century using the target vocabulary and structures. Discuss which modern appliances didn't exist in the nineteenth century.

## Page 63, Activity 16

Say: Open your Activity Books at page 63. Look at Activity 16.

Ask: What date is this picture? What century is that? Tell the children to look very carefully at the picture and name the objects they can see.

Then say: There is something funny about this picture, isn't there? Were there any televisions in 1880? SS: No! Tell the children to circle all the objects that shouldn't be in the picture.

Ask volunteers to name the objects they have circled. Tell the children to complete the sentences in their Activity Books.



## Let's play!

#### **Memory chain**

The children sit in a large circle. Start the game by saying a sentence: *In my granny's house, there is a sofa.* The first child repeats the sentence, and adds an item: *In my granny's house, there is a sofa... and a chair.* The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.

#### Resources



**Teacher's Resource Book** *Ready to speak*, page 88

## **Objective**

Assessment.

Curricular link: Geography; Social Science

## **Language Objectives**

All language from Unit 6.

Resources: CD; poster (sides A and B); poster pop-outs; flashcards

#### REVIEW

## Let's remember!





Say: Today we are going to remember all the work we have done in Unit 6.

Show the children the poster (side A). Hand out the pop-outs and ask the children to come and place them on the family tree and describe the family relationships: This is Sam's mum.

Place the flashcards on the board and ask volunteers to come to the board, touch a flashcard and talk about members of their family: My (uncle) is a (builder). My (grandmother) was a (teacher).

Say: Do you remember the song?

Play Track 2.11 and sing the song with the children.

#### Work with the book



#### Student's Book, page 64, Activity 16

Say: Open your books at page 64. Look at Activity 16. Look at the two pictures.

Play Track 2.13. The children listen and point to the elements in the pictures.

Play Track 2.13 again. Ask: Which picture is that? Ask the children to describe the other picture. You can use questions to prompt them.

## Student's Book, page 64, Activity 17

Say: Look at Activity 17. Now we're going to play a game about families.

Read and explain the instructions to the children.

The children play the game and take turns asking and answering questions about their families using the models on page 64.

#### **Transcripts**



Track 2.11 Song: We aren't all housewives anymore!

See page 259.



Track 2.13: Activity 16

See page 271.

## **Optional Activity Book** exercises

See page 271.

## **Round up**



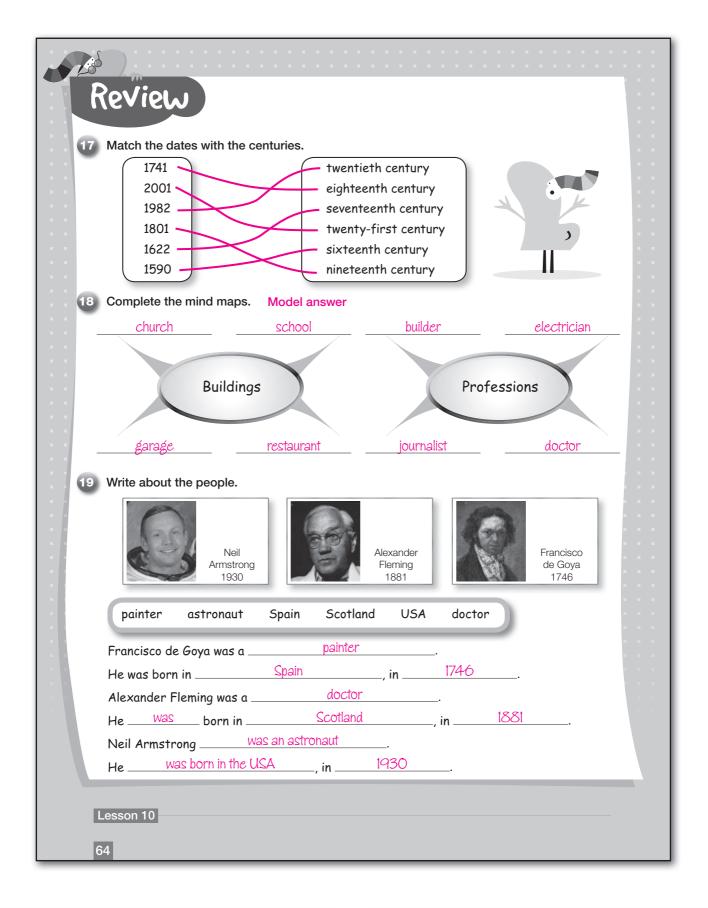
Show the children the poster (side B). Ask them to describe the changes to the village.

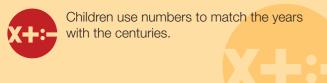
Write the following on the board: Imagine you are an old man or woman. Choose a name. When were you born? Where were you born? Describe your family. Describe your village. Describe your house. What was your job? Tell the children to work in pairs and take turns interviewing each other.

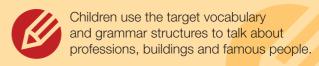




Children use the past tense in affirmative, negative and interrogative forms to talk about their families. Encourage them to tell family anecdotes and to elaborate on the subject of families.







## Page 64, Activity 17

Say: Open your Activity Books at page 64. Look at Activity 17.

Write the dates on the board. Explain that to work out the century we add one number to the first half of the date, for example the year 1750 is in the *eighteenth* century.

Ask volunteers to come to the board, point to a date and say the century.

Tell the children to match the dates in their Activity Books.

#### Page 64, Activity 18

Sav: Now look at Activity 18.

Draw the two mind maps on the board and ask volunteers to come and write words in them.

Clean the board and tell the children to compete the mind maps in their Activity Books.

#### Page 64, Activity 19

Say: Now look at Activity 19. Look at the photos of the famous people. Do you know them?

Read the first sentence out loud and ask the children to supply the missing words.

Repeat the procedure for the other sentences. Tell the children to complete the sentences in their Activity Books.

#### Resources

**Teacher's Resource Book** 

Unit 6 Test, pages 105-106



See Transcript Track 2.14

#### **Transcripts**



Track 2.13 Activity 16

There were some shops in the village and there was a church. There were some small houses and there was one big house. There was a fountain, and there was a school.



Track 2.14 Test Activity 1

1

In 1900, there was a church and there was a school. There were some houses and there were some fountains. There wasn't a library and there wasn't a supermarket. There weren't any street lights and there weren't any buses.

2

In 1985, there was a post office and there was a police station. There were some houses and there were some shops. There wasn't a church and there wasn't a library. There weren't any fountains and there weren't any bikes.

#### Assessment criteria

#### **CLIL Objectives**

Children can understand and describe complex family relationships.

Children can interpret graphs showing changes in physical appearance.

Children can describe the changes in a village or town over a period of time.

Children can understand the changes in the status of women and their work.

Children can describe a biography of a person and their living conditions.

#### Language Objectives

Children can name the members of their family. Children can name different professions and jobs. Children can name the elements in a town in the present and past.

Children can ask and answer biographical questions. Children can identify and name old and modern elements in a town and a house.

# COMMUNICATION

# Tools and machines

## **CLIL Objective**

Analysing characteristics of human communication.

Curricular link: Social Science; Science

## **Language Objectives**

Vocabulary: sad, happy, angry, scared, bored, tired; email, computer, switch on, phone, mobile phone, camera, printer inventions, communicating; important, most important

Structures: Switch on the (computer). Are there any emails? Yes, there's one from Sam. What does he want? He wants to see us.

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

flashcards

#### COMMUNICATION

#### **Presentation**



Say: We are going to learn about communication. Can we communicate without words? How?

Then say: Look at me! Mime the following adjectives: happy, sad, scared, bored, angry and tired. Each time ask: Am I (happy) or (sad)?

Show the children the poster (side A). Hand out the pop-outs of the words. Ask volunteers to come to the poster, point at a photo, place the pop-out and say: He's/she's (sad).

Explain that when we communicate, the words we use are only a small part of the total communication. We communicate with our facial expressions and also our tone of voice.

Say: Listen to me and say what feelings I am communicating.

Say: Good morning, class. Use different tones of voice and facial expressions to cover the six adjectives.

Ask volunteers to come to the poster and point and the rest of the class to call out the words.

## Work with the book



#### Student's Book, page 65, Activity 1

Say: Open your books at page 65. Look at Activity 1. Play Track 2.15. The children listen and point to the faces. Play Track 2.15 again. Stop after each sentence and ask: What is the feeling? The children answer.

Point to the emotions under the pictures and ask: Do you know what these are? Do you use them in your emails? How do we make them?

Ask the children to come and write the marks we use to

make up these emotions on the board. Name the symbols as they write: colon, bracket, closed bracket, smaller than, dash, capital O, small i, small o, circumflex.

Ask a volunteer to come to the front of the class. Tell them to choose one of the feelings. You choose another (but without saying which).

Act out the dialogue using your feelings. Ask: What was (Daniel's) feeling? What was mine?

The children work in pairs, choose feelings and act out their dialogue for another pair who guesses the feelings.

#### Student's Book, page 65, Activity 2

Ask a volunteer to read the email out loud. Place the flashcards on the board. Name the objects as you place them.

Point to the first flashcard and ask: Who thinks that the (telephone) is the most important invention for communication? The children raise their hands. Repeat the procedure for two other inventions.

Then ask: Which inventions does Eve mention in her email? Remove the flashcards that are not mentioned.

Use the other flashcards to make a bar chart. Place the flashcards at the bottom of the bars and write the numbers 1-25 (depending on the number of children in your class) up the left hand axis. Mark off (25) lines across the chart. Ask the children to come and colour in a space for what they consider is the most important invention.

## **Transcript**



Track 2.15 Activity 1

See page 275.

## **Optional Activity Book** exercises

See page 275.

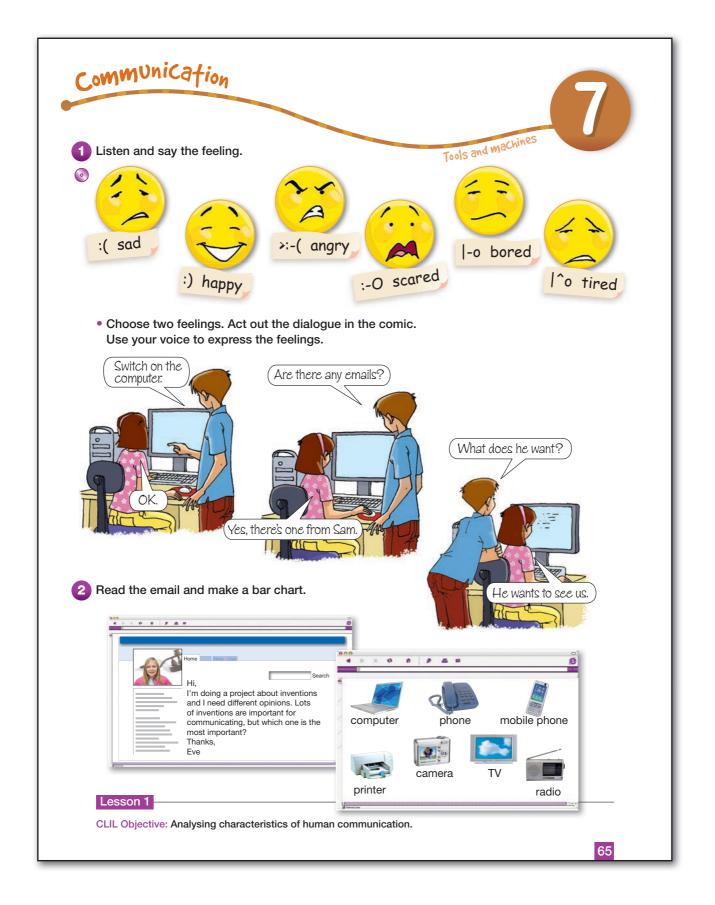
#### **Practice**

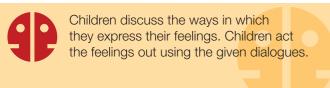
Draw the emotions from page 65. Ask volunteers to think of one of the emotions and say a short sentence to express that feeling. The rest of the class guesses the feeling.

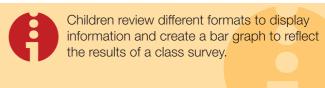
#### **A**NSWER KEY

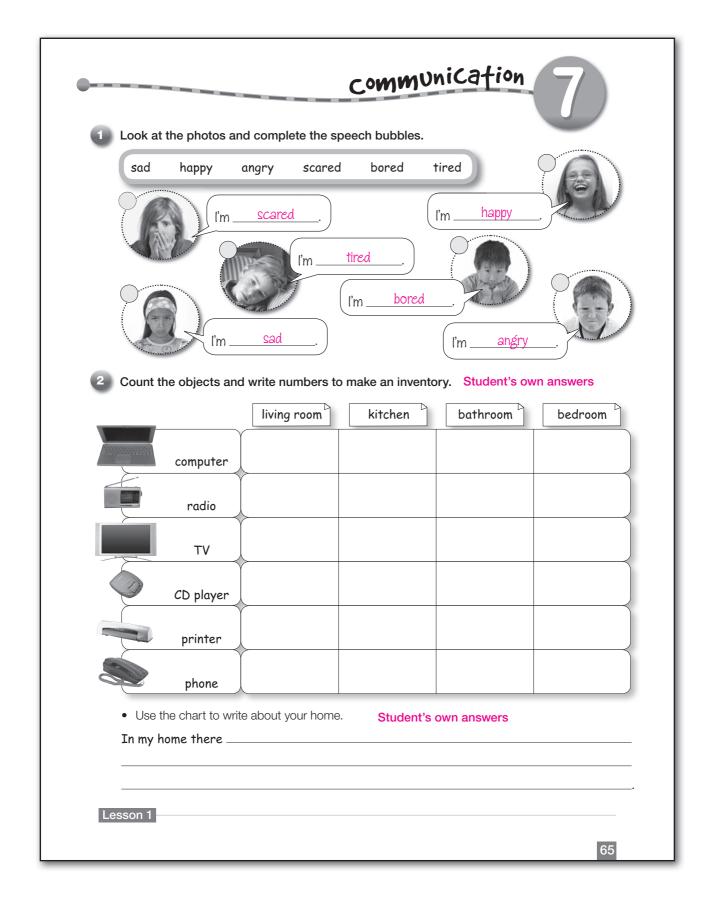
Student's Book, Activity 1

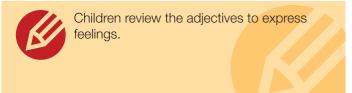
See Transcript page 275.

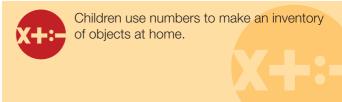












## Page 65, Activity 1

Say: Open your Activity Books at page 65. Look at Activity 1. Ask the children to identify the feelings in the pictures. Tell the children to complete the sentences in their Activity Books.

#### Page 65, Activity 2

Say: Now look at Activity 2.

Ask: Who's got a TV in the living room at home? What about in your bedroom? And in the kitchen? What about in the bathroom?

Repeat the procedure for the other objects and rooms. Tell the children to write numbers in the chart to show how many (if any) of these objects they have got in each room. Ask volunteers to summarise the information they have written down, for example: *In my living room I've got a TV, a radio...* 



## Let's play!

#### **Memory**

Stick the word flashcards face down on one side of the board, and the picture flashcards on the other using Blu-Tack. Put the children into four teams, and ask one member of each team to come to the board. The children take turns to turn over one picture flashcard and one word flashcard. If they get a pair they get a point, if not, they turn the cards back over, and another team member takes their place at the board. The winning team is the team that finds the most pairs.

#### Resources



Unit 7, Episode 7

**Teacher's Resource Book** 

DVD worksheet, page 31

#### **Transcript**



## Track 2.15 Activity 1

- 1 (angry voice) I've got a red and white bedroom.
- 2 (bored voice) I've got a red and white bedroom.
- 3 (tired voice) I've got a red and white bedroom.
- 4 (happy voice) I've got a red and white bedroom.
- 5 (sad voice) I've got a red and white bedroom.
- 6 (scared voice) I've got a red and white bedroom.

## **Anticipating difficulties**

In this unit we will be learning about inventors and inventions related to the area of Information and Communication Technology. Children often make the mistake of thinking that inventions are the result of one single inventor's work. We have an expression in English: Standing on the shoulders of giants. This expression was used by Isaac Newton to say that all inventions are the result of many people's work. So while we can say that Ada Byron invented a special programme we cannot say she invented computer programmes. Generally speaking we say the inventor of an object is the person (or company) who holds the patent. You might also like to discuss with the children why the majority of famous inventors were men, although there were some important women inventors.

Comparing original inventions with modern versions.

Curricular link: History; Science

## **Language Objectives**

**Vocabulary:** telephone, printer, television, radio, computer, games console, mobile phone, camera; bigger, smaller, slower, mobile, black and white, digital

**Structures:** Was there a phone? Yes, there was. / No, there wasn't. There were lots of new inventions. It was (bigger).

Resources: CD; poster (side A); flashcards

## Student's Book, page 66, Activity 4

Say: Now look at Activity 4.

Ask a volunteer to read the text out loud.

Ask: Which camera is that?

Ask questions about the Brownie camera: When was it invented? How much was it? What was it made of? Was it faster and smaller than modern cameras? Was it digital? Were the photos in colour or black and white? Say: Look at the TV in Granny's room. Was it bigger than the TV today? Was it black and white or colour? Was it digital? Repeat the procedure for the other objects using the words at the bottom of the page in order to formulate the questions.

Tell the children to choose one of the objects and write about it using the words.

Ask volunteers to read their texts out loud and discuss.

#### INVENTIONS

## **Presentation**



Say: Today, we are going to compare old and new versions of inventions.

Show the children the poster (side A) and hand out the flashcards.

Point to the different inventions and ask: What's this? Ask the children holding the modern version to come to the board and match it.

Then ask: Which flashcards have we got left over? So there probably weren't any of these things in 1950. What do you think?

Point to each object on the poster and ask: Is there a (TV) in your house? And in your granny's house? Was there a (TV) in her house when she was young? So were there TVs 50 years ago? 60 years ago?

## Work with the book



#### Student's Book, page 66, Activity 3

Say: Open your books at page 66. Look at Granny's room. Play **Track 2.16**. The children listen and point to the objects in the room.

Play Track 2.16 again. The children join in with the song. Tell the children to work in pairs and take turns asking and answering questions about the objects in Granny's room. Ask: What wasn't there in Granny's room? SS: A printer, a games console, a mobile phone and a computer. Then ask: Why not? Were there any printers in the 1950s? What about computers?

Explain that some things just didn't exist, like games consoles, whilst others existed, like printers, but not for homes, they were only in factories and big companies.

#### **Transcript**



Track 2.16 Song: In the good old 1950s

See page 279.

# Optional Activity Book exercises

See page 279.

#### **Practice**

#### Continuous assessment

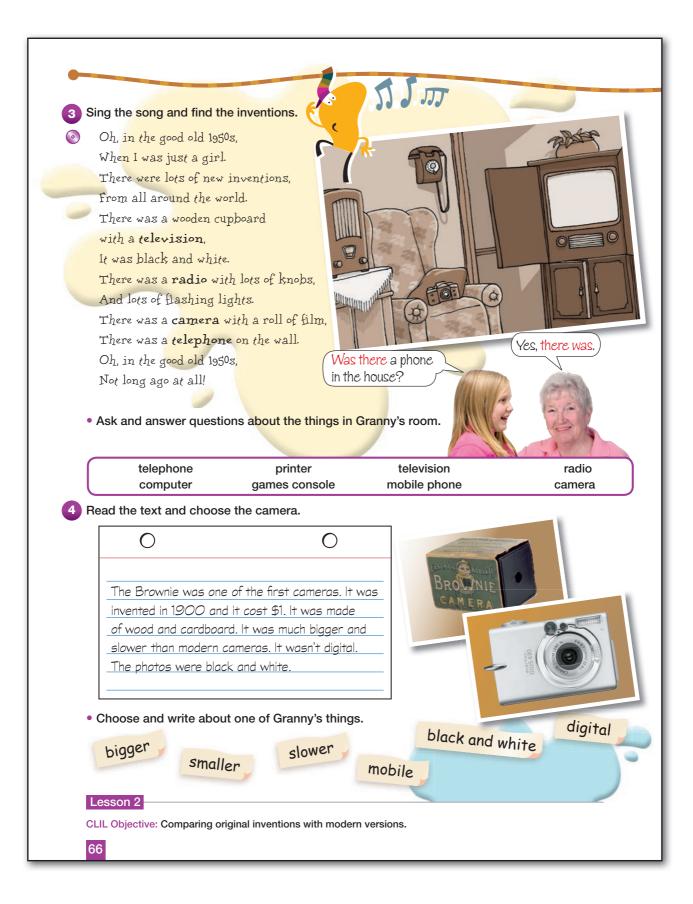
Children can name the main inventions for ICT.

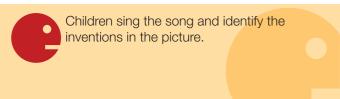
Ask general questions about the development of ICT inventions using the adjectives on page 66 of the Student's Book:

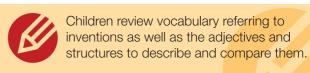
Are all new versions smaller than the old versions? What about TVs? Are all new versions faster? Are they easier to use? Are they all digital? Are they all cheaper? Are they all more colourful?

**Project Quest:** What's your favourite ICT invention? Find a picture or photo.

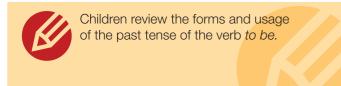
Write the quest on the board. Ask the children to say what their favourite inventions are. Tell the children to find a photo or picture and keep it for the Speaking project in Lessons 8 and 9.







•	Complete the text with was, wasn't, were or weren't.
	In the 1950s there <u>Wasn't</u> a phone in every house. There <u>Were</u> lots of
	public phones. There <u>weren't</u> any mobile phones. There <u>weren't</u> any cordless
	phones. There <u>Wasn't</u> a television in every house. There <u>weren't</u> any flat
	screens. Most televisions <u>were</u> black and white. There <u>were</u> some colour
	televisions. There <u>Was</u> a radio in most houses and there <u>Was</u> a radio
	in most cars. There <u>weren't</u> any CDs or DVDs. There <u>weren't</u> any video game
4	Number the sentences according to the photos. Then complete the sentences.
	They were bigger. 1 They are all different colours. 2
	They were only black and white. 1 They are lighter. 2
	They are smaller. 2 There is an internet connection. 2
	There some games. 2 an MP3 player. 2
	ic 2
	Thereis a camera. 2   Theywere heavier. 1





Children identify the objects according to their description.

#### Page 66, Activity 3

Say: Open your Activity Books at page 66. Look at Activity 3. Say: The missing words in this text are the past of the verb to be.

Read the text out loud stopping at the gaps and asking the children to supply the correct form of the verb.

Tell the children to complete the paragraph in their Activity Books.

Ask volunteers to read the text out loud.

#### Page 66, Activity 4

Say: Now look at Activity 4.

Say: Look at the photos of the phones.

Ask questions: Which ones are bigger? Which ones are all

different colours?

Ask the children to number the sentences in their

Activity Books.

Say: Now look at the sentences again. Which words do we use to talk about the old phones? SS: Was and were.

T: And what about the modern phones? SS: Is and are. Tell the children to complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud and say which photo they refer to. S1: *They were bigger.* S2: *That's photo 1.* 

## **Grammar and Writing Booklet**

## Page 29, Activity 1

Say: In this lesson we are going to learn how to write a biography. What is a biography? What does it tell us? Say: Open your Grammar and Writing Booklets at page 29. Look at Activity 1. Look at the text.

Let the children look at the text for a few minutes and then ask different children to read out parts of the text.

Ask comprehension questions.

Then read Eve's question out loud and tell the children to chose an answer. Ask them to give their reasons.

#### Page 29, Activity 2

Say: Now look at Activity 2. Let's focus on the past tense of the verbs.

You can write some examples on the board if you wish. Say: *Now underline all the words in the text that end in -ed.* Ask volunteers to read the questions and options out loud and ask the rest of the children to choose the correct answers.

Tell the children that in the next lesson they are going to start making a rough plan for their biographies.

