



Wonder 1

Teacher's Book



Richmond®

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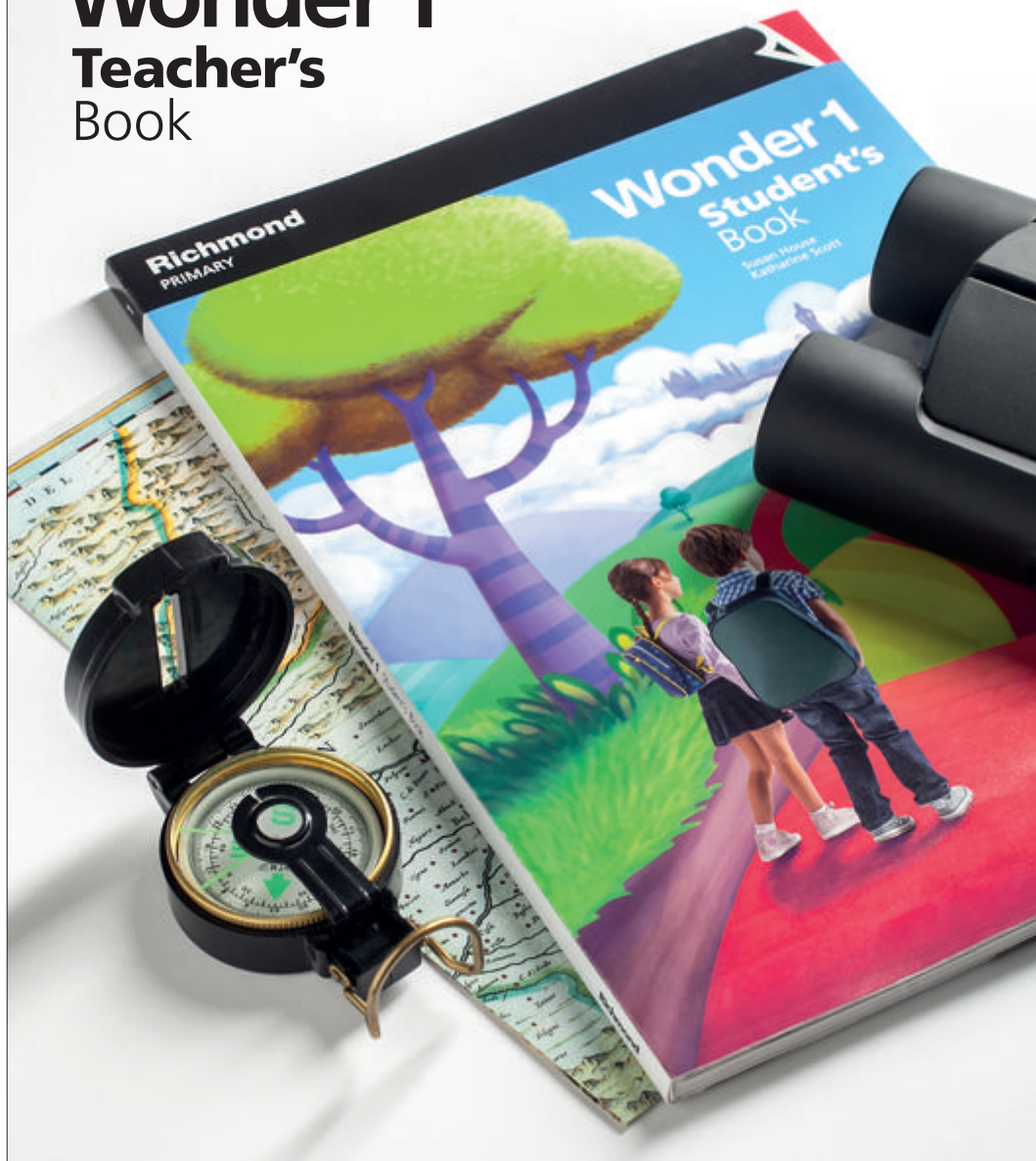
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Wonder 1 Teacher's Book



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Key Competences page 14

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Key structures	Key vocabulary	Cultural focus
Phonics		Functional language
<ul style="list-style-type: none"> • I'm (Holly). • This is my (chair). 	<ul style="list-style-type: none"> • book, chair, pencil, school bag 	<ul style="list-style-type: none"> • In the classroom • Stand up. Sit down. Listen. Close the (door). Be quiet. Open the (book).
<ul style="list-style-type: none"> • Thanks! A (red party hat). • I can see ... • For my party the (cups) are (blue). • Initial sounds: Holly and Claude 	<ul style="list-style-type: none"> • balloon, biscuit, cake, cup, jelly, party hat, plate, sandwich, spoon, teapot • blue, green, pink, red, yellow • Numbers: 1-10 	<ul style="list-style-type: none"> • A traditional game • Let's play! You're out! I'm the winner!
<ul style="list-style-type: none"> • Who's this? • Is (he) your (brother)? • (His) eyes are (brown). • (Her) hair is (black). • Initial sounds: blond and Grumps 	<ul style="list-style-type: none"> • grandad, grandma, dad, mum, brother, sister • black, brown • eyes, hair 	<ul style="list-style-type: none"> • Making introductions • This is my (friend).
<ul style="list-style-type: none"> • Move / Don't move your (left hand). • (His right foot) is on (a blue circle). • Initial sounds: left and right 	<ul style="list-style-type: none"> • arms, bottom, foot/feet, hands, head, legs • clap, click, slap, stamp 	<ul style="list-style-type: none"> • A traditional song and dance • Put your (right arm) (in).
<ul style="list-style-type: none"> • You're (at the shop). • There is ... • There are ... • Is there ...? • Initial sounds: town and no 	<ul style="list-style-type: none"> • cinema, hospital, house, restaurant, school, shop, sports centre • Numbers: 10-20 	<ul style="list-style-type: none"> • Road safety • Look left, right, left. Walk! Don't run. Stop and listen.
<ul style="list-style-type: none"> • Where am I? • Where is ...? • Where are ...? • It's in the (bedroom). • (The doll) is ... • (My toys) are ... • Initial sounds: car and sofa 	<ul style="list-style-type: none"> • ball, brick, car, doll, game, teddy • bed, cooker, cupboard, fridge, sofa, toilet • in, on, under 	<ul style="list-style-type: none"> • The playroom • I can't find my (doll). Look! It's in the (box).
<ul style="list-style-type: none"> • Are you wearing (a coat)? • (Yes, I am). I'm wearing (a green coat) (with red stars). • Initial sounds: doll and purple 	<ul style="list-style-type: none"> • coat, dress, jumper, scarf, shoes, skirt, trousers • circle, diamond, star, square, triangle • at home, at the park 	<ul style="list-style-type: none"> • Uniforms • Take off your (shoes). Put on your (shirt).
<ul style="list-style-type: none"> • What's the weather like? • It's (windy). • My birthday is in the (spring). • Are there ...? • Initial sounds: raining and windy 	<ul style="list-style-type: none"> • raining, snowing, sunny, windy • spring, summer, autumn, winter • apple, flower, leaf, rainbow, tree 	<ul style="list-style-type: none"> • A weather song • Can I go out to play?
<ul style="list-style-type: none"> • Move like a ... • Have you got a pet? • (Yes, I have). I've got a pet (with big ears). • I really like ... • How many animals have got (four legs)? • Initial sounds: flower and Molly 	<ul style="list-style-type: none"> • bird, cat, dog, fish, frog, mouse, rabbit, snake • claws, ears, tail, wings 	<ul style="list-style-type: none"> • Pet day at school • I really like the (rabbit) with the (brown) (ears).
<ul style="list-style-type: none"> • (Holly) is a (ghost). • I can see (three) (pumpkins). • Look at Santa's (hat). • Is it (tree number 3)? • The (brown) egg is (under) the chair. 	<ul style="list-style-type: none"> • bat, ghost, pumpkin, spider, witch • candle, cracker, glasses, reindeer, sack, sleigh, stocking • Easter egg 	<ul style="list-style-type: none"> • Festivals around the world

For the Student

Student's Book

All the core work is divided into a Welcome unit and eight main teaching units. The units in turn are divided into eight lessons. Additionally, there is a section which covers festivals at the end of the book.



Stickers

The **stickers** provided with the **Student's Book** are used to review the main vocabulary in the picture dictionary of each unit and provide fun activities for the festivals section.



Pop-outs

The **pop-outs** provide a hands-on activity for lower levels and gap-fill activities for higher levels. They are designed as a vehicle for orally practising the structures taught in the lesson.



Activity Book and Audio CD

Reflecting the **Student's Book** structure, the additional support is divided into a Welcome unit, eight main units and a festivals section. The work can be done in class or set as homework. The accompanying CD provides the audios for the listening activities in the **Activity Book** and the picture dictionary, as well as the songs and stories from the **Student's Book**.



For the Teacher

Teacher's Book

The spiral bound guide contains step-by-step guidance to **Go Digital!** at your own pace, interleaved

Student's Book reproductions, unit overviews for quick lesson plans and complete teaching notes plus extra suggestions for exploiting the course. It also provides the transcripts and answer keys, assessment guidance, cross references to support material and information about the Key competences. A wonderful **Activity Bank** offers suggestions of how to make the most of all the course materials.

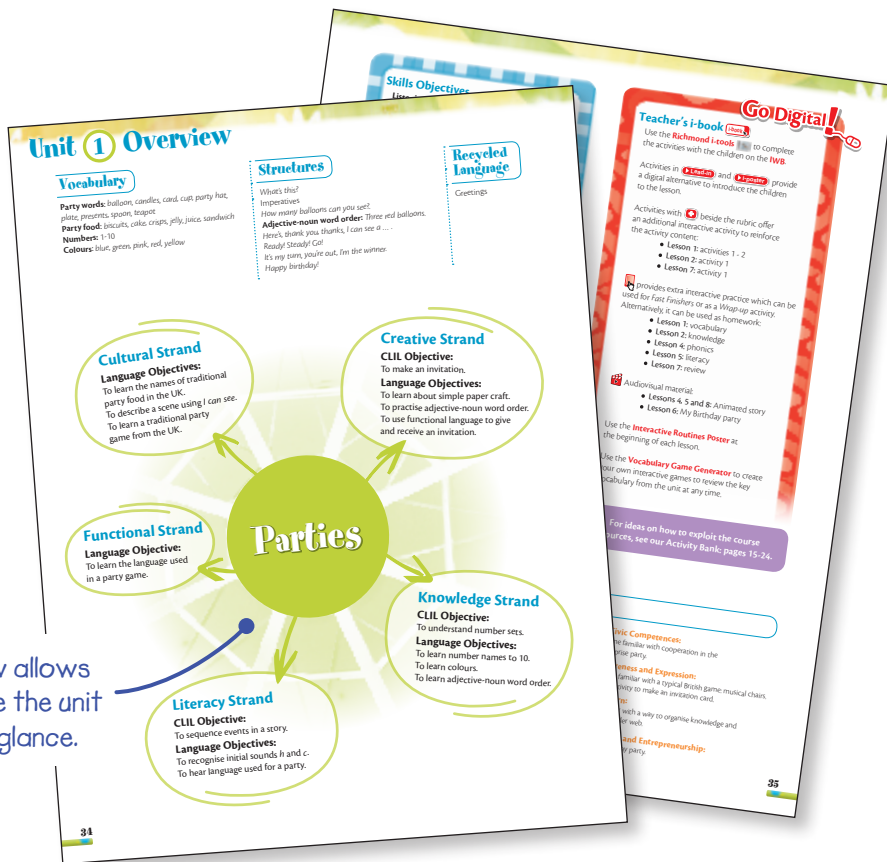
The unit overview allows the teacher to see the unit objectives at a glance.

The full colour **Student's Book** pages have the answer key in place.



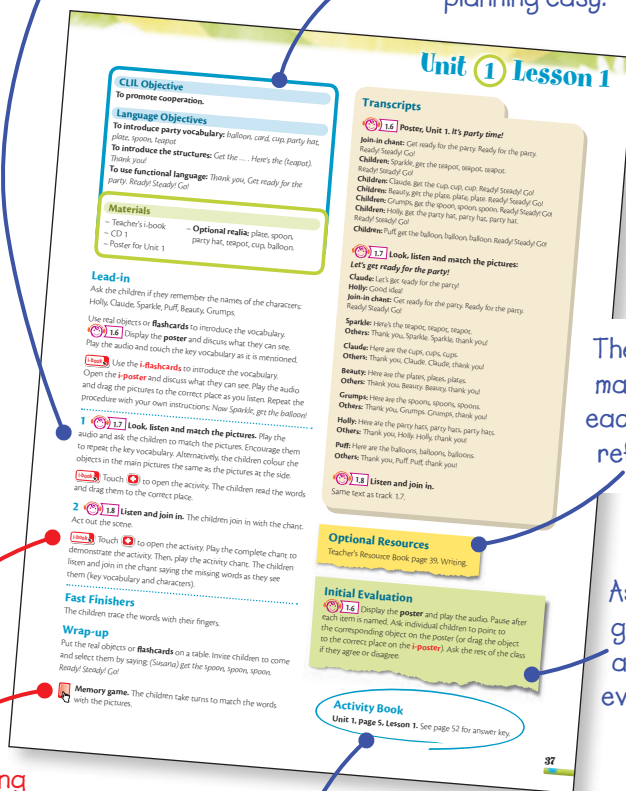
The key competences are marked for each activity and continuous assessment guidance is provided.

Complete digital teaching notes for the additional IWB material provided on the **Teacher's i-book**.



Extra suggestions to enhance the **Student's Book** activities are included.

Clear, concise lesson objectives make lesson planning easy.



The support material for each lesson is referenced.

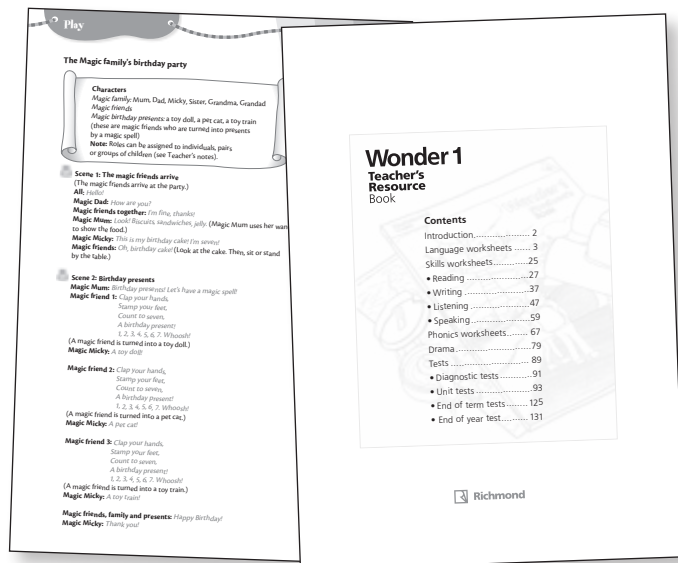
Assessment guidance is available in every lesson.

The **Activity Book** answers are available at the end of each unit.

For the Teacher

Teacher's Resource Book

Packed with a wealth of optional photocopiable material, it is an ideal resource for providing extra practice for the **Student's Book** lessons. It includes: **Language worksheets**, **Skills worksheets** and **Phonics worksheets** for every unit, a **Drama section** and **Tests**. Both the Tests and the Language worksheets are presented at two levels to suit different abilities within the class. The **Teacher's Book** suggests when each worksheet could ideally be used.



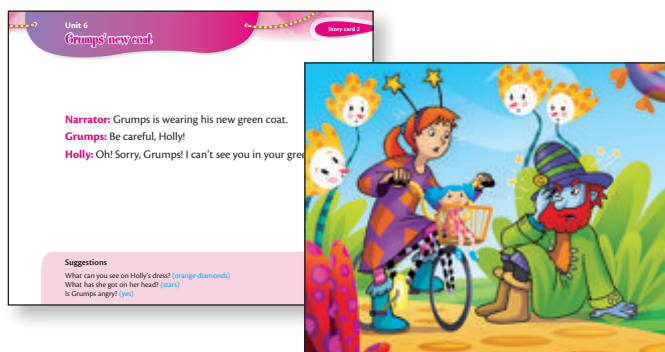
Flashcards and Word cards

71 beautiful photo **flashcards** each with an accompanying word card. They are ideal for presenting, reinforcing and reviewing vocabulary. There are also many games suggestions in the fabulous **Activity Bank** on page 15 of the **Teacher's Book**.



Story cards

The **story cards** allow for whole class work and for physical interaction. There are suggested questions on the back.



Teacher's Audio Material

All the recordings used in the **Student's Book**, **Activity Book** and **Teacher's Resource Book** are presented in one handy pack.



Posters

The **posters** are an ideal tool to present the unit language and setting. There is always an accompanying recording to work with each poster. They can also be used in any lesson to practise the key language. There are further ideas for working with the poster in the **Activity Bank** on page 15 of the **Teacher's Book**.



Go Digital!

How digital are you?

Tailor your digital teaching!

Richmond teachers decide what digital materials they or the children will use in the classroom or at home. Digital resources are the perfect aid to enhance your teaching, motivate the children and make the most of all the course materials.

Teacher's Digital Solutions



The Wonder Teacher's i-solutions pack includes:

- **Teacher's i-book for IWB**

Herein a solution for bringing your teaching to life in the classroom. The **Teacher's i-book** is a fully interactive version of the Wonder course, which integrates **all the teaching and learning materials cross-referenced into one single format** for use with the IWB or projector.

Teacher's i-book key features:

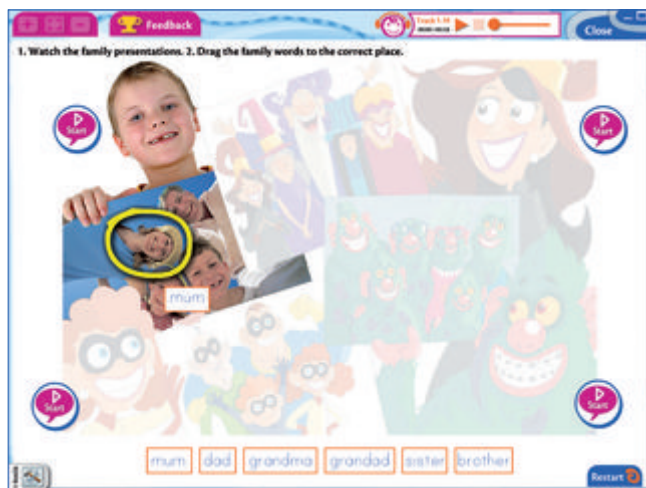
- › The **one-touch zoom-in feature** guarantees the easiest and quickest access to all the activities, answers, audio material, transcripts and teaching notes.



- 1 Interlinked components at page level.
- 2 Additional IWB activities which provide digital alternatives to the lessons.
- 3 Extra interactive practice to reinforce the lesson content.
- 4 All course materials included.

> i-posters

Touch **i-poster** to access.



> i-flashcards

Touch **i-flashcards** to access.



- 1 Listen to the word.
- 2 Show and hide the written word.

> i-story cards

Touch the first picture on the **Student's Book** pages to access.



- 1 Suggested questions to make the most of the Story cards.
- 2 Listen to the story.
- 3 Show and hide text.
- 4 Change vignette.

> Interactive Routines Poster

Accessible from main books' onscreen menus. Touch the words and listen.



> Vocabulary Game Generator

Accessible from main books' bottom menu. Use it to create your own IWB games at any time. See the **Go Digital! Bank** on pages 21-23 to learn more about this tool.

> Audiovisual material

Touch  on the **Student's Book** pages to access.



1 Show and hide subtitles.

> The Richmond i-tools

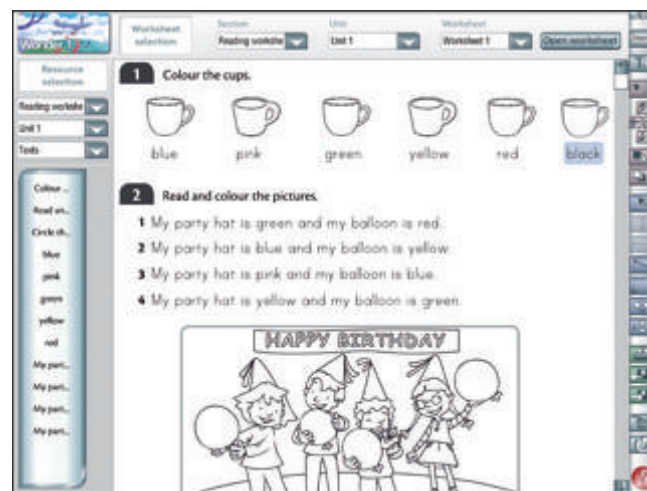


Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

Save all your teaching sessions
to meet the needs of each individual class.

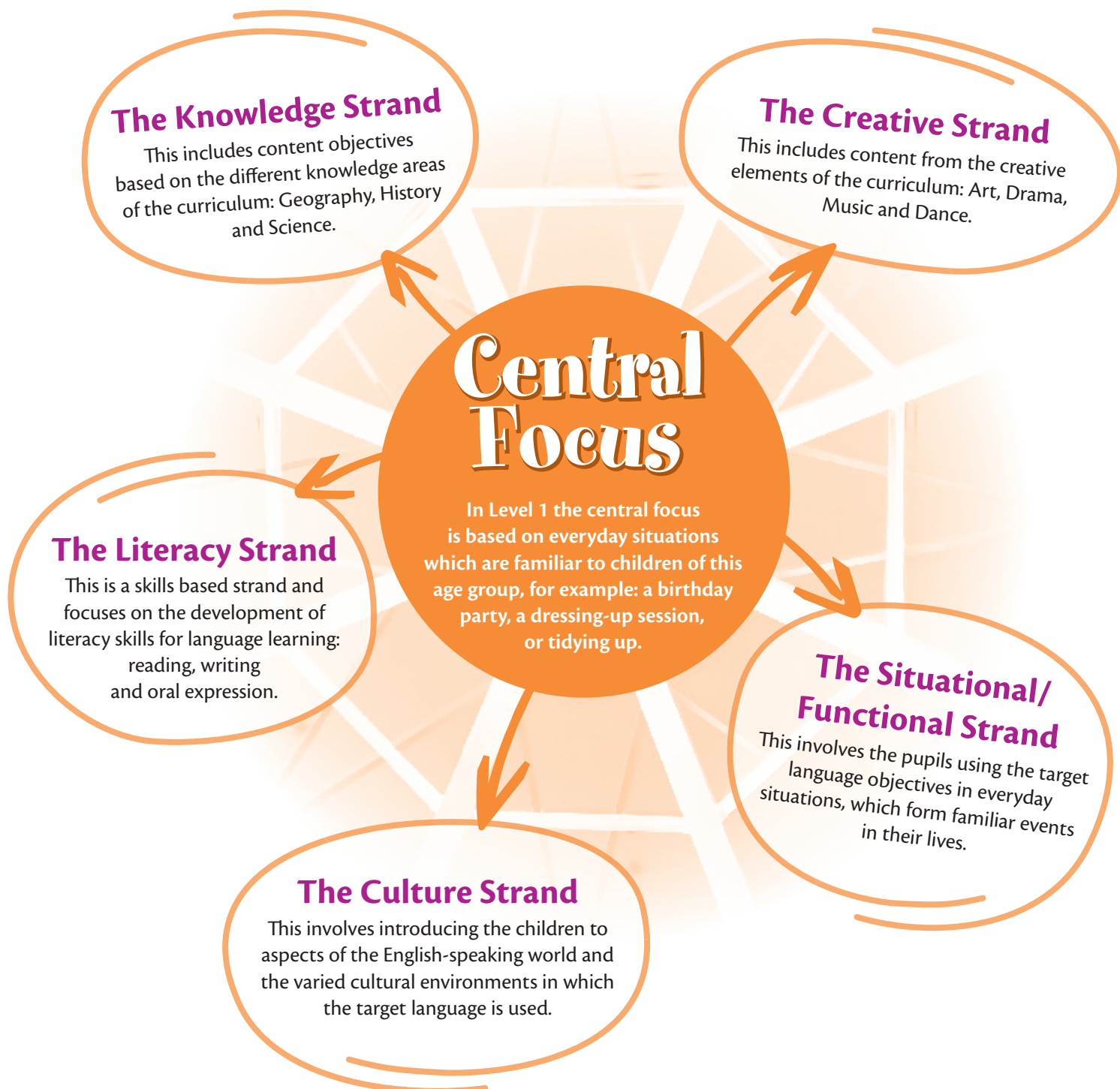
• Activity Generator

This is the solution for editing or creating your own personalised worksheets from the **Teacher's Resource Book**. Use an existing worksheet and edit it or create a worksheet from scratch using the images, texts and design elements from the **Teacher's Resource Book**.



What it's all about...

Wonder 1 is set in an imaginary world, Wonderworld, full of colour and engaging characters. Children come to know Claude and Holly and their good friends, Beauty the vain unicorn, Puff the cowardly dragoness, Grumps the grumpy dwarf and Sparkle the unruly fairy. The characters are present throughout the book and feature in the stories. Story-based learning is essential for young learners and a perfect vehicle to present language in a natural setting. The course is designed using *integrated learning webs*. Each unit is a *web* of different *strands* of learning objectives held together by a *central focus*.



A walk through the unit

Lessons 1 2 3

The course characters are used to present the language and the context of the unit in a fun, engaging way to capture the children's interest.



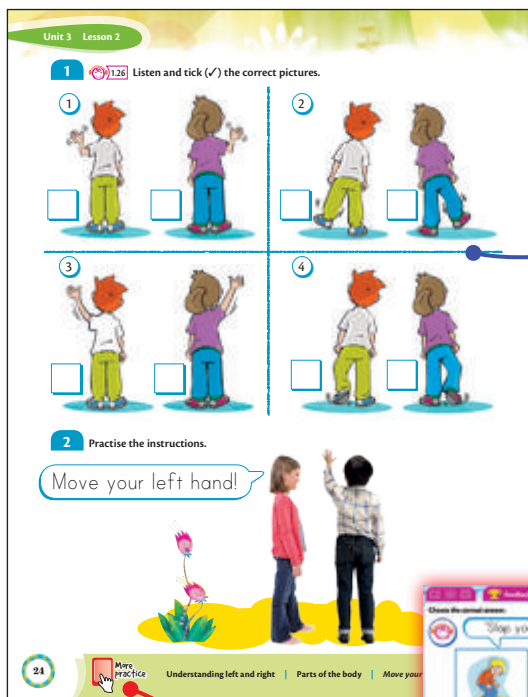
Vocabulary is presented in a clear way in every unit with a listening activity.



The children have opportunities to practise the language and to gain confidence in speaking and using English.

The main language being taught in the lesson is highlighted for the teacher to see clearly what the learning objectives are.

The **Activity Book** reinforces the work done on every page in the **Student's Book**.

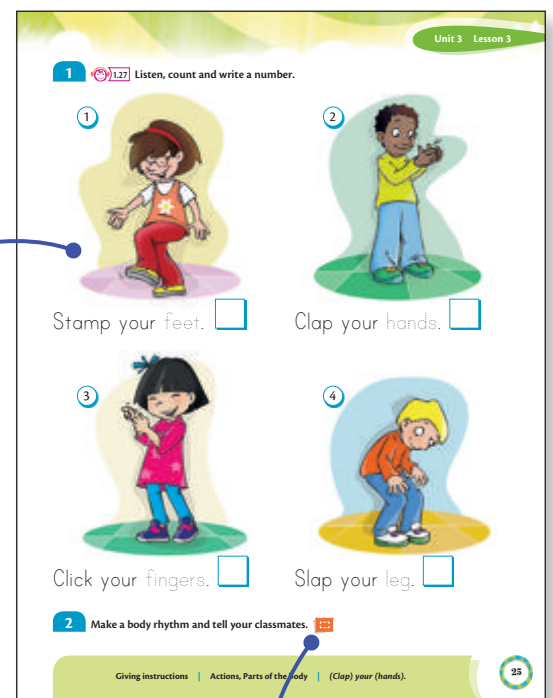


The knowledge strand develops new concepts related to a CLIL focus. Activities are carefully guided and practise a range of skills.

The creative strand encourages self-expression through art, drama, music or dance.



More practice activities provide extra interactive practice to reinforce the lesson content. They are ideal for fast finishers, as wrap-up activities, or homework. You can access them on the **Teacher's i-book** for class work.



The **pop-out** is a useful resource to provide a hands-on learning experience and to orally practise the structures being presented in the lesson.

A walk through the unit

Lessons 4 5

The children listen to a story whilst following the pictures in their books or on the **story cards** (print or **interactive**). Some of the text is on the page to help with reading development. As the children move through the levels the amount of text increases until they have the whole story written. The story is an ideal vehicle to practise the unit language and extend it in a natural, familiar context.

The **Teacher's i-book** includes an animated version for Levels 1 to 4 to really bring the story alive in the classroom.

Unit 3 Lesson 4

Where's Sparkle?

1 1.28 Listen to the story.

2

3

4

2 1.29 Listen and circle the pictures.