Ask them to think of the kind of information they are going to the control of the kind of information they are going to the kind of the kind o

Ask them to think of the kind of information they are going to include, and make a note of their suggestions on the board.



## Let's play!

#### **Finger writing**

The children work in pairs. Display the flashcards from Unit 7 on the board. The children take turns to 'write' the name of one of the items on their partner's back using their finger, while their partner tries to guess which flashcard it is.

## Resources



Unit 7, Vocabulary 2

#### **Teacher's Resource Book**

Extension worksheet 1, page 51

## **Transcript**



#### Track 2.18 Song: In the good old 1950s

Oh, in the good old 1950s,

When I was just a girl.

There were lots of new inventions,

From all around the world.

There was wooden cupboard with a television,

It was black and white.

There was a radio with lots of knobs,

And lots of flashing lights.

There was a camera with a roll of film,

There was a telephone on the wall.

Oh, in the good old 1950s,

Not long ago at all!

Focussing on famous inventors.

Curricular link: History: Science

## Language Objectives

Vocabulary: invented, worked, developed, donated, discovered, designed, lived, invention, inventor, camera, film, movement, pictures; USA, France, UK

Structures: He worked in a bank. They invented the first camera. It was easier to use.

Resources: CD; poster (side A); camera flashcard

#### **FAMOUS INVENTORS**

## **Presentation**



Ask: How many of you have got cameras? Are they part of your mobile phone? Can you see the photos on the computer? So are they digital? Were cameras always digital?

Show the poster (side A). Hold the flashcard of the modern camera next to the picture of the camera on the poster. Say: Look at the difference between the first camera and a modern camera. Which one is bigger? Which one is faster? Which one is more colourful? Which one is digital? Which one is cheaper?

Explain that before digital cameras existed, we took a roll of film to the shop to be developed and waited several days before we got our photos in an envelope.

#### Work with the book



#### Student's Book, page 67, Activity 5

Say: Open your books at page 67. Look at Activity 5. Read the introductory text out loud.

Ask questions about the text: Who invented the Kodak camera? Who developed the films before the invention of the Kodak camera? What about afterwards? Why was it an important invention?

Say: Look at the sentences. Now imagine we are writing a biography about George Eastman. Let's listen to the sentences in the correct order.

Play Track 2.17. The children listen and point to the sentences.

Play Track 2.17 again. The children listen and make a note of the letters at the start of each sentence.

Ask: What do the letters spell? SS: Camera.

Say: Look at the words in the box. Can you see how we change these verbs when we are talking about something that happened in the past? Can you find more words like this?

#### Student's Book, page 67, Activity 6

Say: Now look at Activity 6. Let's learn about some other inventors who discovered and designed machines for photography.

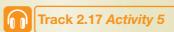
Ask volunteers to read the texts out loud.

Ask questions about the texts: Who invented the first camera for recording and projecting films? Who invented colour films? Who invented a camera for showing movement?

Tell the children to work in pairs. They look at the texts for a few moments and then take it in turns to close their books and make statements about the inventors while the other child guesses who it is.

## **Transcript**





See page 283.

## **Optional Activity Book** exercises

See page 283.

#### **Practice**

Draw a horizontal line across the board.

Ask the children to look at page 67 of their Student's Book. Ask: Which is the earliest date you can see on the page? SS: 1879.

Write the date on the far left of the line. Then ask: Which is the latest date? SS: 1915. Write this date on the far right of the line.

Say: This is a timeline. Let's fill it in.

Ask volunteers to come to the board and write the other dates spaced out on the line in chronological order.

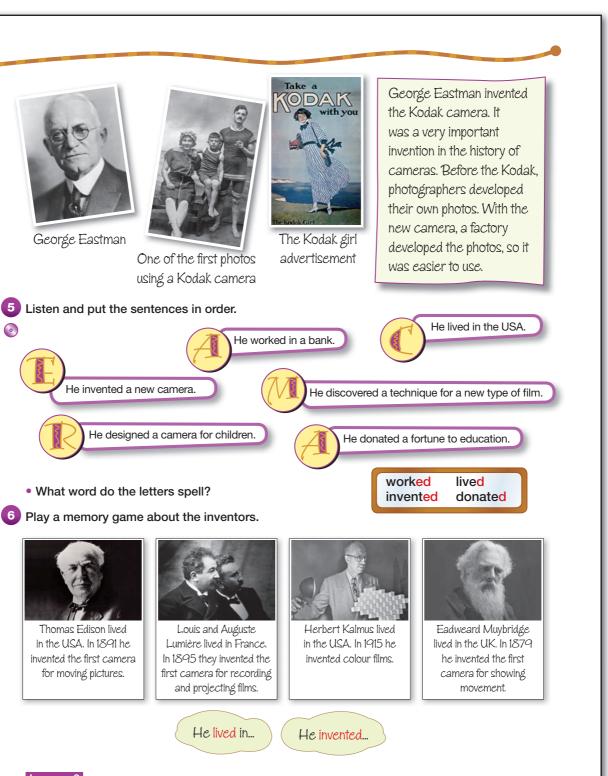
Then ask other volunteers to come and write the inventions by their dates.

Explain that we use timelines as a visual for understanding the order of events in the past.

Project Quest: Find pictures of early versions of your favourite invention.

Write the guest on the board. Say: Remember the photos you found of your favourite ICT invention? Now find some photos or pictures of the early versions of your favourite invention.

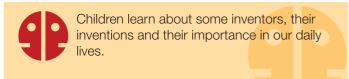
Tell the children to keep the photos/pictures for the Speaking project in Lessons 8 and 9.





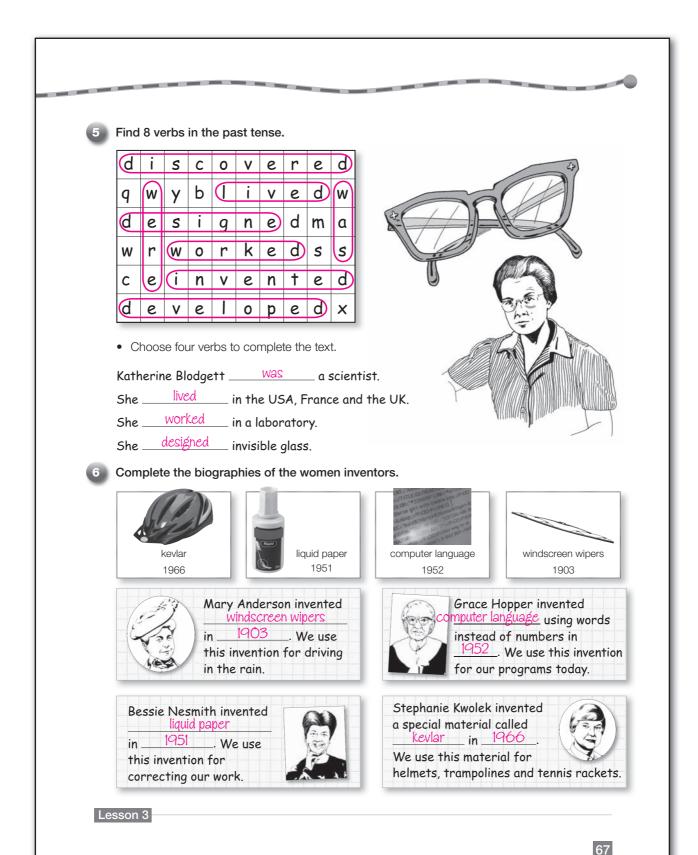
CLIL Objective: Focussing on famous inventors.

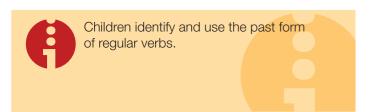
67

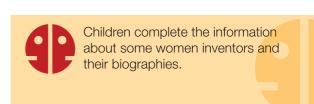




Children work on the sequence of events by ordering the given information and by playing a memory game. They also review the use of past simple to speak about events in the past.







## Page 67, Activity 5

Say: Open your Activity Books at page 67. Look at Activity 5. Tell the children to find eight verbs in the past tense.

Ask volunteers to come and write the verbs on the board. Read the sentences out loud stopping at the gaps and ask the children to supply the missing verbs from the list on the board.

Tell the children to complete the sentences in their Activity Books.

#### Page 67, Activity 6

Sav: Now look at Activity 6.

Read the second half of each piece of text out loud and ask the children to say which invention it refers to, for example: We use this invention for driving in the rain. What is it? SS: Windscreen wipers.

Say: Now use the information to complete the biographies. Ask volunteers to read their biographies out loud.

## **Grammar and Writing Booklet**

#### Page 30, Activity 3

Ask: What kind of text did we look at in the last lesson? SS: A biography.

Ask volunteers to read the sections of the leaflet out loud to remind them of the content.

Say: Open your Grammar and Writing Booklets at page 30 and look at Activity 3. Let's plan our work.

Tell the children to complete the information about their chosen inventors.

Ask the children to list Robert's main achievements and write their suggestions on the board.

Then tell them to think of three main achievements for their inventor.

## Page 30, Activity 4

Say: Now look at Activity 4.

Ask volunteers to read the questions out loud.

Write the first question on the board and underline the words *did* and *live*.

Explain that these are the parts of the verb.

Tell the children to underline the parts of the verbs in the other questions.

#### Page 30, Activity 5

Say: Now look at Activity 5.

Ask volunteers to read the definitions out loud and ask

each time: Is that right?

Tell the children to tick the correct definitions in their books.



## Let's play!

#### Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.

#### **Transcript**



#### Track 2.17 Activity 5

George Eastman was born and lived in the USA. As a young man he worked in a bank but he was interested in photography. He discovered a technique for a new type of film. This new film made the process of developing photographs much easier. Then he invented a camera for this type of film. In 1900 he designed a special camera for children. It was called the Brownie camera. At the end of his life Eastman was a very rich man. He donated most of his fortune to education and research. George Eastman died in 1932 when he was 77 years old.

#### Resources



Multi-ROM
Unit 7, Writing

Listen to the story. What did Hypatia of Alexandria invent?



# Hypatia of Alexandria

Hypatia of Alexandria was the first woman astronomer. She was born in Alexandria in about 370 AD. Her father was the director of the university. He was a very famous mathematician and astronomer. Hypatia studied mathematics, philosophy and science with him. He wanted Hypatia to be the 'perfect human being'.

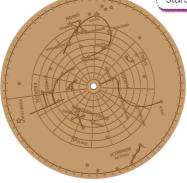


Hypatia was also an inventor and a writer. She invented the plate astrolabe, the planesphere and the hydroscope. These are all scientific instruments.

Hypatia finished her studies in Alexandria and visited Athens and Italy. After a few years, she travelled back to Alexandria. She started work at the university and observed the movement of the planets. She was a popular teacher. Her students loved and admired her very much.



Hypatia used the astrolabe to calculate the altitude of the stars and planets.



She used the planesphere to find the position of stars and constellations.



#### Lesson 4

CLIL Objective: Literacy: Studying the life of a historical character.

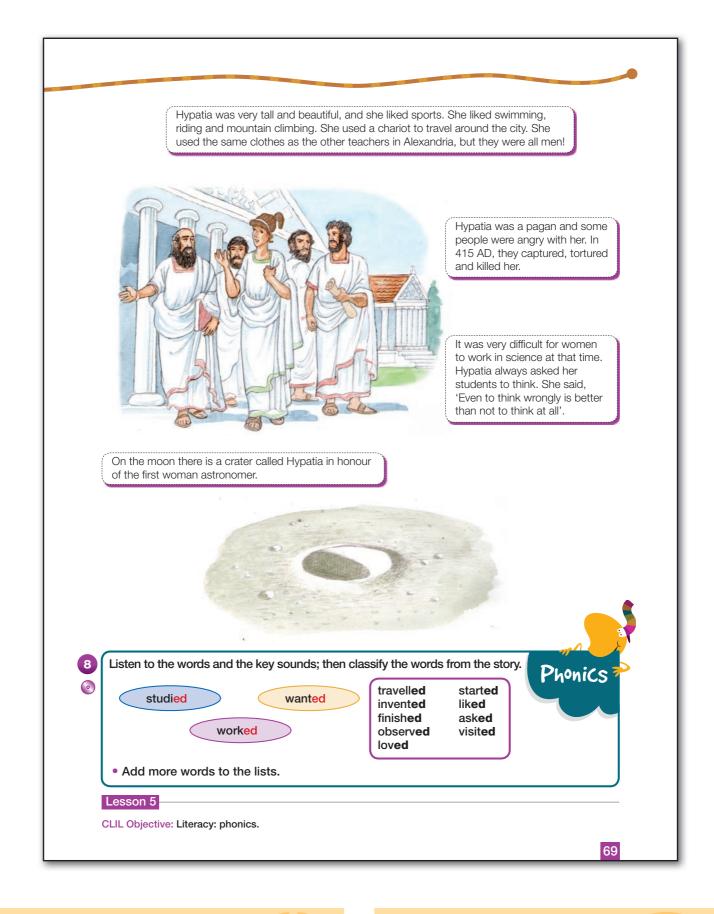
68



Children learn about non-fiction texts and a new genre of literature: biography.



Children learn about a historical character and her inventions.





Children learn about the difficulties women faced in order to become scientists in ancient times. Then they compare it with the current situation.



Children work on the pronunciation of the simple past ending in regular verbs.

Literacy: Studying the life of a historical character.

**Curricular link:** Literacy

## **Language Objectives**

Story language: woman, astronomer, Alexandria, AD, father, director, university, famous, mathematician, mathematics, philosophy, science, human being, Athens, Italy, studies, work, movement, planets, popular, teacher, students, inventor, writer, astrolabe, planesphere, hydroscope, scientific instruments, calculate, altitude, stars, constellations, look at, objects, find, position, tall, beautiful, sports, wrong, swimming, riding, mountain climbing, chariot, clothes, pagan, angry, think, difficult, moon, crater, honour; studied, finished, visited, travelled, started, observed, loved, admired, invented, used, liked, captured, tortured, killed, asked

Resources: CD

What did Hypatia look like? What did she like doing? What kind of clothes did she use? Why was that unusual? How did she travel around the city? Why were some people angry with her? What did they do to her? When did she die? What did she say to her students about thinking? Do you agree with her? Why is there a crater called Hypatia on the moon?

## **Transcript**



Track 2.18 Story: Hypatia of Alexandria

See page 289.

## **Optional Activity Book** exercises

See page 289.

# STORY: HYPATIA OF ALEXANDRIA

## Present the story

Say: It's story time! Open your books at pages 68 and 69. Read the title out loud: Hypatia of Alexandria. Ask the children to look at the pictures while you ask questions: (Picture 1) Do you know where Alexandria is? Who can you see in the picture? Is this a modern picture or from a long time ago? Two hundred years ago or more than that? Look at the building and the clothes. (Pictures 2 and 3) What do you think these objects are? Are they very old? Have you got any idea of what they were used for? (Picture 4) What is Hypatia doing? (Picture 5) What are the men wearing? What is Hypatia wearing? Do you think that is unusual? (Picture 6) This is a picture of the surface of the moon. What can you see?

#### Work with the book



## Student's Book, page 68, Activity 7

Play Track 2.18. Tell the children to listen to the story and follow it in their books.

Ask comprehension questions:

Was Hypatia a woman or a man? Why was she famous? Where was she born? When was she born? Who was her father? What did she study? What did Hypatia's father want her to be? Where did she study? Where did she travel to? Where did she work? What did she do there? Was she popular? What did her students think of her? What else was Hypatia? What did she invent? What were they used for?

## **Develop the story**

Tell the children to read the story again in silence and to make a note of any words they do not understand. Tell the children to come to the board and write the words from their lists

Point to the words one by one and ask if anyone can explain the meanings. Help the children by offering examples of the words in context.

Literacy: phonics: different ways of pronouncing and writing the ed ending of regular verbs.

Curricular link: Literacy

Resources: CD

#### **PHONICS**

## **Retell the story**

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

#### Work with the book



## Student's Book, pages 68 and 69, Reading Activity

Ask different children to read the story out loud. Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

#### Student's Book, page 69, Activity 8

Say: Look at Activity 9.

Play **Track 2.19** to identify the three possible sounds at the ends of the words: *t*, *d* and *id*. Pause the CD. The children repeat the words. Continue with the other words from the story. The children repeat the words.

Explain that although the last two letters are the same, the sounds are different.

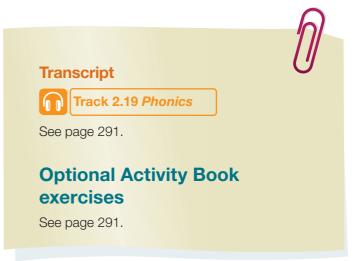
Draw three columns on the board and write the words studied, worked and wanted at the top of the columns. Tell the children to copy the columns into their notebooks and then to classify the words from the story that have the same sounds.

Studied (d): travelled, observed, loved Worked (t): finished, liked, asked Wanted (id): invented, started, visited

Tell the children to come to the board and write the words from their lists

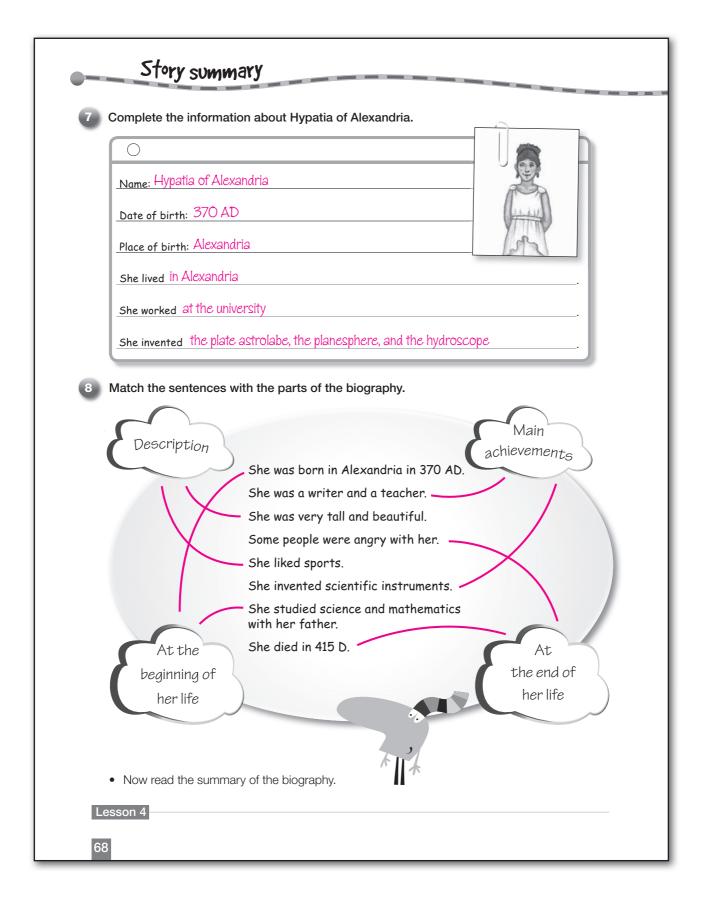
Ask the children if they can think of any other verbs which have got these endings. If they can't, you can give them the following verbs to classify.

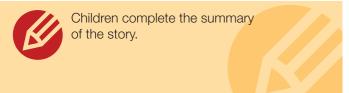
Studied (d): closed, rained, snowed Worked (t): washed, walked, looked Wanted (id): painted, waited, invited

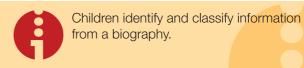


## **Develop the story**

Divide the class into groups of four. Tell the children to divide the narration lines up amongst themselves and to read their story out loud in their groups.







UNIT 7 LESSON 4 OPTIONS

## **Activity Book**

### Page 68, activity 7

Say: Open your Activity Books at page 68. Look at Activity 7. Tell the children to look at the index card for Hypatia of Alexandria and write her name.

Then ask: Do you remember when she was born? If the children don't remember, tell them to look at the story again, find the date and write it on the index card. Repeat the procedure for the rest of the information. Ask questions to check the information: When was she born?

#### Page 68, activity 8

Say: Now look at Activity 8.

Ask: Which sentences give us a description of Hypatia? Which sentences describe the beginning of her life? Which sentences describe her main achievements? Which sentences describe the end of her life?

Tell the children to match the sentences to the parts of the biography.

Ask volunteers to read the sentences out loud in the following order: beginning of her life, description, main achievement, and end of her life.

#### Resources

Multi-ROM Unit 7, Story



#### **Transcript**



## Track 2.18 Story: Hypatia of Alexandria

Hypatia of Alexandria was the first woman astronomer. She was born in Alexandria in about 370 AD. Her father was the director of the university. He was a very famous mathematician and astronomer. Hypatia studied mathematics, philosophy and science with him. He wanted Hypatia to be the 'perfect human being'.

Hypatia finished her studies in Alexandria and visited Athens and Italy. After a few years she travelled back to Alexandria. She started work at the university and observed the movement of the planets. She was a popular teacher. Her students loved and admired her very much.

Hypatia was also an inventor and a writer. She invented the plate astrolabe, the planesphere and the hydroscope. These are all scientific instruments.

Hypatia used the astrolabe to calculate the altitude of the stars and planets.

She used the hydroscope to look at objects under water.

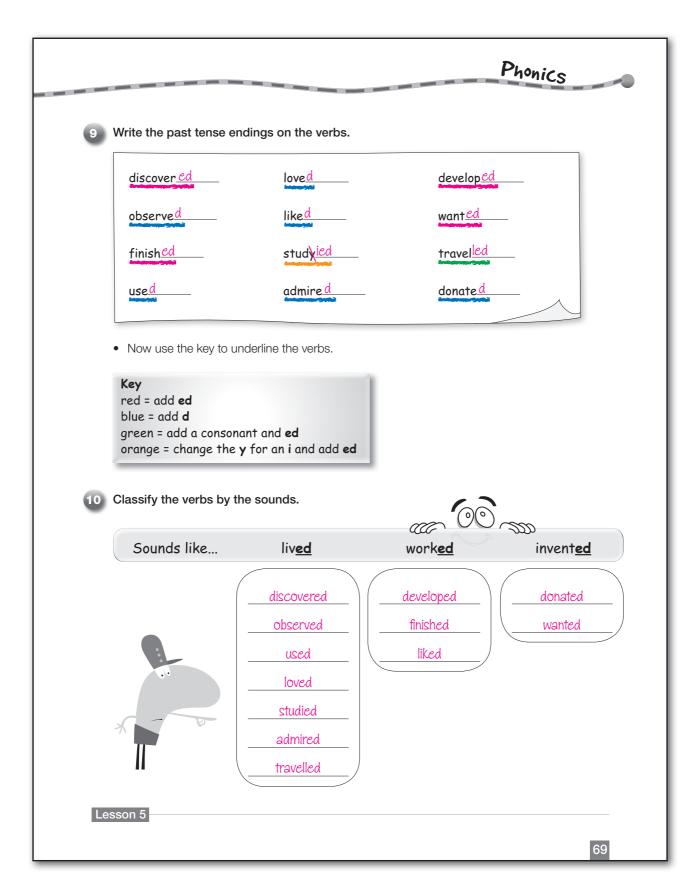
She used the planesphere to find the position of stars and constellations.

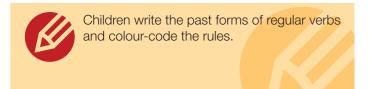
Hypatia was very tall and beautiful, and she liked sports. She liked swimming, riding and mountain climbing. She used a chariot to travel around the city. She used the same clothes as the other teachers in Alexandria, but they were all men!

Hypatia was a pagan and some people were angry with her. In 415 AD, they captured, tortured and killed her.

It was very difficult for women to work in science at that time. Hypatia always asked her students to think. She said, 'Even to think wrongly is better than not to think at all'.

On the moon there is a crater called Hypatia in honour of the first woman astronomer.







Children classify the past forms according to the pronunciation of their endings.

### Page 69, Activity 9

Say: Open your Activity Books at page 69. Look at Activity 9. Write the infinitive form of the verbs on the board. Ask volunteers to come and write the past endings. As they write, guide them to add ed, add d, change the y for an i and ed, or double the consonant and add ed. Explain that there are four possible ways of writing the past form of the verbs.

Tell the children to complete the past tense and then use the key to underline the verbs.

Ask volunteers to read their lists out loud: The verbs I underlined in red are (discovered)...

#### Page 69, Activity 10

Say: Now look at Activity 10.

Explain that there are four possible ways of writing the past form and three possible ways of pronouncing the words. Read the words out loud emphasising the differences in pronunciation of the final *ed* sound.

Tell the children to read the words out loud to themselves and to classify them.

Ask volunteers to read their lists out loud in order to correct the activity.



## Let's play!

#### **Sound stories**

Write three names on the board: Bert, Fred and David. Read them aloud emphasising the sounds t (Bert), d (Fred) and id (David) in the names. The children work in groups. Each group uses a set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book, page 23). Tell the children to classify the cut-outs into three groups: Bert, Fred, and David. Now tell the children that you are going to tell them a story, and that they have to guess who the story is about. Read the following story to the children, emphasising the verbs: This man decided to have a party. He invited all his friends, and he even painted his living room. The party started at eight o'clock. He waited and waited but no one came. Finally he accepted that no one wanted to come, so he went to bed. Ask: Who is the story about? SS: David. In their groups, the children write a short paragraph about either Bert, Fred or David, using the corresponding verbs. When they have finished, they read their stories out loud and their classmates guess who the story is about.

#### Resources

Multi-ROM

Unit 7, Phonics



#### **Transcript**



#### Track 2.19 Phonics

worked studied wanted travelled invented finished observed loved started liked asked visited

Focussing on significant inventors in the history of ICT.

Curricular link: History: Science

## **Language Objectives**

Vocabulary: live, lived, born, work, worked, invent, invented, computer program, telephone, typewriter, television, UK, USA

Structures: Ada Byron was born in 1815. She worked in the UK. Did she live in the USA? Yes, she did./No. she didn't.

Resources: poster (side B); poster pop-outs; Unit 7 cut-outs (or Teacher's Resource Book, page 15, one photocopy per child); flashcards

#### **ICT** INVENTORS

#### **Presentation**



Show the children the poster (side B). Say: These are old inventions. Do you know what they are? Hand out the flashcards and ask the children to come to

the board and match the flashcards of the new versions to the old versions and say: This is a (television). Hand out the pop-outs of the inventors and ask: Whose

got the pop-out of (Guttenberg)? He invented the printing press. Come and put the pop-out on the poster.

Repeat the procedure for the other inventions/inventors.

#### Work with the book

## Student's Book, page 70, Activity 9

Say: Open your books at page 70.

Tell the children to find the cut-outs for unit 7. (Alternatively, hand out the photocopies.)

Tell the children to look at the information in their cut-outs and ask questions about the inventors: Did Ada Byron live in the UK? Did Alexander Graham Bell invent the television? Tell the children to work in pairs and choose one half of the information table each. The children take turns asking and answering questions about the inventors, using the model in the Student's Book.

Ask questions to check the activity: Who invented the (television)? Where did he live? Where did he work?

#### Student's Book, page 70, Activity 10

Say: Look at Activity 10.

Tell the children to choose an inventor and write about him/ her in their notebooks.



## **Optional Activity Book** exercises

See page 295.

#### **Practice**

#### Continuous assessment

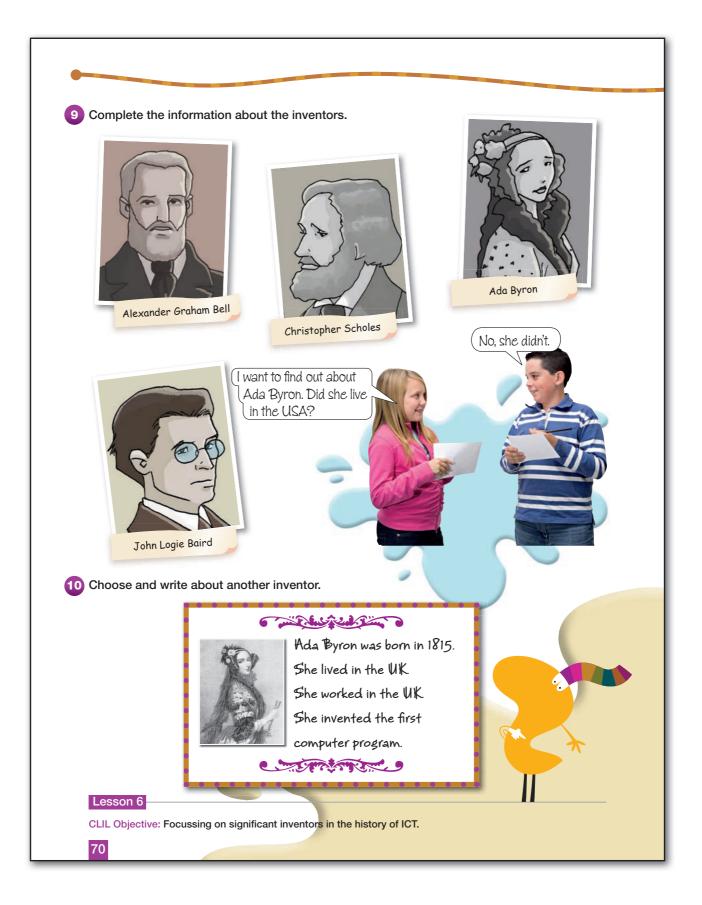
Children can ask and answer biographical questions about famous inventors.

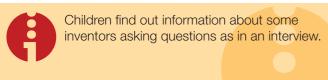
Ask the children to read their biographies out loud and compare them.

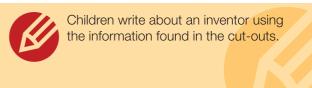
Draw a timeline on the board and ask the children to come and place their inventors and inventions on the timeline.

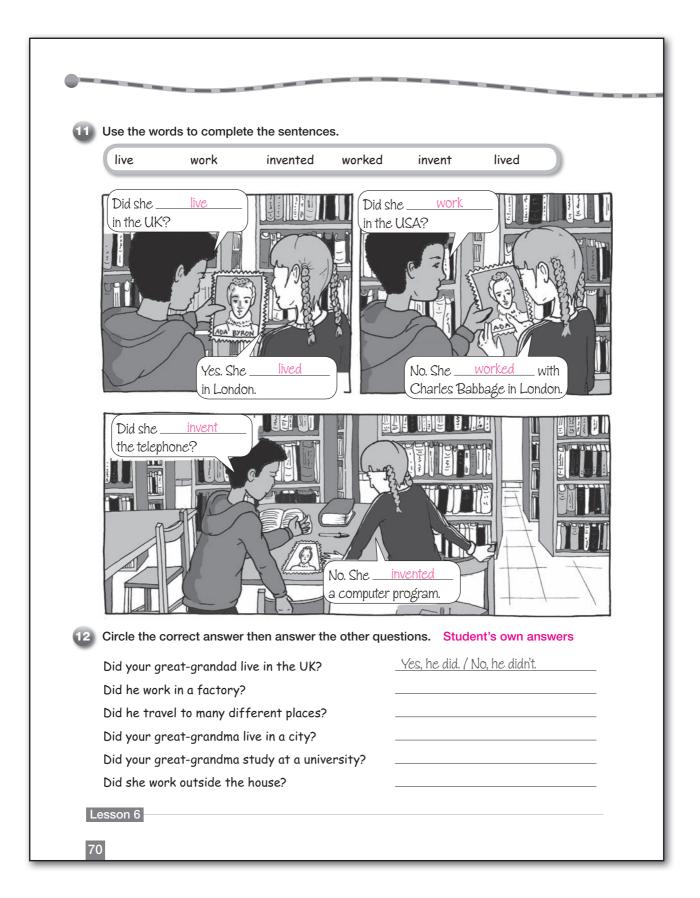
Project Quest: Name the main inventors for your invention. When did they live?

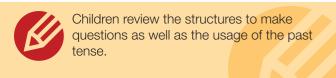
Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

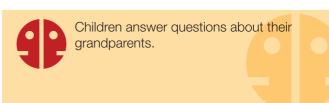












## Page 70, Activity 11

Say: Open your Activity Books at page 70. Look at Activity 11.

Tell the children to look at the pictures. Ask two children to complete the sentences for each picture, out loud. Tell the children to complete the sentences in their Activity Books.

#### Page 70, Activity 12

Say: Now look at Activity 12.

Read the first question out loud and ask the children to call out their answers.

Repeat the procedure for the other questions. Tell the children to answer the questions in their Activity Books.

## **Grammar and Writing Booklet**

#### Page 31, Activity 6

Say: Now we are going to see how we can make our rough drafts better.

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined and ask you if there is anything they do not understand.

Write an incorrect sentence on the board and ask the rest of the class if they can find the mistake. Ask a volunteer to come and write the correct sentence.

Ensure you point out exactly what the mistake is,

for example: Look! The pronoun they is plural but the verb you used is singular. Do you see?

Repeat the procedure with all the mistakes they have difficulty understanding.

Say: Open your Grammar and Writing Booklets at page 31. Look at Activity 6.

Say: This is a list of type of mistakes. Look carefully at your rough drafts and tick the mistakes you made.

Ask the children to read out some of their mistakes and corrections.

#### Page 31, Activity 7

Say: Now look at Activity 7. Choose four mistakes and write the correct sentences.

#### Page 31, Activity 8

Say: Now look at Activity 8.

Explain that we can always make our work better. Tell the children to answer the questions about their inventors and add the information to their rough drafts. Ask volunteers to read their answers out loud and make suggestions where necessary.



## Let's play!

#### Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book page 23, one per child). The children shuffle the cards and share them out. The first player says the cut-out they are going to lay on the table, and lays it down. The second player lays one of their cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap*. The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.

### Resources



**Teacher's Resource Book** *Extension worksheet 2,* page 52

**Multi-ROM** 

Unit 7, Grammar 1

Linking inventions to later developments in computer technology.

Curricular link: History; Science

## **Language Objectives**

**Vocabulary:** television, typewriter, games console, electric light bulb, telephone, printing press, lighting, rooms, printing books, papers, transmitting, voice, long distances, writing, mechanically, pictures, sounds, playing games

**Structures:** Thomas Edison invented something for lighting rooms. What did Edison invent? When did he invent it? Guttenberg invented the printing press in 1439. It developed into the modern printer.

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

#### INVENTIONS AND COMPUTER TECHNOLOGY

#### **Presentation**



Show the children the poster (side B). Point to the computer parts and name them: screen,

mouse, keyboard.

Point to the TV and ask: What part of the computer is like the TV? SS: The screen. Then say: That's right the TV screen developed into the computer screen. The screen has got a light in it. What invention did they need to develop the screen? SS: The light bulb.

Use the flashcards to reinforce the connection between the parts of the computer and other inventions.

Repeat the procedure for the keyboard and printer. Ensure the children understand that most of the components of the computer rely on other inventions.

#### Work with the book

## Student's Book, page 71, Activity 11

Say: Open your books at page 71. Look at Activity 11. Read the first sentence out loud and ask: What invention is that? SS: The light bulb.

Repeat the procedure for the other sentences and inventions.

Tell the children to work in pairs, choose an inventor and take turns asking and answering questions using the model on page 71 of the Student's Book.

#### Student's Book, page 71, Activity 12

Draw a timeline on the board and write 1439 on the left-hand side and 1968 on the right-hand side. Ask children to come to the board and write the other dates from Activity 11 on the timeline.

Ask other children to come and write the inventions below

Tell the children to copy the timeline, choose an invention and write about it.

Tell the children to look back at the other inventions on pages 66 and 67 and the inventors on the poster. Ask volunteers to come and add the inventors and inventions to the timeline.

## **Optional Activity Book** exercises



See page 299.

#### **Practice**

#### Continuous assessment

Children can compare modern and original inventions and relate them to their uses.

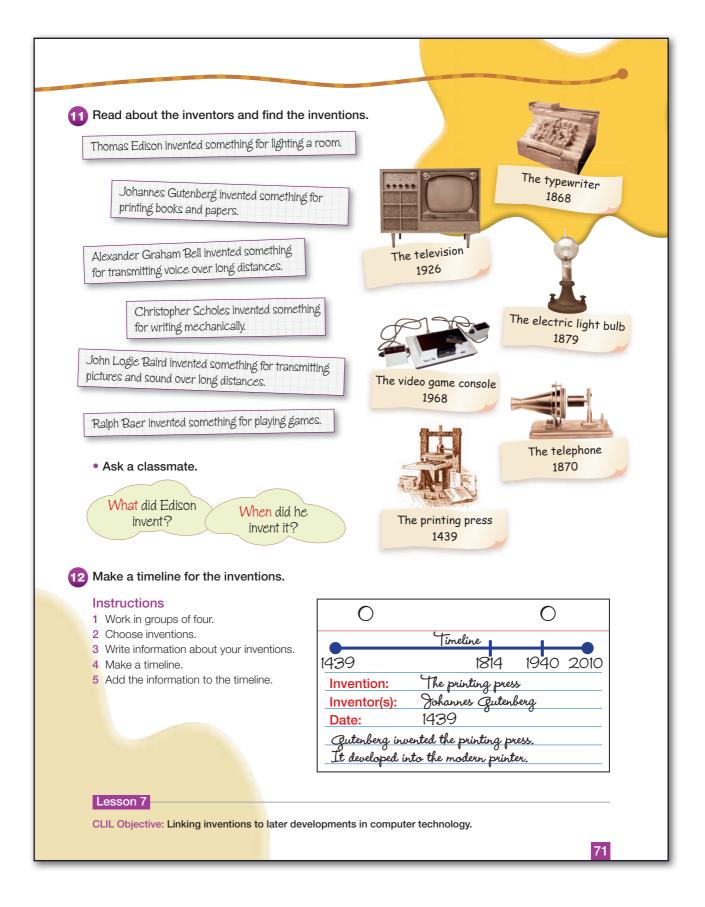
Write the following words on the board: light bulb, printing press, TV, video game, telephone, typewriter. Ask the children to think of all the things in their homes (or their personal possessions) which are connected to these inventions and how they are connected. For example, a mobile phone has got a screen (TV), a keyboard (typewriter), camera, video games, and can be connected to the internet (telephone).

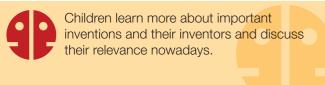
Project Quest: How do you use your favourite invention in your everyday life?

Write the question on the board. Ask some children to answer orally and ask them to say whether they use it for entertainment or for schoolwork. Tell the children to make a note of the answer in their notebooks, ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

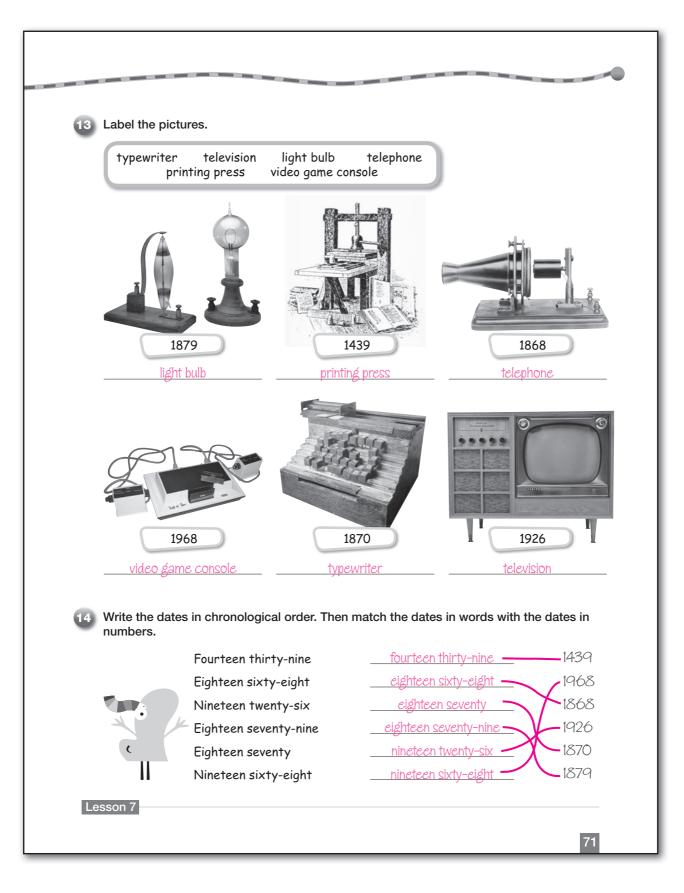
See page 299.

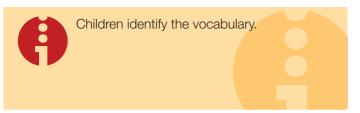


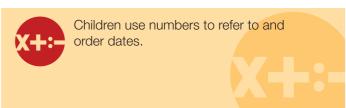




Children learn to use another format to display information, by creating a timeline with the inventions learned.







## Page 71, Activity 13

Say: Open your Activity Books at page 71. Look at

Activity 13.

Tell the children to label the pictures.

Ask: What's picture number (1)? The children say the

names of the inventions.

#### Page 71, Activity 14

Say: Now look at Activity 14.

Say: 1439 is the earliest date. What's the next date?

SS: 1834.

Repeat the procedure until the children have sequenced

all the dates.

Tell the children to write the dates in chronological order in words. Then tell them to match the date in digits with the

dates in words.

### **Grammar and Writing Booklet**

#### Page 32, Activity 9

Say: In this lesson we are going to write our own grammar charts.

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar. Ask the children to look through the last three lessons and summarise the grammar they have been looking at. Then say: In this lesson we are going to focus on a verb tense: the past simple in the affirmative and interrogative. Give example statements and questions to illustrate the past simple: She invented a chocolate machine. Did she live in Chicago?

Say: Open your Grammar and Writing Booklets at page 32. Look at Activity 9.

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

#### Page 71, Activity 10

Say: Now look at Activity 10.

Tell the children to write a clean copy of the biography using their plans, rough drafts, corrections and all the exercises they did to make their work better.

Ask a few volunteers to show and read their biographies out loud.

Place the biographies on the walls of the classroom and encourage the children to walk around and look at their classmates' work.



## Let's play!

#### **Picture memory**

The children work in groups. Display the poster, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the items they can remember from the poster. The group with the longest list wins.

#### Resources



Unit 7, Vocabulary 1

**Teacher's Resource Book** 

Ready to read, page 75

#### **A**NSWER KEY

#### Student's Book, Activity 11

Edison: the electric light bulb Gutenberg: the printing press Graham Bell: the telephone Scholes: the typewriter Logie Baird: the television Baer: the video game console

Relating inventions to our own lives.

Curricular link: History: Science

## Language Objectives

Vocabulary: Italy, China, UK, USA; radio, game console, live, born, invent, work, working, watching films, talking to my friends, doing my homework, printing photos, listening to music, listening to the news, playing, taking photos

Structures: When was he born? Where was he born? What did he invent? When did he invent it? Where did he live? I use a (camera) for (taking photos).

Resources: CD; poster (side B); flashcards

#### **SPEAKING PROJECT: INVENTIONS**

#### **Presentation**



Show the children the poster (side B). Point to the pictures and ask who has chosen pictures from the poster as their favourite inventions.

Ask how many have brought their pictures/photos of inventions.

Write the Project Quest questions on the board. Ask: How many people have found the answers to the two questions? The children raise their hands. Ask some children to provide their answers. Make a note of their answers under the questions.

#### Work with the book



#### Student's Book, page 72, Activity 13

Say: Open your books at page 72. Look at Activity 13. Look at the photo of Marconi. When do you think he was born, in 1874 or 2009? SS: 1874!

Tell the children to work in pairs and take turns asking and answering questions about Marconi, using the clues on page 72.

Say: Now let's listen and check.

Play Track 2.20. The children listen and point to the correct clues.

#### Student's Book, page 72, Activity 14

Say: Now look at Activity 14.

Place the flashcards up on the board.

Point to each flashcard and ask: What do you use a (mobile phone) for?

Tell the children to work in pairs and take turns asking and answering questions about the inventions using the model on page 72 of the Student's Book.

Point to the flashcards one by one and ask: How important is this invention for you? Then ask: How important is this invention for people in general?

Point out that some inventions are fun and entertaining, like a games console and others are very important for people's lives in general, like a telephone.

### **Transcript**





Track 2.20 Activity 13

See page 303.

## **Optional Activity Book** exercises

See page 303.

#### **Practice**

Remind the children that some inventions are important for us personally and others are important for people in general.

Place the flashcards on the board.

Ask: Which of these inventions is really important for our lives today?

Encourage the children to discuss the importance of the inventions, for example without light bulbs we would have no street lights, no televisions, no computers, no lights in our homes...

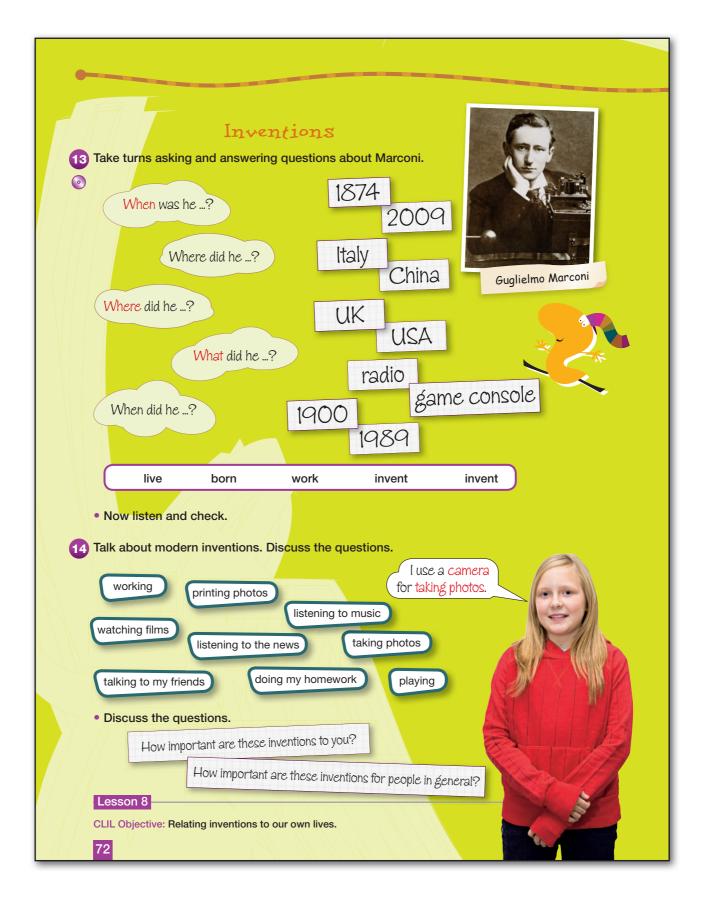
Then say: Imagine you need to eliminate three inventions. Which ones would you eliminate?

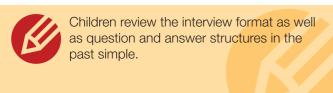
Encourage the children to give reasons for their answers.

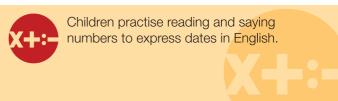
#### **A**NSWER KEY

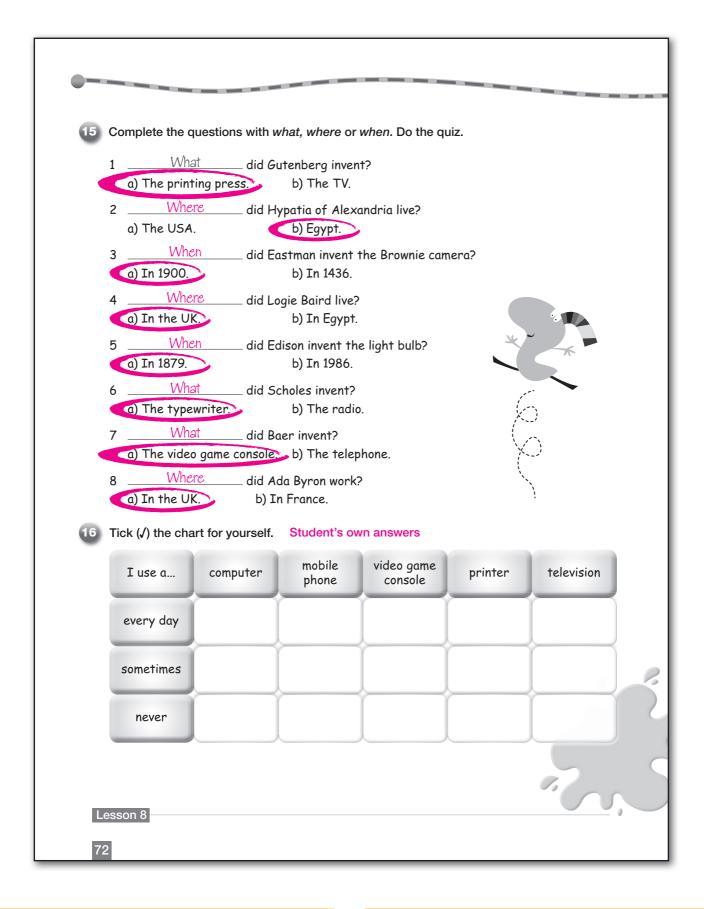
See page 299.