26 **More phonics** Parts of the body, Turn (left) | Phonics: initial sounds left and right

Unit 3 Lesson 5

5

6

7

8

1 Look at the story and colour the ribbons.

27 **More practice** Parts of the body, Turn (right) | Matching characters to visual clues

The children develop their phonics skills by focusing on specific sounds and letters. In the early levels they work with initial sounds but as their skills develop they move on to middle and end sounds. In the higher levels children work with alternative spelling patterns.

You can access extra interactive practice to reinforce the phonics on the **Teacher's i-book** for class work.



Interactive Answer Key

Extra interactive practice

Each story aims to develop understanding of the language and literacy skills such as comprehension, story sequencing and character development. The exercises become more challenging through the levels in accordance with children's abilities and age.

A walk through the unit

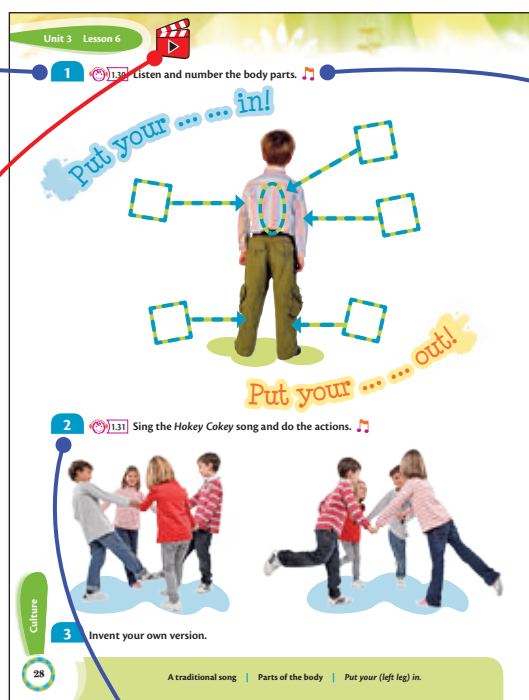
Lessons 6 7 8

A range of activities throughout the book present an interesting glimpse at various cultural aspects of life in English-speaking countries.

The **Teacher's i-book** includes a culture clip featuring real world images related to the lesson's cultural theme. The clips are accompanied by an interactive comprehension activity.



Interactive Answer key



Carefully controlled practice of the language is present, through a dialogue, role-play, song or game.

Songs and chants are essential tools for language learning and feature in every unit. Fun lyrics and catchy tunes motivate children to participate and learn effortlessly.

The **Teacher's i-book** provides an additional IWB activity for every song and chant in the **Student's Book**.



Photo stickers provide an enjoyable activity to review key vocabulary in the unit.

The **Teacher's i-book** provides an additional IWB activity for every sticker activity in the **Student's Book**.



Children work autonomously to review their phonics knowledge.

Extra interactive practice

A range of activities are presented to review the unit and engage the children in reading, writing, speaking and listening to English.



Key Competences for Lifelong Learning



Competence...

is the capacity to use one's acquired knowledge and abilities in different contexts and situations. Key competences feature the following characteristics:

- They encourage the development of skills rather than the assimilation of theoretical content.
- They are dynamic because they develop progressively and can be acquired in different learning situations.
- They are interdisciplinary and transversal because they integrate knowledge that originated in different academic disciplines.
- Once acquired, they will become part of the lifelong learning experience.



Linguistic Competence

This competence develops the use of language as a tool for communication. It involves understanding oral messages, communicating verbally, reading and writing. The games and personalised activities in the series motivate children to speak right from the outset. The emphasis on understanding oral messages is developed by the stories, dialogues and songs, where children learn to listen to extract relevant information. The ability to read and understand texts is systematically introduced and developed throughout the Richmond Wonder series.



Competence in Maths, Science and Technology

This competence develops the ability to use numbers and mathematical reasoning to solve a range of problems and to use science to explain the natural world. The course provides plenty of opportunities for children to apply their mathematical thinking in everyday contexts, for example, telling the time, using charts, completing surveys or sequencing events. Children are made aware of the world around them and the effect human activity has on it.



Digital Competence

This competence involves the confident use of computers and other technology for learning, communication and recreation. Through the integration of digital and multi-media resources, the children develop familiarity and competence in this area.

The children are encouraged to use the interactive material and, in higher levels, to research information on the Internet.



Learning to Learn

This competence means children develop and become aware of effective ways to organise and manage their own learning. The incorporation of the unit reviews encourage the children to be responsible, aware learners who can reflect on their own progress. Throughout the course children are offered opportunities to build on prior learning, to apply their knowledge and to make use of guidance.



Social and Civic Competences

This competence equips children with the necessary skills to participate fully in social and civic life. Collaboration and tolerance is developed throughout the course by the inclusion of pair and group work. Children learn about healthy lifestyles, can empathise with characters in the stories and learn social rules through games and role-plays.



Sense of Initiative and Entrepreneurship

This competence refers to the ability to turn ideas into action. The skills to be able to work both proactively as a member of a team and individually are developed by activities where the children create a product. Throughout the course they are continually encouraged to use their imagination and to be creative.



Cultural Awareness and Expression

This competence is developed through a wide range of fun songs, chants, drama, stories and craft activities. The pop-outs provide the opportunity to create and assemble games which are then used for language practice. There is also a strong emphasis on appreciation and enjoyment of culture by the inclusion of popular stories and works of art. The culture focus present in each unit shows aspects of life in English-speaking countries.

Have you ever noticed how what might work in one class doesn't in another?

Every class is unique and has its personality, much like the individuals who form the group. A positive and nurturing environment within the class will go a long way towards creating a receptive group. Here are a number of areas to consider and tips for creating a positive learning environment.

Class Dynamics

Birthdays

This is often the most important event in a child's calendar and offers a great opportunity to show that we value them. It's a good idea to keep a birthday chart on the classroom wall. Make sure not to forget those children whose birthdays are in the holidays or on non-school days.

Classroom display

Children really value their work when it is displayed in class and we encourage other children to notice and praise it. It also motivates children to produce good work and think about presentation.



Choice

Offer children choices wherever possible as it will give them a greater sense of ownership in the class and also helps establish a culture of negotiation. For young learners, this can be as simple as choosing the song or story, but can be built on throughout the course to promote more autonomous learning.

Humour

Noticing the funny side of things and encouraging shared laughter (not at any one's expense) will help create a much happier classroom environment.



It costs nothing to be polite

Hello, goodbye, please and thank you are so easy to learn and are important markers of respect. If you insist on using these conventions you will promote mutual respect among the children.

Names

We may find ourselves calling out some names more than others, or using certain tones of voice with certain names. This will send powerful messages to the class so we should try to use all the children's names in as positive a way as we can.

Roles and responsibilities

Most children value being given responsibility, this can be as simple as handing out pencils. These roles show that you trust the child to act responsibly. Although assigning tasks can be seen as a reward, it's important to make sure that all the children get the chance to step up.

Start as you mean to go on

The beginning of the class is a key time for promoting a caring dynamic in your class. Have a mini conversation with a couple of children while the rest of the class are listening, ask about their family, likes and dislikes and so on. This allows everyone to learn more about each other and as you show a genuine interest in each child you will raise their status in the eyes of the whole class.



Your voice

This is your most powerful teaching tool. How you use your voice is key to getting the children's attention and holding their interest but it also gives strong messages about how you feel about them as a class and as individuals. Every time you talk to your class or the individuals in it, you are providing a model of how you want them to talk to each other.

Activity Bank

Assessment

Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help build a more complete picture of each child.

Keep on-going notes in a notebook with a page (or pages) for each child. During or after each lesson, make notes about childrens' comprehension, use of language, participation or behaviour.

It is hard to observe all the children on a regular basis, so try focusing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

Portfolios

A portfolio is a collection of each child's work from over the course of a term or school year. With young children, it can include art and craft work, labelled diagrams and short pieces of writing. It is useful as an assessment tool as we can observe a child's progress in their written work through the year. It can also be a starting point for one-to-one interviews with children to talk about their learning and progress.

Making the most of the register

Rather than just reading out the names to elicit a yes from the children, ask them all to answer a question when their name is called. For example, *Sally, tell me your favourite colour.* Some children may just say *green* while others may say *My favourite colour is green.*

Password

At the end of the lesson, ask each child to think of a new word they have learned in today's class. This new word is their password. Ask each child to tell you their password for the day. After saying their password, they can line up or leave the room. This helps make children aware of their own learning and lets you know which new words children have noticed and found memorable.



Mixed Ability Teaching

Thinking time

To include everyone when answering questions, tell the children to stay quiet and put up their hands when they have an answer so everyone has time to think. Alternatively, have a pot of name cards and take names at random to answer questions so that all children have a turn.

Praise

Praise all children, not just for the standard of their work, but for making an effort, showing improvements or helping others. Be enthusiastic and try to give helpful feedback too. For example, *That's great! Your writing is very clear and neat, it helps me to read it.*



Working in pairs and groups


Organise groups in a variety of ways depending on the activity. Mixed ability groups work well, for example, while playing a game and remember weaker children can often learn more from a fellow student. For other activities, it can be more productive to put the stronger children together while you give more attention to a weaker group. Try to avoid having an identifiable group where weaker children are always together.

Accessible learning

Make instructions and tasks accessible to all the children. Some children benefit if you accompany instructions with gestures or pictures or if you show them a finished example. Demonstrate tasks as much as possible and provide visual references, for example, display the poster or put up flashcards.

Fast finishers

To avoid boredom or frustration, have activities ready for faster workers to go on to, for example, simple word searches, a picture to label, a picture book to read. Alternatively, ask fast finishers to help other children with their work.

 **Not everything that counts can be counted and not everything that can be counted counts.**

Albert Einstein

Activity Bank

Flashcard Games

Funny voices

Show picture cards and say the words in a funny voice for the children to repeat. For example, a monster's voice, a squeaky voice, a whisper, a deep opera singer's voice, etc.

Look and point

Put word cards around the classroom. Hold up a picture card, ask the children to look for the matching word card and point to it as quickly as they can. Try holding up two cards.

Mime games

Hold a flashcard over a volunteer's head so that the class can see it, but the child cannot. The children mime the word for the volunteer to guess.

Alternatively, show the card just to the volunteer who then mimes it for the rest of the class.

Pelmanism on the board

Put picture cards face down on one side of the board and word cards on the other. Divide the class into two teams. A member from Team A turns over a picture card and a word card and says the words. If the cards match, they keep them and the team gets a point. If the cards do not match, the child puts them back as before.

Quick flash

Show the children a picture card very quickly and then turn it over straight away. The class say what they think it is.

Read my lips!

Put the flashcards on the board and silently mouth a word. The children try to read your lips. The first child to guess the word mouths the next word.

Repeating game

Put picture cards on the board, point to a card and say a word. If the word is correct, the children repeat it. If not, they keep silent. This can be extended to sentences: *These are pencils. It's a green snake.*

Slow show

Hold a picture card or word card behind a book and show it little by little. The class guess what the picture is before they see the whole.

What's missing?

Hold up word cards one by one, say each word for the children to repeat. Remove a card then stick the remaining ones on the board. Ask *What's missing?*



Posters

Beat the teacher!

Choose a word from the poster, write it on a piece of paper and keep it hidden. Give the class four chances to guess the word: *Is it the (cat)?* If they guess it, give them a point. If not, show them the paper and award yourself a point.

I-spy

Choose a word from the poster and say *I spy with my little eye, something beginning with (T).* The children try to guess: *Is it a table?* The first child to guess correctly has the next turn. Alternatively use colours; *I spy with my little eye, something... (green).*

Jump the line

Play in an open space. Draw a line with chalk on the floor and write *yes* on one side and *no* on the other. Display the poster and make a sentence about it: *The girl is running.* If the sentence is correct, the children run to the *Yes* side. If not, they run to the *No* side.

Which poster?

Put several posters around the classroom. Say a word and ask the children to walk to or point to the poster with that word.

Whispers

Children stand in a line. Whisper a word from the poster to the first child. They then whisper it to the second child and so on. The last child goes to the poster and points to the word they heard.

How many can you see?

Display the poster at the front of the class and ask the children to work in pairs. Ask *How many (red) things can you see?* Invite the children to look and find red things with their partners. After about 30 seconds, ask pairs to say the words they've found.

Activity Bank

Story Cards

Having a firm grasp of the sequence of events is essential to our understanding of a story. Story cards are a really useful tool for helping the children to develop this understanding.

Get in line

Working in groups, give each group member a story card and get them to walk around the class, this can be done to music. When you stop the music or shout *stop* the group members get into a line so that the story cards are in the right order.

Run and touch

Place the story cards around the room. Describe something on one of the story cards or say a line of dialogue for that card. When you say *GO!* the children run and touch the card you were referring to.

Something's missing!

Arrange the story cards on the board and ask a volunteer to leave the room. Remove one of the cards and reorganise the remaining ones. Invite the volunteer back in and time them to see how long it takes to say which card is missing.



The right order

Ask children to arrange the story cards on the board in the correct order. You can turn this into a team game or make it a race against the clock to make it more fun.

Which card?

Display the story cards and begin to describe one of them. The children put their hands up if they know which story card you are describing.

Narratives

Act Out!

Once the children are familiar with the story, divide the class into groups making sure everyone has a part. You can also increase the fun factor by giving some children the role of providing sound effects. Get the groups to practise the 'miniplay' and then perform for the rest of the class.



Help me remember

Re-tell the story but pretend that you can't remember particular events or lines from the story and get them to help you.

Making mistakes

Check your children's memory of the story by reading it out with deliberate mistakes. You can get them to call out when they hear a mistake or try and count the number of mistakes they hear in the story.

Story quiz

Write a series of questions based on the story then divide the class into teams. Players take turns to answer questions about the story, winning points for their team with correct answers.

Who said that?

Write the names of the characters on the board. Divide the class into two teams. Read out a line from a speech bubble or caption. Children race to the board and the first player to touch the correct character name wins the point.



Activity Bank

Songs and Chants

Actions

Combining language production with movement is a powerful way to fix the language. It also makes the experience more enjoyable and gives children who are not confident with singing a chance to join in the activity. For songs that don't have obvious accompanying actions, get the children to invent them.

Answer back


Divide the class in half. Get each half of the class to sing alternate lines. This can also work with more than two groups, if your children are confident singers.

Clap the rhythm

Read out a line from the song. Then read it again but this time clap with each syllable. Encourage the children to join in. Then clap the rhythm without saying the words. Children can clap lines without singing and have others guess the line. Alternatively, divide the class into two groups where one group sings as the others clap the rhythm.

Correct the mistakes

Write the song words on the board but include some mistakes, substituting, adding or removing certain words. Play the track, the children call out *stop!* if they see a mistake and say what the correct word is.

 **Where words fail,
music speaks.**

Hans Christian Anderson

Dance routines

Songs that don't immediately lend themselves to actions may still be good to dance to. Divide the class into groups and get them to invent a dance routine to accompany a song.

Draw the song

Once the children have been through the song, get them to draw it.

Echoes

Read out or sing lines of the song and get the children to repeat back to you. This activity can be made quite sophisticated by insisting that they mimic accent and intonation.

Extra verses

A great number of songs can be extended by adding new verses. This can be done in many cases by substituting key vocabulary items in the song.

Funny voices

Read or sing lines using funny voices and get the children to mimic you. You can also sing lines as if you were a story character or a famous person.



Humbug

Once the children are familiar with a song, try humming lines from the song to the class and choose volunteers to say or sing the words that go with that line. This activity could still work with chants as even spoken words have melodic intonation; you just have to exaggerate it!

Make a recording

This gives singing a clear purpose and encourages children to make a real effort. Comparing recordings made at different times will also give them the chance to hear directly how they can improve with practice.

Musical statues

This is a good activity for the children to get to know songs at a passive level. The children walk around or dance on the spot while you play the song. Stop the track at random points and the children freeze like statues. If anyone moves, they are out of the game.

Transitions

Use song tracks to time events in the class, for example, when the children are tidying up at the end of class. They should have finished the activity or be in place by the time the track ends.

What comes next?

Once children are familiar with a song, play the track, stop at key points and ask them to tell you the word or line that comes next.

Activity Bank

Vocabulary Games

Air writing

When children are familiar with the alphabet use your finger to write a word in the air. The children call out each letter and then say which word the letters spell.



Can you remember?

Say *I like apples* and ask a child to repeat the sentence and add another word, *I like apples and cherries*. Then the next child repeats the sentence and adds another word and so on.

Change places

Sit the children in a circle of chairs. Say *Change places if you're wearing (blue)*. Alternatively you can say: *Change places if you've got a (cat)*, *Change places if you like (ice cream)*.

Find the cards

Before class, draw simple pictures on cards and hide them around the classroom or playground. Divide the class into teams. Give them two minutes to find the cards. Award a point for each card found and a second point if they can say the word.

Noughts and crosses

Draw a three by three grid on the board. Divide the class into two teams and assign noughts to Team A and crosses to Team B. Ask Team A a question, if they answer correctly they draw a nought in a square. Then Team B has a turn. The winner is the first team to draw three noughts or crosses in a row.

Stand on it

Write colour words on pieces of paper and place them on the floor in an open space. Divide the class into teams and invite a volunteer from each team out. Ask a question: *What colour is a frog?* The volunteers run and stand on the answer, the first one wins a point. You can also play with numbers: *How many legs has a chicken got?*

Word tennis

Divide the class into two teams. Choose a category (transport) and ask Team A to say a transport word. Team B then have five seconds to say a different word, then Team A have five seconds to say another word and so on. If they cannot think of a word in five seconds or if they repeat a word, then the other team win the point.

Grammar Games

Four corners

Take four cards and write *like*, *love*, *don't like*, *hate*. Stick each card in one of the corners of the room. Ask: *Do you like (spiders)?* The children go to the corresponding corner.

Each corner then chants:

We (hate) spiders

Yes we do!

We (hate) spiders

How about you?

Have you got it?

Put some picture cards on the board and ask the class to remember the words. Then ask a volunteer to stand outside the classroom while a second volunteer takes a card and puts it in their bag. The child comes back in and says which picture is missing. They then have three chances to guess who has the object, by asking *Have you got the (pencil)?*

Throw the ball

The class stands in a circle. Throw a ball to a child and ask: *Can you ride a bike?* The child answers *Yes, I can* / *No, I can't* and then takes a turn to throw the ball and ask another question. This game can be played with *Do you like...?* or *Have you got...?* questions.

Where's the ... ?

Ask a volunteer to stand outside the classroom for a moment. Hide an object or picture card in the classroom. Invite the volunteer back to look for it. Encourage the class to chant *Where's the (sharpener)?* quietly when the volunteer is far away from the sharpener and loudly when close.



Go Digital! Bank

Every class is unique and has its own needs.

The **Teacher's i-book** offers the possibility of saving all your teaching sessions. This allows you to customise your **Teacher's i-book** for each of your classes, session by session if needed, in order to meet every class' needs individually. To learn more about how to register and manage your teaching sessions, open **READ ME BEFORE YOU START** on your **Teacher's i-book**.

Apart from all the course teaching and learning materials, the **Teacher's i-book** includes the following key features for you to make the most of your digital teaching:

Vocabulary Game Generator

This tool allows you to create your own IWB games at any time. Use the **Vocabulary Game Generator** to introduce the key vocabulary at the start of a lesson, to review the key vocabulary at any time in the unit or as a quick class filler. The games are also ideal as wrap-up activities.

How to create a game

Access the **Vocabulary Game Generator** from the main books' bottom menu.



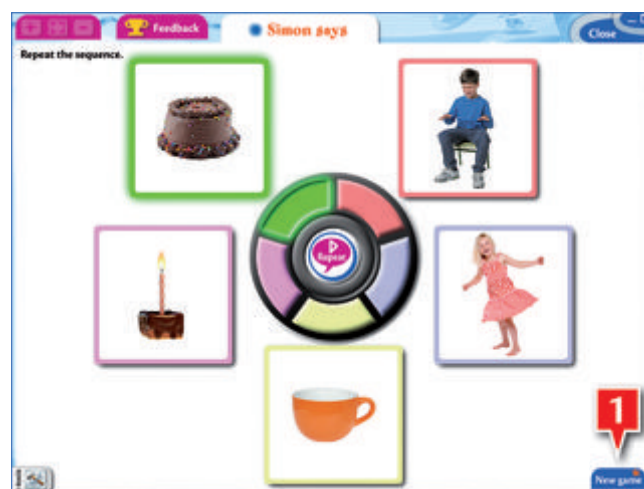
The **Vocabulary Game Generator** includes six different types of games. Follow these simple instructions to create your games:



- 1 Select the type of game you want to use.
- 2 Choose the number of items to include in the game.
- 3 Click on NEXT STEP.



- 1 Select the pictures for your game. You can choose pictures from different units to be included in the same game. This is ideal for term reviews or an end-of-year review.
- 2 Touch the arrow to add them to the game.
- 3 This indicates the minimum number of items needed to create a game. Add more than the minimum to make the game more varied and challenging for the children.
- 4 The pictures for the game appear in this area.
- 5 If you need to delete a picture from your game, select it and click on .
- 6 Touch GO to start playing!



- 1 Touch NEW GAME to change the pictures in your game.

> Types of games

✱ Match it!



The children match the pictures with the words. This game includes the interactive answer key. Use the feedback button for validating individual answers.

✱ Drag it!



The children drag words to the correct pictures. This game includes the interactive answer key. Use the feedback button for validating individual answers.

Grammar practice: Once the activity is completed, use the **Richmond i-tools** and the blank space provided on the screen to write full sentences containing the key words.

✱ Memory



The children take a few seconds to memorise the position of words and pictures on the screen. Once the interactive cards turn, the children say the numbers to find the pairs.

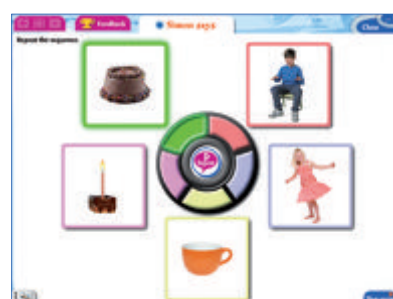
Choose two class representatives to do the activity on the IWB. They take turns to find the pairs. Alternatively, this can be set as a competition between two teams. Open the **Richmond i-tools** and set the timer. Give each team two or three minutes to do as much as possible when it's their turn at the IWB. Teammates can help each other.

✱ What's missing?




The children look at the sequence of pictures, read the words and drag the correct word to complete the sequence. This type of game also promotes the development of the children's competence in Maths.

✱ Simon says

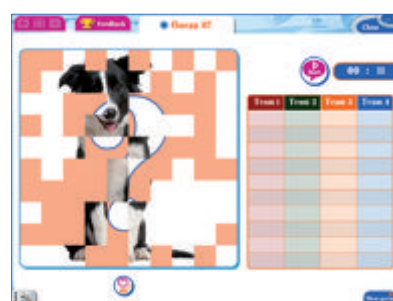


Touch  to start the game. The children look and memorise the sequence as the pictures are highlighted. They touch the pictures to repeat the sequence


Touch  to watch the sequence again. The number of pictures in the sequence increases as they play.


Choose a child to play on the IWB. The rest of the class help their classmate by repeating the sequence after they've seen it. Use the **Richmond i-tools** to write the words for the pictures on the screen if needed.


✱ Guess it!



Choose at least four pictures to create the game. Divide the class in four teams. The teams take turns to play. A hidden picture appears on the screen.

Touch  to start the game. As the

timer runs on, the picture is revealed. The children from Team 1 say *Stop!* when they know the answer. Stop the timer. If the answer is correct, give two points to the team and use the **Richmond i-tools** to write their score and the time record on the chart provided. If the answer is wrong, Team 2 has a go. Touch  again. Give a point to Team 2 if they answer correctly.

Spelling practice: Once they have guessed the word, ask a team member to spell it. Another member uses the **Richmond i-tools** to write the spelling on the IWB. Touch  to validate. Give an extra point for correct spelling.

Richmond i-tools

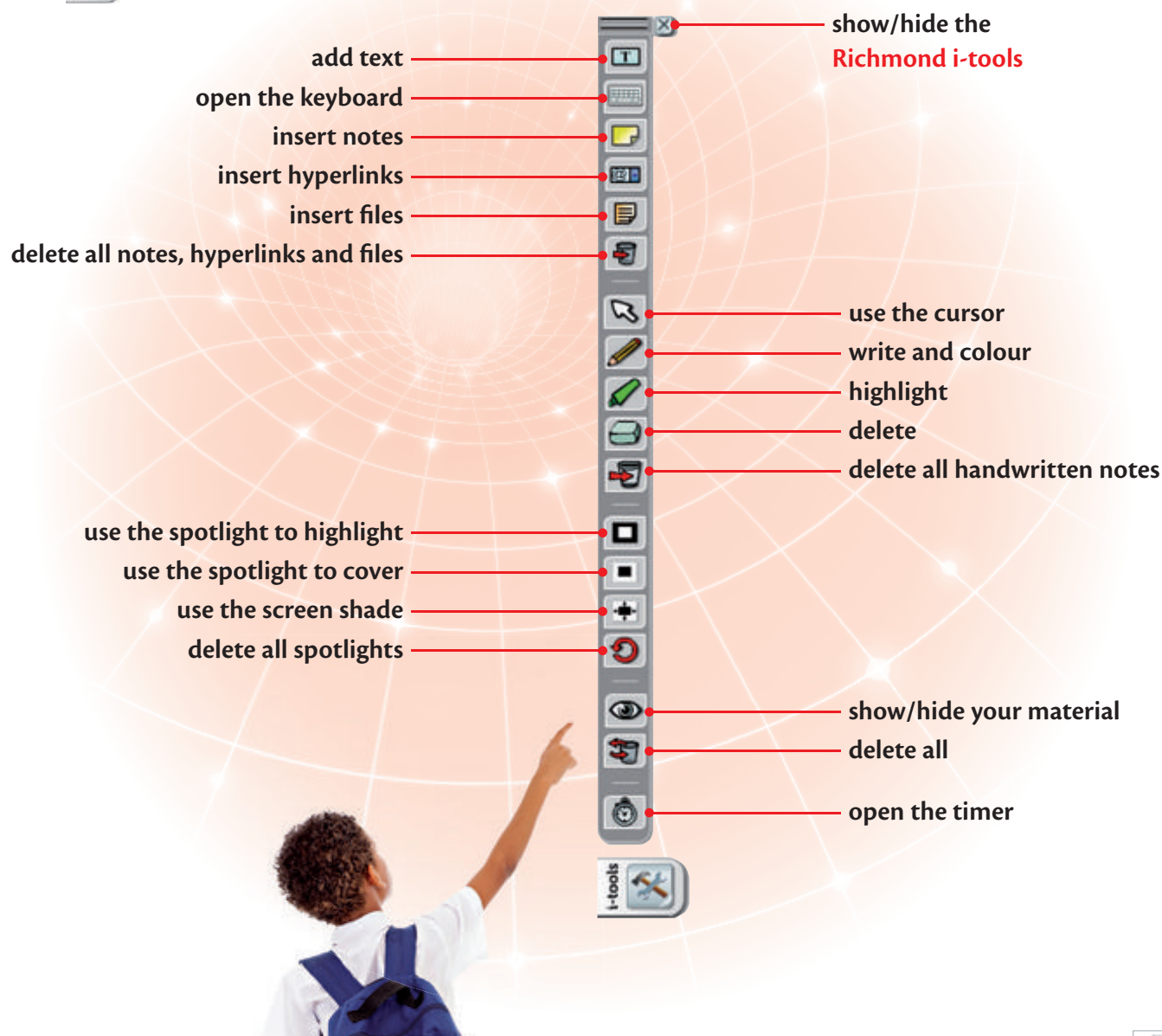
This feature allows you to take the **Teacher's i-book** and make it yours by **inserting notes, hyperlinks** and **external files**. It is also possible to **write** or **paint** on the i-book and in the zoom windows.

By using the **Richmond i-tools** you can easily add your own material for the classroom, or stress the important points of a unit or activity.

The **Richmond i-tools** allows for two levels of personalisation:

- On the main pages of the i-book by adding reminders, general points or materials for the class.
- On the zoom windows by including materials or explanations to enrich a particular section.

Touch  on the bottom left-hand corner to:



My notes


This feature allows you to access blank pages on the **Teacher's i-book**. Use **My notes** and the **Richmond i-tools** to add any content you consider relevant for your classes and keep it for future sessions. This content can be in the


form of presentations, notes, expanded explanations, etc. You can print everything you add or present in **My notes**. The access to **My notes** is located at the top of every double page of the **Teacher's i-book**.


Student's Book Game


End of unit game


Children play in groups. They throw a die and move a counter. The teacher asks them a question. Each coloured circle corresponds to a different type of question.


 = Lexical set 1

 = Lexical set 2

 = Ask a question about the story.

 = Elicit a word beginning with the lesson sounds.

 = Throw again!





 = Sing the unit song!

Go Digital! 





End of unit interactive game







Unit 3

-  **Parts of the body**
Name a part of your body.
-  **Body movements**
(Clap) your (hands).
-  Who is missing?
Where do they look for Sparkle?
What colour is that?
How many ... can you see?
Who's this?
-  Say a word beginning with **l / r**





Unit 4

-  **Buildings in a town**
Name a town building.
-  **Instructions for crossing the road**
Say something you do when you cross the road.
-  What is in the box?
What is Puff's shop?
What colour is that?
How many ... can you see?
Who's this?
-  Say a word beginning with **t / n**





Unit 5

-  **Rooms in the house**
Name a room in your house.
-  **Furniture in the house**
Name something you can see in the (kitchen).
-  Where is Sparkle's teddy bear?
Is the playroom tidy or a mess?
What colour is that?
How many ... can you see?
Who's this?
What colour is his/her (hair)?
-  Say a word beginning with **c / s**





Unit 6

-  **Clothes**
Name something you wear (at school).
-  **Shapes**
Name a shape you can see in (the book / the class).
-  What colour is Grumps' new coat?
What two things does Holly add to Grumps' coat?
What colour is that?
How many ... can you see?
Who's this?
What is he/she wearing?
-  Say a word beginning with **d / p**





Unit 7

-  **Seasons**
Name the season when it (is snowing).
-  **The weather**
What is the weather like in (winter)?
-  What is the weather like outside?
What do the children dig?
What colour is that?
How many ... can you see?
Is it hot or cold?
Who's this? What is this?
-  Say a word beginning with **r / w**





Unit 8

-  **Animals**
Name a pet.
-  **Wild animals**
Name a wild animal.
-  What is Sparkle's pet?
Describe the caterpillar.
Who's this? What animal is that?
-  Say a word beginning with **f / m**

Unit 1

-  **Party food**
Name something you can eat at a party.
-  **Party things**
Name something you can see at a party.
-  Who has a birthday?
What is Grumps' present?
What colour is that?
How many ... can you see?
Who's this?
-  Say a word beginning with **h / c**

Unit 2

-  **Family members**
Name a person in a family.
-  **Hair and eye colour**
Say your hair/eye colour.
-  What hair colour does Beauty think is fantastic?
Who changes Beauty's hair?
What colour is that?
How many ... can you see?
Who's this?
-  Say a word beginning with **b / g**

Welcome! Overview

Vocabulary

Classroom words: book, chair, door, pencil, school bag

Structures

Imperatives
Stand up! Sit down! Listen! Close the (door)!
Open the (book)! Be quiet!

Recycled Language

Greetings: hello

Language Objective

To learn greetings and introductions.

Skills Objectives

Listening: To understand a song and join in.
To understand simple classroom commands.

Reading: To recognise the names of the *Wonder characters*.

Writing: To match classroom objects with the *Wonder characters*.

Speaking: To greet each other and introduce themselves. To join in with a song. To give simple classroom instructions and identify possessions using the structures introduced in the unit.

Assessment Criteria

- Children can greet each other and introduce themselves.
- Children can name classroom objects.
- Children can follow and reproduce orders given in the classroom.


Optional Resources

Teacher's Resource Book Photocopies:


- **Evaluation:** pages 91 - 92, Diagnostic Test

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- **Lesson 1:** activity 1
- **Lesson 3:** activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- **Lesson 3**

 Audiovisual material:

- **Lesson 1:** Animated characters presentation

Use the **Interactive Routines Poster** at the beginning of each lesson.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop listening, reading and speaking skills related to classroom language and greetings.



Competence in Maths, Science and Technology:

Children become familiar with sequence of events in songs and stories.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competences:

Children develop knowledge of social conventions to introduce oneself and to greet people.



Cultural Awareness and Expression:

Children use music as a way to communicate, to learn and to have fun.



Learning to Learn:

Children develop logic and prediction skills and become familiar with self checking.



Sense of Initiative and Entrepreneurship:

Children learn functional language to promote autonomy in the classroom.

Welcome!

1



1.1

Listen and point. Then, listen and join in. 🎵

1



2



1.2

Add a name and sing. 🎵

4

Greetings | I'm (Puff).



Children become familiar with language used to introduce and greet people.



Children develop their communicative skills singing a song about greeting people and adding new names.



Children use music as a way of expression and fun in the English class.

Key competences continuous assessment

Check if children:

- 1 Recognize and understand simple sentences to introduce and greet people.
- 2 Communicate with others singing a song and adding new names.
- 3 Participate with the song and get enjoyment from it.



1



1.3

Match the pictures. Then, listen and check.



Identifying possessions

Classroom items

This is my (pencil).

5



Children reinforce their knowledge of the language and the social conventions to introduce oneself.



Children develop their observation capacities and learn to listen to check their answers.

Key competences continuous assessment

Check if children:

- 1 Identify and repeat the language and social conventions to introduce oneself.
- 2 Find their answers in the story and then check with the help of the audio track.

Welcome! Lesson 1

Language Objectives

To introduce the names of the *Wonder* characters: *Claude, Holly, Beauty, Puff, Grumps, Sparkle*

To introduce the structures: *Hello. I'm (Holly).*


Materials



- Teacher's i-book
- CD 1


Lead-in

Welcome the children to the class. Say: *Hello! I'm (Mister Brown).*
What's your name? The children introduce themselves.

  Watch the characters presentation with the children.

1  **1.1 Listen and point. Then, listen and join in.** Point to and greet the characters. Encourage the children to copy: *Hello (Puff)!*
When the song is playing the children point out the characters as they are mentioned.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.

2  **1.2 Add a name and sing.** Indicate different children to stand up. The child standing up has their name added to the song: *Welcome (Pedro) to Wonderworld.*

Fast Finishers

The children draw and decorate WELCOME posters. They will need help with the writing at this stage.


Wrap-up

The children point to and greet classmates.

Activity Book

Welcome!, page 2, Lesson 1. See page 32 for answer key.

Transcripts

 **1.1 Listen and point. Then, listen and join in: Welcome to Wonderworld!**


Wonder, wonder, Wonderworld,
Welcome to Wonderworld.
Sing and play in Wonderworld,
Wonderworld, Wonderworld
Sing and play in Wonderworld,
Wonder, wonder, Wonderworld.
Good morning, world!
Wonder, wonder, Wonderworld.
Welcome, Holly, to Wonderworld.
Holly: Hello, Claude!
Claude: Hello, Holly!
Wonder, wonder, Wonderworld.
Welcome, Claude, to Wonderworld.

Holly: Let's play!
Beauty: I'm Beauty!
Wonder, wonder, Wonderworld.
Welcome, Beauty, to Wonderworld.

Puff: I'm Puff!
Wonder, wonder, Wonderworld.
Welcome, Puff, to Wonderworld.

Beauty: Good morning.
Claude: What's your name?
Grumps: Grr I'm Grumps.
Wonder, wonder, Wonderworld.
Welcome, Grumps, to Wonderworld.
Grumps: Oh, quiet!
Puff: What's that?
Holly: Let's see!

Claude: What's your name?
Sparkle: I'm Sparkle.
Wonder, wonder, Wonderworld.
Welcome, Sparkle, to Wonderworld.
Wonder, wonder, Wonderworld.
Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld.
Let's play in Wonderworld.

 **1.2 Add a name and sing: Welcome to Wonderworld!**

Wonder, wonder, Wonderworld.
Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld.
Welcome, ... , to Wonderworld.

Initial Evaluation

Play the song again and pause after each character is introduced. Ask individual children to point to the character in the book. Then, ask other children to introduce themselves.

Welcome! Lesson 2

Language Objectives

To introduce words for classroom objects: *book, chair, pencil, school bag*

To introduce the structure: *This is my (book).*

Materials

- Teacher's i-book
- **Optional realia:** pencil, book, school bag, chair.
- CD 1

Lead-in

Remind the children of the characters introduced in Lesson 1, say: *Point to (Holly)!* Then, play the song encouraging the children to join in and greet the characters.

1 1.3 Match the pictures. Then, listen and check.

Introduce the word for *pencil* using a real pencil and say: *This is my pencil.* Do the same with *chair, school bag* and *book*. The children repeat with their belongings. Then, ask the children to point to the items in the pictures from the story. The children draw a line from the character to their belongings and finally they listen to the audio and check.

Fast Finishers

The children draw pictures of themselves surrounded by their belongings. Then, they explain their pictures using the structures from the unit: *This is my (pencil).*

Wrap-up

The children take it in turns to stand up and say: *Hello! I'm (Mary)!*
This is my (school bag).

Transcript



1.3 Match the pictures. Then, listen and check.

Sparkle: I'm Sparkle! This is my pencil.

Grumps: I'm Grumps! This is my chair.

Holly: I'm Holly! This is my school bag.

Claude: I'm Claude! This is my book.

Continuous Assessment

Check if the children can:

Name the classroom objects introduced in the lesson.

Say which are their belongings using the structure introduced in the lesson.

Activity Book

Welcome!, page 3, Lesson 2. See page 32 for answer key.

1



1.4

Listen and do the actions. 🎵



2



1.5

Listen and sing. Then, play a game. 🎵

Listen!



6



More practice

Following instructions

Classroom language

Stand up!



Children discover some functional language that will help them become autonomous in the classroom.



Children practice the functional language to play a game with their classmates.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Understand and give a physical response to the actions.
- 2 Give instructions to their classmates or respond physically.
- 3 Make proper use of the digital resources to practice the vocabulary and structures.

Language Objectives

To introduce classroom imperatives: *Close (the door)! Open (the door)! Sit down! Stand up! Be quiet! Listen!*


To introduce the structure: *This is my (book).*



Materials


- Teacher's i-book
- CD 1

Lead-in

Pre-teach the classroom imperatives by saying the instructions and using mime to help. Repeat lots of times until all the children are familiar with them.

1  **1.4 Listen and do the actions.** Play the song and the children point to the relevant pictures. Play the song again and the whole class joins in with the actions and with the words.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words and doing the actions as they see them on the screen. Stop the audio if necessary.

2  **1.5 Listen and sing. Then, play a game.** The children sing along with the song. Then, they get into groups and one child is the teacher and gives orders. If a child does the wrong action he or she is out.

Fast Finishers

The children make LISTEN and BE QUIET posters to decorate the classroom.

Wrap-up

All the children stand up. Give an instruction and let the children mime or do the action. Start to say them a little faster and then faster still and in random order.



The children listen and choose the correct picture.

Transcripts



1.4 Listen and do the actions: Stand up in Wonderworld.

Wonder, wonder, Wonderworld. Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld. Stand up in Wonderworld.

Wonder, wonder, Wonderworld. Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld. Close the door in Wonderworld.

Wonder, wonder, Wonderworld. Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld. Sit down in Wonderworld.

Wonder, wonder, Wonderworld. Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld. Open the book in Wonderworld.

Wonder, wonder, Wonderworld. Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld. Listen in Wonderworld.

Wonder, wonder, Wonderworld. Wonderworld, Wonderworld.
Wonder, wonder, Wonderworld. Shh! Be quiet in Wonderworld.



1.5 Listen and sing. Then, play a game.

Same text as Track 1.4.

Continuous Assessment

Check if the children can:
Understand and respond to the imperatives.
Say the imperatives.

Activity Book

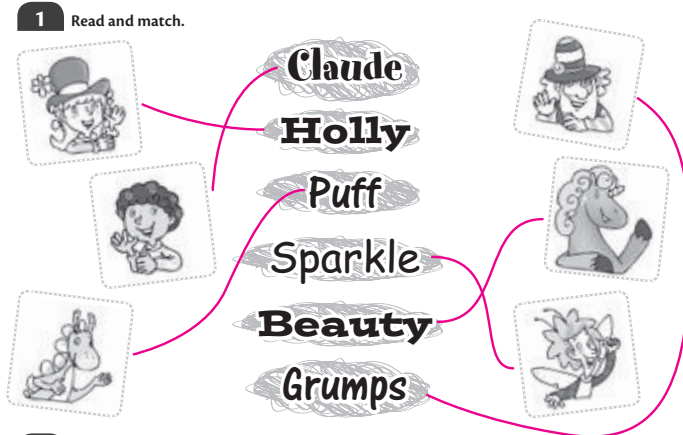
Welcome!, page 4, Lesson 3. See page 33 for answer key.

Welcome! Lesson 1 · 2

Welcome! Lesson 1


Welcome!

1 Read and match.



The matching exercise consists of a central column of names and two columns of illustrations. The names are: Claude, Holly, Puff, Sparkle, Beauty, and Grumps. The illustrations are: a girl with a top hat, a boy with curly hair, a giraffe, a boy with a hat, a boy with a ponytail, and a boy with a flower in his hair. Lines connect the names to the illustrations: Claude to the boy with a hat, Holly to the boy with a ponytail, Puff to the giraffe, Sparkle to the boy with a flower, Beauty to the boy with curly hair, and Grumps to the girl with a top hat.

2 Draw your face. Then write. *Child's own drawing and answer*

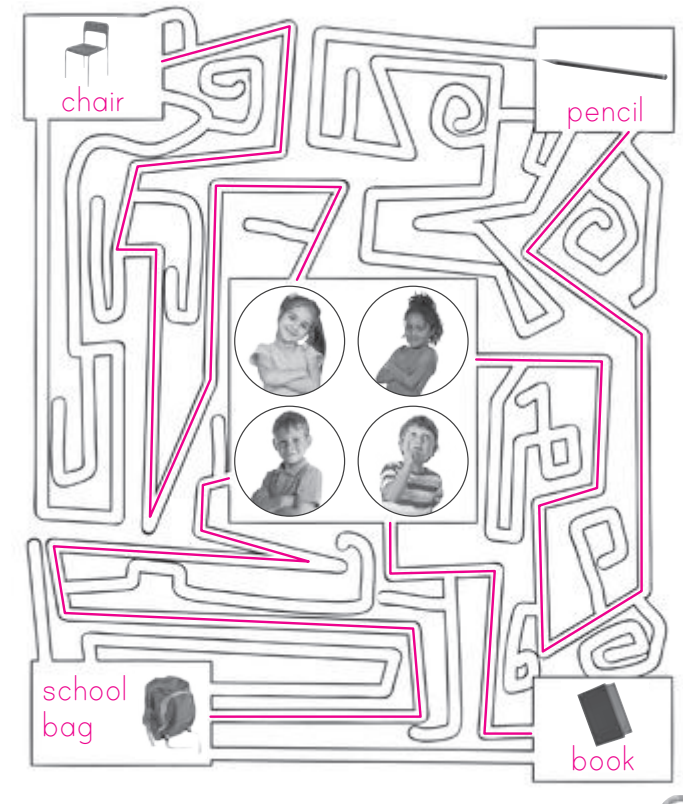


A large rectangular box for drawing a face. To the right of the box is a speech bubble containing the text "Hello! I'm" followed by two blank lines for writing.

2

Welcome! Lesson 2

1 Help the children find the things.



A maze activity with four starting points and four ending points. The starting points are labeled: "chair", "pencil", "school bag", and "book". The ending points are labeled: "chair", "pencil", "school bag", and "book". The maze is a complex network of paths. A pink line traces a path from the "chair" starting point to the "chair" ending point, from the "pencil" starting point to the "pencil" ending point, from the "school bag" starting point to the "school bag" ending point, and from the "book" starting point to the "book" ending point. In the center of the maze are four circular photos of children.

3

Welcome! Lesson 3

Welcome! Lesson 3

1 Match the words with the pictures.

Stand up!

Sit down!

Close the door!



Listen!

Be quiet!

Open the book!

4

Unit 1 Overview

Vocabulary

Party words: balloon, candles, card, cup, party hat, plate, presents, spoon, teapot

Party food: biscuits, cake, crisps, jelly, juice, sandwich

Numbers: 1-10

Colours: blue, green, pink, red, yellow

Structures

What's this?

Imperatives

How many balloons can you see?

Adjective-noun word order: Three red balloons.

Here's, thank you, thanks, I can see a ...

Ready! Steady! Go!

It's my turn, you're out, I'm the winner.

Happy birthday!

Recycled Language

Greetings

Cultural Strand

Language Objectives:

- To learn the names of traditional party food in the UK.
- To describe a scene using *I can see*.
- To learn a traditional party game from the UK.

Creative Strand

CLIL Objective:

To make an invitation.

Language Objectives:

- To learn about simple paper craft.
- To practise adjective-noun word order.
- To use functional language to give and receive an invitation.

Functional Strand

Language Objective:

- To learn the language used in a party game.

Parties

Knowledge Strand

CLIL Objective:

To understand number sets.

Language Objectives:

- To learn number names to 10.
- To learn colours.
- To learn adjective-noun word order.

Literacy Strand

CLIL Objective:

To sequence events in a story.

Language Objectives:

- To recognise initial sounds *h* and *c*.
- To hear language used for a party.

Skills Objectives

Listening: To understand simple oral messages about parties. To understand and enjoy a story and a song. To recognise two different sounds.

Reading: To begin to recognise words related to parties. To recognise colour words.

Writing: To trace words related to parties and colours.

Speaking: To say words related to parties. To participate with the join-in chants. To describe objects by their colour and number. To offer and receive an invitation. To use English in a party game. To describe what they can see using the unit vocabulary.

Assessment Criteria

- Children can understand oral and written messages about party items, numbers and colours.
- Children can produce simple oral and written messages about birthday parties and food with support, using the structures and vocabulary in the unit.
- Children can recognise and differentiate the initial sounds *h* and *c*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 39, Writing
- Lesson 2: page 29, Reading
- Lesson 3: page 61, Speaking
- Lesson 4: page 71, Phonics
- Lesson 6: page 49, Listening
- Lesson 7: pages 7 - 8, Language
- Evaluation: pages 93 - 94 or 95 - 96, Unit 1 test


Extras/Realia

- Lesson 1: spoon, plate, balloon, party hat, cup, teapot
- Lesson 2: balloons


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **i-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activities 1 - 2
- Lesson 2: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: My Birthday party

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop listening speaking, reading, writing and some word order rules within the context of a party.



Competence in Maths, Science and Technology:

Children reinforce numeracy skills with numbers to 10.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competences:

Children become familiar with cooperation in the context of a surprise party.



Cultural Awareness and Expression:

Children become familiar with a typical British game: musical chairs. They develop creativity to make an invitation card.



Learning to Learn:

Children get familiar with a way to organise knowledge and make a plan: the spider web.



Sense of Initiative and Entrepreneurship:

Children plan a birthday party.

Parties

1



LC



teapot



cup



plate



spoon



balloon



party
hat

2



LC



More practice

5



Children work together on the IWB and do further practice individually.

Check if children:

- 1 Understand the meaning of vocabulary related to birthday parties and match the pictures.
- 2 Listen to the song and join in.
- 3 Use the computer as a resource to learn new words.

CLIL Objective

To promote cooperation.

Language Objectives

To introduce party vocabulary: *balloon, card, cup, party hat, plate, spoon, teapot*

To introduce the structures: *Get the ... Here's the (teapot). Thank you!*

To use functional language: *Thank you, Get ready for the party. Ready! Steady! Go!*


Materials


- Teacher's i-book
- CD 1
- Poster for Unit 1
- **Optional realia:** plate, spoon, party hat, teapot, cup, balloon.


Lead-in



Ask the children if they remember the names of the characters: Holly, Claude, Sparkle, Puff, Beauty, Grumps.


Use real objects or **flashcards** to introduce the vocabulary.



 **1.6** Display the **poster** and discuss what they can see. Play the audio and touch the key vocabulary as it is mentioned.

 Use the **i-flashcards** to introduce the vocabulary. Open the **i-poster** and discuss what they can see. Play the audio and drag the pictures to the correct place as you listen. Repeat the procedure with your own instructions: *Now Sparkle, get the balloon!*

1  **1.7** **Look, listen and match the pictures.** Play the audio and ask the children to match the pictures. Encourage them to repeat the key vocabulary. Alternatively, the children colour the objects in the main pictures the same as the pictures at the side.

 Touch  to open the activity. The children read the words and drag them to the correct place.

2  **1.8** **Listen and join in.** The children join in with the chant. Act out the scene.

 Touch  to open the activity. Play the complete chant to demonstrate the activity. Then, play the activity chant. The children listen and join in the chant saying the missing words as they see them (key vocabulary and characters).

Fast Finishers


The children trace the words with their fingers.

Wrap-up

Put the real objects or **flashcards** on a table. Invite children to come and select them by saying: *(Susana) get the spoon, spoon, spoon. Ready! Steady! Go!*

 **Memory game.** The children take turns to match the words with the pictures.

Transcripts

 **1.6** **Poster, Unit 1. It's party time!**

Join-in chant: Get ready for the party. Ready for the party. Ready! Steady! Go!

Children: Sparkle, get the teapot, teapot, teapot. Ready! Steady! Go!


Children: Claude, get the cup, cup, cup. Ready! Steady! Go!

Children: Beauty, get the plate, plate, plate. Ready! Steady! Go!

Children: Grumps, get the spoon, spoon, spoon. Ready! Steady! Go!

Children: Holly, get the party hat, party hat, party hat. Ready! Steady! Go!

Children: Puff, get the balloon, balloon, balloon. Ready! Steady! Go!

 **1.7** **Look, listen and match the pictures:**

Let's get ready for the party!

Claude: Let's get ready for the party!

Holly: Good idea!

Join-in chant: Get ready for the party. Ready for the party. Ready! Steady! Go!

Sparkle: Here's the teapot, teapot, teapot.

Others: Thank you, Sparkle. Sparkle, thank you!

Claude: Here are the cups, cups, cups.

Others: Thank you, Claude. Claude, thank you!

Beauty: Here are the plates, plates, plates.

Others: Thank you, Beauty. Beauty, thank you!

Grumps: Here are the spoons, spoons, spoons.


Others: Thank you, Grumps. Grumps, thank you!

Holly: Here are the party hats, party hats, party hats.

Others: Thank you, Holly. Holly, thank you!

Puff: Here are the balloons, balloons, balloons.

Others: Thank you, Puff. Puff, thank you!


 **1.8** **Listen and join in.**

Same text as track 1.7.

Optional Resources

Teacher's Resource Book page 39, Writing.

Initial Evaluation

 **1.6** Display the **poster** and play the audio. Pause after each item is named. Ask individual children to point to the corresponding object on the poster (or drag the object to the correct place on the **i-poster**). Ask the rest of the class if they agree or disagree.

Activity Book

Unit 1, page 5, Lesson 1. See page 52 for answer key.



1



1.9

Listen and cross out the balloons. 🎵



2

Make picture sentences.

3



red



Child's own answers



yellow



pink



green



8



More practice

Counting to 10 | Colours | (Four) (yellow) balloons.



Children revise the names of colours in English and become familiar with adjective-noun word order.



Children develop their numeracy capacities to relate graphic representation and quantity by practising the numbers in English.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Remember the name of colours in English and are familiar with adjective-noun word order.
- 2 Show understanding of quantity and graphic representation and recognise numbers in English.
- 3 Use the computer to practise numbers and colours.

CLIL Objective

To understand number sets.

Language Objectives

To introduce the number names: 1 to 10.

To introduce the colours: *blue, green, pink, red, yellow*

To introduce adjective-noun word order: *(Three) (red) balloons.*


To introduce the structures: *Count the balloons.*
How many balloons can you see?


Materials



- Teacher's i-book
- **Optional realia:** balloons.
- CD 1

Lead-in

Show a real balloon or draw one and ask if they remember what it is. Use real objects or **flashcards** (print or **interactive**) to introduce the vocabulary. Show a red, yellow, green, blue and a pink balloon or crayon and teach the colours if not already known. Practise counting to ten.

 Open the **lead-in** activity. Count the balloons, then change the colour and count by colour.

1  **1.9 Listen and cross out the balloons.** Count the balloons on the tree and then count by colour: *How many (red) balloons can you see?* Present the song. The children cross out the balloons as they are popped. If real balloons are available, show them and ask the children to say how many there are of each colour. Pretend to pop some and then count the balloons again.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they see them (numbers). Stop the audio to count the balloons if necessary.


2 Make picture sentences. Help the children read the colour words, then, they colour the paint marks. They choose a number from 1-10 for each box. They draw and colour the number of balloons for each sentence. Let them practise saying the picture sentences. Finally, they trace the colour words.

Fast Finishers


The children invent more picture sentences with colours and words they know.

Wrap-up

Take a bag with balloons or crayons. Spread the balloons or crayons on a table at the front of the class and count the sets. Ask children to join in the counting.

 **The children listen and choose the correct picture.** Use the **Richmond i-tools** for further practice. Ask the children to circle all the items that are the same colour on each screen and count them: *Nine red party hats!* Then, write the number on the **IWB**.

Transcript

 **1.9 Listen and cross out the balloons:**

How many big balloons can you see?

Boy: How many big balloons can you see?

How many big balloons can you see on the tree?

Girl: I can see one, two, three, four, five, six, seven, eight, nine, ten!

I can see ten big balloons on the tree!

Boy and girl: Oh, no! One yellow balloon!

Boy: How many big balloons can you see?

How many big balloons can you see on the tree?

Girl: I can see one, two, three, four, five, six, seven, eight, nine!

I can see nine big balloons on the tree!

Boy and girl: Oh, no! One red balloon!

Boy and girl: Oh, no! A blue balloon!

Boy: How many big balloons can you see?

How many big balloons can you see on the tree?

Girl: I can see one, two, three, four, five, six, seven!

I can see seven big balloons on the tree!

Boy and girl: Oh, no! One pink balloon!

Boy and girl: Oh, no! One green balloon!

Boy and girl: Oh, no! One yellow balloon!

Boy: How many big balloons can you see?

How many big balloons can you see on the tree?

Girl: I can see one, two, three, four!

I can see four big balloons on the tree!

Boy and girl: Oh, no! One yellow balloon!

Boy and girl: Oh, no! One blue balloon!

Boy: How many big balloons can you see?

How many balloons can you see on the tree?

Girl: I can see one, two!

I can see two big balloons on the tree!

Boy and girl: Oh, no! One red balloon!

Boy and girl: Oh, no! One blue balloon!

Ah! Now there are no more balloons on the tree.

Where are the balloons on the tree?

Anticipated Difficulties

Some children may be familiar with other colours.

Let them share this knowledge with the rest of the class.

Optional Resources

Teacher's Resource Book page 27, Reading.

Continuous Assessment

Check if the children can:

Say the number names from 1-10.

Name the five colours: *blue, green, pink, red, yellow.*

Use adjective + noun in the correct order.

Activity Book

Unit 1, page 6, Lesson 2. See page 52 for answer key.

LC



1



1.10

Listen and match.



a yellow party hat



a pink cake



Peter



Pippa



Danny



Rosie



a green present



a blue balloon

2

Make a party invitation.



Here's your invitation.

Thanks!
A yellow cake!

Giving an invitation | Party items, Colours | A (red) (party hat).

9



Children learn new words from the lexical field of birthday parties and reinforce their acquisition of adjective-noun word order.



Children develop their initiative choosing the pop-out to add to their invitation.



Children use different materials and their creativity to make an invitation.

Key competences continuous assessment

Check if children:

- 1 Understand new words from the lexical field of parties and are familiar with adjective- noun word order.
- 2 Choose the pop-outs to stick on their invitation.
- 3 Use the pop-outs and their creativity to make an invitation.

CLIL Objective

To make an invitation.

Language Objectives

To practise adjective-noun word order: *a pink cake*

To introduce more party vocabulary: *cake, invitation, present*


To use functional language to give and receive an invitation: *Here's your invitation. Thanks.*


Materials


- Teacher's i-book
- CD 1
- Pop-outs for Unit 1

Lead-in

Show a party invitation from the **pop-outs** and ask the children if they know what it is. Point to and name the different sections inside.

 Use the **i-flashcards** to introduce the new vocabulary. Open the **lead-in** activity. Drag the features to make a party invitation as you explain what they are: *date, place, party, from, to*. Review the vocabulary from previous lessons as you decorate your party invitation. Point to the pictures and ask the children to name them as you drag them to the invitation. Use the **Richmond i-tools** to complete the information.

1  **1.10 Listen and match.** Help the children read the names of the four children. Play the audio and the children match the invitation with the corresponding child with different coloured lines. They trace over the words. Check by asking: *What is on (Peter's) invitation? Or A (yellow party hat) is for ... ?*

2  **1.9 Make a party invitation.** Children use their **pop-outs** to make an invitation. Show them how to fold the alternating strips of card over each other to make a spring. They paste the picture to one end of the spring and then paste the other end of the spring to the card face. When they have finished, choose a child to practise the model dialogue with the teacher in front of the class. Then, ask children to get into pairs and act out the dialogue.


Fast Finishers

The children make an invitation from paper.

Wrap-up

The children can give out their invitations. Count the number of each chosen picture.

Transcript

 **1.10 Listen and match.**

Girl: Hello, Peter. Here's your invitation.

Peter: Thanks. Oh, look! A blue balloon.

Girl: Hello, Pippa. Here's your invitation.

Pippa: Thanks. Oh, look! A green present.

Girl: Hello, Danny. Here's your invitation.

Danny: Thanks. Oh, look! A pink cake.