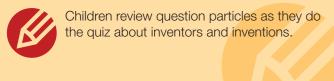
See Transcript, page 303.













Children review charts as a way of displaying data, creating one to reflect information about themselves.

### Page 72, Activity 15

Say: Open your Activity Books at page 72. Look at Activity 15.

Write the words *what, where* and *when* on the board. Ask volunteers to read the questions out loud, supplying the missing question word each time.

Ask other volunteers to choose the correct answers. Tell the children to complete the questions in their Activity Books and to circle the correct answers.

#### Page 72, Activity 16

Sav: Now look at Activity 16.

Ask: How often do you use a (computer)? Every day, sometimes or never? Repeat the procedure for the other objects in the table.

Tell the children to tick the table according to their own usage.

Ask the children to summarise the information in their tables: I use a computer every day. I sometimes use a printer...



## Let's play!

#### Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an item of technology. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

#### Resources



Unit 7, Grammar 2



#### **Transcript**



Track 2.20 Activity 13

When was he born? He was born in 1874.

Where did he live? He lived in Italy.

Where did he work? He worked in the UK.

What did he invent? He invented the radio.

When did he invent it? In 1900.

Making a poster about an important ICT invention.

Curricular link: Art; History; Science

## Language Objectives

Vocabulary: telephone, television, mobile phone, computer, printer, camera, radio, videogame console

Structures: Alexander Graham Bell was born in... He lived in... He invented the... It developed into the... People used the first phones for urgent messages. Now we use them for talking to friends.

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

Materials: a big piece of card, white paper, glue, scissors, pens

#### SPEAKING PROJECT: ICT INVENTION POSTER

#### **Presentation**



Place the flashcards up on the board. Ask the children to come and write their names under the invention they have chosen for their poster.

Show the children the poster (side B). Hand out the pop-outs of the inventors and ask the children to come and place them on the poster next to the corresponding invention. Encourage them to say: This is (Alexander Graham Bell). He invented the (telephone).

#### Work with the book

#### Student's Book, page 73, Activity 15

Say: Open your books at page 73. Look at Activity 15. Read and explain the instructions for making the poster. Hand out the materials.

Tell the children to use their pictures/photos to make their posters and write about their inventors.

#### Student's Book, page 73, Activity 16

Hang the children's posters on the walls of the classroom. Tell the children to work in pairs and walk around looking at the posters.

Encourage them to discuss the information about the inventions, especially the differences between the original versions and the modern versions.



## **Optional Activity Book** exercises

See page 307.

#### **Practice**

Tell the children to make a list of all the inventions they have learned about, using the flashcards and the poster. Tell them to number the inventions in order of importance with 1 as the least important.

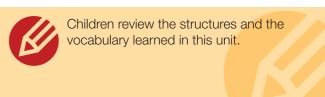
Draw a table on the board with all the inventions along the top and ask the children to come and write their votes on the table.

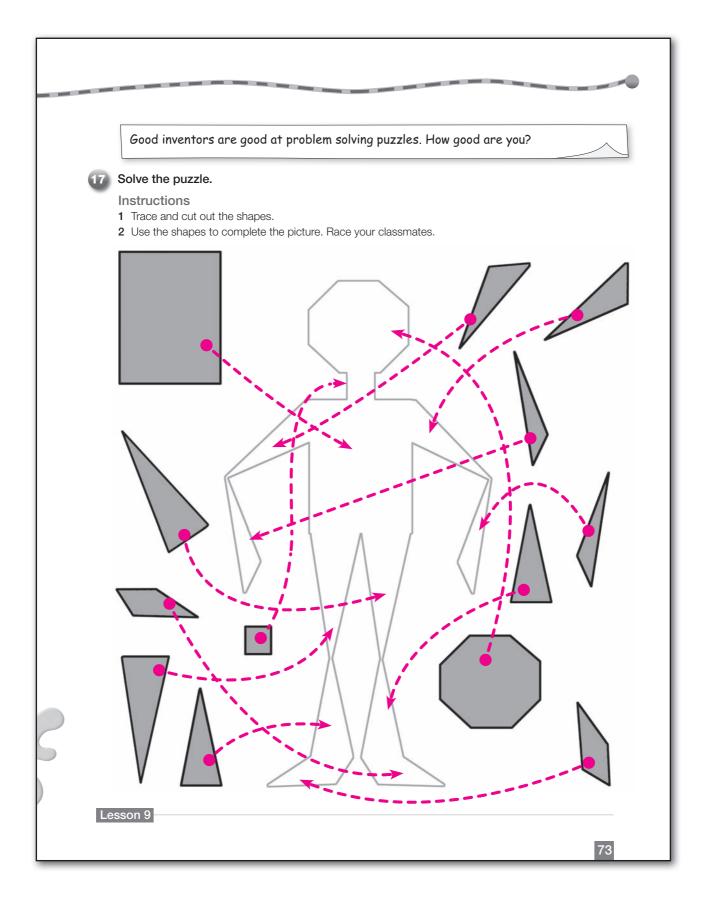
Add up the totals to find the most important invention. Point to some of the inventions that received the lowest number of votes and ask: But what if nobody had ever invented the (radio)? Can you say what other inventions wouldn't exist?

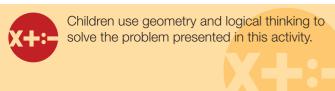
Explain that it is very hard to choose the most important from this list because they are all so closely connected.

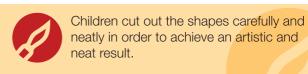












## Page 73, Activity 17

Materials: tracing paper.

Say: Open your Activity Books at page 73. Look at Activity 17.

Explain that one thing that all famous inventors have in common is that they are good at solving puzzles. Ask: Who's good at solving puzzles in this class? Hand out the tracing paper.

Tell the children to trace around the shapes and cut them out

Then tell them to complete the picture using the shapes. The first person to complete the picture shouts: *Stop!* Tell the children to complete their pictures and glue the shapes in place.



## Let's play!

#### **Whispers**

The children form different teams and sit in rows. Whisper a sentence to the first person each row, for example: Thomas Edison invented the electric light bulb in 1879. The children have to whisper the sentence to the next child and so on along their row. When the sentence gets to the end of the row, the final child has to write it down. If it is correct they win. Repeat with different sentences from the unit.

#### Resources



**Teacher's Resource Book** *Ready to speak,* page 89

## **Objective**

Assessment.

Curricular link: History; Science

## **Language Objectives**

All language from Unit 7.

Resources: CD; poster (sides A and B); poster

pop-outs; flashcards

#### REVIEW

## Let's remember!





Say: Today we are going to revise all the work that we have done in Unit 7.

Put the flashcards and the poster (side B) up on the board and say: Do you remember these inventions?

Hand out the poster pop-outs of the inventors and ask the children to come and place them next to their inventions. Ask questions about the inventions to check their knowledge: Who invented the (telephone)? Do you

remember when he was born? Where was he born? When did he invent the (telephone)? Where did he live? Why was this invention so important?

Show the children the poster (side A) and ask volunteers to come to the board, touch and name the inventions. Say: Do you remember the song?

Play Track 2.16 and sing the song with the children.

#### Work with the book

#### Student's Book, page 74, Activity 17

Say: Open your books at page 74. Look at Activity 17. Say: Look at the picture. Can you name eight inventions? The children call out the answers.

Each time ask: Do you remember who invented that? Tell the children to make a list of the eight inventions. The children work in pairs, choose four inventions each from the picture, read through the work in the unit and gather information.

They then take turns to tell their partners about their inventions.

#### Student's Book, page 74, Activity 18

Say: Look at Activity 18. Who is this woman? Do you remember? SS: Hypatia of Alexandria.

Say: Look at the questions and the text. Who can make a question about Hypatia?

Ask two or three volunteers to make questions and the rest of the class to answer, orally.

Tell the children to use the clues to write six questions and find the answers in the story on pages 68 and 69.

### **Transcript**



Track 2.16 Song: In the good old 1950s

See page 279.

## **Optional Activity Book** exercises

See page 311.

## Round up

Say: We started this unit by talking about communication and how we can communicate using gestures and the tone of our voice. Then we learnt about many different inventions connected to information and communication technology.

Tell the children to work in pairs and imagine a new invention for ICT.

Ask volunteers to describe their ideas. Supply language as needed.

#### **A**NSWER KEY

#### Student's Book, Activity 17

Television: Logie Baird invented the television in 1926. Video game console: Ralph Baer invented the video game console in 1968.

Light bulb: Thomas Edison invented the light bulb in 1879.

Printer: Gutenberg invented the printing press in 1439. Radio: Marconi invented the radio in 1900.

Camera: George Eastman invented the camera in

1900. Computer: Ada Byron invented the first computer

#### Student's Book, Activity 18

Model answer

When was she born? 370 AD.

Where did she live? Alexandria.

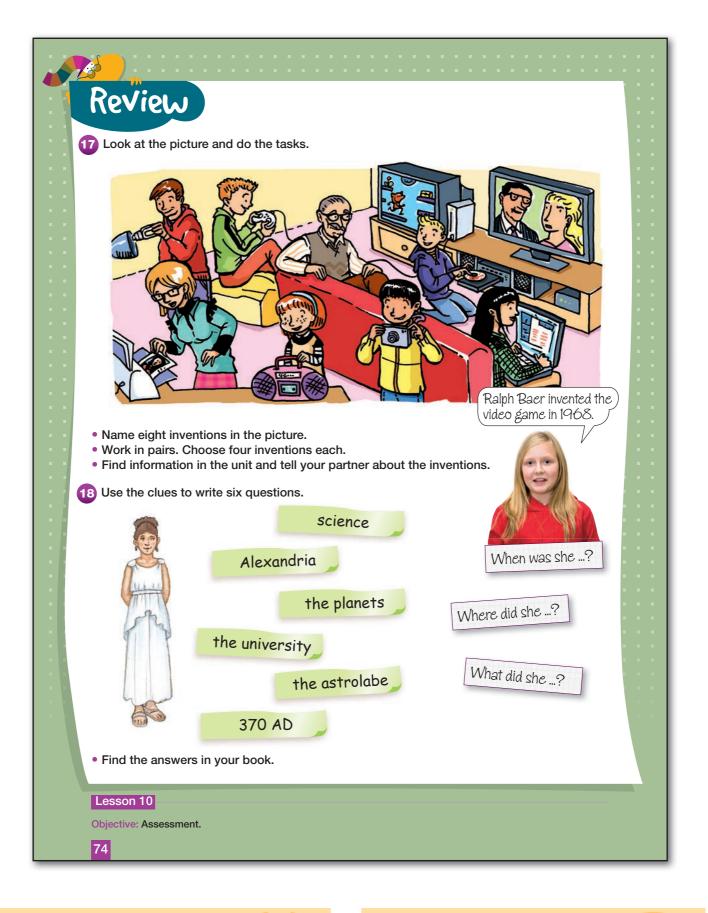
What did she study? Science.

Where did she work? At the university.

What did she observe? The planets.

What did she invent? The astrolabe.



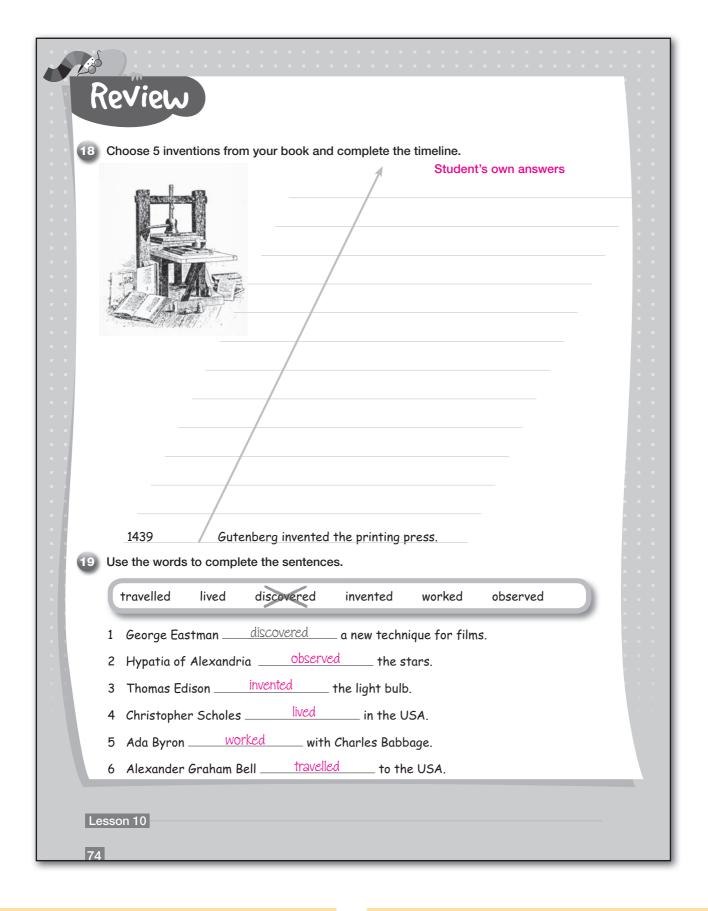


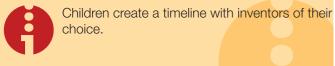


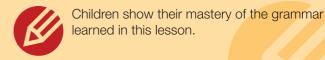
Children find out and identify information about inventions that appear in the unit and present it to their classmates.



Children review grammar structures, vocabulary and pronunciation creating questions about key facts that appear in the unit.







### Page 74, Activity 18

Say: Open your Activity Books at page 74. Look at Activity 18.

Tell the children to choose inventions from the unit and complete the timeline with the dates of the inventions and the names of the inventors.

Tell the children to compare their timelines with a partner.

#### Page 74, Activity 19

Say: Now look at Activity 19.

Ask volunteers to read the sentences out loud and complete them orally using the verbs.

Tell the children to complete the sentences in their Activity Books.



## Let's play!

#### **Scattergories**

Write the following categories on the board: inventions, family, recycling, food and animals. Put the children into teams. Tell them that they have three minutes to think of the longest possible word they can for each category. Say: Ready, steady, go! When the time is up, ask each team to tell you their word for the first category and ask a volunteer from each team to come and write the word on the board. Give the team with the longest word three points, the second longest two points, and so on, making a note of the scores. Repeat the procedure with the other categories. The team with the most points at the end of the game is the winner.

#### Resources

**Teacher's Resource Book** *Unit 7 Test*, pages 107-108



See Transcript Track 2.21

## Assessment criteria

#### **CLIL Objectives**

Children can describe the differences between original inventions and their modern versions.

Children can connect different inventions to ICT.

Children can identify significant inventions in ICT.

Children can identify significant inventions in ICT.

Children can relate the use of common inventions to their daily lives.

#### Language Objectives

Children can name the most important inventions in ICT. Children can describe the physical appearance of these inventions.

Children can describe the most common use for these inventions.

Children can say the dates of the inventions and give simple biographical information about the inventors.

#### **Transcript**



### Track 2.21 Unit 7 Test

(scared voice) Ahh! It's a ghost! (happy voice) Oh, it's such a lovely sunny day! (crying voice) I want to go home to my mum! (bored voice) I don't know what to do. (tired voice) I'm going to bed. Goodnight. (angry voice) Stop doing that! You naughty girl!

## A LONG TIME AGO IN EGYPT

Culture and civilization

## **CLIL Objective**

Describing and locating geographical features.

Curricular link: Geography; History

## **Language Objectives**

Vocabulary: river, Egypt, Red Sea, deltas, south, east, west, desert, capital, Cairo, Libya, Israel, North Africa, fertile, Nile, rains, flows, Re, Bastet, Heket, Selket, Khephera, Sobek, woman, man, body, head, cat, frog, scorpion, bird, beetle, crocodile

Structures: The River Nile flows through Egypt. The Nile flows south. Most of the country is desert. (Re) had a (bird's head).

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

#### A LONG TIME AGO IN EGYPT

## **Presentation**



Present the context. Say: Today we are going to learn about Egypt. Show the children a world map. Ask the children if they can find Egypt on the map.

Ask: Which continent is Egypt in? What language do they speak in Egypt today? Then show the poster (side A) with the map of Egypt. Ask: What's this? What's the name of the river? What else can you see? Can you see a desert? Is it all desert? Where is the green land? Is it by the river? Can you grow plants here? What about in the desert? Present the word fertile. Remind the children of North. South, East and West and ask: Which country is to the (west) of Egypt?

## Work with the book



#### Student's Book, page 75, Activity 1

Say: Open your books at page 75. Look at Activity 1. Look at the map of Egypt. What can you see on the map? What cities can you see? What countries can you see? Can you see any water? What water features are there?

Play Track 2.22. Tell the children to listen and point to the elements on the map as they hear them mentioned.

Play Track 2.22 again. Stop after each sentence and ask: Is that true or false? Play Track 2.22 again. This time stop and ask if the sentence is true or false and ask the children to correct the false sentences.

Divide the class into groups of four or five and tell them to make statements about Egypt using the information from the map and the poster.

Ask a spokesperson from each group to read their sentences out loud.

### Student's Book, page 75, Activity 2

Say: Open your books at page 75. Look at Activity 2. Read the email out loud.

Ask volunteers to read the descriptions out loud. Stop after each one and ask: Which picture is that?

## **Transcript**





Track 2.22 Activity 1

See page 315.

## **Optional Activity Book** exercises

See page 315.

#### **Practice**

#### Continuous assessment

Children can describe the main feature of a country.

Say: Lots of people go on holiday to Egypt. Has anybody here been there? Can you tell us about it? Did you see a pyramid? Did you travel on the Nile? Did you see any temples? If nobody in the class has been to Egypt ask: Do you know another country? Can you tell us about it? Ask the children questions to help them describe places they have visited. Focus on: Location: Where is it? What are the countries around it? Features: Is there a river? Are there any mountains? Is there a desert? Is it hot? What's the capital?

#### **A**NSWER KEY

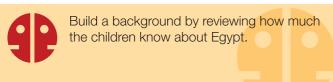
#### Student's Book, Activity 1

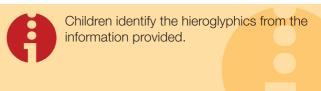
1 true; 2 true; 3 false – The Nile flows north; 4 true; 5 false - It doesn't rain a lot; 6 true; 7 true; 8 false; Alexandria is in the north; 9 true; 10 false – Lybia is to the west; 11 false - Israel is to the east; 12 true

#### Student's Book, Activity 2

1 D (Re); 2 A (Bastet); 3 B (Heket); 4 C (Selket); 5 F (Sobek); 6 E (Khephera)



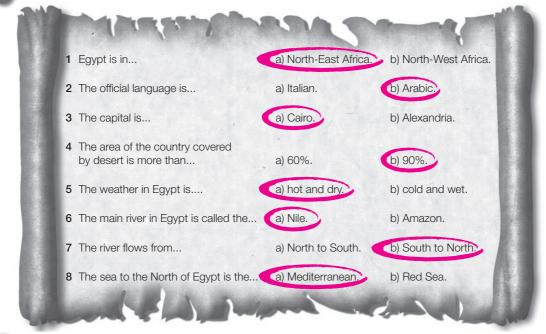




## A long time ago in Egypt

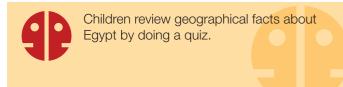
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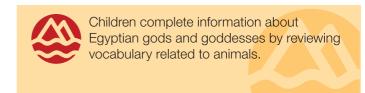
Choose the correct answers.



Use the clues and the words to complete the sentences about gods and goddesses.







75

## Page 75, Activity 1

Say: Open your Activity Books at page 75. Look at Activity 1. Read the first sentence out loud with the two options and ask: Does anybody know the correct answer?

Repeat the procedure for the other sentences.

Tell the children to choose and circle the correct answers in their Activity Books.

#### Page 75, Activity 2

Say: Now look at Activity 2.

Read the first description out loud and ask: What animal word do we need here?

Repeat the procedure for the other descriptions. The children can look at the pictures in their Student's Books if necessary.

Tell the children to complete the descriptions in their Activity Books.

Ask volunteers to read their descriptions out loud and correct the activity.



## Let's play!

## Repeat the truth



Invent sentences relating to the poster and the picture on page 75 of the Student's Book: The capital of Egypt is Cairo. The Mediterranean Sea is to the south of Egypt. The main river is called the Nile... If the sentence is true, the children repeat it. If it is false, they stay silent. Tell the children to get into groups of four or five. The children take turns to make sentences about the poster. Their classmates repeat the true sentences and stay silent after the false ones.

### **Resources**



**Teacher's Resource Book** *Extension worksheet 1,* page 53

#### **Transcript**



#### Track 2.22 Activity 1

Teacher: OK, everybody. What do you know about Egypt? Can you make some sentences?

- 1 Egypt is in North Africa.
- 2 The River Nile flows through Egypt.
- 3 The Nile flows west.
- 4 The Mediterranean Sea is to the north of the country.
- 5 I think it rains a lot in Egypt.
- 6 I think most of the country is desert.
- 7 The capital is Cairo.
- 8 Alexandria is in the south.
- 9 The Red Sea is to the east.
- 10 Libya is to the east.
- 11 Israel is to the west.
- 12 Sudan is to the south.

## **Anticipating difficulties**

In this unit, the children will be working with both regular and irregular past tenses of verbs. It is important that they understand that *irregular* verbs are all those verbs that do <u>not</u> form the past tense using the infinitive + *ed*. They should understand that past tense verbs in English are not conjugated.

Understanding the organisation of a society.

Curricular link: History

## **Language Objectives**

**Vocabulary:** gods, goddesses, noblemen, scribe, pharaoh, artisan, farmer, pyramid, society, top, wives, children, workers, lived, worked

**Structures:** Who was in the first layer of the pyramid? Where did the pharaohs live? They lived in palaces. Where did the scribes work? They worked in the temples.

**Resources:** poster (side B); poster pop-outs; Unit 8 cut-outs (or Teacher's Resource Book, page 16, one copy per child)

#### THE ORGANISATION OF A SOCIETY

## **Presentation**



Say: Today we are going to learn about society in ancient Egypt.

Ask: What do you think? Were there any teachers in ancient Egypt? Were there any astronauts? Continue asking questions using professions that existed and some which clearly did not.

Show the children the poster (side B). Hold up the pop-outs and name the different people. As you name them, place them on the pyramid in the correct layer. Say: Egyptian society formed a pyramid, like this.

Describe the jobs and life for the people in the different layers: The pharaohs were very rich. They lived in palaces. The farmers were very poor. They lived in huts.

Ask the children questions about their families: Where did your (grandfather) work? S1: He worked in (a factory). T: Where did your (grandmother) live? S2: She lived in (a village).

#### Work with the book

#### Student's Book, page 76, Activity 3

Say: Open your books at page 76. Look at Activity 3. Look at the pyramid.

Ask volunteers to each read a sentence in the pyramid out loud

Draw a pyramid on the board, divided into six layers like the poster.

Say: This represents the layers of Egyptian society. Ask the children to copy the pyramid into their notebooks and complete it using words from the text.