Girl: Hello, Rosie. Here's your invitation.

Rosie: Thanks. Oh, look! A yellow party hat.

Anticipated Difficulties

Make sure each child receives an invitation and no one is left out.

Optional Resources

Teacher's Resource Book page 59, Speaking.

Continuous Assessment

Check if the children can:

Name the new items of vocabulary: *cake, invitation, present*.

Understand the colours and vocabulary in a listening activity.

Use *Here's* and *Thank you / Thanks* in different communicative situations.

Activity Book

Unit 1, page 7, Lesson 3. See page 53 for answer key.

SCC



1



1.11

Listen to the story.



2



3



4



LC



2



1.12

Listen and circle the pictures.



DC



10

More
phonics

Party items

Phonics: initial sounds **H**olly and **C**laude

Children become familiar with the value of cooperation to prepare a surprise birthday party.



Children become familiar with the pronunciation of two different sounds and start recognising them in some words from the unit.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

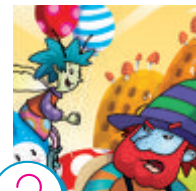
Check if children:

- 1 Identify the way different characters cooperate to do the surprise party.
- 2 Distinguish and identify the initial sounds *h* and *c* in some words of the unit.
- 3 Use the computer to practise the sounds *h* and *c*.



Happy Birthday, Grumps!

1 Number the picture sequence.



Party items

Sequencing events in the story



11



Children use a digital source, the animated story, to reinforce their knowledge of social conventions.



Children learn about a social event, birthday parties, and some typical party food.



Children develop their ability to follow the logical sequence of events in a story.

Key competences continuous assessment

Check if children:

- 1 Are familiar with some social conventions at birthday parties and some party food.
- 2 Understand conventions related to birthday parties.
- 3 Order the picture sequence.

CLIL Objective

To recognise the initial sounds *h* and *c*.

Language Objectives

To introduce more party vocabulary: *candles*

To consolidate vocabulary: *balloons, cake, hat, party, present*

To learn the structure: *This is for you.*


To use functional language: *Happy birthday!*

Materials


- Teacher's i-book – Story cards for Unit 1
- CD 1

Lead-in

Use the **story cards** (print on **interactive**). Look at the **story cards**. Show the first picture of the story. Ask questions about the different objects they can see. Ask children what they think the story might be about.

1  **1.11 Listen to the story.** Listen to the whole story showing the **story cards**. Invite children out to point to different characters or items in the pictures. Let them follow again using their books.

 Watch the animated story.


2  **1.12 Listen and circle the pictures.** Review the words. They circle the pictures that start with *h* in red and those that start with *c* in green.

Fast Finishers


The children draw their favourite birthday cake.

Wrap-up

Let the children act out giving a present and saying: *This is for you. Happy birthday! Thank you.*

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.

Transcripts

 **1.11 Listen to the story: Grumps' birthday party.**

Narrator: Today is a special day in Wonderworld. It's Grumps' birthday.

Holly: Happy Birthday, Grumps!

Narrator: Everybody says Happy Birthday to Grumps.

Claude: Hello Grumps! Happy Birthday!

Narrator: Oh, dear! Grumps isn't very happy, is he?

Sparkle: How old are you, Grumps?

Grumps: Very old.

Narrator: No, he isn't very happy. He is very cross.

Holly: Here you are, Beauty.

Narrator: It's a present for Grumps. But... shh! It's a secret.

Narrator: And the cake is for Grumps. Chocolate cake is Grumps' favourite cake. But... shh! It's a secret.

Narrator: Now everybody is ready for the party.

All: Surprise!

Holly and Claude: This is for you, Grumps.

Grumps: Oh! Thank you!

Narrator: Grumps is very happy with the present.

Narrator: Look at all the candles on the cake.


Grumps: Please help me, Puff.

All: One, two, three... Blow, Puff, blow! Blow the candles out!

All: Hooray!

Narrator: Now, Grumps is happy. Happy Birthday Grumps!

All: Happy Birthday dear Grumps!

 **1.12 Listen and circle the pictures.**

Listen and say the sounds with me.

Then, circle the pictures in red or green.

h – h – h – Holly c – c – c – Claude

h – h – h – hat c – c – c – cake

h – h – h – happy c – c – c – candle

Continuous Assessment

Check if the children can:

Follow the story and understand it.

Recognise the initial sounds *h* and *c*.

Anticipated Difficulties

It is the first time the children follow a story in their books.

Help them to follow by pointing to each vignette as it appears.

Optional Resources

Teacher's Resource Book page 69, Phonics.

Activity Book

Unit 1, page 8, Lesson 4. See page 53 for answer key.

CLIL Objective

To become familiar with sequencing events in a story.

Language Objectives

To develop listening and reading skills.

To show comprehension by sequencing the story.

To join in with simple phrases from the story.

To consolidate vocabulary: *balloons, candles, cake, hats, party, present*

Materials

- Teacher's i-book
- Story cards for Unit 1
- CD 1

Continuous Assessment

Check if the children can:

Join in with the story.

Sequence the events in the story.

Activity Book

Unit 1, page 9, Lesson 5. See page 54 for answer key.

Lead-in

Use the **story cards** (print on **interactive**). Look at the **story cards**.

Ask questions to remind the children of the story.

Listen to the whole story again. Stop at different parts and ask

questions or ask the children to repeat the phrases. Hand out

the **story cards**. Listen again and the children with the **story cards**

come out and stand in order.

For other **story card** activities see page 18.

1 Number the picture sequence. Children identify the scenes and then sequence them.

Fast Finishers

The children draw their favourite character.

Wrap-up

Assign a character to each child. Read the story and let the children

mime. Encourage them to repeat their character's lines. Put the

children into small groups to act out.



Watch the animated story again. Stop at different parts to help the children act out the story.



Point to the different pictures and ask the children if

Grumps is happy. The children match the facial expressions with the correct audio from the story.



1



1.13

Listen and say the number. Pictures: 1, 2, 2, 1, 1, 1, 2, 2, 2



2



1.14

Listen and number the pictures. Then, play the game.

Musical Chairs

I'm the winner!

You're out!

Let's play!

Culture

3

2

1

12

A traditional game | Party food | I can see (three) (jellies).



Children watch the video to become familiar with party food.



Children develop their numeracy skills by matching quantity and written representation.



Children become familiar with a typical British game: *Musical Chairs*.

Key competences continuous assessment

Check if children:

- 1 Recognise party food in the video.
- 2 Identify party food and write the correct number.
- 3 Participate in and understand the game *Musical Chairs*.

CLIL Objective

To use music as a resource to play a game.

Language Objectives

To learn the name of traditional party food in the UK:

biscuits, cake, crisps, jelly, juice, sandwich

To describe a scene using *I can see*.

To learn the language used in a party game: *Let's play!*

You're out! I'm the winner!

To learn a traditional party game from the UK: *Musical Chairs*

Materials


- Teacher's i-book
- Flashcards: *biscuits, cake, crisps, jelly, juice, sandwich*
- CD 1
- Poster for Unit 1

Lead-in


Show the children the **poster**. Ask them to name different objects in the party. Prompt them to use the structure *I can see ...*

Show the **flashcards** one by one and say the name for each food item. Show them again and ask: *What colour is this (jelly)?* Put the **flashcards** on the board, invite two volunteers out. Say a word and the first child to touch the card wins. See page 17 for more **flashcard** games.

i-book Open the **i-poster** and ask the children to name different objects in the party. Prompt them to use the structure *I can see ...*. Use the **i-flashcards** to introduce each food item. Open the **lead-in** activity. Look at the picture and ask questions: *How many people are invited? What colour is ...?*

1  **1.13 Listen and say the number.** Discuss what can be seen on each table, including numbers and colours of each food item. The children listen to the audio and say which picture each sentence refers to.

Extension: Let the children play this guessing game in small groups.


2  **1.14 Listen and number the pictures. Then, play the game.** Ask the children if they know the game in the pictures. Listen and let the children number the pictures. Play the game with a small group of children, for example, four children and three chairs. Play music, when the music stops they sit down. Whoever doesn't have a chair is out. Continue until only one child remains.

Wrap-up

Continue playing musical chairs with more children. Teach other traditional party games for example *Musical Statues* or *Musical Bumps*. The children dance to music. When the music stops for *Musical Statues* they all stand still and anyone who moves is out. For *Musical Bumps* they all sit down, the last one to sit is out. Each game continues until only one child is left.

i-book  Watch the video **My birthday party**. Complete the comprehension activity with the children.

Transcripts

 **1.13 Listen and say the number.**

Narrator: I can see a chocolate cake.

Girl: That's picture 1.

Narrator: I can see green jelly.

I can see a pink cake.

I can see red jelly.

I can see two sandwiches.


I can see seven biscuits.

I can see six candles.

I can see nine sandwiches.

I can see six biscuits.

I can see seven candles.

 **1.14 Listen and number the pictures. Then, play the game.**

Let's play!

You're out!

I'm the winner!

Optional Resources

Teacher's Resource Book page 47, Listening.

Continuous Assessment

Check if the children can:

Understand the new vocabulary items: *food*.

Use the structure *I can see...* in a new communicative sense.

Use numbers in an everyday situation.

Recognise some cultural aspects of birthday parties.

Activity Book

Unit 1, page 10, Lesson 6. See page 54 for answer key.

Review

Unit 1 Lesson 7

1 Complete the picture dictionary.



biscuit



cake



candle



invitation



jelly



teapot

2 Colour the objects in the picture. Then, play a guessing game.

I can see two blue cups.

Child applies colours. Child's own answers



3 Complete your phonics chart.

Party items and food, Colours, Numbers | I can see (three) (green) (candles).

More practice

Language review

13



Children check their acquisition of the unit vocabulary.



Children copy a model to make their own sentences.



Children reflect on the pronunciation of the initial sounds of some words in the unit to write their own phonic chart.

Key competences continuous assessment

Check if children:

- 1 Match words to pictures to fill in the picture dictionary.
- 2 Make sentences using correct adjective-noun word order.
- 3 Complete their phonic chart with words from the unit.
- 4 Use the computer to reinforce acquisition of language.

CLIL Objective

To develop general oral communication skills.

Language Objective


To review the vocabulary and structures of the unit.

Materials



- Teacher's i-book
- Flashcards: *biscuits, cake, crisps, jelly, juice, sandwich*
- Stickers for Unit 1
- A photocopy for each child of Teacher's Resource Book page 68 Phonics chart.

Lead-in

Review colours and numbers by asking questions of things around the classroom. Hold a piece of paper in front of a **flashcard** and show the picture very slowly, the children try to guess what it is. See page 17 for more **flashcard** games.

 Open the **i-poster**. Invite volunteers out. The children listen and touch the pictures as they hear them. Ask them to count the number of items: *How many balloons can you see?*

1 Complete the picture dictionary. Ask the children to try to identify each picture. They complete the picture dictionary with their stickers. Then, they trace over the words.

 Touch  to open the memory game. The children take turns to match the words with the pictures.

2 Colour the objects in the picture. Then, play a guessing game.

The children colour the pictures, make sure they colour the same objects the same colour. Once they have finished, they play a guessing game in small groups. They all open their books and take it in turns to say *I can see...* for the others to guess which book they are describing.


3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children practise writing words from the unit.

Wrap-up

Give the children paper, call out: *I can see (three red party hats)*. Let the children draw the picture quickly and hold it up.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. See page 21 for interactive games description and ideas.



Look at the pictures and count with the whole class.

Children take turns to come to the IWB to write the correct number beside each picture and drag the words (numbers and key vocabulary) to the correct place.

Optional Resources

Teacher's Resource Book pages 5 - 6, Language.

Continuous Assessment

Check if the children can:
Recognise the birthday party items covered in the unit.
Name the colours covered.
Count to 10.
Use adjective noun word order correctly.
Recognise the sounds and letters *h* and *c*.

Activity Book

Unit 1, page 11, Lesson 7. See page 55 for answer key.

Review

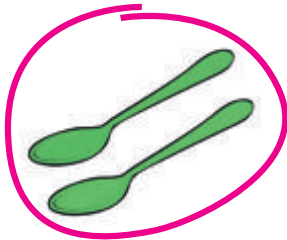
Unit 1 Lesson 8

1



1.15

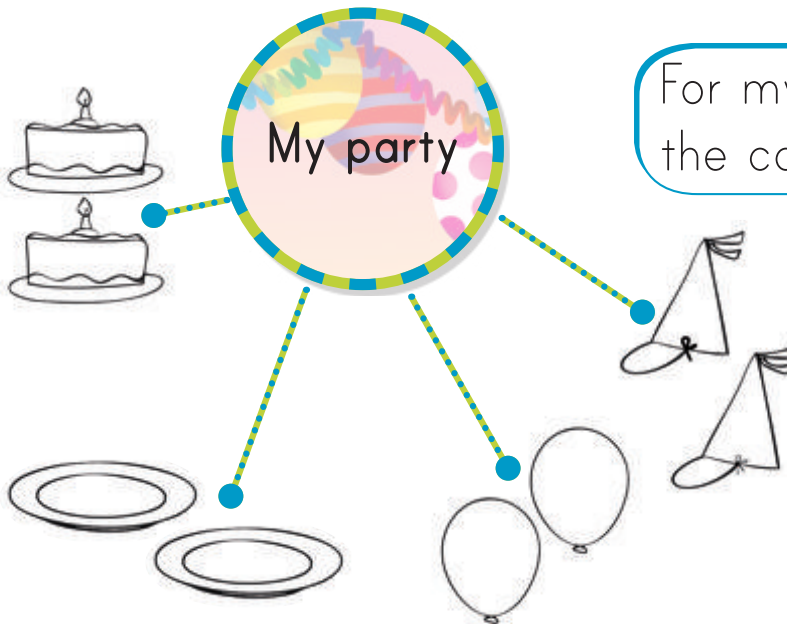
Listen and circle the pictures.



2



Complete the plan. Then, tell a friend. *Child's own answers*



For my party,
the cakes are ...



Oral review

14

Presentation: My party plan | *The (hats) are (yellow).*



Children develop their listening skills concentrating on the differences in colour.



Children become familiar with a strategy to organise knowledge and make a plan: the word web.



Children think of, plan and make a project for a birthday party.

Key competences continuous assessment

Check if children:

- 1 Focus their attention on listening for the different features of similar objects and circle the correct ones.
- 2 Understand and use the word web properly.
- 3 Understand that planning a birthday party involves different steps.

CLIL Objective

To develop interest in oral expression, using proper pronunciation and intonation.

Language Objective


To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 1

Lead-in

Draw an item of vocabulary on the board very slowly and encourage the children to guess what you are drawing. Leave the pictures on the board until you have four. Then, say one of the words and ask a child to come and circle the correct picture.

1  **1.15** Listen and circle the pictures. Ask individual children to describe what they can see. Tell them to only circle the items that are named on the audio.

2 Complete the plan. Then, tell a friend. Tell the children to complete the party plan as they wish. Monitor the activity by going round the class and asking the children about their party. Prompt them to use the model sentence in the activity. In pairs, children tell each other about their birthday plan. Prompt them to use expressions like *Very good! Fantastic party!* and so on.

Fast Finishers

The children add more items to their birthday plan.

Wrap-up


Put the real objects or **flashcards** on a table. Invite children to come and select them by saying: *(Susana) get the spoon, spoon, spoon. Ready! Steady! Go!*

 Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit content.

See page 24 for game instructions.

Transcript

 **1.15** Listen and circle the pictures.

I can see two green spoons.
I can see two yellow cakes.
I can see two red teapots.
I can see two pink biscuits.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 93 and 94 or 95 and 96 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:
Recognise and name the party vocabulary from the unit.
Say and understand the numbers from 1 to 10.
Name the colours covered in the unit.
Write the name of different items with or without support.
Understand the unit language from a listening activity.
Use and understand the basic structures covered in the unit.

Activity Book


Unit 1, page 12, Lesson 8. See page 55 for answer key.

Unit 1 Lesson 1 · 2


Unit 1 Lesson 1

1 Parties


1 **1** Listen and number the pictures. Then colour them. *Child applies colours*



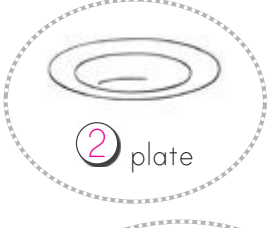
3 teapot




4 cup




5 spoon



2 plate



1 balloon



6 party hat

5

Transcript

1 **1** Listen and number the pictures. Then colour them.

Narrator: One.

Grumps: Here's the balloon.

Narrator: Two.

Sparkle: Here's the plate.

Narrator: Three.

Claude: Here's the teapot.

Narrator: Four.

Holly: Here's the cup.

Narrator: Five.

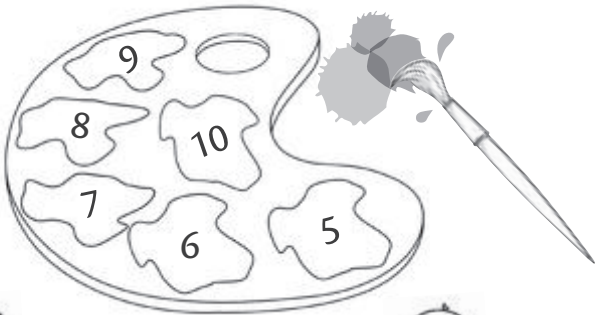
Beauty: Here's the spoon.


Narrator: Six.


Puff: Here's the party hat.


Unit 1 Lesson 2


1 Colour the palette key. Then, do the sums and colour the balloons. *Child applies colours*

















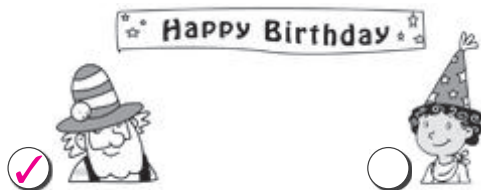
6

1 Colour the dots. Then, count the objects. Child applies colours

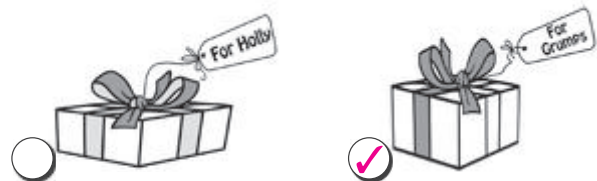


7

1 Tick (✓) the correct pictures. Then, circle the correct words.



Happy Birthday Claude Grumps!



The present is for Holly Grumps.

2 Use the letters **h** and **c** and complete the words.



hat



candle



happy





cake


8

Unit 1 Lesson 5 • 6

Unit 1 Lesson 5




1 Tick (✓) the correct present. Then, trace over the correct word.




☒ 
☐ 




☐ 

cup spoon teapot

2 Number the picture sequences.

☐ 
☐ 
☐ 

☐ 
☐ 
☐ 






☐ 
☐ 
☐ 

9

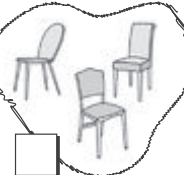


Unit 1 Lesson 6


1 Match the words with the pictures.

What can you see?

candles 
 sandwich 
 spoon 
 biscuits 
 jelly 

2 Count and tick (✓) the correct picture.

☐ 
☒ 
☐ 

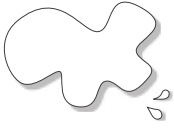



10

Review

1 Complete your own chart.

5	red	2	yellow	4
	blue	3	green	

2		
3	Child's own drawings	
4		
5		

Unit 1 Lesson 7

11

Review

1 Look and tick (✓) or cross (X).

I can see jelly!	<input checked="" type="checkbox"/>	I can see a cake!	<input checked="" type="checkbox"/>
I can see spoons!	<input checked="" type="checkbox"/>		
I can see cups!	<input checked="" type="checkbox"/>	I can see biscuits!	<input checked="" type="checkbox"/>
I can see sandwiches!	<input checked="" type="checkbox"/>		

Unit 1 Lesson 8

12

Unit 2 Overview

Vocabulary

Family words: *grandad, grandma, dad, mum, brother, sister*

Facial features: *eyes, hair, mouth, nose*

Classroom words: *book, chair, classroom, friend, table, teacher*

Colours: *black, blond, brown*

Structures

Demonstrative pronoun this: *This is my brother.*

Questions with the verb to be: *Is he your dad?*

Possessive adjectives: *my/your/his/her; He's my grandad.*

Adjectives after the verb to be: *Her eyes are blue.*

Recycled Language

blue, green, red, yellow
I can see ...



Skills Objectives

Listening: To understand the names of family members.
To understand adjectives describing facial features.
To understand a story and identify different emotions.
To listen to and sing a song. To follow a dialogue featuring an introduction. To recognise two different sounds.

Reading: To recognise words related to family members. To recognise words describing facial features. To reinforce the colours learned in Unit 1.

Writing: To trace words related to family members and those describing facial features.

Speaking: To say the names of different family members and to make introductions. To ask questions about people in families. To describe the faces of members of a family.

Assessment Criteria

- Children can understand oral and written messages about family members, introductions and facial features.
- Children can produce oral and written messages about family members, descriptions of faces, and introductions with help using the structures and vocabulary in the unit.
- Children can recognise the initial sounds *b* and *g*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 60, Speaking
- Lesson 2: page 28, Reading
- Lesson 3: page 48, Listening
- Lesson 4: page 70, Phonics
- Lesson 6: page 38, Writing
- Lesson 7: pages 7 - 8, Language
- Evaluation: pages 97 - 98 or 99 - 100, Unit 2 test


Extras/Realia

- Lesson 1 - 8: family photographs
- Lesson 3: homemade jigsaw puzzles


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **i-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activity 1
- Lesson 6: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: My family

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop oral and written skills, learning vocabulary that helps describe people and family relationships.



Competence in Maths, Science and Technology:

Children use numbers to help organise and match information.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competences:

Children learn the correct way to introduce people. They develop social abilities to show interest in other students' families.



Cultural Awareness and Expression:

Children develop drawing and colouring skills. Learn a tune from a typical song. They learn cultural conventions to introduce people.



Learning to Learn:

Children develop visual predictive skills, oral concentration skills and the capacity for self-correction.



Sense of Initiative and Entrepreneurship:

Children choose pop-outs to make a face. They choose family members to draw or speak about.

2

A family photo

SCC



1



1.17

Listen and write the number.



1



mum

2



dad

3



brother

4



sister

5



grandad

6



grandma

2

Play Who am I?

You're Sparkle!

This is my mum.



LC



DC



Recognising family groups | Family words | This is my (grandma). You're (Claude).



More practice

15



Children become familiar with vocabulary about the social group of the family.



Children become familiar with some grammar rules in a natural way making questions and answers using demonstratives and the correct form of *to be*.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Recognise and match the members of the family with the correct word.
- 2 Make accurate sentences using demonstratives and the correct form of the verb *to be*.
- 3 Identify the family words correctly.

CLIL Objective

To learn the name of some members of the family.

Language Objectives

To introduce family vocabulary: *grandad, grandma, dad, mum, brother, sister*

To introduce the structures: *This is (my mum). You're (Sparkle).*


Materials


- Teacher's i-book
- CD 1
- Poster for Unit 2
- Optional realia:** photos of the children's families.


Lead-in



Ask the children to bring in photos of their families. Pick one and show it to the class and say: *Can you see Samuel in this photo? This is his mum. This is his sister and this is his dad.* Point to the people in the photo again and get the children to repeat the family words after you.

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask the children what they can see. Ask them questions with colours and numbers learnt in Unit 1, for example: *How many people can you see in this photo?*

 **1.16** Play the audio and point to the key vocabulary as they hear it.

 Open the **i-poster** and ask the children what they can see. Touch the play icon beside a family and watch the presentation. Repeat with another family. Alternatively, use the **i-flashcards** to introduce the new vocabulary.

1  **1.17** Listen and write the number. Play the audio and get the children to write the numbers with the correct photos.

 Touch  to open the activity. The children drag the words to the pictures.

2 Play **Who am I?** Play the game *Who am I?* using the pictures in the book.

Fast Finishers

The children trace the words with their fingers.

Wrap-up

For the children that have brought photos of their families, ask individually: *Show me your (mum)!* If there are children who haven't brought photos use the **poster**. Make a display with the children's family photos and add the family words.

 The children take turns to match the words with the pictures.

Transcripts


 **1.16** Poster, Unit 2.

Boy: Look at me with my family. This is my mum. This is my dad and this is my sister.

A girl adolescent witch: Look at me with my family. This is my sister, this is my mum. This is my grandad and this is my grandma.

A monster boy: Look at me with my family. This is my brother. This is my grandma and this is my grandad. This is my mum and this is my dad.

A girl superhero: Look at me with my family. This is my brother. This is my dad and this is my grandad.

 **1.17** Listen and write the number.

Claude: Let's look at our family photos. Look at photo number 1. Oh, dear!

Holly: Who's this, Sparkle?

Sparkle: This is my mum!

Claude: Now let's look at photo number 2. Oh, dear!

Sparkle: Who's this, Grumps?

Grumps: This is my dad!

Claude: Now let's look at photo number 3. Oh, dear!

Grumps: Who's this, Puff?

Puff: This is my brother!

Claude: Now let's look at photo number 4. Oh, dear!

Puff: Who's this, Beauty?

Beauty: This is my sister!

Claude: Now let's look at photo number 5. Oh, dear!

Beauty: Who's this, Holly?

Holly: This is my grandad!

Holly: Now let's look at photo number 6. Oh, dear!

Holly: Who's this, Claude?


Claude: This is my grandma!

All: Oh, dear!

Optional Resources

Teacher's Resource Book page 60, Speaking.

Initial Evaluation

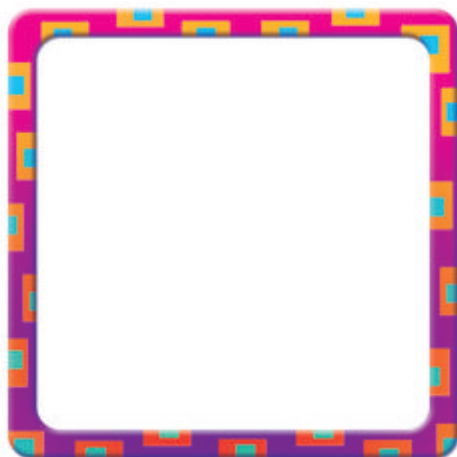
Play the audio  **1.16** again. As family members are mentioned get individual children to point to them on the **poster** (or drag the family words to the correct place on the **i-poster**). Ask the rest of the class if they agree.

Activity Book

Unit 2, page 13, Lesson 1. See page 74 for answer key.



1 Draw four people in your family. *Child's own drawings*



2 Find out about your classmate's family.

Is he your dad?



No! He's my grandad.



16



More
practice

Finding out about a friend's family

Family words

Is he your (brother)?



Children develop their imagination, creativity, drawing and colouring skills when drawing their family.



Children develop their social abilities to relate to other people by showing interest in their family members.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Draw four family members.
- 2 Use the model language to show interest in other children's families.
- 3 Apply the correct colours according to what they hear.

CLIL Objective

To understand we are part of a family.

Language Objectives

To introduce family words: *grandad, grandma, dad, mum, brother, sister*

To introduce Yes/No questions: *Is he your dad?*

To introduce possessive adjectives: *my, your*

Materials

- Flashcards for Unit 2: *grandad, grandma, dad, mum, brother, sister*
- Drawing and colouring pencils for the family member pictures.
- A4 paper
- Poster for Unit 2
- **Optional realia:** the children's own family photos

Optional Resources

Teacher's Resource Book page 28, Reading.

Continuous Assessment

Check if the children can:

Name the members of their family.

Answer Yes/No questions about their family.


Activity Book

Unit 2, page 14, Lesson 2. See page 74 for answer key.

Lead-in

Remind the children of the family words by looking at the family photos on the **poster** (print or **interactive**). If you have made a display with the children's own family photos ask them questions about their photo: *Is he your brother?* Then, show them the **flashcards** with the corresponding words. Place the **flashcards** on a table. Get individual children to come up and match the written words to the poster or the photos; *Who is this? It's his...* and the child has to hold up the word *dad*.

See page 17 for more **flashcard** games.

 Open the **lead-in** activity. Drag the family members and words to the correct place in the family tree to show generations. Use the **Vocabulary Game Generator** to review the family words with the children.

See page 21 for interactive games descriptions and ideas.

1 Draw four people in your family. Draw a person on the board. Explain who you are drawing and pay special attention to the eyes and hair (to pre-teach the vocabulary for the next lesson). Tell the children to draw four family members of their choice in their books.


2 Find out about your classmate's family. Get the children to show their pictures to each other and ask and answer questions. Pick two children to demonstrate in front of the class first.

Fast Finishers

The children draw a family group on a piece of paper.

Wrap-up

Ask individual children to come to the front with their drawings. They can point to the pictures and say: *This is my (sister)*. Encourage the other children to point and ask: *Is he your dad?*

 The children take turns to listen and colour the pictures.