Tell the children to check their pyramids with a partner, using the model on page 76.

Ask volunteers questions to complete the layers of the pyramid on the board, so the children class can check their pyramids.

#### Student's Book, page 76, Activity 4

Say: Now look at Activity 4.

Ask: Where did the (pharaohs) live? Where did the (farmers) work?

Tell the children to find their cut-outs for Unit 8 (or hand out copies of the Teacher's Resource Book, page 16). Tell the children to work in pairs (student A and student B) and take turns asking answering questions to complete the information on their cut-outs.

Ask volunteers to read the completed texts out loud.

# Optional Activity Book exercises



See page 319.

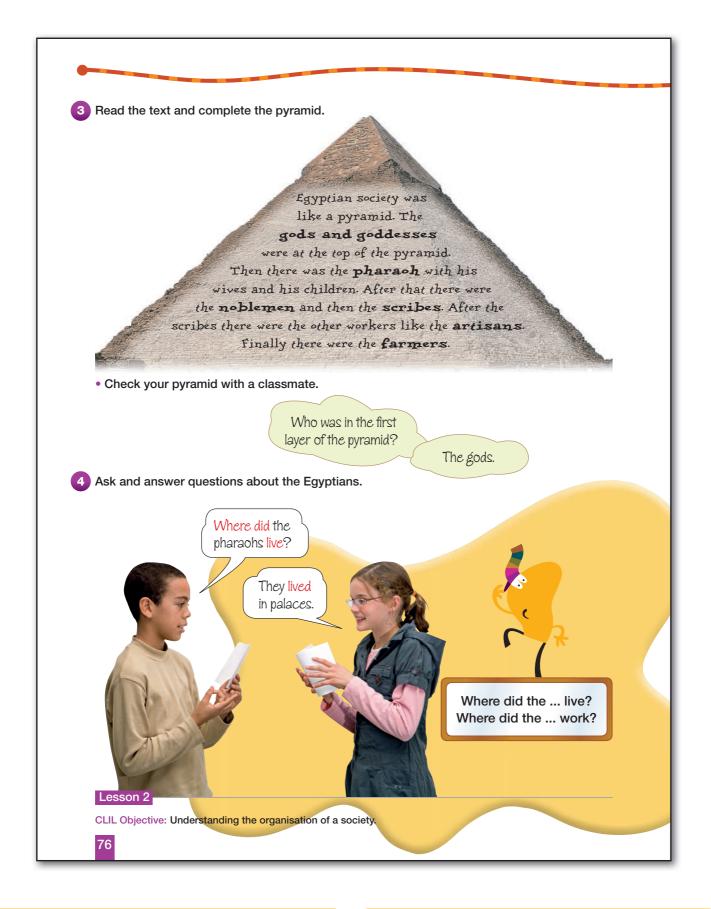
#### **Practice**

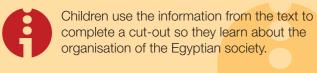
Write the Egyptian professions on the board and then write a list of modern professions that didn't exist in Egyptian times: *electrician*, *astronaut*, *pilot*, *train driver*...

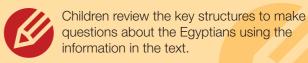
Ask volunteers to come and circle the professions that existed in the past but not today. Then ask other volunteers to circle the professions that exist today but didn't exist in the past.

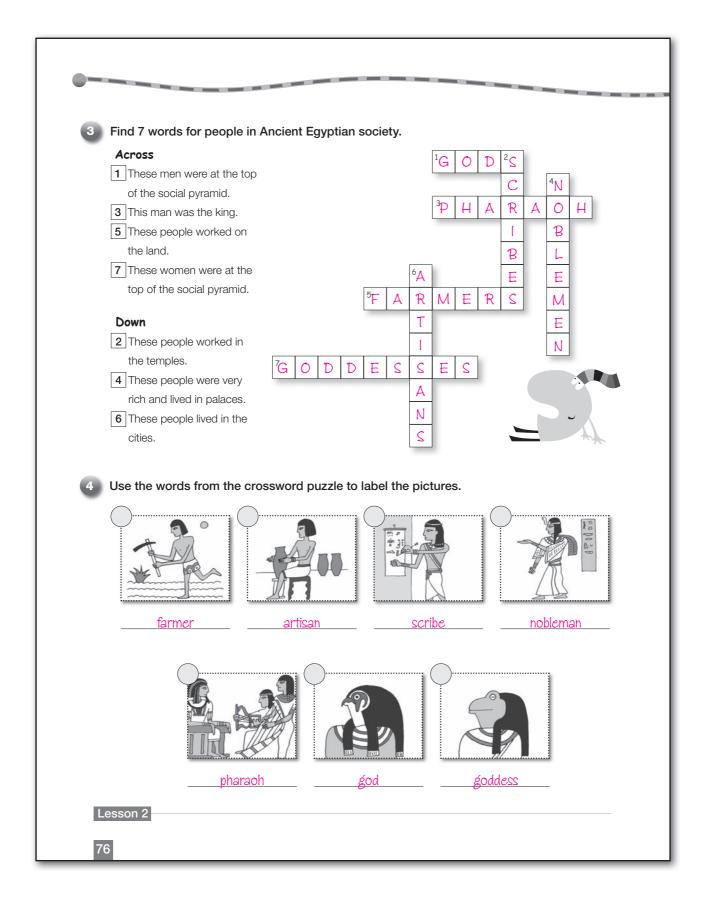
The remaining professions are from both the past and present.

**Project Quest:** *In ancient Egypt, who was the sun god?* Write the question on the board. Ask the children to find the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.











Children identify the vocabulary to refer to the social groups in ancient Egypt.



Children label the pictures according to the information they looked at in the lesson.

### Page 76, Activity 3

Say: Open your Activity Books at page 76. Look at Activity 3. Read the clues out loud and ask the children to answer orally.

Tell the children to complete the crossword puzzle in their Activity Books.

#### Page 76, Activity 4

Say: Now look at Activity 4.

Say: Look at picture number 1. Can you find a word from the crossword puzzle to label the picture?

Repeat the procedure for the other pictures.

Tell the children to label the pictures in their Activity Books.

## **Grammar and Writing Booklet**

#### Page 33, Activity 1

Say: In this lesson we are going to learn how to write a newspaper article. Can you tell me the names of some newspapers? Do you read the newspaper? Do you read a special section? Which section do you read? Then say: We are going to read an article about an archaeological discovery. What kind of information do you expect to find? Write the children's suggestions on the board and prompt them where necessary by asking questions: Do you want to know who made the discovery? Say: Open your Grammar and Writing Booklets at page 33. Look at Activity 1. Read the text.

Let the children look at the text for a few minutes and then ask different children to read out parts of the text.

Ask comprehension questions: Who discovered the tomb? Where did she discover it? Why did she go to the island of Philae?

Then say: Now underline all the verbs in the text.

Ask the children to come to the board and write the verbs they have underlined.

Circle the ones that end in -ed and say: These are all regular verbs. They end in the letters -ed.

Rub out the regular verbs and say: These are all irregular verbs. They have different endings.

#### Page 33, Activity 2

Say: Now look at Activity 2. Let's focus on the irregular verbs in the past tense.

Tell the children to make a list of all the irregular verbs they found in the text.

Say that in the next lesson they are going to start making a rough plan for their own newspaper article.

Ask them to think of the kind of information they are going to include, and make a note of their suggestions on the board.



## Let's play!

#### What's different?

Place the poster pop-outs for the unit in a row on the board and ask the children to say the words out loud. Then tell them to close their eyes. Change two pop-outs to a different place. Tell the children to open their eyes and ask: What's different? The children then say which pop-outs have been changed round. Repeat the procedure, changing different pop-outs, or taking them away.

#### Resources



Multi-ROM

Unit 8, Vocabulary 1

Learning about the lifestyle of the ancient Egyptians.

Curricular link: History; Music

## Language Objectives

Vocabulary: ate, drank, made, went, had, wore, sat, danced, Egypt, luxury, bread, fruit, fish, meat, leather, sandals, temple, pyramid, dates, cakes, pears, figs, jewels, silver, golden, crowns, wine, beer, Nile, servants, slaves

Structures: They ate bread. They wore trainers.

Resources: CD; flashcards

Materials: slips of paper (one per child): write verbs in the infinitive on half the slips of paper and their past forms on the other half.

#### ANCIENT EGYPTIAN LIFESTYLE

#### **Presentation**

Say: Today we are going to learn about the lifestyle of the ancient Egyptians.

Explain that you are going to say some of the things the Egyptians did and the children have to call out whether they think your statement is true or false. Use actions if you need to explain the words.

Play Correct the teacher. Use the flashcards for some of the objects and place them on the board as you make sentences. For the false sentences use vocabulary the children know well. T: The ancient Egyptians ate hamburgers. SS: False. T: They ate bread. SS: True. T: They drank cola. SS: False. T: They drank water. SS: True. Continue with more pairs of true or false statements: They wore trainers. They wore sandals. They worked in offices. They worked on the pyramids. They had cars. They had camels...

Ask volunteers to tell you something the Egyptians did (or didn't do). The other children shout True if they agree with the statement and False if they don't.

## Work with the book



## Student's Book, page 77, Activity 5

Say: Open your books at page 77. Look at Activity 5. Tell the children they are going to listen to a song about the ancient Egyptians and the things they did.

Play Track 2.23. The children follow the words to the song in their books.

Tell the children to look at the list of verbs in the past tense. Say: These are the missing words from the song.

Play Track 2.23 again and ask the children point to the words. Play Track 2.23 again. The children join in with the song.

#### Student's Book, page 77, Activity 6

Say: Now look at Activity 6. Let's play True or False. Look at the pictures. What can you see?

Ask the children to identify the nine items in the pictures. The children work in pairs and take turns to make sentences using the verbs and the objects.

Ask the children to think of more objects for wearing, eating or drinking.

Write the objects on the board and play the game again with the whole class.

## **Transcript**



**Track 2.23** 

Song: The pharaohs of old Egypt

See page 323.

## **Optional Activity Book** exercises

See page 323.

#### **Practice**

Play Find your partner.

Hand out the slips of paper with the infinitive forms of the verbs to half the class and the slips of paper with the past forms of the verbs to the other half.

The children walk around the classroom looking for their partners. When they have found their partners they sit down.

Ask the children to try to make sentences about the Egyptians using just the past tense verbs.

**Project Quest:** What are hieroglyphics? What were they used for?

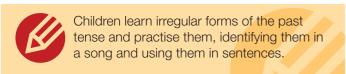
Write the questions on the board. Ask the children to find the answers and make a note of them in their notebooks ready for the Speaking project in Lessons 8 and 9.

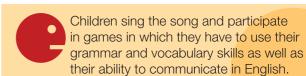
#### **A**NSWER KEY

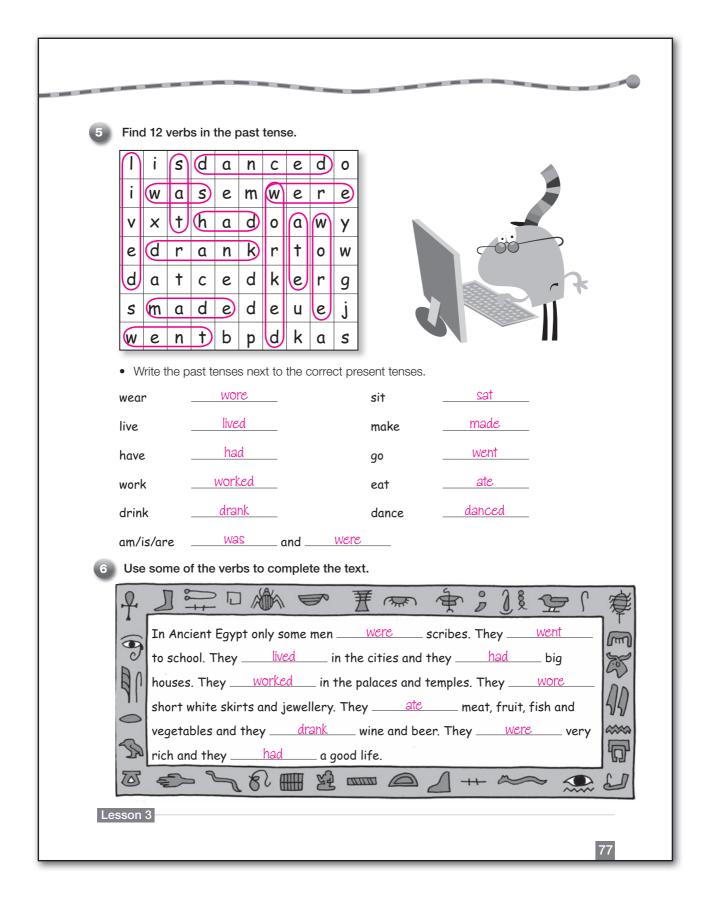
Student's Book, Activity 5

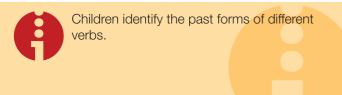
See Transcript, page 323.

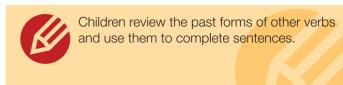












## Page 77, Activity 5

Say: Open your Activity Books at page 77. Look at Activity 5. Tell the children to look at the lists of verbs under the word search and say: Now find the past tenses of these verbs in the word search.

Tell the children to write the verbs in the past tense next to their infinitive forms.

Ask volunteers to read the pairs of verbs out loud and correct the activity.

#### Page 77, Activity 6

Sav: Now look at Activity 6.

Start reading the text out loud and stop at the gaps, asking the children to supply the missing verbs in the past form. Tell the children to complete the text in their Activity Books.

## **Grammar and Writing Booklet**

#### Page 34, Activity 3

Ask: What kind of text did we look at in the last lesson? SS: A newspaper article.

Ask volunteers to read the sections of the article out loud to remind them of the content.

Say: Open your Grammar and Writing Booklets at page 34. Look at Activity 3.

Explain that the first thing we have to do when we are preparing a piece of writing is decide what we are going to include.

First, ask the children to choose a headline for their article from the list on page 34. Explain that this is what their article will be about. Then write on the board the following categories: *where, when, who, what.* 

Ask volunteers to come to the board and write suggestions for their archaeological discovery in each of the categories. Encourage the children to be adventurous.

Once all their ideas are on the board, the children make notes for the categories in their notebooks. Ask them to make a note of any other details that they might want to include in their second paragraph.

#### Page 34, Activity 4

Say: Now look Activity 4.

Ask volunteers to read the questions out loud.

Tell the children to use the key to underline the parts of the verb in the questions.

#### Page 34, Activity 5

Say: Now look Activity 5.

Explain that we use different types of question words

depending on the information we want.

Ask: What do we use the word what for? SS: Questions about objects or actions.

Tell the children to match the question words to the definitions.

#### Page 34, Activity 6

Say: Now look Activity 6.

Tell the children to use the model on the page and their plan from Activity 3 to write a rough draft of their article. Walk around helping the children with any unknown language they want to use.

Ask volunteers to summarise their rough draft: *My headline is... The discovery was in... The archaeologist is called...*Discuss any changes you think they should make and point out examples of good work.

\*Note: Check the rough drafts but do not correct their work. Just underline the mistakes.

#### Resources

Multi-ROM

Unit 8, Grammar 1

**Teacher's Resource Book** 

Ready to speak, page 90

## Transcript

## Track 2.23 Song: The pharaohs of old Egypt

Oh, the pharaohs of old Egypt had a life of luxury!

They ate bread and fruit and fish and meat. They wore leather sandals on their feet.

And danced like Egyptians!

Oh, the pharaohs of old Egypt had a life of luxury!

They made temples and great pyramids.
They are dates and cakes and pears and figs.

They are dates and cakes and pears and figs.

And danced like Egyptians!

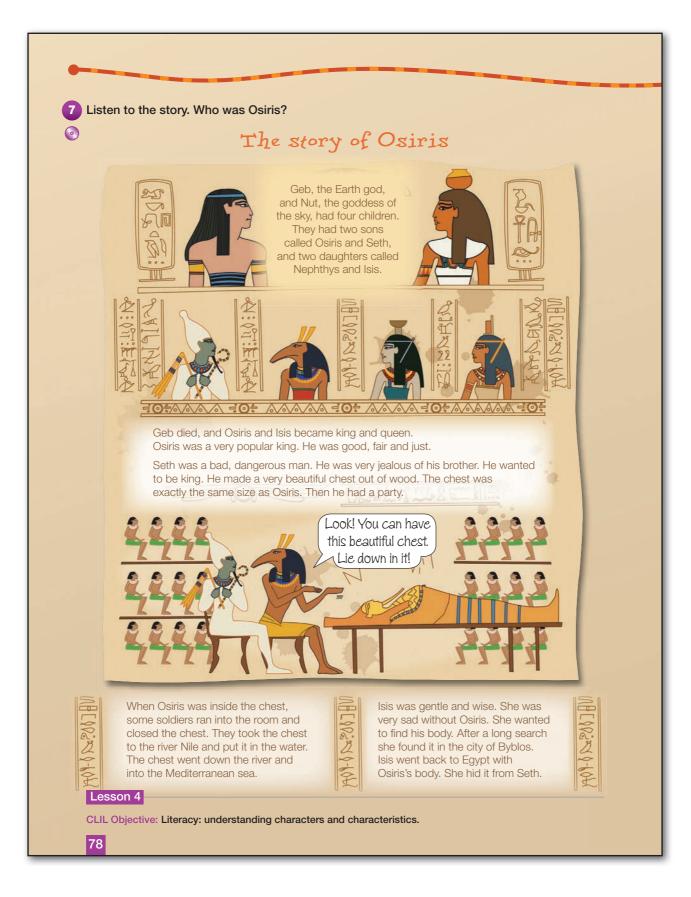
Oh, the pharaohs of old Egypt had a life of luxury! They wore jewels and silver and golden crowns.

They drank wine and beer and sat around.

And danced like Egyptians!

Oh, the pharaohs of old Egypt had a life of luxury! They went down the Nile on the long hot days. They had lots of servants and lots of slaves.

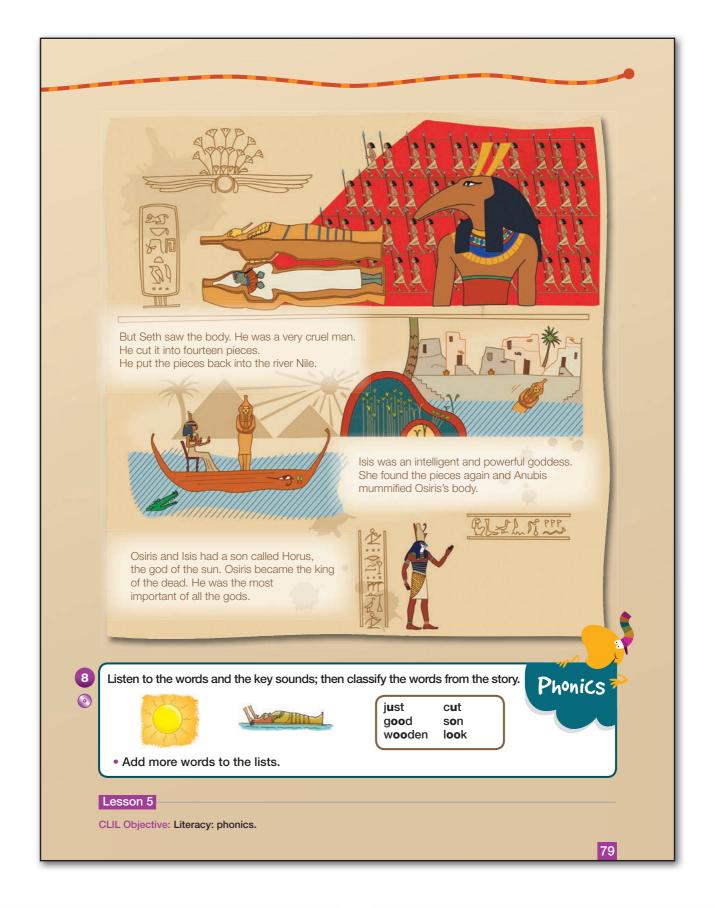
And danced like Egyptians!

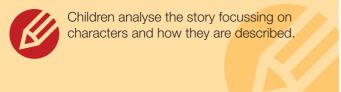


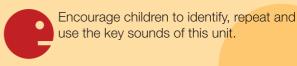




Children learn about Egyptian gods and beliefs.







Literacy: understanding characters and characteristics.

Curricular link: History; Literacy

**Story language:** God, Earth, goddess, sky, children, sons, daughters, died, king, queen, became, bad, dangerous, jealous, good, fair, just, popular, gentle, wise, sad, cruel, intelligent, powerful, chest, wood, size, party, soldiers, river Nile, took, put, ran, went, wanted, hid, cut, mummified, body, city, Mediterranean sea, most important

Resources: CD

## STORY: THE STORY OF OSIRIS

## Present the story

Say: It's story time! Open your books at pages 78 and 79. Read the title out loud. Ask the children to look at the pictures while you ask questions:

(Picture 1) Look at the two Egyptians. Do you think they are men or women? (Picture 2) These are their four children. The sons are on the left hand side and the daughters on the right hand side. What is strange about the second son? Can you see the Egyptian writing? What is this kind of writing called? (Picture 3) This picture shows the brothers Seth and Osiris. What is Seth showing his brother? (Picture 4) Who is lying in the chest? (Picture 5) What can you see in these pictures? Where is the chest now?

## Work with the book



## Student's Book, page 78, Activity 7

Play Track 2.24. Tell the children to listen to the story and follow it in their books. Ask comprehension questions. T: Who was Geb? Who was Nut? How many children did they have? How many sons did they have? How many daughters did they have? What were their names? What happened when Geb died? Was Osiris a popular king? Why was he popular? Was Seth a good man? Why was he jealous of his brother? What was the chest made of? Who did the chest look like? What happened when Osiris was inside the chest? Where did the soldiers take the chest to? Was Isis sad without Osiris? Where did she find his body? Where did she take the body? Did she show the body to Seth? Did Seth find the body? How many pieces did he cut the body into? Where did he put the pieces? Did Isis find the pieces of the body? What was Isis and Osiris's son called? Who was the god of the sun? Who was the god of the dead? Who was the most important god?

## **Transcript**



Track 2.24 Story: The story of Osiris

See page 329.

# Optional Activity Book exercises

See page 329.

## **Develop the story**

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words form their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.



Literacy: phonics uh (son, cut) and u (put, look)

Curricular link: History; Literacy

Resources: CD

#### **PHONICS**

## **Retell the story**

Ask: What do you remember about the story? Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

## Work with the book



# Student's Book, pages 78 and 79, Reading Activity

Tell the children to read the story out loud. Ask different children to read the story.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

#### Student's Book, page 79, Activity 8

Clap your hands to ensure that children are watching you. Play **Track 2.25** to identify the sounds *uh* in *sun* and *u* in *put*. The children repeat the words. Explain that these sounds can be made by words that have very different spellings.

Draw two columns on the board and write the words: *sun* and *put* at the top of the columns. Tell the children to copy the columns in their notebooks, classify the words in the story that have the same sounds an add more words from the story to their lists.

Sun (*uh*): some, cut, son, just, mummified Put (*u*): good, wooden, look, took, wood

Tell the children to come to the board and write the words from their lists.

Ask the children if they can think of any other words which have these two sounds.