LC

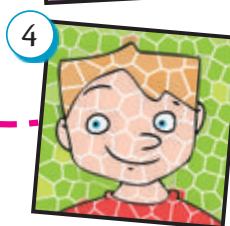
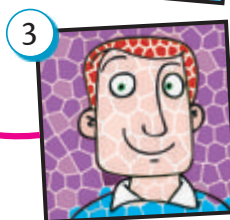
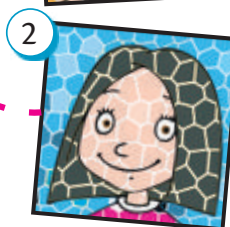


1



1.18

Listen and match the pictures.



brown hair
blue eyes

black hair
brown eyes

red hair
green eyes

blond hair
blue eyes

LC



2

Talk about the pictures. Then, play a memory game.

Her eyes  are .

His hair  is .

CAE



3

Make and describe a mosaic. 

Describing a face | Colours | (Her) hair is (blond). (His) eyes are (green).

17



Children develop their listening and reading skills by matching pictures and following text.



Children become familiar with the possessives *his*, *her* and sentence structure.



Children choose which pop-outs they want to use to make a mosaic face and think of some sentences to describe it.

Key competences continuous assessment

Check if children:

- 1 Use their listening and reading skills to match the characters with the mosaics.
- 2 Understand and use the possessives and a simple sentence structure to play a memory game.
- 3 Use their creativity to make a face and describe it to their classmates.

CLIL Objective

To make and describe a mosaic.

Language Objectives

To describe facial features.

To use colour adjectives before the noun and after the verb *to be*.

To practise adjective noun word order.


To use the possessive adjectives *his* and *her*.


Materials

- Teacher's i-book
- CD 1
- Poster for Unit 2
- Pop-outs for Unit 2
- **Optional realia:** faces of cartoon characters or famous people cut out from magazines. Cut into small pieces and then mounted on card as jigsaw puzzles.

Lead-in

Point to different faces on the **poster** (print or **interactive**) and teach the words *hair* and *eyes*. Ask the children about the different colours. If you have made the *magazine jigsaw puzzles* then get the children to try and put them together on the board and ask about the different colours of the eyes and hair.

 Let's make a face! Open the **lead-in** activity. Children listen and drag the hair and eyes to complete the faces. Repeat with your own instructions. Use the **Richmond i-tools** to play with other colours.

1  **1.18** **Listen and match the pictures.** The children match each character with their mosaic. Ask individual children for the answer they have: *Holly's mosaic is number ... ?* Read the answers aloud and ask children with the same hair and eye colour to stand up. Ask for volunteers to try and read the words with your help.

2 **Talk about the pictures. Then, play a memory game.** Get a boy and a girl to the front of the class and describe their hair and eye colour. *Daniel's eyes are blue. His eyes are blue.* Do the same with a girl. *Miranda's hair is black. Her hair is black.* Repeat with two more children. Play a memory game with the mosaics and the characters. Then, the children trace over the words in the exercise. The children cover the eight faces. Say a description and the children guess who it is. Alternatively, say a name and the children describe their features.

3 **Make and describe a mosaic.** The **pop-out** can be used in different ways. Play a game like *Bingo* where you call out instructions: *His eyes are green, his hair is blond*, and the children place the correct features on the face. They can also play this game in small groups. The children can create their own mosaics, and then describe them to the class.

Fast Finishers

The children draw a portrait of a classmate, colour the hair and eyes and ask the other children who they think it is.

Wrap-up

Get the children to stand at the top of the class and describe each other: *His hair is blond. His eyes are blue.*

Transcript**1.18 Listen and match the pictures.**

Narrator: Look at the mosaics. Aren't they beautiful? Tell me about your mosaic, Claude.

Claude: My mosaic is a man. His hair is red and his eyes are green.

Narrator: It's very good, Claude. Now, tell me about your mosaic, Holly.

Holly: Well, my mosaic is a girl. Her hair is black and her eyes are brown.

Narrator: That's lovely, Holly. Now, tell me about your mosaic, Grumps.

Grumps: My mosaic is a woman. Her hair is brown and her eyes are blue.

Narrator: Oh, yes, I see. That's very good. Now, tell me about your mosaic, Sparkle.

Sparkle: My mosaic is a boy. His hair is blond and his eyes are blue.

Optional Resources

Teacher's Resource Book page 48, Listening.

Continuous Assessment

Check if the children can:

Describe eye and hair colour of their classmates, the people pictured on the poster or the family photos displayed around the classroom.

Activity Book

Unit 2, page 15, Lesson 3. See page 75 for answer key.

LC



1



1.19

Listen to the story.

Change my hair,
Sparkle!



LC

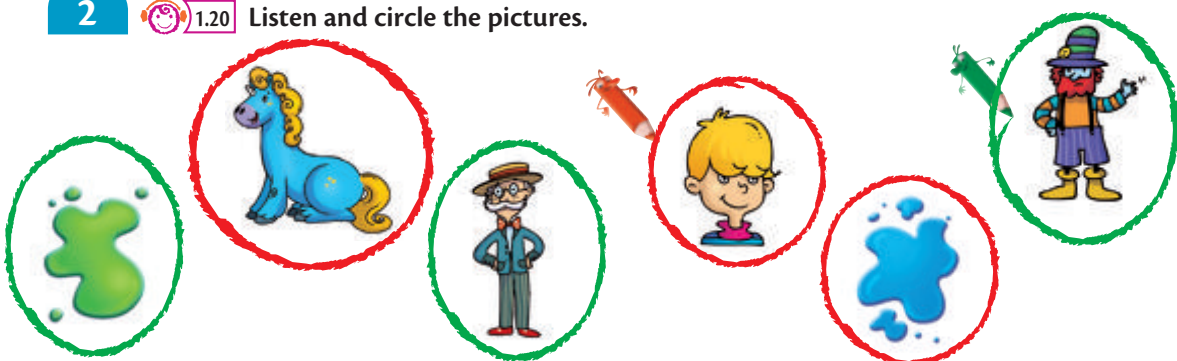


2



1.20

Listen and circle the pictures.



DC



18

More
phonics

Emotions and opinions, Hair colours

Phonics: initial sounds **B**eauty and **G**roups

LC

Children develop their reading skills understanding language from the unit in the story and becoming familiar with sentences used to express emotions and opinions.



LC

Children develop their reading and speaking skills learning to pronounce and recognise the initial sounds **b** and **g** in a set of words.



DC

Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Show understanding of the language from the unit in the story. Recognise sentences and phrases that express emotions.
- 2 Distinguish the sounds **b** and **g** and circle the words that have them.
- 3 Use the computer to practise the sounds **b** and **g**.



1 Look and colour Beauty's hair.



Emotions and opinions, Hair colours

Sequencing changes of emotions

More practice

19



Children watch the animated story to reinforce their understanding of descriptions and expression of emotions and opinions.



Children use colouring skills to show understanding of the story.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Understand facial descriptions and identify ways to express emotions and opinions.
- 2 Colour the pictures according to the story.
- 3 Use the digital resources to practise the language.

CLIL Objective

To recognise the initial sounds **b** and **g**.

Language Objectives

To introduce adjectives for giving opinions: *good, bad, beautiful, mad, fantastic, horrible*

To consolidate the colours: *blue, green*

Structures: Imperatives: *Do something! Be quiet! Be careful!*


Functional language: *Yes, please. That's a good idea!*

Materials


- Teacher's i-book
- Story cards for Unit 2
- CD 1

Lead-in

Use the **story cards** (print or **interactive**). Ask the children the characters' names. Ask them what they can see and ask them about the colour of Beauty's hair.

1  **1.19** Listen to the story. Listen to the whole story showing the **story cards**. Invite children out to point to different characters or items in the pictures. Let them follow again using their books.

 Watch the animated story.

2  **1.20** Listen and circle the pictures. Review the words. Listen and circle the pictures that start with **b** in red and those that start with **g** in green.


Fast Finishers

The children draw pictures of themselves with a different hair colour or style or both.

Wrap-up

Show the **story cards** and elicit opinions about the different hair colours: *It's fantastic! It's beautiful! It's horrible!*


The fast finishers can do the same, showing their pictures to the other children.

 The children listen to the initial sounds. They listen to the words and choose the correct initial sound for each word.

Activity Book

Unit 2, page 16, Lesson 4. See page 75 for answer key.

Transcripts

 **1.19** Listen to the story: *Beauty's new hairstyle.*

Narrator: Beauty isn't happy with his hairstyle.

Beauty: Change my hair, Sparkle.

Sparkle: Ok. I can change the colour.

Beauty: That's a good idea.

Narrator: Maybe this isn't a good idea!

Beauty: Argh! Blue hair! It's horrible! My hair, my beautiful hair!

Sparkle you are mad! Sparkle you are bad!

Do something! Do something! Oh, my beautiful hair!

Sparkle: I can fix it!

Beauty: Oh, yes please!

Narrator: Be careful, Sparkle!

Narrator: Oh, dear! Beauty isn't happy with his new colour.

Beauty: Argh! Green hair! It's horrible!

Puff and Grumps: His hair, his beautiful hair!

Beauty: Sparkle you are mad! Sparkle you are bad!

Do something! Do something! Oh, my beautiful hair!

Sparkle: I can fix it!

Beauty: Oh, yes please!

Narrator: Be careful, Sparkle!

Narrator: Beauty is very upset.

Puff, Grumps, Holly and Claude: His hair, his beautiful hair!


Beauty: Oh, no! Sparkle you are mad! Sparkle you are bad!

Do something! Do something! Oh, my beautiful hair!

Sparkle: Oh, be quiet, Beauty!

Sparkle: There you are!

Beauty: Oh, Sparkle! It's fantastic! I love it! I love it!

 **1.20** Listen and circle the pictures.

Listen and say the sounds with me.

Then, circle the pictures in red or green.

b – b – b – blond

g – g – g – Grumps

b – b – b – blue

g – g – g – green

b – b – b – Beauty

g – g – g – grandad

Continuous Assessment

Check if the children can:

Recognise the initial sounds **b** and **g**.

Follow and understand the story and the use of adjectives to give opinions.

Anticipated Difficulties

Make sure they are not using *It's horrible too much!* Encourage them to use positive comments. *It's horrible!* is best used for the flashcards, not about classmates.

Optional Resources

Teacher's Resource Book page 70, Phonics.

CLIL Objective

To match moments in a story with emotions.

Language Objective

To sequence changes in emotions.

Materials

- Teacher's i-book
- Story cards for Unit 2
- CD 1

Continuous Assessment

Check if the children can:


Follow the story and understand the sequence and the changes of emotions throughout the story.

Activity Book

Unit 2, page 17, Lesson 5. See page 76 for answer key.

Lead-in

Look at the **story cards** (print or **interactive**). Ask questions to remind the children of the story. Ask them questions about their own hair colour and the colour of the characters' hair.


1  **1.19 Look and colour Beauty's hair.** Listen to the whole story again. Stop at different parts and ask questions or ask the children to repeat the phrases. Focus on Beauty's face in the different pictures. The children number the picture sequences in the correct order. For other **story cards** activities see page 18.


Fast Finishers

The children draw a fantasy figure, like a fairy or dragon, with fantastic hair.

Wrap-up

Assign a character to each child. Read the story and let the children mime. Encourage them to use intonation when giving opinions and expressing emotions. Put the children into small groups to act out.

  Watch the animated story again. Stop at different parts to help the children act out the story.

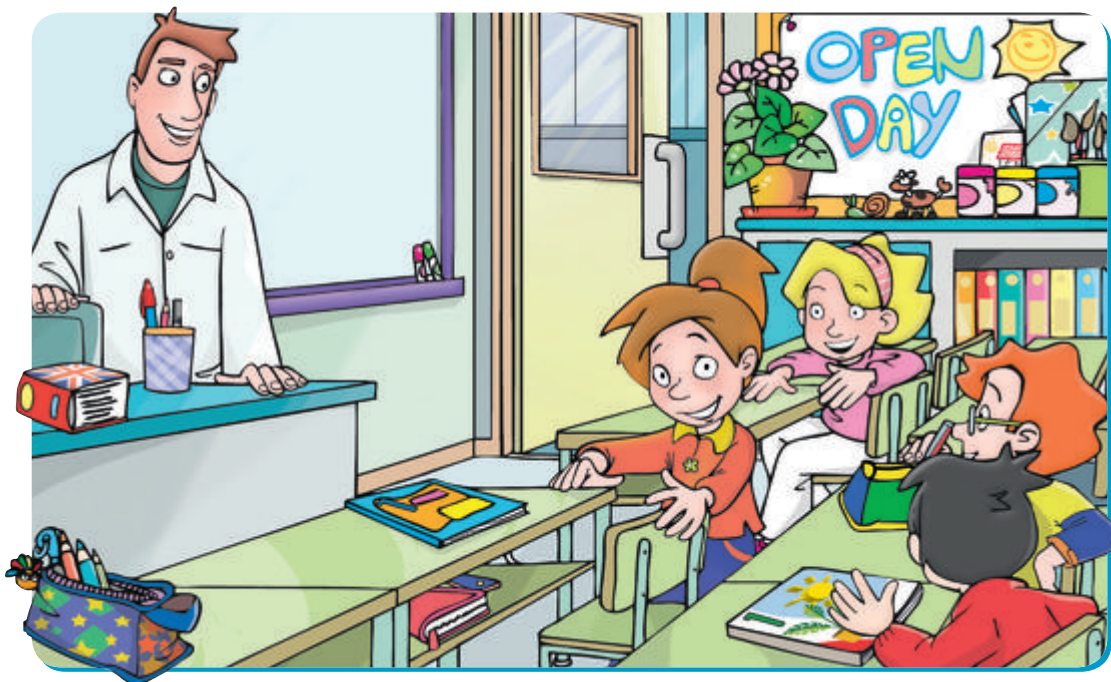
 **Point to the different pictures and ask children about Beauty's hair colour and if they think he is happy with it.**
They listen and drag the pictures to order the story.



1



Listen and point. Then, sing the song. 🎵



2



Listen and number the pictures.

I'm fine thanks.
How are you?

This is my
friend, James.

Hello James!
How are you?

3



1



2



3

Act out the scene.

Culture

20

Making introductions in the classroom | This is my (friend).



Children use a tune from a typical British song to learn the name of classroom objects.



Children become familiar with the correct linguistic way to introduce people.



Children imitate a model and use their initiative to add gestures.

Key competences continuous assessment

Check if children:

- 1 Can follow and understand the video.
- 2 Relate to the music and participate actively in the song.
- 3 Understand the correct way to introduce people.
- 4 Act out the scene, using the model sentences correctly.

CLIL Objective

To implement classroom language and vocabulary in oral communication.

Language Objectives

To learn the names of the people and things in the classroom: *book, chair, classroom, friends, teacher*

To reinforce the use of *This is* for introductions.

To learn functional language to make polite introductions:


This is my friend. Hello! How are you? I'm fine thanks.



Materials


– Teacher's i-book – CD 1

Lead-in

Pre-teach the classroom vocabulary by pointing to the different items mentioned in the song: *This is my classroom. Here is my table.* Get the children to repeat the key words after you. You could also get them into pairs and point to each other and say: *This is my friend.* Then, ask them to look at the picture in the book and get individual children to point out *the teacher, the book, the table and the chair.*


1  **1.21** Listen and point. Then, sing the song. Play the song and point out the objects in the classroom as they are mentioned. Encourage the children to do it too. Then, play the song again and get them to join in.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.


2  **1.22** Listen and number the pictures. First, practise greetings. Greet a few children: *Hello! (Victor) How are you?* When they try to respond teach them: *I'm fine thanks.* Ask collectively: *Hello! How are you?* And they all reply: *I'm fine thanks.* Choose two children to come to the front of the class and introduce one to the other. Then, get them to listen to the audio and point to the order of the introduction. Finally get them to number the pictures.

Wrap-up

If possible bring a child from another class or another member of the teaching staff into the classroom. Introduce him or her to the class. Get the children to introduce the other class members to the guest.

 Watch the video *My family*. Complete the comprehension activity with the children.

Transcripts

 **1.21** Listen and point. Then, sing the song: *This is my classroom.*


This is my classroom,
Come and have a look.
This is my teacher,
And this is my book.
Here is my table,
And this is my chair.
This is where I sit and,
My friends are over there.

Everybody sing!

Ohhhh...
This is my classroom,
Come and have a look.
This is my teacher,
And this is my book.
Here is my table,
And this is my chair.
This is where I sit and,
My friends are over there.

Everybody sing!

Ohhhh...

 **1.22** Listen and number the pictures.

Narrator: One.

Boy: This is my friend, James.

Narrator: Two.

Grandmother: Hello James! How are you?

Narrator: Three.

Boy: I'm fine thanks. How are you?

Anticipated Difficulties

There may be some confusion between *This is* and *Here is*.

Optional Resources

Teacher's Resource Book page 38, Writing.

Continuous Assessment

Check if the children can:

Understand the classroom vocabulary: *book, chair, classroom, friends, teacher.*

Use the functional language for greeting and introducing people: *This is my friend. Hello! How are you? I'm fine thanks.*

Activity Book

Unit 2, page 18, Lesson 6. See page 76 for answer key.

Review

1



Complete the picture dictionary.



mum



dad



brother



sister



grandma



grandad

2



Look at the picture. Then, read and tick (✓) the correct sentences.



Her  are  . ☒

Her  is  . ☐

Her  is  . ☒

3



Complete your phonics chart. 

Family, Face, Colours | (His) hair is (blond). (His) eyes are (green).



More practice



Children reinforce their knowledge of the semantic field the family.



Children develop their reading skills, scanning for correct information while having extra practice with possessives, sentence structure and vocabulary.



Children develop their reading and pronunciation skills completing their phonic charts with new words.

Key competences continuous assessment

Check if children:

- 1 Complete the picture dictionary.
- 2 Are able to understand the sentences.
- 3 Complete the phonic charts.
- 4 Use the computer to improve their knowledge.

Language Review

CLIL Objective

To learn the names of the members of the family.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 2:
grandad, grandma, dad, mum, brother, sister
- Stickers for Unit 2
- A photocopy for each child of Teacher's Resource Book page 68 Phonics chart.

Lead-in



Show the children the **flashcards** and ask them to say who they can see. Then, get volunteers to come to the front of the class and match the flashcards with the written word.

See page 17 for more **flashcard** games.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit.

See page 21 for interactive games description and ideas.

1 Complete the picture dictionary. Ask the children to guess who each photo is of. Encourage them to try and read the words to help them. They complete the picture dictionary with their stickers. Then, they trace over the words.

 Touch  to open the memory game. Divide the class in two groups. The group that says the number(s) of the correct picture(s) first scores for their group.

2 Look at the picture. Then, read and tick (✓) the correct sentences. First, ask the children about the picture: *What colour is her hair?* Then, get them to read and tick the correct sentence.


3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children practise writing the family words.

Wrap-up

Take out the **flashcards** again (or open the **i-flashcards** on the **Teacher's i-book**) and get the children individually to describe the hair and eye colour of the people shown.

 Look at the picture with the children. They listen to the words and come to the IWB in turns to choose the correct answer. Use the **Richmond i-tools** to review more classroom material.

Optional Resources

Teacher's Resource Book pages 7 - 8, Language.

Continuous Assessment

Check if the children can:

Recognise the family words, face words and adjectives covered in the unit.

Use the possessive adjectives *his* and *her* correctly.

Recognise the phonic sounds *b* and *g*.

Activity Book

Unit 2, page 19, Lesson 7. See page 77 for answer key.

Review



Unit 2 Lesson 8

1



1.2.3

Look and guess the family members. Then, listen and check.

Jim



Grace



Tom



Lisa



1



2



3



4

2



Talk about your family.



This is my dad.
His hair is brown.
His eyes are green.



This is my sister.
Her hair is brown.
Her eyes are brown.

Oral review

22

Presentation: My family | This is my (brother). (His) (hair) is (red).



Children develop their visual predictive skills, their concentration skills on oral messages and their capacity to check and correct their answers.



Children develop their reading and speaking skills through understanding the text and saying similar sentences about a member of their family.

Key competences continuous assessment

Check if children:

- 1 Use their prediction skills to guess the family members and listen for specific information to complete the task.
- 2 Choose a family member and describe their physique.

CLIL Objective

To make oral descriptions of people.


Language Objective


To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 1
- Poster for Unit 2
- **Optional realia:** children's family photos.

Lead-in

 Use the **i-flashcards** to review the key vocabulary for the unit. Open the **i-poster** and listen to the sentences to choose the correct family member. For further practice ask the children to describe a family member using the same structures: *This is his dad. His eyes are brown. His hair is black.*

1  **1.23** Look and guess the family members. Then, listen and check. Play the audio and point out who is who as the narrator says it. Play it again, this time pausing after each person is mentioned and asking individual children who is who. Get the children to describe each person pictured using the structures learnt in the unit: *His hair is brown.* Then, get them to guess who is who: *This is her brother.*


2 **Talk about your family.** By now all the children will have brought in photos of their family members or have drawn a portrait. Get the children to describe their family members to one another.

Fast Finishers

The children try and copy simple sentences from the unit.


Wrap-up

Focus attention on the **poster**. Try and elicit some opinions about the hair colours, for example: *It's fantastic, It's horrible.* Ask questions like: *Is he her brother?* Do the same thing with the children's own family photos.

  Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit content.
See page 24 for game instructions.

Transcript

 **1.23** Look and guess the family members. Then, listen and check.

Narrator: Jim, show me your photo.

Jim: This is my mum. Her hair is red and her eyes are green.

Narrator: Oh, yes, there she is! That's photo number 3. Now Grace, show me your photo.

Grace: This is my brother. His hair is blond and his eyes are blue.

Narrator: Oh, yes, there he is! That's photo number 4. Now Tom, show me your photo.

Tom: This is my sister. Her hair is brown and her eyes are blue.

Narrator: Oh, yes, there she is! That's photo number 1. Now Lisa, show me your photo.

Lisa: This is my dad. His hair is black and his eyes are brown.

Narrator: Oh, yes, there he is. That's photo number 2.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 97 and 98 or 99 and 100 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Recognise the family words, face words and adjectives covered in the unit.

Use the possessive adjectives *his, her, (my and your)* correctly.

Use adjectives after the verb *to be*: *Her eyes are green.*

Activity Book

Unit 2, page 20, Lesson 8. See page 77 for answer key.

Unit 2 Lesson 1 · 2

Unit 2 Lesson 1

2 A family photo

1 Complete the family tree.

grandad brother mum sister

grandad grandma

mum dad

brother sister Claude

13

Unit 2 Lesson 2

1 Draw your family. Then, match the words to make sentences. *Child's own drawings and answers*

1

2

3

4

is my


- grandma.
- grandad.
- mum.
- dad.
- sister.
- brother.

14


Unit 2 Lesson 3

1 Look at the pictures and tick (✓) the mosaic.


1


☐


2


☐


3


☒


4



☐


5



☐



2 Read the sentences. Then, colour the pictures. *Child applies correct colours*

His eyes  are brown.

His hair  is red.

Her eyes  are blue.

Her hair  is brown.

15




Unit 2 Lesson 4

1 Read and circle the correct words.


1 Beauty is / isn't happy with his blue hair.

2 His hair is / isn't horrible.


3 Now his hair is / isn't fantastic.


2 Use the letters **g** and **b** and complete the words.




grandad



beauty



grumps



birthday cake

16

Unit 2 Lesson 5 • 6

Unit 2 Lesson 5

1 2 Listen and number the pictures.

4

It's fantastic!

2

Blue hair!

1

Change my hair!

3

Oh, my beautiful hair!

2 Draw your own hairstyle for Beauty. *Child's own drawing*

17

Transcript

2 Listen and number the pictures.

Narrator: One.

Beauty: Change my hair, Sparkle.

Sparkle: Ok. I can change the colour.

Narrator: Two.

Beauty: Aargh! Blue hair! It's horrible!

Narrator: Three.

Beauty: Oh, no! Sparkle you are mad!

Sparkle you are bad!

Do something! Do something!

Oh, my beautiful hair!

Narrator: Four.

Sparkle: There you are!

Beauty: Oh, Sparkle! It's fantastic!

I love it! I love it!

Unit 2 Lesson 6

1 Complete the information about yourself. *Child applies colours*

Welcome to my classroom!

My chair is

My table is

My book is

Child's own drawings and answers

This is my teacher,


This is my friend,

18


Review

1 Match the pictures with the words.

1




2




family
grandma and grandad
eyes
hair


3




4



2 Complete and describe the pictures. *Child's own drawings and answers*



Anna



David

Her eyes are _____

Her hair is _____

His eyes are _____


His hair is _____

Unit 2 Lesson 7


19


Review


1 Find and tick (✓) three pictures of families.




✓







✓



✓

Unit 2 Lesson 8

20

Unit 3 Overview

Vocabulary

Parts of the body: arms, bottom, fingers, foot/feet, hands, head, legs

Verbs of movement: clap, click, move, put in, put out, shake, slap, stamp, turn

Adjectives: left, right, orange, purple

Structures

Imperatives: Move your left hand, Shake your head.

Preposition on: Her left foot is on a green circle.

Recycled Language

Let's

Colours: blue, green, pink, red, yellow

Numbers: 1 to 10

Possessive adjectives: my, your, his, her

Get moving!

Cultural Strand

Language Objectives:

To give and receive instructions about moving the body.
To learn a traditional English party song: *The Hokey Cokey*.

Creative Strand

CLIL Objective:

To make body percussion.

Language Objectives:

To consolidate body vocabulary.
To revise the numbers 1 to 10.
To introduce the word: *finger*
To introduce the verbs: *clap, click, slap, stamp*

Functional Strand

Language Objectives:

To learn the words for parts of the body.
To learn how to give instructions to move parts of the body.

Literacy Strand

CLIL Objective:

To match characters with visual clues.

Language Objectives:

To recognise initial sounds *l* and *r*.
To consolidate language learning in a story context.
To develop listening and reading comprehension skills.

Knowledge Strand

CLIL Objective:

To understand the spatial concepts of *left* and *right*.

Language Objectives:

To learn body words: *arms, bottom, fingers, foot/feet, hands, head, legs*
To introduce the adjectives: *right, left*
To learn to use imperatives: *Move your left hand*.
To introduce the preposition of place *on*:
Her hand is on the red circle.

Skills Objectives

Listening: To recognise the names for the parts of the body. To understand instructions about moving the body using verbs of movement and the adjectives *left* and *right*. To listen to a story and match characters with visual clues. To understand and sing a traditional song: *The Hokey Cokey*.

Reading: To recognise words related to parts of the body and how to move them. To recognise the adjectives *left* and *right*.

Writing: To trace words related to parts of the body, *left* and *right*.

Speaking: To name the different parts of the body and indicate the right and the left. To give simple and more complex instructions about moving parts of the body.

Assessment Criteria

- Children can understand oral and written messages about parts of the body and instructions about how to move your body.
- Children can produce oral and written messages about how to move parts the body using the vocabulary and structures presented in the book.
- Children can distinguish between the left and the right and give and receive instructions using these words.
- Children can recognise the initial sounds *l* and *r*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 39, Writing
- Lesson 3: page 61, Speaking
- Lesson 4: page 71, Phonics
- Lesson 5: page 29, Reading
- Lesson 6: page 49, Listening
- Lesson 7: pages 68, Phonics
- Lesson 8: pages 9 -10, Language
- Evaluation: pages 101 - 102 or 103 - 104, Unit 3 test


Extras/Realia

- Lessons 5 - 7: Coloured ribbons (red, blue, green, yellow, pink, orange, purple)


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **i-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- **Lesson 1:** activity 1
- **Lesson 7:** activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- **Lesson 1:** vocabulary
- **Lesson 2:** knowledge
- **Lesson 4:** phonics
- **Lesson 5:** literacy
- **Lesson 7:** review

 Audiovisual material:

- **Lessons 4, 5 and 8:** Animated story
- **Lesson 6:** Traditional children's games

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop listening, speaking, reading and writing focusing on the lexical field of the body and movements.



Competence in Maths, Science and Technology:

Children develop the spatial concepts of left and right. They become aware of the parts of the body.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competences:

Children cooperate with others to dance and play a game.



Cultural Awareness and Expression:

Children use music and rhythm as a source of enrichment and fun. They learn the *Hokey Cokey*.



Learning to Learn:

Children develop visual concentration skills.



Sense of Initiative and Entrepreneurship:

Children choose words from the unit to create a body rhythm and a version of a song.

3

Get moving!

MST



1



1.25

Listen and number the pictures. Then, listen and join in.



1



arms

6



bottom

2



hands

5



head

3



legs

4



feet

2

Give instructions to your classmates.

SCC



DC



Giving instructions

Parts of the body

Move your (hands).



More practice

23



Children become familiar with a set of new words that help them understand and organise their corporal image.



Children give instructions to others within the context of a shared game.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Write the correct number next to the parts of the body.
- 2 Give instructions to others to play a game.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To identify parts of the body.