Sun (uh): run, fun, done, love, come, shut

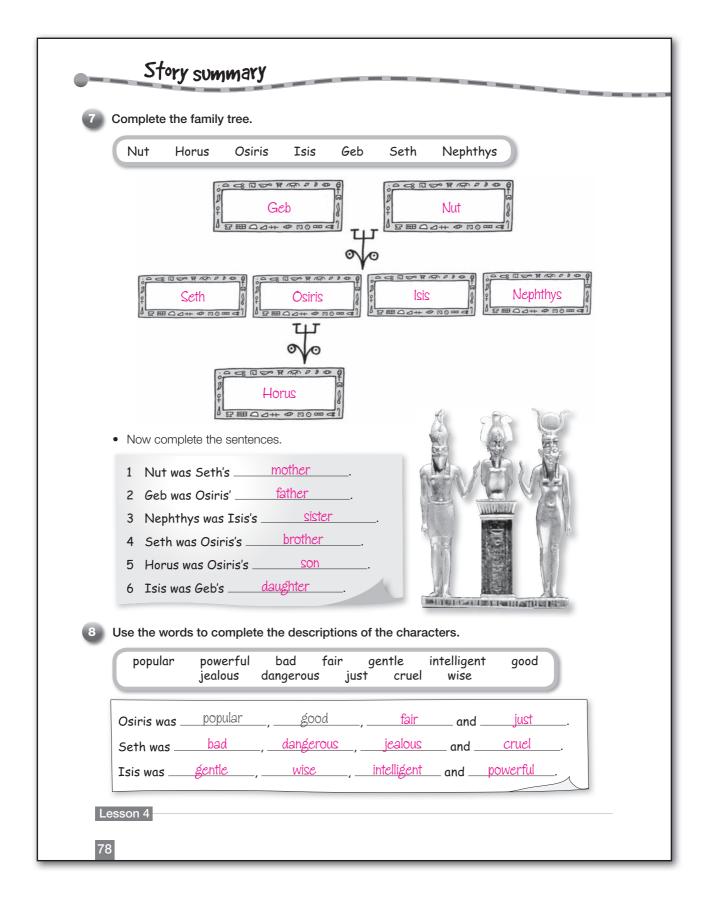
Put (u): book, foot, full, woman

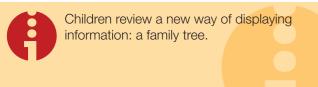


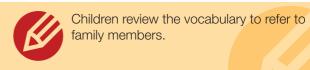
## **Develop the story**

Divide the class into groups. Assign a section of the story to each child.

Tell the children to read their story out loud in their groups.







UNIT 8 LESSON 4 OPTIONS

## **Activity Book**

## Page 78, Activity 7

Say: Open your Activity Books at page 78. Look at Activity 7. Look at the family tree. Who do we put at the top of the tree, the parents or the children?

Draw the tree on the board, point to the two spaces at the top and say: *This is where we write the names of the* parents. What are their names?

Repeat the procedure for the other names.

Clean the board and tell the children to complete the family tree in their Activity Books. They can refer back to the story if they wish.

Read the first sentence out loud, stopping at the gap and asking the children to supply the missing word.

Ask volunteers to read and complete the sentences orally. Tell the children to complete the sentences in their Activity Books.

#### Page 78, Activity 8

Sav: Now look at Activity 8.

Tell the children to look at the first sentence. Read the first part of the example sentence out loud and ask volunteers to complete the last two gaps orally.

Tell the children to complete the other two sentences in their Activity Books.

#### Resources

Multi-ROM Unit 8, Story



#### **Transcript**



#### Track 2.24 Story: The story of Osiris

**Narrator:** Geb, the Earth god, and Nut, the goddess of the sky, had four children. They had two sons called Osiris and Seth, and two daughters called Isis and Nephthys.

Geb died, and Osiris and Isis became king and queen. Osiris was a very popular king. He was good, fair and just.

Seth was a bad, dangerous man. He was very jealous of his brother. He wanted to be king. He made a very beautiful chest out of wood. The chest was exactly the same size as Osiris. Then he had a party.

Seth: Look! You can have this beautiful chest. Lie down in it!

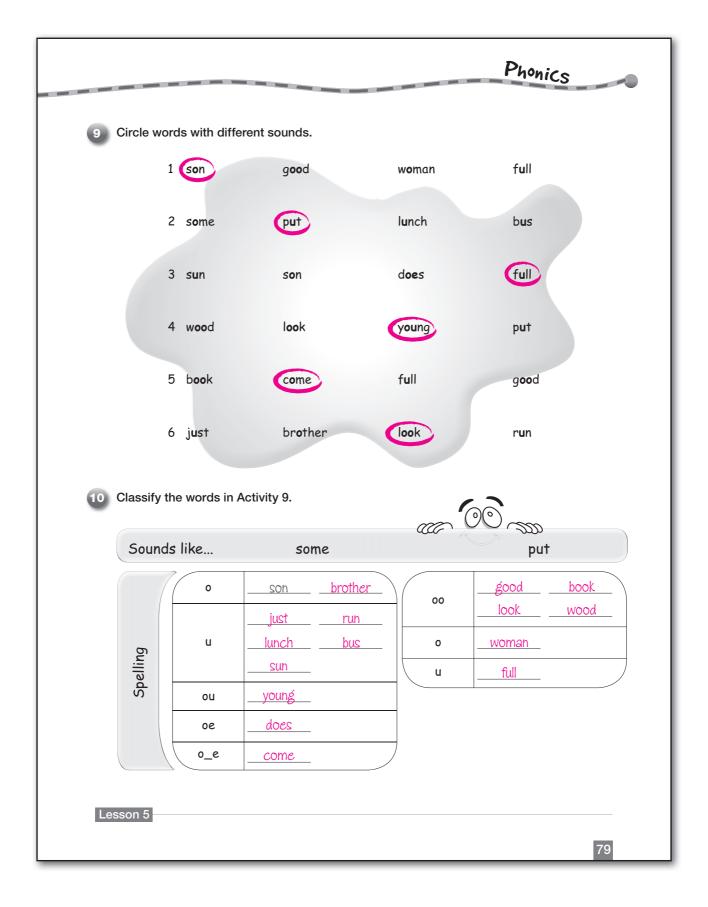
**Narrator:** When Osiris was inside the chest, some soldiers ran into the room and closed the chest. They took the chest to the river Nile and put it in the water. The chest went down the river and into the Mediterranean sea.

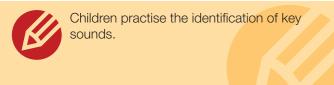
Isis was gentle and wise. She was very sad without Osiris. She wanted to find his body. After a long search she found it in the city of Byblos. Isis went back to Egypt with Osiris's body. She hid it from Seth.

But Seth saw the body. He was a very cruel man. He cut it into fourteen pieces. He put the pieces back into the river Nile.

Isis was an intelligent and powerful goddess. She found the pieces again and Anubis mummified Osiris's body.

Osiris and Isis had a son called Horus, the god of the sun. Osiris became the king of the dead. He was the most important of all the gods.







Children complete a chart to display words that contain the same sounds.

## Page 79, Activity 9

Say: Open your Activity Books at page 79. Look at Activity 9. Ask volunteers to read the rows of words out loud and then ask: Which word sounds different.

The difference between these sounds is very subtle so you may need to read the words to them again, emphasising the difference.

Tell the children to read the words again (out loud to themselves) and circle the words with the different sounds.

#### Page 79, Activity 10

Say: Now look at Activity 10. Look at the different ways we spell these words.

Tell the children to look at all the words from Activity 9 and classify the spellings in the chart.



## Let's play!

#### **Sound posters**

Tell the children to get into groups of five. Each group makes a poster to illustrate the sounds *uh* (*sun*) and *u* (*put*). They should write the words and highlight the appropriate letters to illustrate the pronunciation, and either draw pictures or print off pictures from the internet. Display the posters in the classroom.

## Resources



Unit 8, Phonics



#### **Transcript**



Track 2.25 Phonics

uh sun u put

just

good

wooden cut

con

son look

331

Describing an archaeological discovery.

**Curricular link:** History

## **Language Objectives**

Vocabulary: stairs, door, wall, statue, chest, jewels, games, feathers, gold, beds, chairs, sarcophagus, animals, men, stones, jar, baskets of food, golden death mask, Tutenkhamun's mummy, dog

**Structures:** What did he find in the corridor? He

found stone jars and chests.

Resources: CD; poster (side A)

#### An archaeological discovery

## **Presentation**



Show the children the poster (side A). Point to the pyramids at Giza. Ask: What are these? SS: They're pyramids. Explain that the pyramids were burial places for the pharaohs.

Tell the children that a place where people are buried is called a *tomb*. Then point to the Valley of the Kings. Say: A very famous tomb was discovered here. It was the tomb of a pharaoh. Do you know his name? The children may know. If they don't know, tell them: Tutenkhamun. Ask if they know who discovered the tomb and when he discovered it. Explain that Howard Carter discovered Tutenkhamun's tomb in 1922.

Explain that this was a very important discovery because it was one of the only Egyptian tombs discovered that had not been plundered by thieves.

#### Work with the book



## Student's Book, page 80, Activity 9

Say: Open your books at page 80. Look at Activity 9. Look at the plan of Tutenkhamun's tomb. There were five different rooms or chambers. Can you see the corridor? Name all the chambers in the plan and ask the children to find them and point to them on their plans.

Play Track 2.26. The children listen and follow Howard Carter's route.

Play Track 2.26 again. This time, stop after the questions and ask: What did he find? SS: He found some steps in the sand.

Play Track 2.26 again. This time stop after the guestions and ask: What did he find in the (corridor)? Ask the children to name the artefacts Carter found in each part of the tomb.

#### Student's Book, page 80, Activity 10

Say: Now look at Activity 10.

Tell the children to look at the words in the boxes and ask if there is anything they do not understand.

Ask: What did he find in the (corridor)? SS: He found (stone iars and chests).

Repeat the procedure a couple of times.

Tell the children to work in pairs and take turns asking and answering questions using the model on page 80.

Read the beginning of the article out loud.

Tell the children to write the rest of the article based on the questions and answers they practised in pairs.

Play Track 2.26 again if necessary.

## **Transcript**



Track 2.26 Activity 9

See page 335.

## **Optional Activity Book** exercises

See page 335.

#### **Practice**

#### Continuous assessment

Children can narrate events in the past.

Ask volunteers to read their newspaper articles out loud and compare.

**Project Quest:** Horus and Anubis were Egyptian gods. What were they the gods of?

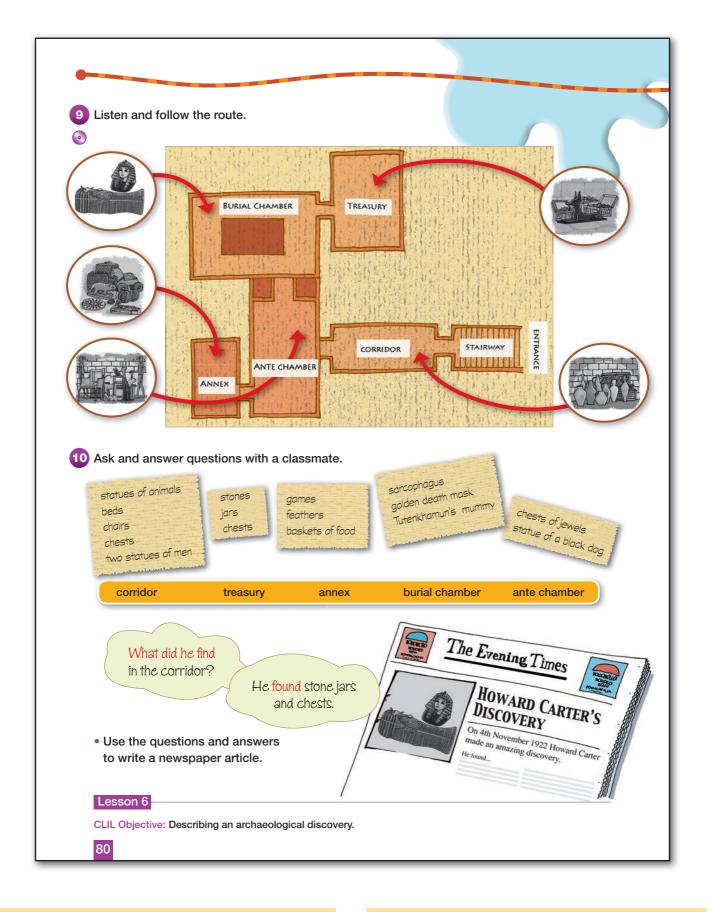
Write the question on the board. Ask the children to find the answers and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

#### **A**NSWER KEY

#### Student's Book, Activity 9

See Transcript, page 335.



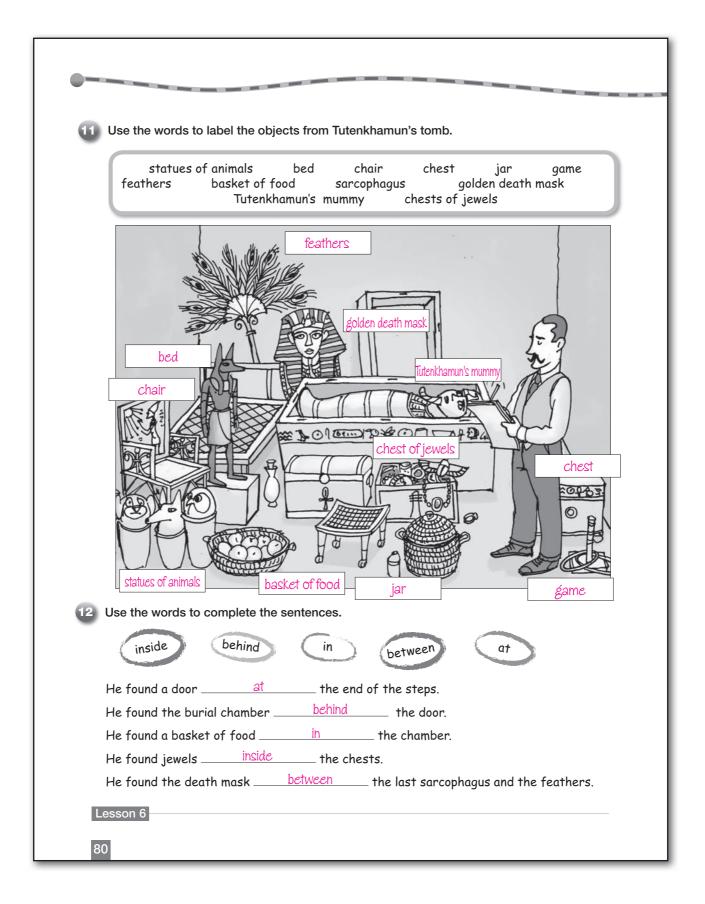


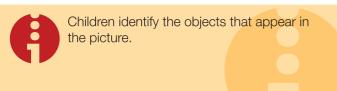


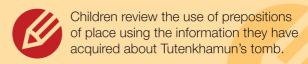
Children learn to interpret the information in a plan by following a route in a pyramid.



Children practise key structures in questions. They demonstrate their vocabulary and writing skills and knowledge of content when writing the article.







## Page 80, Activity 11

Say: Open your Activity Books at page 80. Look at Activity 11. Look at the picture. What can you see? Tell the children to label the objects in the picture with the words in the box.

#### Page 80, Activity 12

Say: Now look at Activity 12.

Read the first sentence out loud and ask the children to supply the missing word.

Repeat the procedure for the other sentences. Tell the children to compete the sentences in their Activity Books.

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

## **Grammar and Writing Booklet**

#### Page 35, Activity 7

Say: Now we are going to see how we can make our rough drafts better.

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined in their drafts and to ask you if there is anything they do not understand.

Write an example of an incorrect sentence on the board and ask the rest of the class if they can find the mistake. Ask a volunteer to come and write the correct sentence. Make sure you point out exactly what the mistake is, for example: Look! The pronoun they is plural but the verb you used is singular. Do you see?

Repeat the procedure with all the mistakes they have difficulty understanding.

Say: Open your Grammar and Writing Booklets at page 35. Look at Activity 7.

Say: This is a list of types of mistakes. Look carefully at your rough drafts and tick the mistakes you made.

#### Page 35, Activity 8

Say: Now look at Activity 8. Choose four mistakes and write the correct sentences.

Ask the children to read out some of their mistakes and corrections.

#### Page 35, Activity 9

Say: Now look at Activity 9.

Explain that we can always make our work better. Explain that in newspaper articles we often see quotations, which are things that people said. Write a quotation on the board and point out the punctuation that we use. Tell the children to write two quotations to add to their rough drafts using the model on page 35.

Ask volunteers to read their quotations out loud. Then ask them to write them on the board and correct the punctuation where necessary.

## Resources



Unit 8, Writing

**Teacher's Resource Book** *Ready to read*, page 76

## **Transcript**



#### I = Interviewer HC = Howard Carter

**I:** Good Morning, Mr Carter. When did you find Tutenkhamun's tomb?

HC: On the 4th of November, in 1922.

**I:** What did you find first?

**HC:** I found some steps in the sand. Then I found a door.

**I:** What did you find behind the door?

**HC:** I found a long corridor. I found stone jars and chests. Then I found another door.

1: What did you find behind the door?

**HC:** I found beds, chairs, gold chests and statues of animals. Then I went inside the chamber.

**I:** What happened next?

HC: I found another door and another chamber.

**I:** What did you find in the chamber?

**HC:** I found children's toys, feathers and baskets of food.

**I:** What happened next?

**HC:** I went back to the first chamber. I saw two statues of men with vultures' heads. Then I found another door.

**I:** What did you find behind that door?

**HC:** I found Tutenkhamun's burial chamber and a huge sarcophagus.

1: Did you open it?

**HC:** Yes, I did. I found a golden death mask and Tutenkhamun's mummy.

**I:** What happened next?

**HC:** I found another door. It was the treasure room. I found chests with jewels and gold, and a beautiful statue of a black dog.

1: Thank you, Mr Carter.

Contrasting the lives of different members of Egyptian society.

**Curricular link:** History

## **Language Objectives**

Vocabulary: noblemen, artisans, farmers, fruit, bread, meat, fish, wine, beer, cakes, water, skirts, leather, sandals, grass, palaces, huts, workers' villages, ate/didn't eat, drank/didn't drink, wore/didn't wear. lived/didn't live

Structures: The artisans wore long skirts. They didn't wear jewellerv.

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

#### PEOPLE'S LIVES IN ANCIENT EGYPT

#### **Presentation**



Show the children the poster (side B).

Hand out the pop-outs and ask the children to come and place them on the pyramid, naming the people as they place them.

Ask: Who was the richest/poorest?

Then hand out the flashcards. Ask the children holding the flashcards to come to the board, place the flashcard next to a person and make a sentence: The pharaohs ate (meat).

Ask the children to describe what the ancient Egyptians wore: Scribes wore...

Ask questions to elicit the negative form: Did (farmers) wear (jewellery)? SS: No, they didn't. T: That's right. (Farmers) didn't wear (jewellery).

#### Work with the book

#### Student's Book, page 81, Activity 11

Say: Open your books at page 81. Look at Activity 11. Today we're going to learn about the people from ancient Egypt. Look at the three pictures.

Ask questions about the people using the words in the lists: Did the (farmers) wear (long skirts)? SS: No, they didn't. T: Did the (noblemen) eat (meat)? SS: Yes, they did. T: Did the (artisans) live in (huts)? SS: No, they didn't. Tell the children to work in pairs and take turns asking and answering questions about the peoples' lives.

Tell the children to choose one of the categories of people and write about their lives.



## **Optional Activity Book** exercises

See page 339.

#### **Practice**

#### Continuous assessment

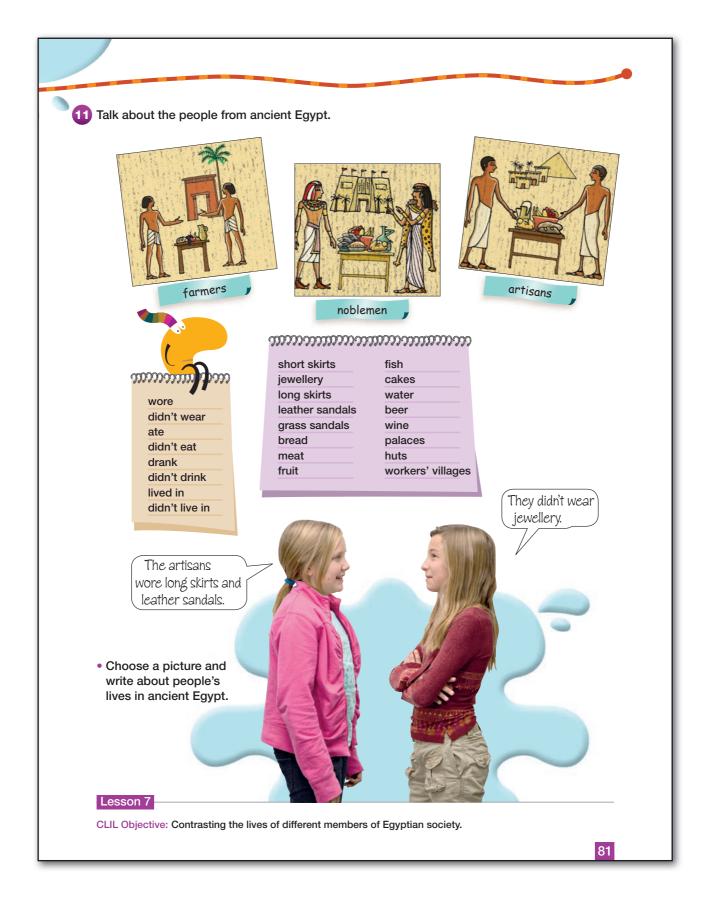
Children can describe lifestyles in the past.

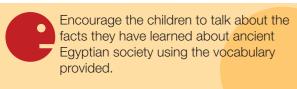
Ask: Who wrote about the (artisans)? The children raise their hands.

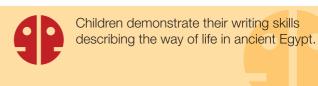
Divide the class into the three groups according to the people they chose to write about.

Ask volunteers from each group to read their texts out loud and compare.

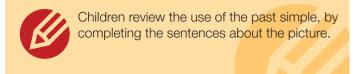
**Project Quest:** Anguet and Seshat were Egyptian goddesses. What were they the goddesses of? Write the question on the board. Ask the children to find the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.







13 Look at the pictures and use the words to complete the sentences. wore / didn't wear drank / didn't drink lived / didn't live ate / didn't eat <u>wore</u> grass sandals. They <u>didn't wear</u> long skirts. They <u>didn't eat</u> meat. They \_ <u>didn't live</u> in palaces. drank \_\_\_ water. They \_\_ <u>wore</u> long skirts and jewellery. They <u>didn't live</u> in huts. They Noblemen \_\_\_\_  $_{-}$  cakes and fish. They  $_{---}$ drank Artisans <u>wore</u> long skirts. They <u>didn't wear</u> grass sandals. They <u>ate</u> meat and fruit. They <u>didn't drink</u> wine. They \_\_\_ <u>lived</u> in workers' villages. 14 Use the same words to complete the sentences about yourself. Student's own answers Yesterday I... \_ milk.  $_{-}$  meat. \_ fruit. \_ juice. \_ fish.  $\_$  trousers. \_ bread. \_ a hat. \_ a T-shirt. \_ water. Lesson 7 81





Encourage the children to use the past tense to talk about what they did the previous day.

## Page 81, Activity 13

Say: Open your Activity Books at page 81. Look at Activity 13. Start reading the first text out loud and ask volunteers to supply the missing words orally.

Tell the children to complete the texts in their Activity Books. Ask volunteers to read the completed texts out loud and correct the activity.

#### Page 81, Activity 14

Say: Now look at Activity 14.

Use the words to ask the children questions about yesterday: Did you (eat meat) yesterday? Did you (wear a T-shirt) yesterday?

Tell the children to choose the correct verbs forms and complete the sentences about themselves.

Ask volunteers to read their sentences out loud and compare.

## **Grammar and Writing Booklet**

## Page 36, Activity 10

Say: In this lesson we are going to write our own grammar charts.

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar. Ask the children to look through the last three lessons and summarise the grammar they have been looking at. Then say: In this lesson we are going to focus on a verb tense; the past simple tense of regular and irregular verbs. We are also going to focus on the negative forms. Say: Open your Grammar and Writing Booklets at page 36. Look at Activity 10.

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

#### Page 36, Activity 11

Say: Now look at Activity 11.

Tell the children to write a clean copy of their article using their plans, rough drafts, corrections and all the exercises they did to make their work better.

Ask a few volunteers to show and read their newspaper articles out loud.

Place the articles on the walls of the classroom and encourage the children to walk around and look at their classmates' work.



## Let's play!

#### Flash!

Hold up a flashcard from Unit 8 and turn it around very quickly so that the children only get a quick glimpse of it. Repeat a bit more slowly until the children guess which one it is. The child who guesses first can come to the front of the class and repeat the procedure with another flashcard. Repeat the procedure until all the flashcards have been guessed.

## Resources



Unit 8. Grammar 2

#### **Teacher's Resource Book**

Extension worksheet 2, page 54



Investigating hieroglyphics.

Curricular link: Art; History; Maths

## **Language Objectives**

Vocabulary: hieroglyphics, alphabet, Egypt, pyramid, temple, pharaoh, delta, jewellery, tomb, sarcophagus, mummy, sky, mummification, water, scribe, god, goddess, protected, dead people, fields, writing and numbers

Structures: Horus was the sky god. He protected Egypt. Anguet was the water goddess. She protected

Resources: poster (side B);

Materials: sheets of white paper (one per child)

## Student's Book, page 82, Activity 13

Say: Now look at Activity 13.

Ask: These are the names of gods and goddesses written in hieroglyphics. Who can come and write the first name on the board?

Once they have identified the first name, ask a volunteer to read the text out loud. Then ask another volunteer to read the description of the first god out loud.

Ask questions about the gods and goddesses: Who was the god of (mummification)? SS: (Anubis). T: Did (Anubis) have a (bird's head)? SS: No, he had a (dog's head).

## **Optional Activity Book** exercises

See page 343.



#### Speaking project: The Egyptian gods

## **Presentation**



Read the project title out loud: The Egyptian gods. Write the Project Quest questions on the board. Ask: How many people have found the answers to these questions? The children raise their hands. Ask volunteers to provide their answers. Make a note of their answers underneath the questions.

Show the children the poster (side B). Describe the gods and goddesses without saying their names: He had a bird's head. He wore a crown.

Ask the children to come to the poster and point to the correct figure. Help them pronounce the names.

\*Note: The spelling and pronunciation of the gods' names can vary. Below is a guide to pronouncing the more difficult names in English. The other names can be pronounced as written.

Anubis: anoobis; Geb, geb (g as in get); Khephera: kefera; Nephthys: neftis; Nut: noot; Osiris: os-ey-ris; Re: rei

## **Practice**

Tell the children to use the hieroglyphic alphabet to write their names on a sheet of paper. Collect the sheets of paper, shuffle them and hand them out again. Tell the children to work out the names and go and find the person it belongs to.

#### **A**NSWER KEY

#### Student's Book, Activity 13

Horus was the sky god. He protected Egypt. Anubis was the god of mummification. He protected the dead people.

Anget was the water goddess. She protected the fields. Seshat was the scribe goddess. She protected writing and numbers.

#### Work with the book

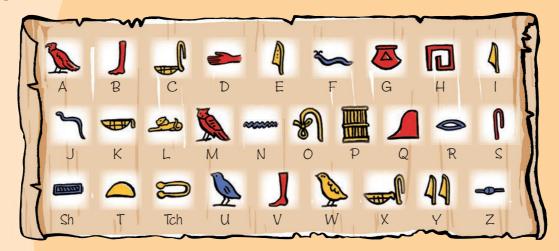
## Student's Book, page 82, Activity 12

Say: Open your books at page 82. Look at Activity 12. Today we're going to learn about hieroglyphics. Look at the pictures. This is a special alphabet called hieroglyphics. This is what the Ancient Egyptians used for writing. Read the words in the box out loud. Say: Now choose five words and write them using hieroglyphics.

Tell the children to exchange their words with a classmate and work out the words.



12 Write hieroglyphics.



#### Instructions

- 1 Choose five words from the list.
- 2 Use the alphabet to write them in hieroglyphics.
- 3 Exchange your words with your classmates and read the hieroglyphics.

Egypt pyramid temple pharaoh delta jewellery tomb sarcophagus mummy

13 Read the hieroglyphics and find the descriptions.





Horus had a man's body and a bird's head.



Anget had a woman's body and feathers in her hair.



Anubis had a man's body and a dog's head.



Seshat had a woman's body and a star on her head.

Lesson 8

CLIL Objective: Investigating hieroglyphics.

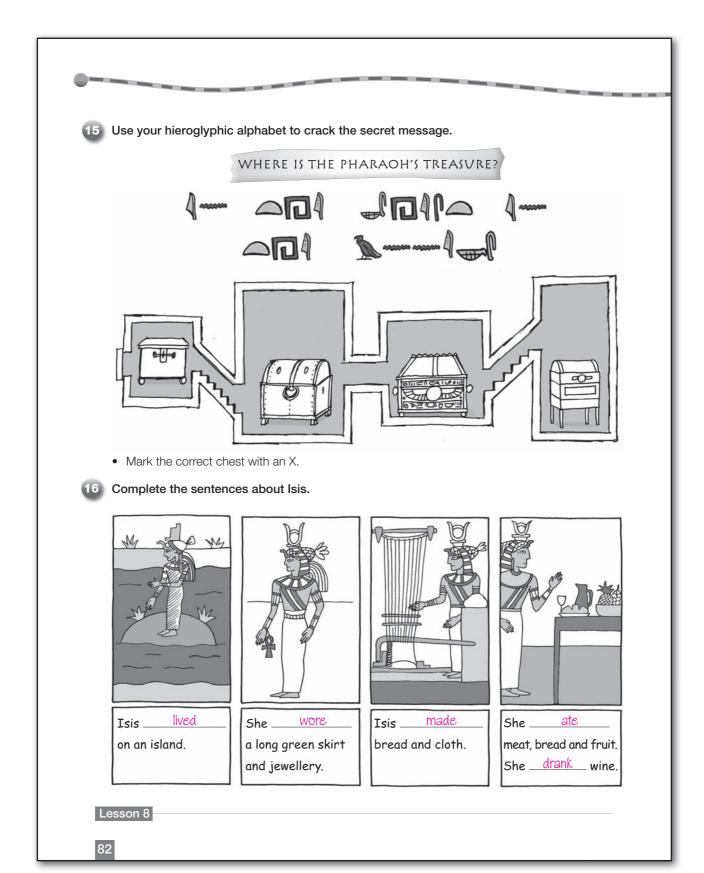
82



Discuss with the children the importance of writing when learning about a culture. Children will learn about hieroglyphics and their interpretation.



Children match the gods with their descriptions.





Children practise decoding hieroglyphic messages.



Children review the grammar and vocabulary studied in this unit and expand their knowledge of ancient Egyptian gods.

## Page 82, Activity 15

Say: Open your Activity Books at page 82. Look at Activity 15. Explain that there is a secret message written in hieroglyphics.

Tell the children to work as quickly as possible and work out the secret message.

Write these names on the board: *treasury, annex, burial chamber, ante chamber*.

Tell the children that these are the names of the four chambers in Activity 15. Ask the children to listen and write the names below the correct chambers in their Activity Books. Say: The first chamber is the Treasury, the second chamber is the Annex, the third chamber is the Burial Chamber, the fourth chamber is the Antechamber.

Once they have worked out the message they look at the picture and mark the correct chest in their Activity Books. Ask volunteers to read the message out loud and point to the correct chest.

#### Page 82, Activity 16

Say: Now look at Activity 16. Look at the pictures of Isis. Ask volunteers to complete the sentences orally. Help them with the missing verbs if necessary.

Tell the children to complete the sentences in their Activity Books.

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



## Let's play!

#### Relay race

Make two sets of photocopies of the key vocabulary cut-outs (or three sets of photocopies of the Teacher's Resource Book, page 24). Stick one set on the board, one set on a wall to the left and another set on a wall to the right, using Blu-Tack. Clear plenty of space in front of the cut-outs. Put the children into three teams and tell them to line up a few metres away from their set of cut-outs. Call out the name of a key vocabulary cut-out. The first member of each team races to the board or the wall, collects the correct cut-out and runs back and touches the next member of their team on the arm. As soon as the first member of one team has returned, call out another cut-out, and so on. The first team to collect all the cut-outs wins.

## Resources



DVD

Unit 8, Episode 8

**Teacher's Resource Book** *DVD worksheet*, page 32

Making a gallery of Egyptian gods.

Curricular link: Art; History

## Language Objectives

Vocabulary: names of Egyptians gods and goddesses; descriptions of their bodies; description of clothes.

Structures: Horus had a man's body. He was the sky god. He wore a short skirt.

**Resources:** poster (side B)

Materials: white paper (two sheets per child); crayons

#### SPEAKING PROJECT: EGYPTIAN GODS

## **Presentation**



Show the children the poster (side B). Point to the gods and goddesses on the poster. Ask the children questions about their appearance: Has (he) got a (man's) (body)? Ask volunteers to come to the board, point to a figure and describe it.

Write short sentences on the board to summarise the information.

#### Work with the book

#### Student's Book, page 83, Activity 14

Say: Open your books at page 83. Look at Activity 14. Read and explain the instructions for a making a gallery of Egyptian gods.

Hand out the materials.

The children draw and label their Egyptian god/goddess and write information about him/her.

#### Student's Book, page 83, Activity 15

Say: Now look at Activity 15. Let's play a guessing game. Tell the children to work in pairs and describe the god they have drawn without saying the name. The other child guesses. S1: She was the scribe goddess. She protected writing and numbers. She had the body of a woman. She had a star on her head. S2: That's Seshat!



## **Optional Activity Book** exercises

See page 347.

#### **Practice**

Collect all the drawings and descriptions of Egyptian gods and make a gallery. The children walk round the gallery and ask each other questions about the gods using the information on the sheets.

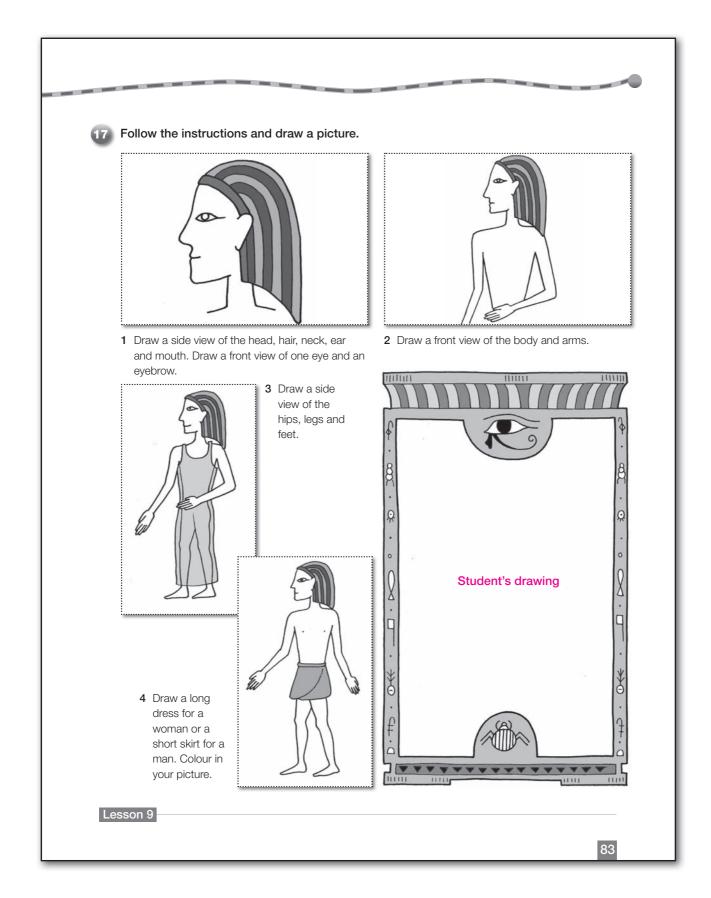


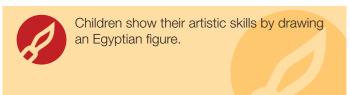


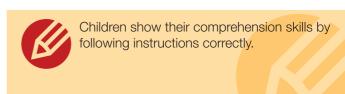
Children show their creativity and their knowledge about Egyptian gods by creating a gallery of gods.



Children show their writing and oral skills by writing and talking about the Egyptian gods.







## Page 83, Activity 17

Say: Open your Activity Books at page 83. Look at Activity 17. Explain that the Ancient Egyptians had a very strange way of drawing bodies. Ask the children to look carefully at the figures on the poster and ask questions: Is the head drawn in profile or face on? What about the body? What about the arms and hands? What about the legs and feet? Read and explain the instructions for drawing like Egyptians.

Tell the children to draw a figure in their Activity Books.



Unit 8, Vocabulary 2

## Let's play!

#### **Scattergories**

Write the following categories on the board: clothes, food and drink, gods and goddesses, people. Put the children into teams and give each team a name. Tell the children that they have three minutes to think of as many words as possible for each category, without looking in their books. Say: Ready, steady, go! When the time is up, ask each team to tell you a word from the first category and ask a volunteer to come and write their word on the board under the team name. Repeat the procedure until no team has any words left in any category. The team with the most words at the end of the game is the winner.

## **Objective**

Assessment.

Curricular link: History

## **Language Objectives**

All language from Unit 8.

**Resources:** CD; poster (sides A and B); poster pop-outs; flashcards.

#### **R**FVIFW

## Let's remember!





Say: Today we are going to remember all the work we have done in Unit 8.

Show the children the poster (side A). Tell the children to look carefully at the map and ask volunteers to come to the map and describe it. Encourage them to give as much information as they can by asking questions: Does the Nile flow from north to south or south to north? Which country is to the (west) of Egypt? What is the capital of Egypt? Show the children the poster (side B) and hand out the pop-outs.

Ask the children to place the people in the different layers of the pyramids: *This is a (god). (He was at the top) of the pyramid.*Hand out the flashcards. Ask the children to come to the poster, place their flashcards next to one of the people and describe their habits and lifestyles: *The (pharaohs) lived in (palaces).* 

Say: Do you remember the song about the Ancient Egyptians?

Play Track 2.23 and sing the song with the children.

#### Work with the book

#### Student's Book, page 84, Activity 16

Say: Open your books at page 84. Look at Activity 16. Look at the pictures and the words.

Start describing Khety: Khety was a farmer. He lived in Ancient Egypt. He lived in a hut.

Ask volunteers to continue making sentences to describe Khety and his life.

Tell the children to write about Khety's life in their notebooks.

Say: Now look at Activity 17. These are some of the people that lived in Ancient Egypt.

Make some sentences (affirmative and negative) to describe one of the types of people. The children guess which one it is.

Tell the children to take turns describing and guessing the types of people with their classmates. They can do this as a whole group or in pairs.

## **Transcript**



**Track 2.23** 

Song: The pharaohs of old Egypt

See page 323.

# Optional Activity Book exercises

See page 351.

## Round up

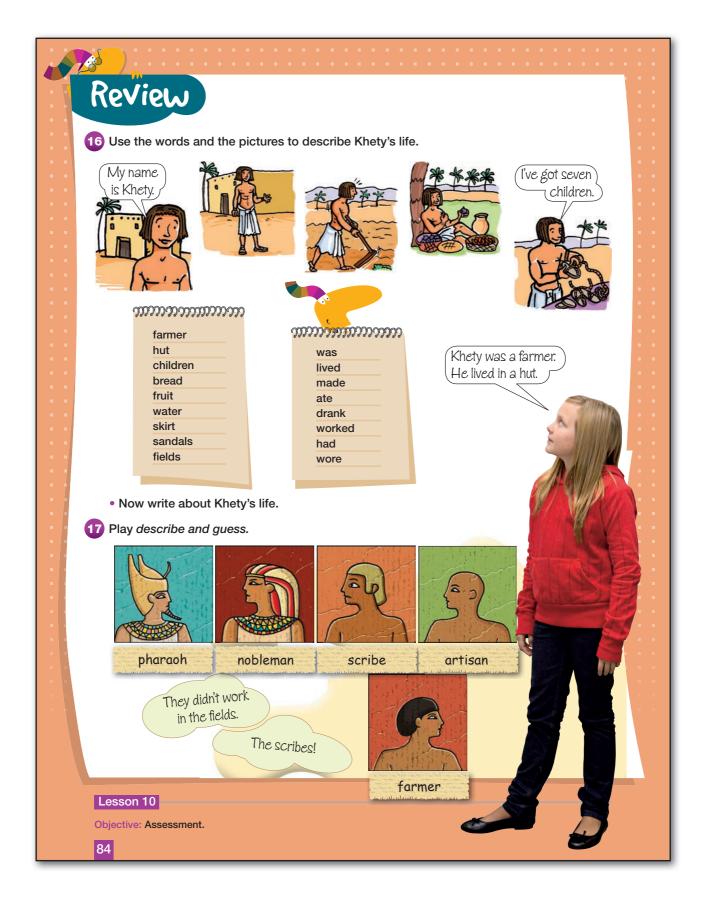
Show the children side B of the poster. Play *Describe and guess* using the pictures of the gods and goddesses. Once the children have guessed, ask: *Who can give any more information about this god/goddess?* Encourage the children to supply the information they have learned in this unit.

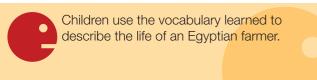
Say: That's the end of our book for this year. Let's do a quick survey.

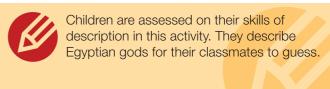
Write the titles of the units on the board. Ask the children to come and write their names under their favourite unit. Write the titles of the stories and do the same.

Ask the children to justify their choices: Why is Unit (8) your favourite? S1: Because I like the Ancient Egyptians. They're interesting.

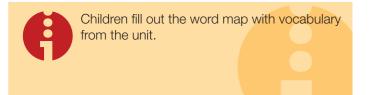








Clothes	Food and Drink
long skirts	wine
short skirts	bread
grass sandals	nuts
leather sandals	dates
jewellery	pears
	2
	ANCIENT
	PTIANS
Gods and Goddesses	People
Geb	pharaohs
Osiris Loia	nobles
<u>lsis</u> Seth	<u>scribes</u> artisans
Re	farmers
	INTITIO S
Complete the text about the Ancient Egyptia	nne
	ed worked were built had had drank
	$_{ m f L}$ in cities and in the countryside. There
	es and noblemen, and the pharaohs. The
farmers <u>worked</u> in the fields. The p	oharaohs <u>lived</u> in palaces. They
Wore long skirts, leather sandals	and jewellery. They $\underline{\hspace{1cm}}$ atc $\underline{\hspace{1cm}}$ wonderful
food and they <u>drank</u> wine. Only th	ne rich children <u>went</u> to school.
The artisans and other workersbuilt	pyramids. The ancient Egyptians
	s. Some of them <u>had</u> animals' heads
	fe in Ancient Egypt.





Children write about the ancient Egyptians.

#### Page 84, Activity 18

Say: Open your Activity Books at page 84. Look at Activity 18. Tell the children to look through their books and complete the word map.

Draw the map on the board and ask the children to come and add the words they have written in their Activity Books. They can then add any words they didn't think of before.

#### Page 84, Activity 19

Say: Now look at Activity 19.

Read the text out loud, stopping at the gaps and asking the children to supply the missing words.

Tell the children to complete the text in their Activity Books. Ask volunteers to read the text out loud and correct the activity.



#### Resources

#### **Teacher's Resource Book**

Unit 8 Test, pages 109-110



See Transcript Track 2.27

#### **Teacher's Resource Book**

Unit 8 End of Year Test, pages 111-112



See Transcript Track 2.33

#### **Assessment criteria**

## **CLIL Objectives**

Children can understand the organisation of a society. Children can describe the lifestyle of the ancient Egyptians.

Children can describe an archaeological discovery. Children can contrast the lives of different members of a society.

#### **Language Objectives**

Children can name different geographical features.
Children can name the different members of a society.
Children name simple features of lifestyle.
Children describe the stages in a discovery.
Children can describe characters from the past.

## **Transcript**



#### Track 2.27 Unit 8 Test

This goddess had a woman's body and a cat's head. This goddess had a woman's body and a frog's head. This goddess had a woman's body and a scorpion on her head.

This god had a man's body and a bird's head. This god had a man's body with a beetle's head. This god had a man's body and a crocodile's head.



#### Track 2.33 End of Year Test

She's doing sit-ups. They're playing basketball. He's doing star jumps.

They're doing the windmill. And they're running.

Learning about Christmas.

## Language Objectives

Vocabulary: chimney, sleigh, Christmas tree, Christmas Eve, Christmas Day, Santa Claus, reindeer, present, star, party, decorate, winter, holiday, beach, swimming, surfing, barbecue, garden, family, snow, sauna, fish, potato, roast meat, vegetable, dinner

Resources: CD

Materials: paper, ruler, scissors

Preparation: Make a star to show the children (See

Activity Book, page 85).

#### **Presentation**

Ask: What festival do we celebrate this month? Do you like Christmas? Why?

What do you do for Christmas? Do you have special food? Do you wear new clothes? Do you see your family? Then ask: Do you think people in other countries celebrate

Christmas? Do you think they do the same things as us? How do you think they celebrate? Encourage children from other cultural backgrounds to talk about their different customs.

Then ask: What season of the year is it? Is the weather cold or hot? Is it the same in all the countries where people celebrate Christmas?

## Work with the book n



#### Student's Book, page 85, Activity 1

Say: Open your books at page 86. Let's sing the Christmas song.

Play Track 2.28. The children listen and read the song. Play Track 2.28 again. Encourage the children to join in with the song. They can read from their books.

Say: Now look at the picture. There are some letters in the picture. What letters can you see? As the children call out the letters write them on the board in a circle.

Say: These letters form a greeting that we use at Christmas time. What words do they make?

Play Track 2.28 again. The children join in with the song.

## Student's Book, page 85, Activity 2

Say: Now look at Activity 2.

Ask volunteers to read the first email out loud. Then ask: So is it winter or summer at Christmas time where this person lives?

Repeat the procedure for the second email.

Then say: Now look at the two children, Matti from Finland

and Jenny from Australia. Who do you think wrote the first email? Why? What about the second email?

Write the following words on the board: season, weather, food, customs.

Tell the children to use these words as prompts to write about their own Christmas celebrations.

Ask volunteers to read their emails out loud.

## **Transcript**



**Track 2.28** 

Song: The Christmas song

See page 355.

## **Optional Activity Book** exercises

See page 355.

#### **Practice**

Divide the class into groups of four.

Tell them to look at the words to the Christmas song.

Play Track 2.28 again. The children plan a dance routine to the music.

Play Track 2.28 again. Ask two groups to do their dance routines and sing the song.

Repeat the procedure until all the groups have performed. Hold a class vote for the best dance routine.

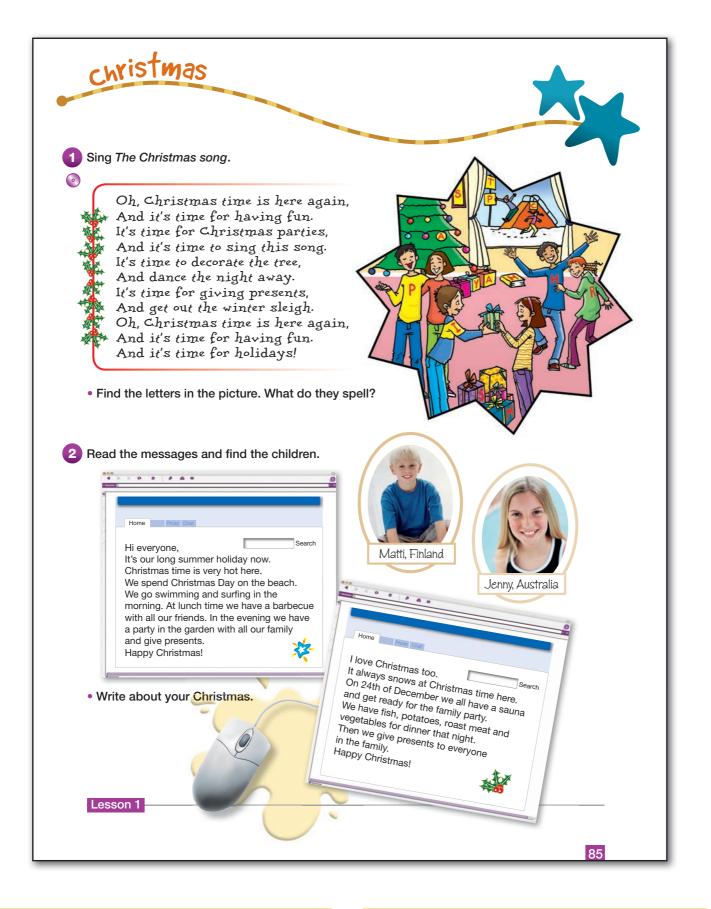
#### **A**NSWER KEY

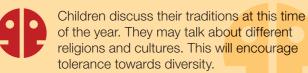
Student's Book, Activity 1

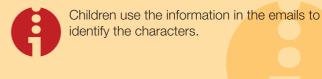
See page 355.