Language Objectives

To introduce parts of the body vocabulary: *arms, bottom, foot/feet, hands, head, legs*

To introduce the structure: *Move your (feet)!*


Materials


- Teacher's i-book
- CD 1
- Poster for Unit 3



Lead-in

 **1.24** Point to the unit **poster** (print or **interactive**).

Ask questions about the hair and eye colour of the people in the poster. Play the audio and get the children to copy what the people are doing in each picture. As they do the actions, say: *Move your hands! Move your feet!*

 Open the **i-poster** and drag the body words to the correct place. Alternatively, open the **lead-in** activity. Look at the picture and ask questions: *What colour is her/his ... ? Point to her/his ...*. Use the **Richmond i-tools** to circle and write the body parts in the picture.

1  **1.25** Listen and number the pictures. Then, listen and join in. Ask the children about the characters they can see: *Who is this? It's (Sparkle)*. Then, play the audio. As the body parts are mentioned you can either move yourself or point to the **poster**. Play the audio again and the children write the numbers. Finally, get the children to join in and move as instructed.

 Touch  to open the activity. The children match the words with the pictures.

2 Give instructions to your classmates. Get one child to give instructions to the rest of the class: *Move your (feet)!* Then, another child does an action and asks the rest of the class what part the child is moving. Be prepared for lots of laughing when they move their bottom!

Fast Finishers


The children draw pictures of figures moving their arms and legs.

Wrap-up

Start drawing a simple human figure on the board. Begin with the head. Ask the children what it is and write the word head beside it. Do the same for the arms, legs, hands and feet. When you have finished ask individual children to try to read and say the words. You could also take the children out to the playground and lead a conga calling instructions to the children: *Move your (arms)!*


 The children drag the sentences to the correct pictures.

Transcripts

 **1.24** Poster, Unit 3.

Everybody move your (hands). Everybody move your (hands).
Di-da, da, da. Di-da, da, da.

arms
feet
legs
head
bottom

 **1.25** Listen and number the pictures. Then, listen and join in.

Sparkle: Help! I'm stuck up here! Help me get down!

Narrator: One.

Holly: Oh, dear, Sparkle! Move your arms! Arms! Arms! Arms! Move your arms! That's right.

Sparkle: All right. Now what? I'm still stuck.

Narrator: Two.

Holly: Listen to me! Move your hands! Hands! Hands! Hands! Move your hands! That's right.

Sparkle: All right. Now what? I'm still stuck.

Narrator: Three.

Claude: Oh, dear Sparkle! Move your legs! Legs! Legs! Legs! Move your legs! That's right.

Sparkle: All right. Now what? I'm still stuck.

Narrator: Four.

Claude: Listen to me! Move your feet! Feet! Feet! Feet! Move your feet! That's right.

Sparkle: All right. But now what? I'm still stuck.


Narrator: Five.

Puff: Be quiet and listen, Sparkle! Move your head! Head! Head! Head! Move your head! That's right.

Narrator: Six.

Sparkle: Ouch! My bottom!

Initial Evaluation

Play the audio  **1.26** again and stop after each body part is mentioned. Ask individual children, or small groups, to move the correct body part.

Activity Book

Unit 3, page 21, Lesson 1. See page 96 for answer key.

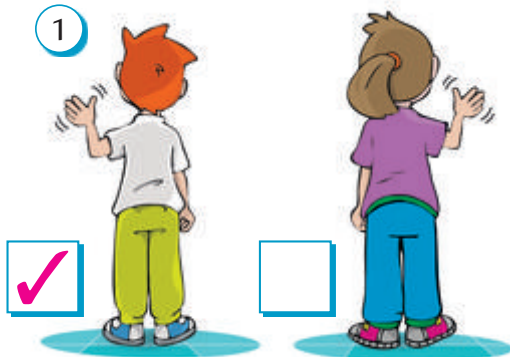


1

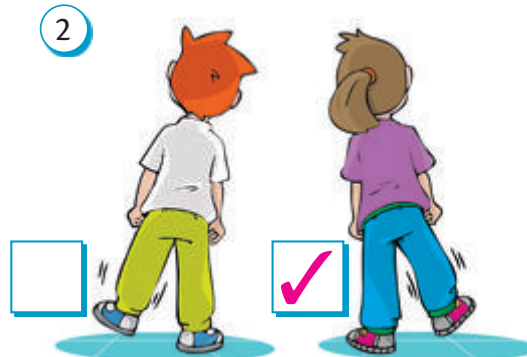


Listen and tick (✓) the correct pictures.

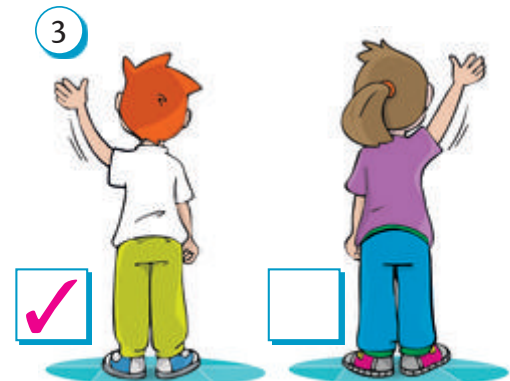
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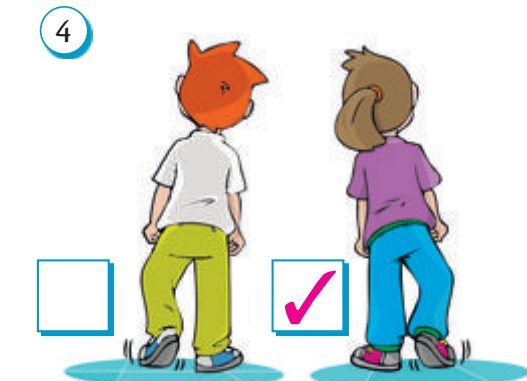
2



3



4



2

Practise the instructions.

Move your left hand!



24



More practice

Understanding left and right

Parts of the body

Move your (right) (leg).



Children start developing their spatial capacities with the use of *left* and *right*.



Children develop speaking skills and reinforce their knowledge of instructions, vocabulary and *left* and *right* spatial concepts.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Show understanding of *left* and *right* spatial concepts to complete the book activities and when following instructions.
- 2 Give simple instructions with *left*, *right* and parts of the body.
- 3 Use the digital resources to reinforce language learning.

CLIL Objective

To understand the spatial concepts of *left* and *right*.

Language Objectives

To introduce parts of the body words: *arm, foot/feet, hand, leg*

To introduce adjectives: *left, right*


To consolidate the imperative: *Move your (left) hand!*


Materials

- Teacher's i-book
- CD 1

Lead-in

Draw a T junction on the board. Then, draw a circle representing a car coming towards it. Explain that the car needs to turn left or right (add a signpost with arrows). Make the car turn left and write *left* on the left side of the board. Repeat with another car turning right. Then, with your back to the children, ask them to repeat the word *left* and raise your left hand and then do the same with *right*.

 Use the **lead-in** activity to illustrate the meaning of left and right. Drag the circles to the correct place on the pictures. Ask children to call out *left* and *right* with you.

1  **1.26** Listen and tick (✓) the correct pictures. Get the children to practise raising their left and right hands after you, always with your back to them to avoid confusion. Play the audio and the children point to the correct picture. Play again and the children tick the boxes.

2 **Practise the instructions.** Put the children in pairs or small groups to practise following instructions and moving parts of the body using the structure: *Move your (right) (foot)*.

Fast Finishers


The children copy the T junction from the board and draw cars on the roads going left and right.

Wrap-up

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask which part of the body they are moving in each picture. Play a game. Draw a line down the middle of the classroom (or if possible go out to the playground) and call out instructions: *Jump to the (right)!* The children who jump to the wrong side are out.

 The children take turns to choose the correct answer.

Transcript

 **1.26** Listen and tick (✓) the correct pictures.

One. Move your left hand!

Two. Now move your right leg!

Three. Now move your left arm!

Four. Move your right foot!

Anticipated Difficulties

Some children have difficulty grasping the concept of *left* and *right*. Always stand with your back to the class when demonstrating.

Optional Resources

Teacher's Resource Book page 39, Writing.

Continuous Assessment

Check if the children can:

Follow simple imperatives using the verbs: *click, slap* and *stamp*.

Give instructions using parts of the body.

Activity Book

Unit 3, page 22, Lesson 2. See page 96 for answer key.

LC



1



1.27

Listen, count and write a number.

1



Stamp your feet. 5

2



Clap your hands. 4

3



Click your fingers. 2

4



Slap your leg. 6

2

Make a body rhythm and tell your classmates.



IE



CAE



Giving instructions | Actions, Parts of the body | (Clap) your (hands).

25



Children become familiar with vocabulary relating to sounds that we can make with our body.



Children think of and make a body rhythm.



Children develop their creativity and sense of rhythm.

Key competences continuous assessment

Check if children:

- 1 Recognise and understand the name of sounds we can make with our body and give a physical response to them.
- 2 Invent a body rhythm using the language in Activity 1.
- 3 Use their creativity to make a new body rhythm.

CLIL Objective

To make body percussion.

Language Objectives

To consolidate the words: *feet, hands, leg*

To revise the names of the numbers: 1 to 10

To introduce the word: *finger*


To introduce the verbs: *clap, click, slap, stamp*


Materials

- Teacher's i-book
- CD 1
- Flashcards: *clap, click, move, slap, stamp*
- Poster for Unit 3
- Pop-outs for Unit 3

Lead-in

Teach the word *finger* by asking individual children to point to different things in the unit **poster** (print or **interactive**).

 Divide the class in two groups and open the **lead-in** activity to do body percussion. One group drags the pictures to form a rhythm and gives instructions to the other group to play it: *Click your fingers, click your fingers, slap your legs*. Use the pictures on the IWB as a model to help them follow the rhythm.

1  **1.27** **Listen, count and write a number.** Show the **flashcards** (print or **interactive**), do the movements and get the children to imitate you and repeat each word three times. Reinforce the numbers, say: (*Stamp your feet*) (*five*) *times!* See page 17 for more flashcard games.

Play the audio and the children count the number of sounds they hear. Play it again and they write the number of sounds in the box.

2 **Make a body rhythm and tell your classmates.** Teach the idea of rhythm by stamping out a rhythm with your feet and clapping. Get the children to imitate you and then try it out on their own. Show the **pop-outs** and explain how to create a body rhythm. The children think of a rhythm and write the number of times each movement is repeated. Finally, put them into groups and the children take turns to instruct the rest of their group.


Fast Finishers

Invent more body rhythms and draw a basic plan by copying the **pop-outs**.

Wrap-up

The children demonstrate the body rhythms they have invented for the whole class. Put them into groups of 4 or 5 children and they can create a collective body rhythm. The groups can then present their body rhythms to the class.

Transcript

 **1.27** **Listen, count and write a number.**

Stamp your feet! (5 times)

Clap your hands! (4 times)

Click your fingers! (2 times)

Slap your leg! (6 times)

Optional Resources

Teacher's Resource Book page 61, Speaking.

Continuous Assessment

Check if the children can:

Follow simple imperatives using the verbs:

clap, click, slap and *stamp*.

Give instructions using parts of the body.

Activity Book

Unit 3, page 23, Lesson 3. See page 97 for answer key.



1



1.28

Listen to the story.



2



3



4

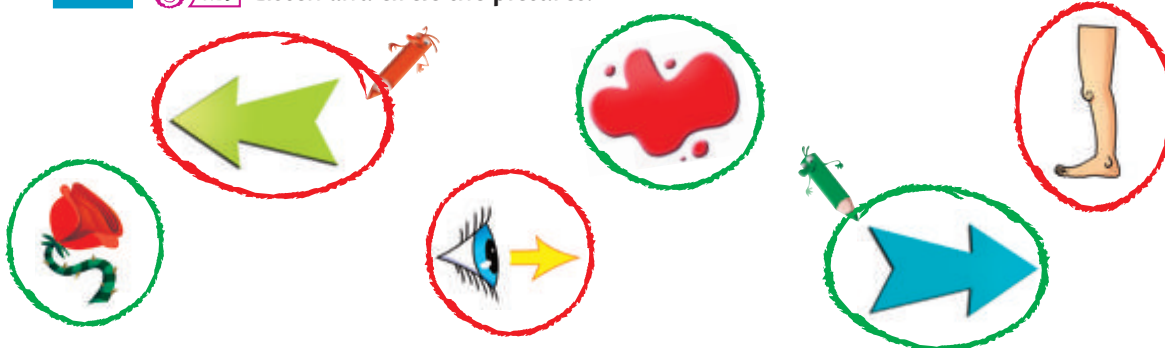


2



1.29

Listen and circle the pictures.



26

More
Phonics

Parts of the body, Turn (left)

Phonics: initial sounds /left and right



Children develop their listening and reading comprehension skills following the story with their books.



Children become familiar with the pronunciation of /l/ and /r/ as initial sounds.



Children work together on the IWB and do further practice with phonics individually.

Key competences continuous assessment

Check if children:

- 1 Follow the story with the audio.
- 2 Recognise and differentiate the initial sounds /l/ and /r/.
- 3 Use the digital resources to strengthen their understanding of phonics.



1 Look at the story and colour the ribbons.



Parts of the body, Turn (right) | Matching characters to visual clues



27



Children use the animated story to strengthen their understanding of the story.



Children develop their visual concentration skills searching for colours in the story.

Key competences continuous assessment

Check if children:

- 1 Use the animated story as a source to better understand the story.
- 2 Use their visual concentration skills to look for the colours of the ribbons.

CLIL Objective

To recognise the initial sounds *l* and *r*.

Language Objectives

To introduce more imperatives: *Wake up! Come on!*

Follow me! Turn (left/right)! Shake (your head)!

To introduce the adverb *here*: *She isn't here.*


To consolidate vocabulary: *left, right, head, arms, hair, bottom*


Materials


- Teacher's i-book
- CD 1
- Story cards for Unit 3

Lead-in

Pre-teach the new imperatives by telling a small group of children to follow you around the classroom. Say: *Come on!* (gesticulate with your hands), *Turn left!* You could also take the children out to the playground and draw a simple chalk maze on the ground. Stand in the centre and call out instructions to get out: *Follow me! Come on! Turn right!*

1  **1.28 Listen to the story.** Listen to the whole story showing the **story cards** (print or **interactive**). Invite children out to point to different characters or items in the pictures. Let them follow again using their books.

 Watch the animated story.


2  **1.29 Listen and circle the pictures.** Review the words, *rose* is new for them. They circle the pictures that start with *l* in red and those that start with *r* in green.

Fast Finishers

The children draw a maze and show the path out.

Wrap-up


Draw a maze on the board. Give a child the chalk/pen and let the rest of the class call out the directions to get out of the maze. This could also be done as a team game where different teams compete to get out of different mazes.

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.

Activity Book

Unit 3, page 24, Lesson 4. See page 97 for answer key.

Transcripts

 **1.28 Listen to the story: *Where's Sparkle?***

Narrator: Coloured ribbons is everybody's favourite game.

Holly: Where's Sparkle?

Puff: She isn't here.

Claude: And she isn't here.

Beauty: Let's look out here.

Narrator: Oh, dear! Sparkle is missing.

Narrator: Maybe Sparkle is in the Magic Maze.

Holly: Let's look in here. Come on everybody!

Puff: Oh, no! Not me!

Claude: Come on Puff!

Narrator: Puff and Beauty are scared of the maze.

Holly: Follow me, everybody! Turn right.

Claude: No, Holly. It's left.

Narrator: Holly, Puff and Beauty take the right path. Claude and Grumps take the left path.

Beauty: Oh, my hair! My hair!

Holly: Well, shake your head, Beauty! Shake your head!

Grumps: Ouch! This rose is prickly.

Claude: Well, move your arms, Grumps! Move your arms!

Puff: Ah! What's that noise!

Holly: Stop, Beauty! Stop, Puff!

Narrator: Oh, dear! Now they are all on the same path.

Grumps: Move your bottom, Puff! Move your bottom!


Claude: You see! Sparkle isn't in the maze.

Narrator: Everybody is very angry with Holly.

Claude: Shh! I can hear something!

Holly: Wake up Sparkle. It's time to play. Here's your ribbon.

Narrator: Now, they can play their favourite game but Grumps isn't very happy about that!

 **1.29 Listen and circle the pictures.**

Listen and say the sounds with me.

Then, circle the pictures in red or green.

l _ l _ l _ left r _ r _ r _ right

l _ l _ l _ leg r _ r _ r _ red

l _ l _ l _ look r _ r _ r _ rose

Continuous Assessment

Check if the children can:

Recognise the initial sounds *l* and *r*.

Follow instructions using the imperatives: *Come on! Follow me! Turn (left/right).*

Understand the imperatives: *Wake up! Shake your head!*

Optional Resources

Teacher's Resource Book page 71, Phonics.

CLIL Objective

To match characters with visual clues.

Language Objectives

To consolidate the colours: *blue, green, pink, red, yellow*

To consolidate the vocabulary: *parts of the body, left, right*

To introduce the colours: *orange, purple*

Materials

- Teacher's i-book
- CD 1
- Story cards for Unit 3
- **Optional realia:** plate, various coloured ribbons: red, blue, green, yellow, pink, orange and purple.

Optional Resources

Teacher's Resource Book page 29, Reading.

Continuous Assessment

Check if the children can:

Recognise the colours *orange* and *purple*.

Follow instructions using *left* and *right*.


Match characters in a story with visual clues.

Activity Book

Unit 3, page 25, Lesson 5. See page 98 for answer key.

Lead-in

Show the children the ribbons. Ask them the colour of each one and get them to repeat the words *orange* and *purple*. Ask them to point to orange and purple things in the classroom. Show the **story cards** (print or **interactive**) in order and remind the children of the story. Ask questions like: *What colour is this?*
For other **story cards** activities see page 18.


1  **1.28 Look at the story and colour the ribbons.** Listen to the whole story again, hold up the real ribbons and ask which character is wearing which colour. The children colour the ribbons in their book. If you don't have the real ribbons ask them to find objects in the classroom the same colour as the characters' ribbons.


Fast Finishers

The children copy some of the trees with faces from the story. They make them as colourful as possible using the colours mentioned in the unit.

Wrap-up

Give out the coloured ribbons. Give instructions, say: *Red, move your right arm! Orange, turn left!*

  Watch the animated story again. Stop at different parts to help the children act out the story.

 **The children follow the instructions to find the coloured ribbons in the Magic Maze.**

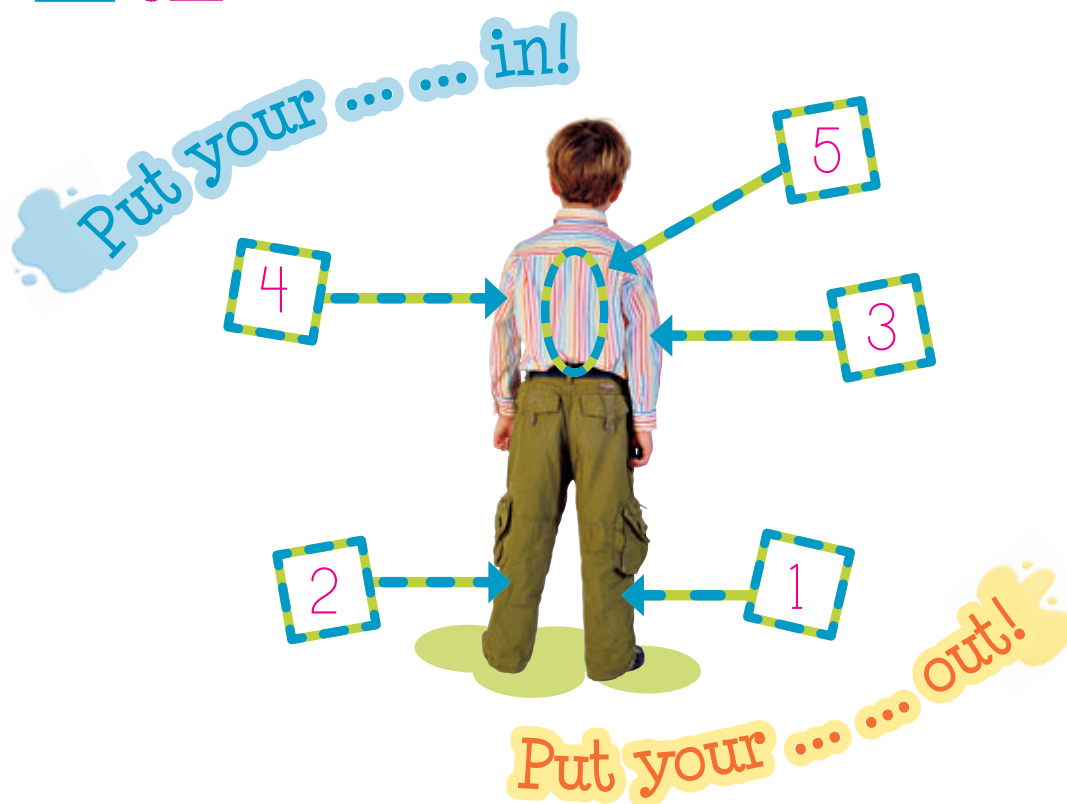


1



1.30

Listen and number the body parts. 🎵



2



1.31

Sing the *Hokey Cokey* song and do the actions. 🎵

Culture

3

Invent your own version.

28

A traditional song | Parts of the body | Put your (left leg) in.



Children listen to and become familiar with English word order and sentence structure through a song.



Children use music as a source of enrichment and fun and learn a traditional English song.



Children invent, plan and create their own version of the song.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Are familiar with English word order and sentence structure from the song.
- 3 Have fun, do the actions and sing the *Hokey Cokey*.
- 4 Imagine, plan and create their own song.

CLIL Objective

To sing and learn a traditional song.

Language Objectives

To introduce the word: *body*

To introduce the imperatives: *Put your ... in, Put your ... out, Turn around!*

To practise the adjectives *left* and *right* with the parts of the body.


To revise the numbers: 1 to 5



Materials


- Teacher's i-book
- CD 1
- Poster for Unit 3

Lead-in

Display the poster (or open the **i-poster** on the **Teacher's i-book**). Ask the children what part of the body Sparkle is moving in each picture. Make a circle of children in the middle of the classroom or playground and explain the orders *Put in* and *Put out*. Tell them to put their hands into the circle and out of the circle. Remind them of the verb *shake*, say: *Shake your (hands)*. Finally, tell them to put their bodies into the circle.

1  **1.30** Listen and number the body parts. Remind the children of the *Musical Chairs* game they played in Unit 1. Tell them they are going to hear a song that English children sing at parties and that it is about moving your body. Play the song once to let them get the idea. Then, explain that they need to put the numbers next to the body parts mentioned in the song. Play the song again stopping after each verse. Check by asking: *What number is the left leg?*


 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.

2  **1.31** Sing the *Hokey Cokey* song and do the actions. With the children standing in a circle, teach them the actions and let them join in.


3 Invent your own version. Put the children into groups to invent their own version of the song. You could suggest ideas, for example: *Put your workbook in!*

Wrap-up

Play a game. The children stand in a big circle. Going clockwise around the circle, each child takes it in turn to call out an instruction: *Put your left hand in!* Anyone who makes a mistake is out and sits down.

 Watch the video *Traditional children's games*. Complete the comprehension activity with the children.

Transcripts

 **1.30** Listen and number the body parts.

One!

You put your (right leg) in, your (right leg) out.
In, out, in, out, you shake it all about.
You do the hokey cokey and you turn around.
That's what it's all about!
Whoa! The hokey cokey! (x3)
That's what it's all about!

Two!

left leg

Three!

right arm

Four!

left arm

Five!

You put your whole body in, your whole body out.
In, out, in, out, you shake it all about.
You do the hokey cokey and you turn around.
That's what it's all about!
Whoa! The hokey cokey! (x3)
Knees bent, arms stretched. Rah! Rah! Rah!

 **1.31** Sing the *Hokey Cokey* song and do the actions.

Same text as track 1.30.

Optional Resources

Teacher's Resource Book page 49, Listening.

Continuous Assessment

Check if the children can:

Use the structure: *Put your (left) (hand) in!*

Give instructions for moving parts of the body.

Understand and join in with a traditional English party song.

Activity Book

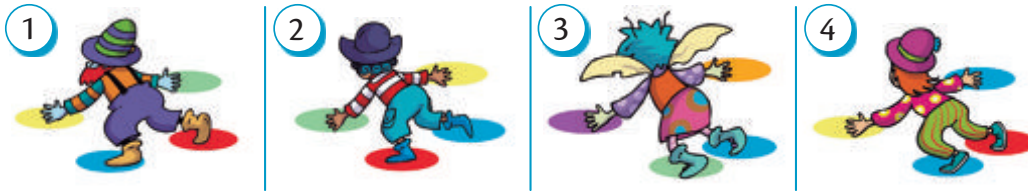
Unit 3, page 26, Lesson 6. See page 98 for answer key.

Review

1  Complete the picture dictionary.





2  1.32 Listen and say the number. Then, play *Guess the picture*. 2, 4, 1, 3



Her left foot is on a green circle.



Sparkle!

3  Complete your phonics chart. 

Parts of the body, Colours, left, right



Children reinforce their knowledge of the semantic field, the body and the words *left* and *right*.



Children develop their understanding of language by reproducing sentences with a given word order.



Children assess and organise their knowledge by making their phonics chart.

Key competences continuous assessment

Check if children:

- 1 Show acquisition of the body vocabulary and *left* and *right* by placing the stickers in the correct place.
- 2 Understand and reproduce the model sentences.
- 3 Make their own phonics chart.

CLIL Objective

To learn the name of some parts of the body.

Language Objective


To review the vocabulary and structures of the unit.

Materials



- Teacher's i-book
- CD 1
- Stickers for Unit 3
- A photocopy for each child of Teacher's Resource Book page 68 Phonics chart.
- **Optional realia:** coloured ribbons (blue, green, orange, pink, purple, red, yellow).


Lead-in

Do the *Hokey Cokey*. Then, ask individual children: *What (hand) am I moving?* Alternatively ask them to do actions, say: *Shake your head!*

 Open the **i-poster** and listen to the sentences to choose the correct picture.

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and trace over the words.

 Touch  to open the activity: *What's missing?* Divide the class in two groups. The group that says the missing part of the body first scores for their group.

2  **1.32 Listen and say the number. Then play Guess the picture.** Fix the ribbons to the board. With your back to the children, touch a ribbon and get the children to tell you where your hand is: *Your (right) hand is on the (blue) ribbon.* Play the audio and get the children to point to the correct picture. Play it again, stopping after each sentence so the children can repeat. The children play *Guess the picture* in pairs or small groups.

3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children practise drawing a human figure and try to label the parts of the body.

Wrap-up

Cut out seven circles in different coloured card or alternatively paint them using the colours covered in the unit. Attach them to the board and get three children to come out and put their hands on the circles. Say: *Her (right) hand is on the (purple) circle. Her (left) hand is on the (orange) circle.* The class call out the corresponding child's name.



The children listen and colour the circles.

Transcript



1.32 Listen and say the number. Then, play Guess the picture.

His right hand is on a yellow circle. His left foot is on a red circle.
Her left hand is on a yellow circle. Her right hand is on a blue circle.
His right hand is on a green circle. His left foot is on a blue circle.
Her left hand is on a purple circle. Her right hand is on an orange circle.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Name the parts of the body.

Name the colours covered in the unit: *blue, green, orange, pink, purple, red, yellow.*

Use *left* and *right* correctly.

Use the preposition on correctly: *Her left leg is on the blue circle.*

Recognise the phonic sounds *l* and *r*.

Activity Book

Unit 3, page 27, Lesson 7. See page 99 for answer key.

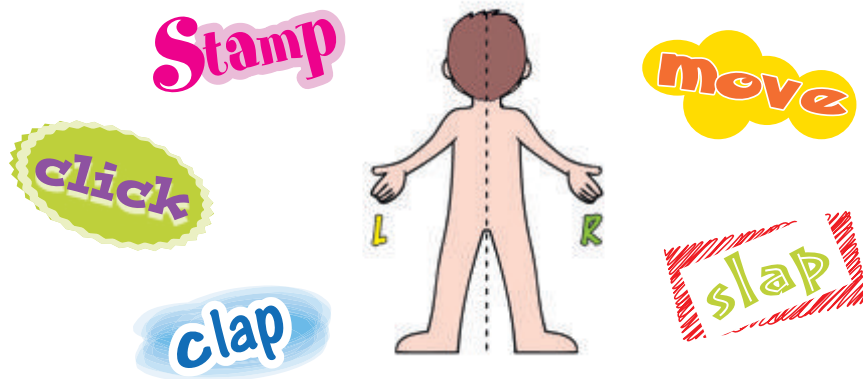
Review

Unit 3 Lesson 8

1 Tick (✓) or cross (X) the sentences.

- | | | |
|------------|----------------|-------------------------------------|
| Clap your | and stamp your | <input type="checkbox"/> |
| Click your | and slap your | <input type="checkbox"/> |
| Clap your | and slap your | <input checked="" type="checkbox"/> |
| Stamp your | and click your | <input checked="" type="checkbox"/> |

2 Make sentences. Child's own answers



3 Give instructions to your classmates.

Stamp your left foot.