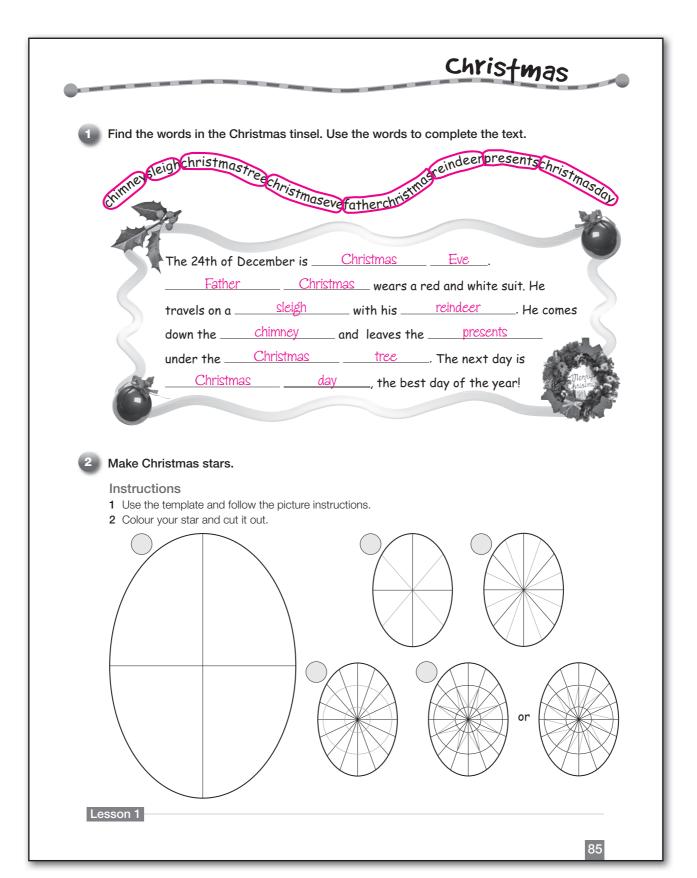
The key holidays at **Christmas** time are the following: 24th December is Christmas Eve, 25th December is Christmas Day, 26th December is Boxing Day, 31st December is New Year's Eve and 1st January is New Year's Day. The 6<sup>th</sup> January is not a holiday in English speaking countries.

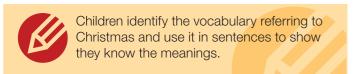
In this festival, the children will learn about different ways of celebrating Christmas, which are determined by the climate and local customs. We tend to think of Christmas as a cold, snowy event, but the children should realise that Christmas is celebrated in many countries where it is summer in December.













Children show their creativity and their ability to follow instructions by making Christmas stars.

CHRISTMAS LESSON 1 OPTIONS

## **Activity Book**

## Page 85, Activity 1

Say: Open your Activity Books at page 85. Look at Activity 1.

Tell the children to find and circle eight words and expressions in the word snake.

Ask the children to call the words out and write them on the board.

Start reading the text out loud stopping at the gaps and asking the children to supply the missing words.

Tell the children to complete the text in their Activity Books.

#### Page 85, Activity 2

Say: Now look at Activity 2.

Show the children the star that you have made. Explain that the instructions show us how to make different types of stars. All the instructions start with the same basic shapes, picture 1, 2, 3 and 4. Pictures 5 and 6 show two different final stages.

Hand out the materials.

The children draw their stars, colour them in and cut them out.

They can use these stars to make Christmas cards or they can hang them from the class Christmas tree.

## **Transcript**



Track 2.28 Christmas song

Oh, Christmas time is here again.
And it's time for having fun.
It's time for Christmas parties.
And it's time to sing this song.
It's time to decorate the tree.
And dance the night away.
It's time for giving presents.
And get out the winter sleigh.
Oh, Christmas time is here again
And it's time for having fun.
And it's time for holidays!

#### **A**NSWER KEY

#### Student's Book, Activity 2

First email: Matti, Finland Second email: Jenny, Australia

Learning about New Year.

## **Language Objectives**

**Vocabulary:** New Year, January, dinner, midnight, Big Ben, clock, strikes, twelve, game, party, dance, Happy New Year!, calendar, weekend, school, holidays, dragon

Resources: CD

**Materials:** coloured card, scissors, glue, rulers, black felt-tip pens, crayons, passport size photos of children in the class, a calendar for next year, string

**Preparation:** Make a New Year's dragon to show the

children (See Activity Book, page 86).

#### **Presentation**

Ask: What festival do we celebrate on the night of the 31<sup>st</sup> December? What do you do? Do you have a special party at home? Who do you celebrate with?

Then ask: Do you think people in other countries celebrate New Year? Do you think they do the same things as us? How do you think they celebrate? Encourage children from other cultural backgrounds to talk about their different customs.

#### Work with the book

## Student's Book, page 86, Activity 1

Say: Open your books at page 86. Read the introductory text out loud.

Say: Look at Activity 1.

Ask volunteers to read the sentences out loud and ask: *Is that the same as your New Year's celebration?* Encourage the children to compare their customs with Eve's. Then say: *Now listen to New Year's Eve at Eve's house.* Play **Track 2.29**. The children listen and point to the sentences that correspond to the sound effects. Play **Track 2.29** again. The children listen and make a note of the letters at the start of the sentences, in the correct order. Ask: *What do the letters spell?* SS: *New Year!* 

#### Student's Book, page 86, Activity 2

Say: Now look at Activity 2. Let's make a calendar for our classroom.

Divide the class into twelve pairs or small groups. Hand each pair/group a sheet of white paper. Assign a month to each pair/group and tell them to write their month across the top of the page.

Place next year's calendar on your table and tell the children to come and find out what day the first day of their month is.

The children make their calendar using the model.

Tell the children to place their calendars on their tables. Then children walk around the classroom looking for their birthday month. When they find it, they colour in the day, write their name and place their photos next to their birthdays.

The children return to their desks and glue any photos that have been placed on their calendar months.

Collect the sheets of card and tie them together to make a class birthday calendar.





See page 359.

# Optional Activity Book exercises

See page 359.

#### **Practice**

Discuss with class the way that people celebrate New Year in your country. Ask volunteers to make sentences about the New Year celebrations.

Ask the children to look at the birthday calendar and work out which month has the most birthdays and which has the least.

#### **A**NSWER KEY

Student's Book, Activity 1

1 N; 2 E; 3 W; 4 Y; 5 E; 6 A; 7 R

In most countries in the world, **New Year's Day** is celebrated on 1<sup>st</sup> January, but not everywhere. This depends on the calendar that is used. In some countries (like the Eastern Orthodox countries) New Year's Day is the 14<sup>th</sup> January. In other countries people use a lunar calendar where New Year's Day is the first day of the first lunar month of the year. This means New Year's Day is on a different day each year. Chinese New Year is based on a lunar calendar and is celebrated in many countries where there is a large community of people of Chinese origin.

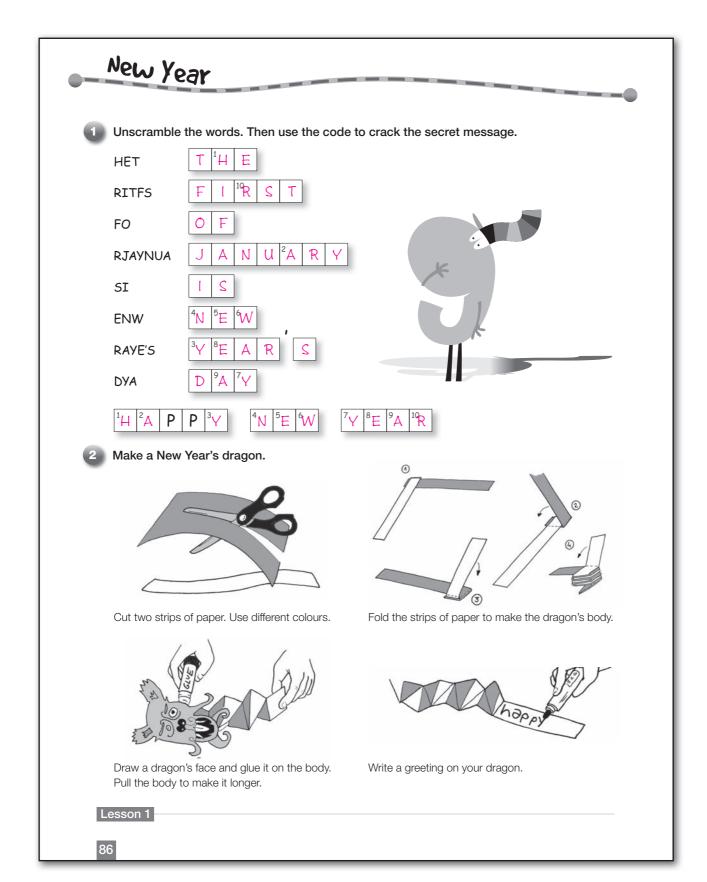


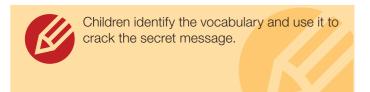


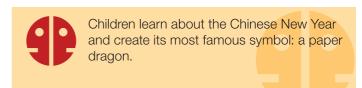
Children learn about different dates in which diverse cultures celebrate the New Year.



Children create a calendar for the coming year. Then they discuss the types, purpose and use of calendars.







## Page 86, Activity 1

Say: Open your Activity Books at page 86. Look at Activity 1.

Tell the children to unscramble the words and use the code to write the secret message.

#### Page 86, Activity 2

Say: Now look at Activity 2. Let's make a New Year's dragon.

Explain that Chinese New Year is celebrated in many countries and there is a special dance called the dragon dance. If there are any children in your class who are familiar with this dance ask them to describe or demonstrate it.

Show the children the dragon you have made.

Explain the instructions to the children.

Hand out the materials.

The children make their New Year's dragons.

They can either take them home or use them to decorate the classroom.

#### **Transcript**



- 1 Yummy! Mum, this cake is delicious!
- 2 Guess this. It's a film and it's got three words.
- 3 Turn on the television!
- 4 10, 9, 8... 3, 2, 1
- 5 Happy New Year!!
- 6 (Singing) Should auld acquaintance be forgot, and never brought to mind...
- 7 (band & bagpipes, sound of party)

Learning about carnival.

## Language Objectives

Vocabulary: Carnival, February, March, dress up, costumes, parade, street, snow, Bonhomme, Quebec, Canada, snowman, hat, belt, sleigh rides, race, dog sleigh, ice skating, ice sculpture, snow rafting, canoe race, competition, frozen river, ice palace, language, French, astronaut, clown, pirate, wizard, go as, mask

Resources: CD

Materials: construction paper, scissors, glue, paints, ribbon, stapler, glitter, feathers, materials for decorating the masks

**Preparation:** Make a carnival mask to show the children (See Activity Book, page 87).

#### **Presentation**

Write the word carnival on the board. Ask: When is carnival this year? Explain that carnival is at a slightly different time each year because it is celebrated six weeks before Easter. People usually dress up in costumes and there are parades in the streets.

Ask: Are we going to celebrate carnival at school this year? What are we going to do? Are you going to wear fancy dress? What are you going to wear?

## Work with the book n



#### Student's Book, page 87, Activity 1

Say: Open your books at page 87.

Read the introductory text out loud. Ask: Do you know any famous carnival celebrations?

Say: Look at Activity 1.

Explain that there are many very famous carnival celebrations, three of these are in Brazil, London and Venice.

Play Track 2.30. The children listen and point to the photos.

Play Track 2.30 again. This time stop after each description and ask: Which photo is that?

## Student's Book, page 87, Activity 2

Say: Now look at Activity 2.

Read Sam's speech bubble out loud and ask: Does anybody know where Quebec is? SS: Canada.

Then ask: What do you think the weather is like in Quebec in February? It's cold and snowing. Let's find out about carnival in Quebec.

Read the text out loud, stopping after each sentence to compare the celebrations in Quebec with the celebrations in your home town.

Ask volunteers to read the text out loud. Stop after the key sentences and ask: Can you find the picture?

Then say: Let's find out more about Quebec. Ask the questions at the bottom of the page and ask: What other things do we want to find out?

Make a list of the questions and discuss where they can find the answers.

Tell the children to find the answers for their homework. Discuss the answers the next day.

## **Transcript**



Track 2.30 Activity 1

See page 363.

## **Optional Activity Book** exercises

See page 363.

#### **Practice**

Play Hangman with the new vocabulary.

#### **A**NSWER KEY

#### Student's Book, Activity 1

Student's Book, Activity 1

photo 2, Brazil

photo 3, Notting Hill

photo 1, Venice

#### Student's Book, Activity 1

- ...big snowman with a red hat and a colourful belt (photo 1)
- ...ice palace (photo 3)
- ...canoe race on a frozen river... (photo 2)

**Carnival** is celebrated in many countries in the world during the months of February or March. The exception is Notting Hill Carnival, one of the most important carnival celebrations in Europe, which is celebrated in London, the last weekend in August.









Children learn about a very different way of celebrating carnival in Quebec.
Children also discuss the differences in the way they celebrate carnival in Quebec.

# Carnival

#### 1 Read the sentences and solve the logic puzzle.

Four children go to the carnival party. What costumes do they wear?

	Astronaut	Clown	Pirate	Wizard
Sam	X	X	X	<b>✓</b>
Eve	X	<b>✓</b>	Х	X
Jenny	<b>√</b>	X	X	X
Peter	X	Х	<b>√</b>	X

The boys don't go as a clown. The girls don't go as a pirate. Sam and one of the girls don't go as an astronaut. Eve and one of the boys don't go as a wizard. Jenny doesn't go as a clown. Sam doesn't go as a pirate.

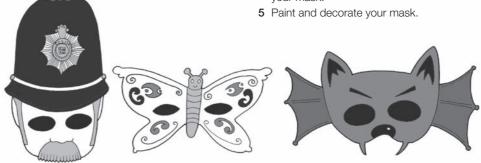
#### Make a carnival mask.

#### You need:

construction paper, scissors, glue, paints, ribbon, a stapler, glitter, feathers and other things to decorate your mask.

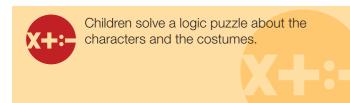
#### Instructions

- 1 Measure your face from ear to ear.
- 2 Then measure the distance between your eyes.
- 3 Measure the length of your face from your hairline to the end of your nose.
- 4 Use these measurements to draw and cut out your mask.



Lesson 1

87





Children show their creativity by making a carnival mask.

CARNIVAL LESSON 1 OPTIONS

## **Activity Book**

## Page 87, Activity 1

Say: Open your Activity Books at page 87. Look at Activity 1.

Ask volunteers to read the clues out loud and remind the children how to solve a logic puzzle by putting ticks and crosses on the table.

Tell the children to solve the logic puzzle. The first one to solve the puzzle shouts: *Stop*!

Check the results by asking questions: Who goes as an (astronaut)? Does (Sam) go as a (clown)?

#### Page 87, Activity 2

Say: Now look at Activity 2. Let's make a carnival mask. Hand out the materials and show the children the mask you have made.

Read and explain the instructions.

The children make their carnival masks.

Display the masks and encourage the children to talk about them.

#### **Transcript**



Track 2.30 Activity 1

The carnival celebrations in Brazil last for three days. There are parades through the streets with colourful floats and people wearing fantastic costumes. There is music and dancing in the streets. The Samba is a famous dance from Brazil.

Carnival in Notting Hill, London, is on the last weekend in August. It's too cold in the winter! People dress up in colourful costumes and there are parades every day. There is a special music competition with steel bands.

Carnival celebrations in Venice last for two weeks. People wear historical costumes and beautiful masks. They travel around the city on boats called gondolas. There are parties and parades every day.

## LESSON 1

## **CLIL Objective**

Learning about Earth Day.

## Language Objectives

Vocabulary: world, land, air, sea, ocean, tired, sad, rubbish, separate, tap, light, turn off, switch off, walking, school, eating, fresh food, plastic bottle, newspaper, fruit, milk carton, plastic bag, can, glass bottle, woollen jumper, leather shoes, chewing gum, years, tide, energy, wave, sun, wind, geothermal, river, sky, morning, night, light, beach, splash, swim, crash, blow, high, low, cloud, mountain, jump, deep, wide

Resources: CD

Materials: construction paper, crayons, coloured

felt-tip pens

#### **Presentation**

Write the date 22<sup>nd</sup> April on the board and ask: Does anybody know what we celebrate on this day? Explain that this is called Earth Day.

Ask: Do you think our world is in trouble? Are there any problems? What kind of problems? What causes these problems? Who causes these problems? Can we do anything about it? Can we help? How? Write the children's suggestions on the board.

## Work with the book n



## Student's Book, page 88, Activity 1

Say: Open your Student's Books at page 88.

Read the introductory text out loud.

Say: Look at Activity 1.

Play Track 2.31. The children listen and hum along in time to the music.

Play Track 2.31 again. The children listen and find the pictures.

Divide the class into three groups.

Assign a verse to each group.

Play Track 2.31 again. The children sing the song in their aroups.

Hand out the materials.

Tell the children to work in their groups and make posters to celebrate Earth Day. They should write out the words to the song and decorate their posters with pictures showing what we can do to help our environment.

#### Student's Book, page 88, Activity 2

Say: Now look at Activity 2.

Ask the children to read the labels under the pictures.

Say: All these are things that we throw away, rubbish. When we throw away our rubbish we don't see it anymore. but the rubbish decomposes and eventually disappears. Some things decompose very quickly and others take a very long time.

Point to the list of years and tell the children to work in pairs and decide how long the rubbish takes to decompose. If you prefer you can write the two lists on the board and tell the children to close their books so that they don't cheat by looking at the answers.

Tell the children to check their answers at the bottom of page 88.

Check the activity by asking questions: How long does a (plastic bottle) take to decompose?

Find out which pair or pairs had the most correct answers.

## **Transcript**



**Track 2.31** Song: This old world

See page 367.

## **Optional Activity Book** exercises

See page 367.

#### **Practice**

Ask the children to show and describe their Earth Day posters to the rest of the class.

**Earth Day** is celebrated all over the world on 22<sup>nd</sup> April. Children and adults take part in activities to celebrate our wonderful world. People celebrate at school by planting gardens, organising recycling centres, cleaning up an area of the city or countryside and so on.



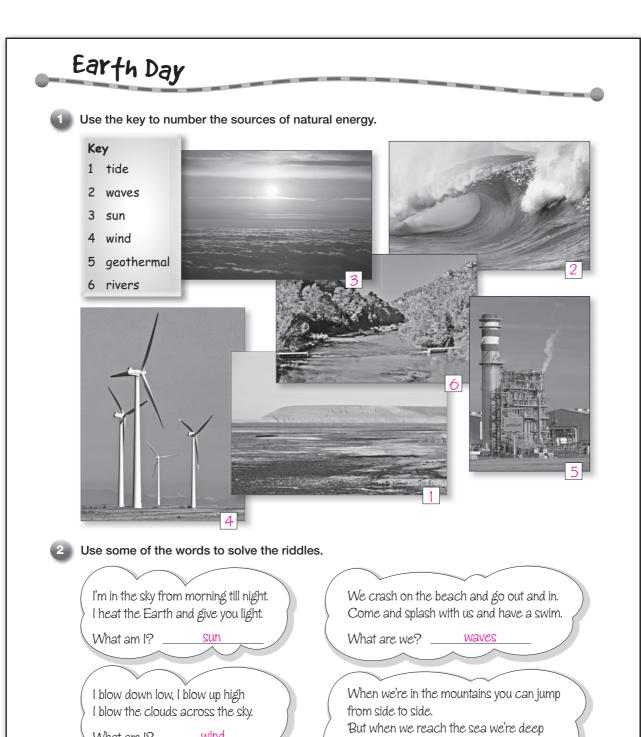




Children learn about some of the problems on our planet by listening to a song. Children also discuss the reasons for the problems and how they can help to protect the planet.



Children use numbers in English to talk about the time it takes for different kinds of rubbish to decompose.



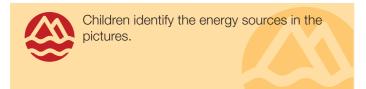
What am I? wind

and wide.

What are we? \_\_\_\_\_rivers

Lesson 1

88





Children use their imagination and background knowledge to solve the riddles. EARTH DAY LESSON 1 OPTIONS

## **Activity Book**

## Page 88, Activity 1

Say: Open your Activity Books at page 88. Look at Activity 1.

Say: Look at the pictures. They show renewable sources of energy. Do you remember what that means? Look at the first picture. Can you find the name of this type of energy?

Repeat the procedure for the other pictures and words. Tell the children to number the pictures in their Activity Books.

#### Page 88, Activity 2

Say: Now look at Activity 2.

Ask volunteers to read the riddles out loud and then

ask: What kind of energy is that?

Tell the children to answer the questions in their Activity Books.

#### **Transcript**



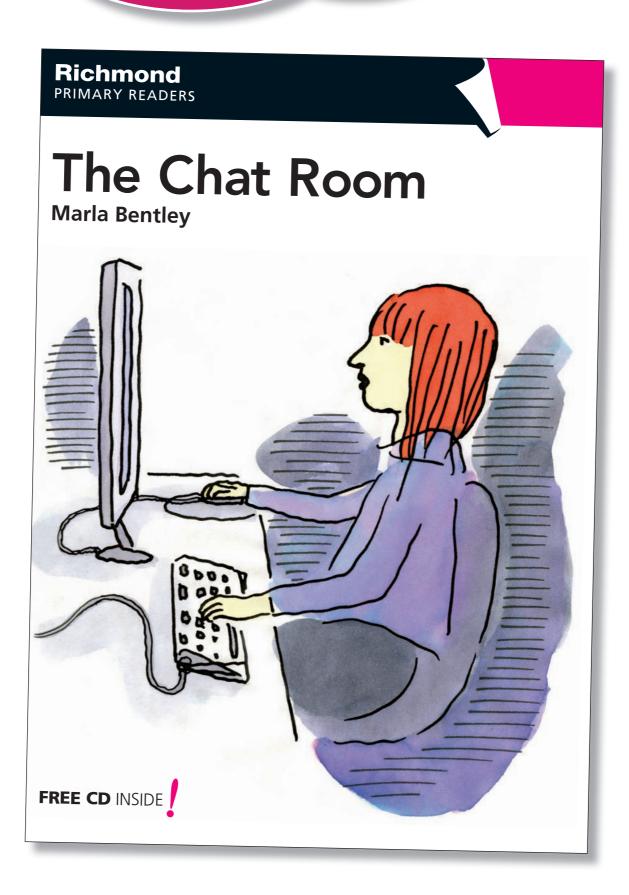
Oh, this old world belongs to you and to me, The land and the air, the oceans and the sea. But this old world is looking very tired and sad, There's rubbish all around the place. It's really very bad.

So let's all get working now, there's lots for us to do. To make this world a better place for me and for you. Don't forget to separate the rubbish every night. And turn off the tap, and switch off the light.

Now stop and think of all the things that you can do. Like walking to school and eating fresh food. We need to save our world. Oh, can't you see? Oh, this old world belongs to you and to me.

# Associated reading











## Student's Material



Student's Book



Activity Book + Multi-ROM + Grammar and Writing Booklet + Cut-outs

# Teacher's Material



Teacher's Book + Class CDs