Oral review

30

Presentation: Move your body | (Clap) your (hands) and (stamp) your (feet).



Children develop their reading skills by looking for coherence in the sentences.



Children develop their knowledge of the vocabulary and grammar by making new sentences.



Children use initiative to choose words and create sentences to give instructions to their classmates.

Key competences continuous assessment

Check if children:

- 1 Recognise the coherent and incoherent sentences and mark them.
- 2 Make new sentences using the words in the activity and in the unit.
- 3 Give instructions to other children.

Oral Review

CLIL Objective

To explore and enjoy percussion with the body.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards: *clap, click, move, slap, stamp*

Lead-in

Show the **flashcards** (print or **interactive**). The children make the sound pictured. Put the word cards on the board. Invite volunteers to match the correct word with the corresponding action. Then, show individual children the words and get them to read them and do the actions. Demonstrate that clapping can only be done with hands and that stamping can only be done with feet. See page 17 for more **flashcard** games.

 Use the **Vocabulary Game Generator** to review the body actions.

See page 21 for interactive games description and ideas.

1 Tick (✓) or cross (X) the sentences. The children read the sentences out loud with you. Choose a few individual children to read the sentences. Then, ask the children if the sentences are possible to do. If they are they put a tick and if not they put a cross.

2 Make sentences. Show the **flashcard** words again (print or **interactive**). Ask what colour each word is in the book. Ask individual children to make sentences: *Move your (right) (foot!).*

3 Give instructions to your classmates. The children take turns to give instructions in pairs or in small groups, using the structures they practiced in Activity 2. You could teach the children how to play *Simon says*.

Fast Finishers

The children write the sentences from Activity 1 into their notebooks.

Wrap-up

Put the **flashcard** words face down on your table. Call a child out to choose one without the other children seeing. Then, tell the child to do the action on the **flashcard** a number of times. The rest of the class has to guess the word before the child finishes.

 Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit content.

See page 24 for game instructions.

Optional Resources

Teacher's Resource Book pages 9 - 10, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 101 and 102 or 103 and 104 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Recognise and name the parts of the body covered in the unit.

Give more complex instructions to move the body using the adjectives *left* and *right*, and the possessive adjective *your*.

Recognise and use the verbs of movement: *clap, click, move, slap, stamp*.

Activity Book

Unit 3, page 28, Lesson 8. See page 99 for answer key.

Unit 3 Lesson 1

leg

arm

hand

foot.

head

body

21

Unit 3 Lesson 2



green

green4

LEFT

green

red

RIGHT

— red

red

red

9






green

red

22

Unit 3 Lesson 3

1 Complete the words. Then, do the actions and tick (✓) or cross (X) the chart.

	clapping	clicking	stamping	slapping	moving
 hands	✓	X	X	✓	✓
 feet	X	X	✓	X	✓
 legs	X	X	X	✓	✓
 fingers	X	✓	X	X	✓
 arms	X	X	X	X	✓


23

Unit 3 Lesson 4


1 Colour the key. Then, use the key to classify the pictures. *Model answer*

key


red = beginning yellow = middle green = end




yellow



green




red




yellow


2 Use the letters **l** and **r** and complete the words.




leg



red



left




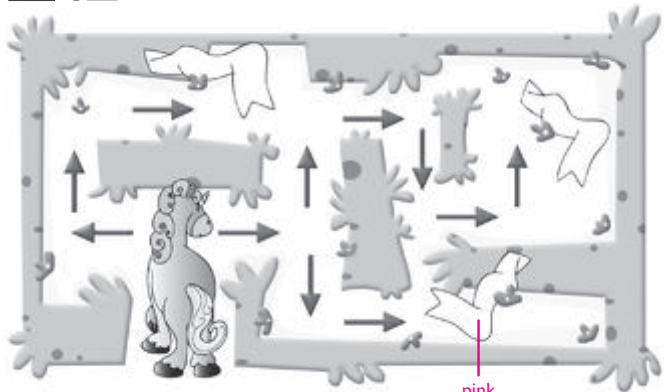
rose

24

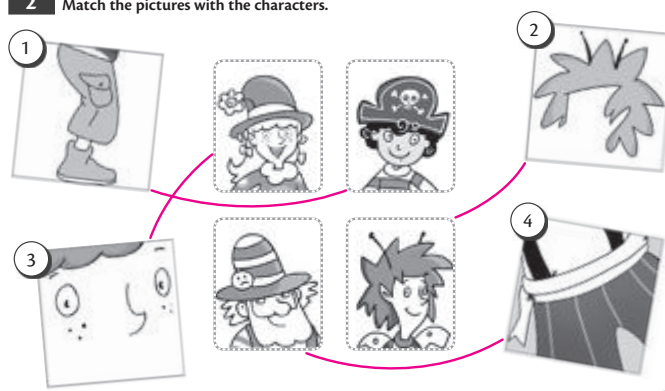
Unit 3 Lesson 5 • 6

Unit 3 Lesson 5

1  **3** You are Beauty! Listen and colour the correct ribbon.



2 Match the pictures with the characters.



25

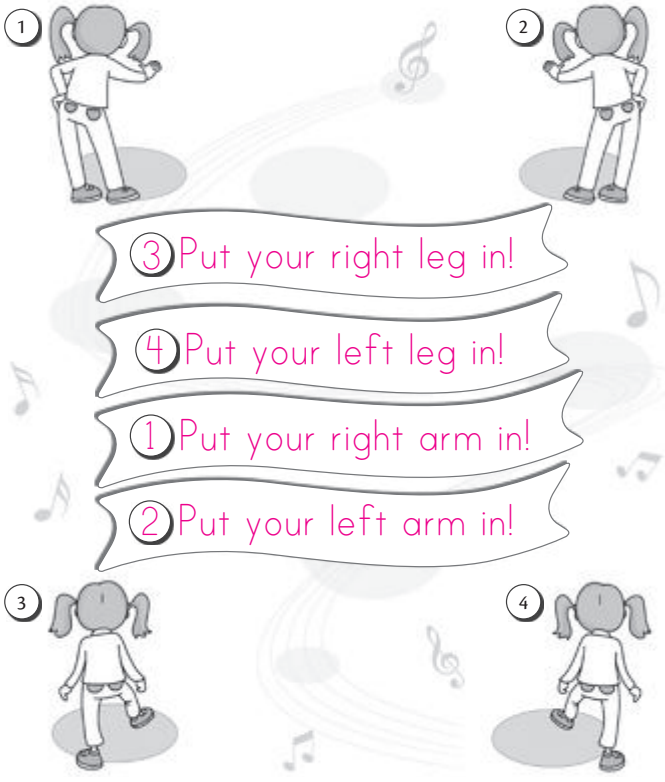
Transcript

 **3** You are Beauty! Listen and colour the correct ribbon.

Narrator: Turn right. Turn right again. Then, turn left. Colour your ribbon pink!

Unit 3 Lesson 6

1 Number the sentences.



3 Put your right leg in!

4 Put your left leg in!

1 Put your right arm in!

2 Put your left arm in!

26

Review

1 **4** Listen and circle the correct feet, hands and legs.

①				
②				
③				

2 Find seven words. Then, match the words with the picture.

Unit 3 Lesson 7

27

Transcript

4 Listen and circle the correct feet, hands and legs.

One.

Left foot, left foot, left foot, right foot.

Two.

Right hand, right hand, left hand, right hand.

Three.

Left leg, right leg, left leg, right leg.

Review

1 Read and write *one* or *two*. Then draw.

eyes	head	bottom	legs	hands	feet
two	one	one	two	two	two
Child's own drawings					

2 Complete the drawing.

Unit 3 Lesson 8

28

Unit 4 Overview

Vocabulary

Places and things in a town: bus, bus stop, brick, car, cinema, hospital, house, restaurant, school, shop, sports centre, street, town, zebra crossing

Numbers: 11 to 20

Imperative verbs: cross, listen, look, stop, walk

Structures

What's this?

Preposition at: You're at the shop.

There is/are: There is a hospital.

There are two shops in my town.

Interrogative: Is there a house at number 11?

Affirmative and negative imperatives:

Walk! Don't run!

Recycled Language

Colours: blue, green, orange, purple, red, yellow

Numbers: 1 to 10

Adjectives: left, right

I can see ...

Let's ...

Come on!

This is ...

What?

Cultural Strand

Language Objectives:

To learn the names of places in a town.

To describe a town using the structures: *There is/are.*

To use functional language for crossing the road: *Look left, don't run*

To learn about road safety and the job of a lollipop person.

Creative Strand

CLIL Objective:

To draw and colour a town.

Language Objectives:

To introduce the numbers from 11 to 20.

To practise the vocabulary of places in the town: *cinema, hospital, house, restaurant, school, shop, sports centre*

To introduce questions with the structure: *Is there?*

Is there a cinema at number 13?

To practise the use of the preposition of place *at*: *Here is a shop at number 11.*

Functional Strand

Language Objectives:

To learn the words for buildings and features of a town.

To use functional language for describing a town and for crossing the road.

Around town

Literacy Strand

CLIL Objective:

To observe visual clues in a story.

Language Objectives:

To recognise initial sounds *t* and *n*.

To consolidate the places in the town vocabulary and introduce the words: *brick, boxes, building, bookshop, sweet shop, toy shop*

To introduce functional language to praise people: *Good work! Nice job! Well done!*

To consolidate the interrogative: *What's that?*

To practise using the structures: *There is / There are*

To consolidate the number names from 11 to 20.

Knowledge Strand

CLIL Objective:

To become familiar with odd and even numbers.

Language Objectives:

To revise the numbers from 1 to 10.

To introduce the words: *hospital, house, shop, school, sports centre, cinema, restaurant*

To describe a street using the structures: *There is (one) (restaurant). There are (three) (houses).*

Skills Objectives

Listening: To understand simple oral messages describing buildings and features of a town.
To understand instructions about crossing the road safely. To understand and enjoy a story and a chant.

Reading: To recognise words describing the buildings and features of a town.

Writing: To trace words related to the buildings and features of a town.

Speaking: To say words related to town buildings.
To use the structures in the unit to describe a town.
To ask questions about the buildings in a town.
To describe a bus route and say where it stops.

Assessment Criteria

- Children can understand oral and written messages about the buildings and features of a town and about how to cross the road safely.
- Children can describe a town using the structures and vocabulary in the unit. They can name the numbers up to twenty.
- Children can recognise and differentiate between the initial sounds *t* and *n*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 40, Writing
- Lesson 3: page 50, Listening
- Lesson 4: page 72, Phonics
- Lesson 5: page 62, Speaking
- Lesson 7: page 30, Reading, page 68, Phonics
- Lesson 8: pages 11 - 12, Language
- Evaluation: pages 105 - 106 or 107 - 108, Unit 4 test

Extras/Realia

- Lesson 2: laminated *True/ False* cards for the classroom: Make a small card for each child. One side is red with an *F* for false and one side green with a *T* for true.
- Lesson 6: a homemade red *Stop* traffic sign on a stick. A reflective vest.

Key Competences



Linguistic Competence:

Children develop listening, reading and writing skills learning vocabulary and sentences to speak about a town.



Competence in Maths, Science and Technology:


Children develop numeracy skills with numbers 10 to 20. They learn the names of buildings found in the local area.




Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **I-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activity 1
- Lesson 6: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 3: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: Road safety

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.



Social and Civic Competence:

Children develop cooperation skills through games and learn some basic road safety rules.



Cultural Awareness and Expression:

Children develop their creativity by making a handmade lollipop sign and participating in a role play. They learn a typical British game: *Hide and seek*.



Learning to Learn:

Children develop visual attention skills and organise their phonics chart.



Sense of Initiative and Entrepreneurship:

Children imagine and design a town scene and a bus route.



Around town

MST



1



1.34

Listen and colour the signs. Then, listen and join in.



2

Play Hide and seek.

I can see you!
You're at the shop.



LC



DC



Identifying town buildings | You're at (the cinema).



More
practice

31



Children learn about the buildings in their surroundings.



Children develop their speaking skills making sentences as if playing Hide and seek.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Identify the names of buildings in their surroundings.
- 2 Make sentences using the vocabulary about town buildings and colours.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To identify and name man-made features of the environment.

Language Objectives

To introduce town vocabulary: *cinema, hospital, restaurant, school, shop, sign, sports centre*

To introduce the preposition *at*.

To revise colours: *blue, green, orange, purple, red, yellow*

To revise numbers from 1 to 10.


To introduce the structure: *You are at (the cinema).*


To introduce functional language: *Coming! Ready or not! You're it!*


Materials



- Teacher's i-book
- Flashcards: *cinema, hospital, restaurant, school, shop, sports centre*
- CD 1
- Poster for Unit 4

Lead-in

 **1.33** Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Point out the places, asking the children to repeat after you: *There is a (hospital)*. Play the audio and ask individual children to point to the places on the poster. Explain what a sign is and then point to all the signs above the buildings on the poster.

 Open the **i-poster** and ask the children what they can see. They listen to the audio and drag the bus to the correct place.

1  **1.34** **Listen and colour the signs. Then, listen and join in.** Explain that the characters are playing *Hide and seek* in Wondertown. Play the audio, the children point to the character that is hiding. Play it again stopping to give them time to colour. Check if they have it right by asking individuals: *What colour is the (school) sign?* Finally, play it again and the children join in.

 Touch  to open the activity. The children listen and drag the characters to the correct place.


2 **Play Hide and seek.** Choose one child to be *It* and ask them to close their eyes and count to ten slowly. Hand out the **flashcards** and tell the children to put the **flashcards** face up on their desk and then hide underneath. The student who is *It* opens their eyes and says: *I can see you, (Laura)! You're at the (shop).*

Fast Finishers

The children draw one of the buildings on the poster with a sign or create a sign for the classroom.

Wrap-up


Show a word **flashcard**, get the whole class to read it and then ask a volunteer to point out the place on the **poster** (print or **interactive**). Repeat with the other places.

 The children drag the symbols to the correct picture.

Transcripts

 **1.33** **Poster, Unit 4.**

Here we are at the hospital.
Here we are at the cinema.
Here we are at the school.
Here we are at the sports centre.
Here we are at the shops.
Here we are at the houses.
Here we are at the restaurant.

 **1.34** **Listen and colour the signs. Then, listen and join in.**

Narrator: Today, the friends are playing Hide and Seek. First, Holly is *It*.

Holly: Ten, nine, eight, seven, six, five, four, three, two, one. Coming! Ready or not!

Holly: Claude! I can see you, Claude! You're at the shop. The shop sign is green.

Narrator: Now, Claude is *It*.

Claude: Ten, nine, eight, seven, six, five, four, three, two, one. Coming! Ready or not!

Claude: Puff! I can see you, Puff! You're at the cinema. The cinema sign is red.

Narrator: Now, Puff is *It*.

Puff: Ten, nine, eight, seven, six, five, four, three, two, one. Coming! Ready or not!

Puff: Beauty! I can see you, Beauty! You're at the restaurant. The restaurant sign is purple.

Narrator: Now, Beauty is *It*.

Beauty: Ten, nine, eight, seven, six, five, four, three, two, one. Coming! Ready or not!

Beauty: Sparkle! I can see you, Sparkle! You're at the school. The school sign is yellow.

Narrator: Now, Sparkle is *It*.

Sparkle: Ten, nine, eight, seven, six, five, four, three, two, one. Coming! Ready or not!


Sparkle: Grumps! I can see you, Grumps! You're at the hospital. The hospital sign is orange.

Narrator: Now, Grumps is *It*.

Grumps: Ten, nine, eight, seven, six, five, four, three, two, one. Coming! Ready or not!

Grumps: Holly! I can see you, Holly! You're at the sports centre. The sports centre sign is blue.

Initial Evaluation

Play the audio  **1.34** again. As places are mentioned get individual children to point to them on the **poster**. Ask the rest of the class if they agree.

Activity Book

Unit 4, page 29, Lesson 1. See page 118 for answer key.



1



1.35

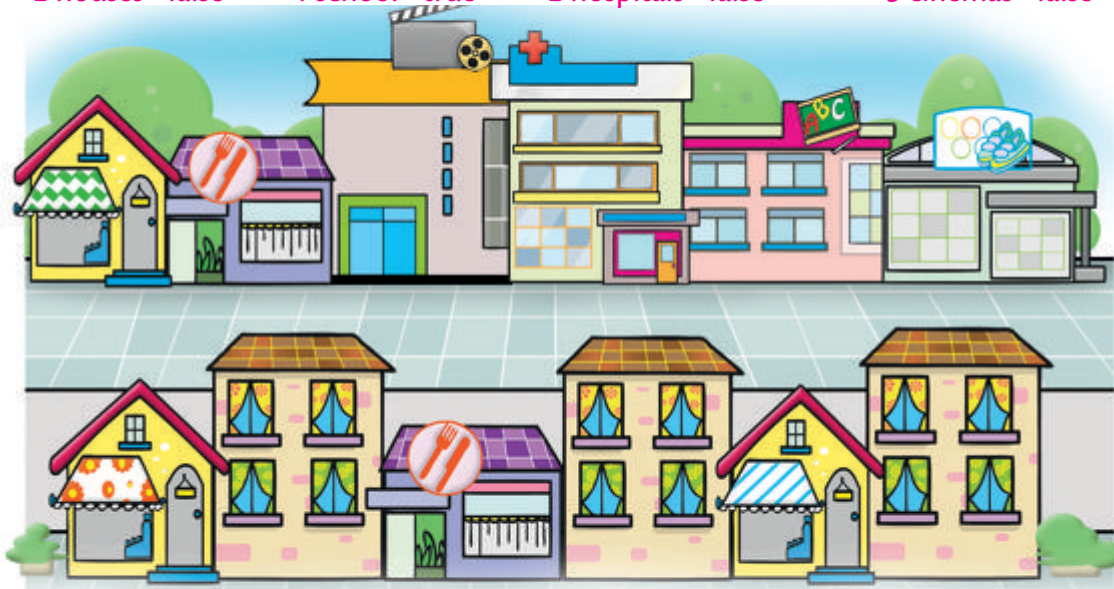
Listen and say *True* or *False*.

2 houses - false

1 school - true

2 hospitals - false

3 cinemas - false



3 shops - true

1 sports centre - true

1 restaurant - false

2

Match the words and describe the picture in Activity 1.

There is

There are

1
2
3

houses.

hospital.

restaurants.

3

Make and describe a town scene.

There are two houses
and there's a hospital.



32

Describing a street

Town buildings

There is (one) (shop). There are three (houses).



Children develop their listening skills, reinforce vocabulary about buildings and become familiar with the structure *There is*, *There are*.



Children develop numeracy skills, matching numbers and quantity.



Children show initiative to design, draw, and describe their idea of a town.

Key competences continuous assessment

Check if children:

- 1 Understand the town vocabulary and the sentence structure *There is*, *There are*.
- 2 Relate numbers and quantity.
- 3 Think of and draw a town scene and speak about it.

CLIL Objective

To draw and colour a town.

Language Objectives

To practise the structures: *There is, There are.*

To practise the town words: *cinema, hospital, house, restaurant, school, shop, sports centre*


To describe a street using the structures: *There is (one) (restaurant), There are (three) (houses).*


Materials

- Teacher's i-book
- CD 1
- Poster for Unit 4
- Flashcards for Unit 4
- A4 paper
- **Optional realia:** a set of laminated True/False cards (see page 101).

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Point to a house and say: *This is a house*, get the children to repeat. Then, with the children count the houses and say: *There are (three) houses*. Repeat with other items in the poster.

 Open the **lead-in** activity. Let's make a town! The children drag the elements to make a town and then they describe it to the class. You can also use your own instructions to tell them how to make the town.

1  **1.35** **Listen and say True or False.** Explain what True and False mean, for example with the names of the children in class. You could make some double-sided true/false cards, the green side for true and the red side for false. Play the audio and give them time to answer. In pairs let them take turns to make true or false sentences about the picture.

2 **Match the words and describe the picture in Activity 1.** Practise reading the possible sentences all together. Then, the children work individually or in small groups. They can make other sentences too.

3 **Make and describe a town scene.** Show the **flashcards** (print or **interactive**) and remind the children of the names of the buildings. The children draw a town scene on a piece of paper and then describe it to the class. Make a classroom display with all their drawings.

Fast Finishers

The children try and copy the words from the lesson to make sentences: *There is a hospital.*

Wrap-up

Draw a street on the board. Ask children to come and draw different buildings with signs on the street and let the other children guess what they are. Finally get the rest of the class to describe the scene. This activity could also be done on a roll of continuous paper. The children all draw or paint buildings along the street.

Transcript

1.35 Listen and say *True or False*.

Let's count the buildings on the street.
 There are two houses.
 There's one school.
 There are two hospitals.
 There are three cinemas.
 There are three shops.
 There's one sports centre.
 There's one restaurant.

Optional Resources

Teacher's Resource Book page 40, Writing.

Continuous Assessment

Check if the children can:
 Name the different buildings in a town.
 Use the structures *There is, There are* to describe a town scene.

Activity Book

Unit 4, page 30, Lesson 2. See page 118 for answer key.

MST

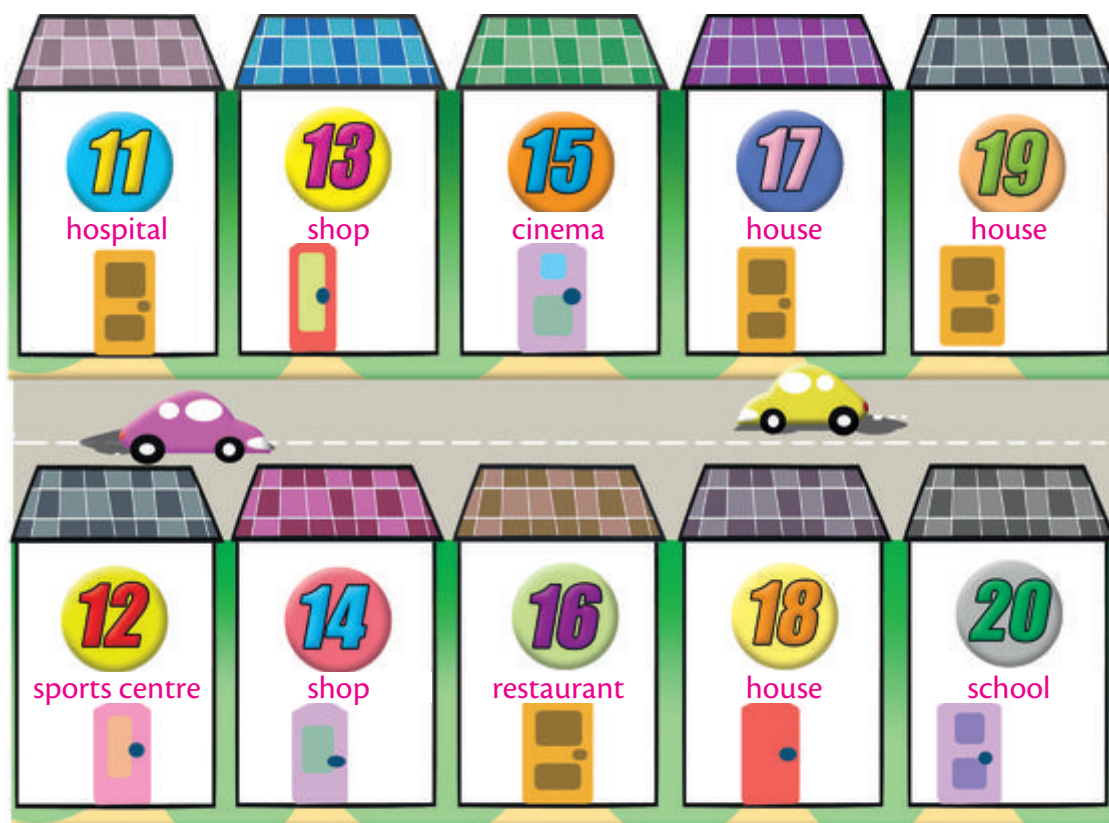


1



1.36

Listen and place the pop-outs.



LC



2

Play *The town game*.

There are three houses
on my street.

Is there a house
at number 11?



DC



Asking about buildings on a street | Numbers 10-20
Is there a (shop) at (number 13)?

More
practice

33



Children develop their numeracy skills practising numbers 11 to 20.



Children acquire some grammar rules by imitating model sentences.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Understand and recognise numbers 11 to 20.
- 2 Ask and answer questions using correct grammar.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To become familiar with odd and even numbers.

Language Objectives

To introduce the numbers from 11 to 20.

To consolidate the vocabulary of places in the town:

hospital, shop, school, sports centre, cinema, restaurant, house

To introduce questions with the structure: *Is there?*


To practise the use of the preposition *at*: *There is a shop at number 11.*

Materials


- Teacher's i-book
- CD 1
- Pop-outs for Unit 4

Lead-in

Revise the numbers from 1 to 10 by counting things around the classroom. Write the numbers 11 to 20 on the board and get the children to count after you. Make a line of 20 children and get them to call out their number. Ask the odd numbers to stand on one side of the room and the even numbers on the other. Count them again pointing to opposite sides of the line.

 Open the **lead-in** activity to practise odd and even numbers. The children drag the numbers to the correct side of the street and count up and down in odds and evens.

Use the **i-flashcards** to remind the children of the names of the different places in a town. Then, open the **i-poster** to ask them questions with the structure *Is there ... at ... ?*

1  **1.36** Listen and place the pop-outs. Point out the odd and even numbers on the street scene. Check that the children have done the activity correctly by asking: *Is there a (house) at number (11)?*


2 Play **The town game**. The children get into small groups and rearrange the **pop-outs** on their street. They take turns to say something about the buildings and the others ask questions until they guess correctly.

Fast Finishers


The children draw pictures to illustrate odd and even numbers.

Wrap-up

The children glue their **pop-outs** onto a piece of A4 paper, tell them to draw a street in the middle. Get them to write a number from 11 to 20 above each building. Then, ask individual children about their picture.

 The children listen and touch the correct buildings in the street.

Transcript

 **1.36** Listen and place the pop-outs.

There are 10 buildings on my street.

There's a hospital at number 11 and there's a sports centre at number 12.

There are shops at numbers 13 and 14.

There's a cinema at number 15 and there's a restaurant at number 16.

There are houses at numbers 17, 18 and 19 and there's a school at number 20.

Optional Resources

Teacher's Resource Book page 50, Listening.

Continuous Assessment

Check if the children can:

Say the number names from 11 to 20.

Ask questions using *Is there: Is there a hospital at number 12?*

Use the preposition *at* correctly.

Activity Book

Unit 4, page 31, Lesson 3. See page 119 for answer key.



1



1.37

Listen to the story.



2



1.38

Listen and circle the pictures.



34

More
phonics

Town buildings, Numbers

Phonics: initial sounds **t**own and **n**o

Children develop their reading skills and use the story to become familiar with new language.



Children develop their knowledge of pronunciation by learning to distinguish initial sounds **t** and **n**.



Children work together on the IWB and do further practice with phonics individually.

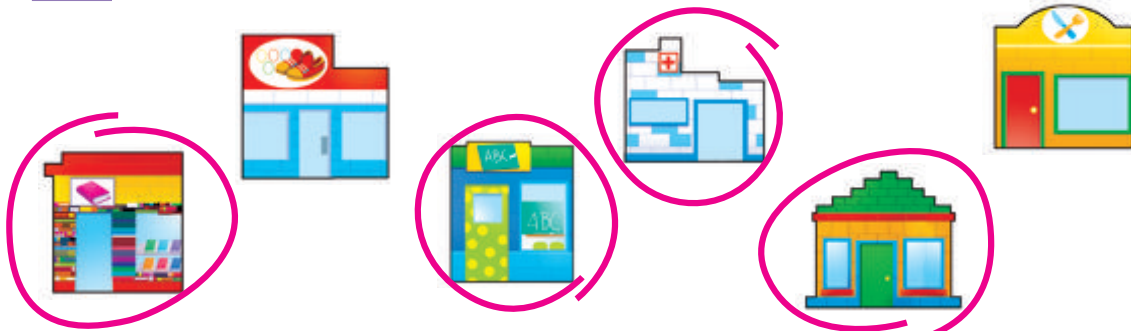
Key competences continuous assessment

Check if children:

- 1 Show understanding of the story and some new language.
- 2 Differentiate and pronounce properly the initial sounds **t** and **n**.
- 3 Use the digital resources to strengthen their understanding of phonics.



1 Look at the story and circle the buildings.



Town buildings, Numbers | Observing visual clues



35



Children work together on the IWB and do further practise individually.



Children develop their visual attention capacities looking for the buildings in the story.

Key competences continuous assessment

Check if children:

- 1 Use the animated story as a source to better understand the story.
- 2 Use their attention skills to look for the buildings in the vignettes.

CLIL Objective

To recognise the initial sounds *t* and *n*.

Language Objectives

To consolidate the places in the town vocabulary and introduce the words: *bookshop, boxes, brick, building, sweet shop, toy shop*

To introduce the verb: *build*

To introduce functional language: *Good work! Nice job! Well done!*


To introduce the interrogative: *What's that?*

Materials


- Teacher's i-book
- Poster for Unit 4
- CD 1
- Story cards for Unit 4

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Point to the buildings the children already know. Show them **story cards** 5 and 6 (print or **interactive**) and introduce the book shop and toy shop by pointing to the signs.

1  **1.37 Listen to the story.** Listen to the whole story showing the **story cards**. Invite children out to point to different characters or buildings in the pictures. Ask them about the signs and numbers on the buildings. Let them follow again using their books.

 Watch the animated story.


2  **1.38 Listen and circle the pictures.** Review the words. They circle the pictures that start with *t* in red and those that start with *n* in green.

Fast Finishers

The children draw their ideal shop with its own sign.

Wrap-up

The children get into groups to act out the story. Make sure they use the expressions from the audio: *Wow! Can I help? Well done!*

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.


Optional Resources

Teacher's Resource Book page 72, Phonics.

Continuous Assessment

Check if the children can:
Recognise the initial sounds *t* and *n*.
Recognise and name the town buildings and numbers up to 20.

Transcripts

 **1.37 Listen to the story: Puff's special shop.**

Narrator: One day in Wonderworld, Holly and Claude find two big boxes.

Claude: Wow!

Holly: Look at the bricks!

Narrator: There are lots of bricks in the boxes.

Claude: Let's build a town!

Holly: Yes!

Claude and Holly: One brick, two bricks. Red bricks, blue bricks.

Three bricks, four bricks, more and more bricks!

Let's build a town!

Narrator: First, they build the houses. They make a lot of noise!

Puff: What's all this noise? What's that?

Holly: Look, Puff. It's a town...

Claude: ... with four houses!

Join-in: One brick, two bricks. Red bricks, blue bricks.

Three bricks, four bricks, more and more bricks!

Let's build a town!

Narrator: Next, they build some shops.

Puff: Can I help?

Claude: OK!

Join-in: One brick, two bricks. Red bricks, blue bricks.

Three bricks, four bricks, more and more bricks!

Let's build a town!

Narrator: No Puff! Be careful, Puff!

Narrator: At last, the town is ready. There are lots of buildings in the town. Grumps and Sparkle look around.

Sparkle: Wow! It's a book shop!

Grumps: Good work!

Holly: Thanks!

Narrator: There's a book shop and there's a school.

Narrator: There's a toy shop and there's a hospital.

Sparkle: Look at all the toys!

Grumps: Nice job!

Claude: Thanks!

Narrator: Then, they see a strange building at the end of the road.

Puff: Look! This is my shop!

All: What? What's that?

Holly: What shop is it, Puff?

Puff: It's a sweet shop!

Claude: But... where are the sweets?

Narrator: The friends go into Puff's shop. It is a sweet shop.

There are lots of sweets. Can you see the sweets?


Puff: Here! Have some sweets!

All: Wow! Thanks, Puff!

Holly: It's fantastic!

Claude: Well done, Puff!

Puff: Thanks.

 **1.38 Listen and circle the pictures.**

Listen and say the sounds with me.

Then, circle the pictures in red or green.

t _ t _ t _ town n _ n _ n _ no

t _ t _ t _ toy shop n _ n _ n _ nine

t _ t _ t _ twenty n _ n _ n _ numbers

Activity Book

Unit 4, page 32, Lesson 4. See page 119 for answer key.

CLIL Objective

To observe visual clues in a story.

Language Objectives

To consolidate the vocabulary: buildings in the town.

To practise the structures: *There is / There are.*

To reinforce the numbers 11 to 20.

Materials

- Teacher's i-book
- CD 1
- Story cards for Unit 4

Optional Resources

Teacher's Resource Book page 62, Speaking.

Continuous Assessment

Check if the children can:

Observe visual clues while listening to a story.

Understand expressions for giving praise.

Understand and answer questions beginning with *What:*

What's that?


Activity Book

Unit 4, page 33, Lesson 5. See page 120 for answer key.

Lead-in

Show the **story cards** (print or **interactive**) in order and ask about the characters and the buildings shown. Ask about the colours of the bricks and the numbers on the shops. Show every alternate story card and the children put in the missing card.

For other **story cards** activities see page 18.

-  **1.37** Look at the story and circle the buildings. Listen to the whole story again. Stop at different parts and ask questions about what they are building in each vignette. Then, tell the children to circle the buildings mentioned in the story.

Fast Finishers

The children draw a shop of their choice.

Wrap-up

Play the story again, with the **story cards**, stopping to repeat the exclamations: *Good work! Nice job! Well done! It's fantastic! Wow!* The children repeat and point to the characters that make the exclamations.



The children listen and touch the correct pictures to build a town.



1



Listen and number the pictures. 🎵



Come on!
Cross the road with me!



2 Look left,
right, left.



3 Walk!
Don't run.



1 Stop and
listen.

2

Make a lollipop sign and act out the scene.

Stop, cars!



Cross the road with me!



Culture

36

Road safety | Look (left, right, left).



Children reinforce the vocabulary and road safety rules with the video.



Children become familiar with rules to become responsible citizens.



Children express themselves using crafts and role play.

Key competences continuous assessment

Check if children:

- 1 Recognise and understand some road safety rules and recommendations.
- 2 Identify and match road safety rules and pictures.
- 3 Use crafts and role play to act out a scene.

CLIL Objective

To develop responsibility to follow some basic road safety rules.

Language Objectives

To introduce the vocabulary: *bus, bus stop, car, road*

To introduce imperatives and negative imperatives: *Cross, Listen, Look left, Look right, Stop, Walk, Don't run!*

Materials


- Teacher's i-book
- **Optional realia:** a homemade Stop sign on a stick. A reflective vest.
- CD 1
- Poster for Unit 4

Lead-in

Display the poster (or open the **i-poster** on the **Teacher's i-book**). Count the people waiting at the bus stop. Point out and count the zebra crossings. Explain the job of a lollipop man or woman and show them the stop sign. Remind them of the adjectives *left* and *right* by telling them to say who they can see to the right and left of them. Explain the idea of crossing the road by walking your fingers across the zebra crossings. Practise the imperatives by saying them and getting the children to mime.

i-book Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit.
See page 21 for interactive games description and ideas.

1 **1.39** Listen and number the pictures. Explain that cars have to stop when there is a zebra crossing and let the people pass. Then, look at the photo of the lollipop lady and explain that in Britain, outside schools there are lollipop men and women who help children cross the road. Read the speech bubble and the sentences under the photos all together out loud.

i-book Touch  to open the activity. Play the complete chant to demonstrate the activity. Then, play the activity chant. The children listen and join in the chant saying the missing words as they see them (key vocabulary about road safety).

2 **Make a lollipop sign and act out the scene.** Designate a part of the classroom or playground as the zebra crossing and the children take it in turns to cross and to be the lollipop man/woman using the imperatives learned in the lesson.

Wrap-up

Get the children into groups to play a game based on the imperatives learned. They take it in turns to call out affirmative and negative imperatives and the rest follow the instructions. Anyone who makes a mistake is out. They could also invent little dances with actions for the *road safety chant*.

i-book Watch the video **Road safety**. Complete the comprehension activity with the children.

Transcript

1.39 Listen and number the pictures: *Road safety chant*.

Road safety, one, two, three,
Come on, cross the road with me!
One
Stop and listen, one, two, three,
Road safety for you and me!
Two
Look left, right, left, one, two, three,
Road safety for you and me!
Three
Walk, don't run, one, two, three,
Come on, cross the road with me!

Continuous Assessment

Check if the children can:
Understand the new vocabulary items: *bus, bus stop, car, road, zebra crossing*.
Understand and reproduce affirmative and negative imperatives: *Stop, Listen, Look, Cross, Don't run, Walk*.
Use the adjectives *left* and *right* correctly.
Understand the job of a lollipop man or woman.
Understand the rules of road safety.

Activity Book

Unit 4, page 34, Lesson 6. See page 120 for answer key.

Review

1 Complete the picture dictionary.



brick



bus



bus stop



house



street



town

2 Read and say the picture. Then, play a guessing game.

There are two houses. There's a school.
There's a hospital. There's a shop.



3 Complete your phonics chart.

Town buildings | There is (a restaurant). There are (two shops).



Children reinforce their knowledge of the semantic field the town.



Children develop their reading skills by reading and finding the picture and their speaking skills by describing a picture.



Children assess and organise their knowledge by making their phonics chart.

Key competences continuous assessment

Check if children:

- 1 Show acquisition of the town vocabulary by placing the stickers in the correct place.
- 2 Show understanding of sentences about a town and describe town scenes.
- 3 Make their own phonics chart.

CLIL Objective

To develop scanning skills.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 4
- Poster for Unit 4
- Stickers for Unit 4
- A photocopy for each child of Teacher's Resource Book page 68 Phonics chart.

Optional Resources

Teacher's Resource Book page 30, Reading and page 68, Phonics.



Continuous Assessment

Check if the children can:
Name the places on the flashcards.
Understand what goes on at each place.
Use the structures *There is / There are correctly*.
Recognise the sounds *t* and *n*.

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Ask about the buildings to elicit the vocabulary of the unit. Show the **flashcards** (print or **interactive**) and ask children to find the same building on the poster.

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and trace over the words.

 Touch  to open the memory game. The children take turns to match the words with the pictures.

2 Read and say the picture. Then, play a guessing game. Display the **poster** and the children describe it using the structures: *There is / There are*. Help individual children to read out the sentences and choose another child to say which picture it refers to. Then, get the children into small groups to play a guessing game with the two pictures.


3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children try to write the picture dictionary words in their notebooks.

Wrap-up

Put the children into small groups and give each group a **flashcard**. They invent a mime to illustrate their picture and the rest of the class guess.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit.
See page 21 for interactive games description and ideas.

 The children listen and drag the bus to the correct place.

Activity Book

Unit 4, page 35, Lesson 7. See page 121 for answer key.

Review

LC



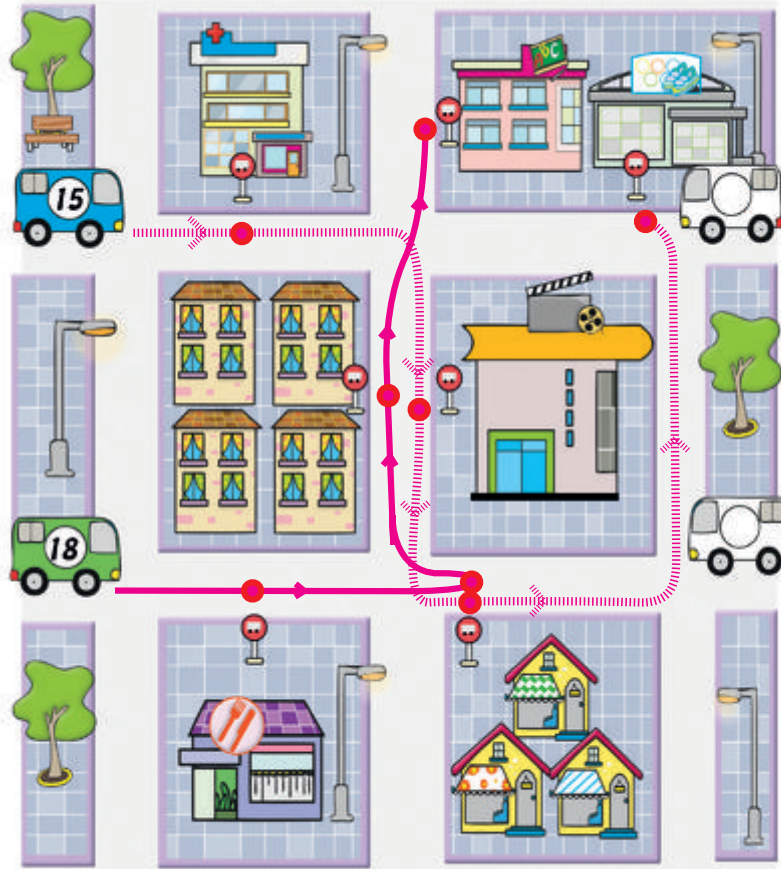
Unit 4 Lesson 8

1



1.40

Listen and draw the bus routes.



2



Draw your bus route and play a game.

This is the number 10 bus.
There are four stops.



Oral review

38

Presentation: A bus route | This is the (number 12 bus). There are (three stops).



Children reinforce their listening skills focusing their attention on town buildings and numbers to follow the bus route.



Children use their initiative to invent and describe a bus route.

Key competences continuous assessment

Check if children:

- 1 Understand numbers 10 to 20 and town buildings by tracing a route on the map.
- 2 Make a bus route and talk about it to play a game.

CLIL Objective

To make a plan of a town.

Language Objective


To review the vocabulary and structures of the unit.


Materials

- Teacher's i-book
- CD 1
- Flashcards: *cinema, hospital, house, restaurant, school, shop, sports centre, zebra crossing*
- Poster for Unit 4

Lead-in

Point out the bus in the **poster** (print or **interactive**). Ask them the number of the bus. Explain that all buses have numbers and go on different routes. Maybe some of the children come to school on a bus. Ask them their bus number.

 Open the **i-poster** and listen to the sentences to choose the correct answer.

1  **1.40** **Listen and draw the bus routes.** Ask about the numbers on the buses. Count the bus stops with the children. Ask them what buildings they can see in the picture and get them to point them out. Play the audio and the children follow the routes with their fingers. They draw the number 15 bus route in blue and the number 18 route in green.

2 **Draw your bus route and play a game.** Put them in pairs to play the bus route game. Each child chooses a bus, the number and the colour of their route. They decide where it stops and describe the route to their partner: *This is the number (6) bus. There are (three) stops: the cinema, the houses and the restaurant.* Their partner draws the route in pencil this time.

Fast Finishers

The children draw a bus full of people.


Wrap-up

Give the **flashcards** out to individual children and put them standing around the room. You are the bus driver. Get five or six children to follow you in the bus while the rest wait at the bus stops where the children holding the flashcards are. Go to the different places saying: *Here we are at the hospital!* The children can get on and off the bus as they please. You could choose a child to be the driver when they fully understand the game.

 Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit. See page 24 for game instructions.

Transcript

 **1.40** **Listen and draw the bus routes.**

Bus driver: This is the number 15 bus. Come on! Get on the bus!
Here we are at the hospital.
Here we are at the cinema.
Here we are at the shops.
Here we are at the last stop. It's the sports centre.

Bus driver: This is the number 18 bus. Come on! Get on the bus!
Here we are at the restaurant.
Here we are at the shops.
Here we are at the houses.
Here we are at the last stop. It's the school.

Optional Resources

Teacher's Resource Book pages 11 - 12, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 105 and 106 or 107 and 108 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:
Name the places in the town covered in the unit.
Use the structures: *This is (the number 10 bus), and There are (four stops).*

Activity Book

Unit 4, page 36, Lesson 8. See page 121 for answer key.

Unit 4 Lesson 1

4 Around town

1 Match the words with the buildings. Circle the extra word and complete the drawing.

cinema
hospital
restaurant

shop
school
sports centre

29

Transcript



5 Listen and write the numbers.

Narrator: On our street there's a school and there are two shops. There's a sports centre and there are five houses. And there's a hospital.

Unit 4 Lesson 2

1 **5** Listen and write the numbers.

1 school

2 shops

1 sports centre

5 houses

1 hospital

2 Look at Activity 1. Then, read and circle the correct words.

- 1 There are / **There aren't** ten houses.
- 2 **There are** / There aren't two shops.
- 3 **There's** / There isn't a hospital.
- 4 There's / **There isn't** a cinema.

30

Unit 4 Lesson 3

1 Complete the number sequence. Then, match the words with the numbers.

twelve
eleven
fourteen
thirteen
fifteen
sixteen
eighteen
seventeen
nineteen
twenty

11 12 13 14 15 16 17 18 19 20

31

Unit 4 Lesson 4

1 Match the characters with the sentences.

Look at my toy shop!
Look at my book shop!
Look at my sweet shop!

2 Use the letters **t** and **n** and complete the words.

toy shop
nineteen
town
no
twenty

32

Unit 4 Lesson 5 • 6

Unit 4 Lesson 5

1 Read and complete the sentences.



is isn't are aren't

- 1 There are four houses.
- 2 There aren't five shops.
- 3 There isn't a restaurant.
- 4 There is a hospital.

2 Look at the key and colour the sweets. Then, complete the sentences. *Child applies correct colours*

key

1=blue 2=red 3=green



- 1 There are 13 blue sweets.
- 2 There are 11 red sweets.
- 3 There are 3 green sweets.

33

Unit 4 Lesson 6

1 Look at the pictures. Then, read and tick (✓) the correct sentences.



Cross the road. ☐

Don't cross the road! ☒



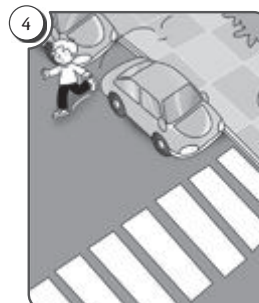
Cross the road. ☒

Don't cross the road! ☐



Cross the road. ☒

Don't cross the road! ☐



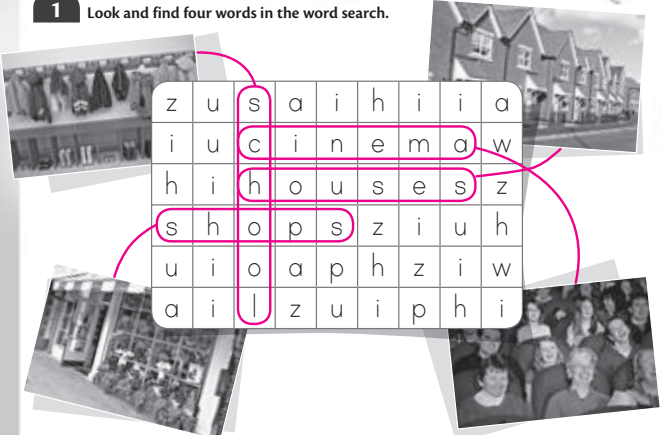
Cross the road. ☐

Don't cross the road! ☒

34

Review

1 Look and find four words in the word search.



2 Look at Activity 1 and complete. Then, circle *True* or *False*. *Child's own answers*

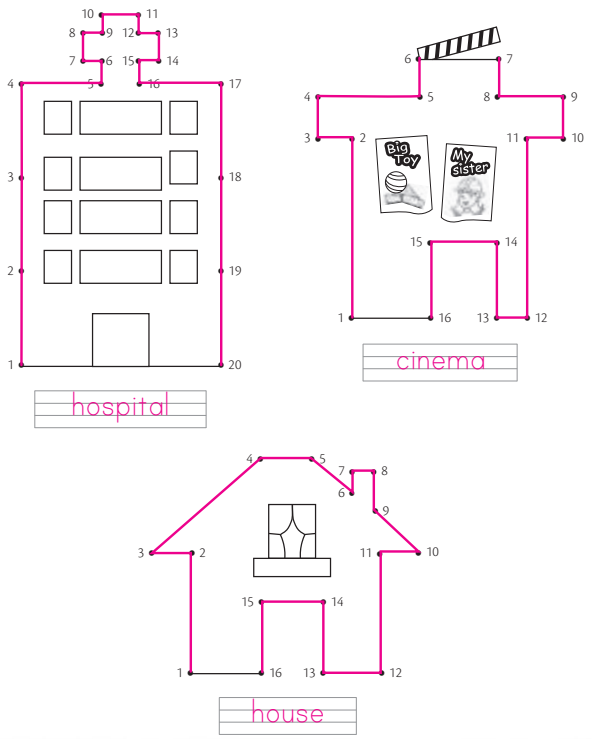
- There is a on my street. *True* / *False*
- There are on my street. *True* / *False*
- There is a on my street. *True* / *False*
- There are on my street. *True* / *False*

Unit 4 Lesson 7

35

Review

1 Join the dots. Then, label the buildings.



hospital

cinema

house

Unit 4 Lesson 8

36

Unit 5 Overview

Vocabulary

Rooms in the house: bathroom, bedroom, kitchen, playroom, sitting room

Objects in the house: bed, cooker, cupboard, fridge, shower, sofa, toilet, TV

Toys: ball, car, doll, doll's house, game, teddy

Structures

Where is / Where are ... ?

It's in (the bedroom).

They are under (the bed).

What a mess! Sorry! Tidy up!

Recycled Language

I can see ...

book, brick, car, chair, table

Cultural Strand

Language Objectives:

To introduce the preposition *under* and practise *in* and *on*.

To introduce the words: *ball, doll's house, game, roof, teddy*

To introduce the negative of *can*: *I can't (find)*.

To practise the verb *to be*:

It's on the sofa. They're under the table.

To practise the interrogative *Where*:
Where are the cars?

Creative Strand

CLIL Objective:

To identify and reproduce sounds from different rooms in the house.

Language Objectives:

To learn the names of furniture: *bed, cooker, cupboard, fridge, shower, sofa, toilet, TV*

To practise the interrogative *Where*:
Where is the toilet?

Functional Strand

Language Objectives:

To describe rooms and furniture in the house and in the classroom.

To say how to put things away and leave everything tidy.

Tidy up!

Literacy Strand

CLIL Objective:

To associate furniture with rooms in a house.

Language Objectives:

To introduce the words: *playroom, room, spoon, toy*

To use functional language: *Go away! I don't care, Out you go! Let's get her! Help me!*

To introduce the adjective *untidy*.

Knowledge Strand

CLIL Objective:

To learn about the house and to associate furniture to rooms.

Language Objectives:

To learn the names of rooms in a house: *bathroom, bedroom, kitchen, living room*

To introduce the interrogative *Where*:
Where am I?

To introduce the preposition *in*:
You are in the living room.

Skills Objectives

Listening: To listen to a dialogue describing a house and understand the rooms and objects mentioned. To listen to statements about a picture and decide if the information is true or false. To listen to statements with prepositions and locate objects in a picture. To identify the initial sounds s and c. To listen to and sing a song.

Reading: To recognise words related to the rooms in the house, furniture and toys.

Writing: To trace words related to the rooms in the house and furniture.

Speaking: To talk about rooms in the house and the furniture in them. To say if statements are true or false. To ask and answer questions about position. To describe a bedroom.

Assessment Criteria

- Children can understand oral and written messages about the rooms in the house, furniture and toys, and how to keep their surroundings tidy.
- Children can produce simple oral and written messages describing the rooms in the house and where things are using the structures and vocabulary of the unit.
- Children can recognise and differentiate between the initial sounds s and c.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 3: page 31, Reading
- Lesson 4: page 73, Phonics
- Lesson 5: page 63, Speaking
- Lesson 6: page 41, Writing
- Lesson 7: page 51, Listening
- Lesson 8: pages 13 - 14, Language
- Evaluation: pages 109 - 110 or 111 - 112, Unit 5 test

Extras/Realia

- Lesson 1: a small ball, toy bricks, a toy car, a doll
- Lesson 3: furniture catalogues
- Lesson 6, 7 - 8: a small ball, toy bricks, a toy car, a teddy bear, a doll, an empty shoe box, old board game

Key Competences



Linguistic Competence:

Children develop listening, reading, writing and speaking skills using the lexical fields of toys, rooms, furniture and prepositions of place.



Competence in Maths, Science and Technology:

Children develop the spatial concepts of *on*, *in* and *under*. They learn about the house and some of its features.




Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.


Teacher's i-book

Use the **Richmond i-tools** to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **I-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activity 1
- Lesson 6: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 3: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: In my house

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.



Social and Civic Competence:

Children identify the value of tidiness to live happily and to coexist with other people.



Cultural Awareness and Expression:

Children develop their self expression through drawing and acting out a scene.



Learning to Learn:

Children develop skills to organise information.



Sense of Initiative and Entrepreneurship:

Children make sentences to participate in games and use the pop-outs to make a house plan.

5

Tidy up!

Unit 5 Lesson 1

LC



1

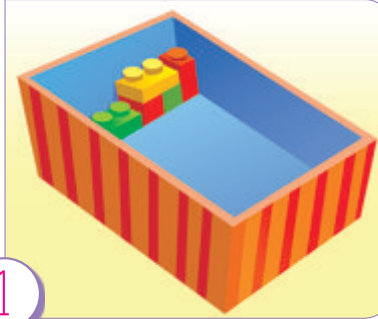


2.2

Listen and number the pictures. Then, listen and join in.



3



1



cars



balls



dolls



bricks



4



2

2

Play Guess the picture.



The dolls and the bricks are tidy.

LC



DC



Talking about a messy room | Toys | The (cars) are tidy.



More practice

39



Children develop their listening skills and learn a set of vocabulary related to their personal interests: toys.



Children practise a model sentence strengthening their grammatical knowledge.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Understand the audio and write the corresponding numbers.
- 2 Make sentences using the model.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To develop general and specific understanding of texts about a familiar topic.

Language Objectives

To introduce the vocabulary: *ball, book, chair, classroom, doll, pencil, table*

To introduce the adjective *tidy*.


To practise using adjectives after the verb *to be*: *The dolls are tidy.*


To introduce functional language: *What a mess! Sorry! Tidy up!*



Materials

- Teacher's i-book
- CD 2
- Poster for Unit 5
- **Optional realia:** a ball, toy bricks, a toy car, a doll.

Lead-in

 **2.1** Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and point to the left hand side. Say: *This classroom is a mess!* Then, point the right hand side and say: *This classroom is tidy!* Get the children to repeat. Play the audio and let children point to the objects as they hear them.

1  **2.2** Listen and number the pictures. Then, listen and join in. If you have the real objects show them and ask questions, for example: *This is a car. What colour is it? This is a doll. Her hair is ...* Point to the toys in the centre and say: *What a mess!* Play the audio, stopping as they write the numbers. Play it again and get them to join in.

 Touch  to open the activity. The children take turns to match the words with the pictures.


2 Play **Guess the picture**. Put the children into small groups. Explain how to play the game. One child describes the picture: *The bricks are tidy* and the others point to the correct picture in the book.

Fast Finishers

The children draw their favourite toy.

Wrap-up


Direct the children's attention to different areas of their own classroom and ask: *Is this classroom tidy or a mess?* If it's tidy you can praise the children and say: *Well done!* If it's a mess you can say: *Tidy up!* Make a tidy up rota poster where different groups of children are responsible for tidying the class at the end of every day. Put the children's names and the jobs they are responsible for. Draw little pictures for each job.

 The children listen to the sentences and touch the correct toys in the picture to tidy up.

Transcripts

 **2.1** **Poster, Unit 5.**

What a mess! Tidy up the books.
What a mess! Tidy up the pencils.
What a mess! Tidy up the chairs.
What a mess! Tidy up the tables.
That's better! Now the classroom is tidy.

 **2.2** **Listen and number the pictures. Then, listen and join in.**

Claude: What a mess!

Sparkle: Sorry!

Claude: Well, tidy up.

Narrator: One.

What a mess! Tidy up! What a mess, mess, mess!

Holly: Tidy up the bricks. Tidy up the bricks. Tidy up, up, up!
Now the bricks are tidy.

Narrator: Two.

What a mess! Tidy up! What a mess, mess, mess!

Claude: Tidy up the dolls. Tidy up the dolls. Tidy up, up, up!
Now the bricks and dolls are tidy.

Narrator: Three.

What a mess! Tidy up! What a mess, mess, mess!


Holly: Tidy up the balls. Tidy up the balls. Tidy up, up, up!
Now the bricks and dolls and balls are tidy.


Narrator: Four.

What a mess! Tidy up! What a mess, mess, mess!

Claude: Tidy up the cars. Tidy up the cars. Tidy up, up, up!
Now the bricks and dolls and balls and cars are tidy.

Initial Evaluation

 **2.1** Display the **poster**. Play the audio and stop after each classroom object is mentioned. The children point to the object on the poster and in the real classroom.

 Open the **i-poster** and play the audio. Stop the audio after each classroom object is mentioned. The children drag the words they hear to the correct pictures and then point to the object in the real classroom.

Activity Book

Unit 5, page 37, Lesson 1. See page 140 for answer key.

LC



1



2.3

Listen and number the pictures.

2



4



Where's Claude?



1



3



LC



2

Mime and make sound effects. Then, play a guessing game.

Where am I?

In the bathroom.



40

Identifying rooms | Where am I? In the (bedroom).



Children learn the names of the rooms in a house and reflect on the noises we can hear in them.



Children develop speaking skills using the words in the new lexical field to make questions and answer them.

Key competences continuous assessment

Check if children:

- 1 Are familiar with the names of the rooms in the house and relate sounds to rooms in the house.
- 2 Ask and answer questions using the new vocabulary set.

CLIL Objective

To identify and reproduce sounds from different rooms in the house.

Language Objectives

To introduce the names of the rooms in the house:

bathroom, bedroom, kitchen, living room

To introduce the interrogative **Where**: *Where am I?*


To introduce the preposition **in**: *You are in the living room.*


Materials

- Teacher's i-book
- Flashcards: *bathroom, bedroom, kitchen, living room; bed, cooker, cupboard, fridge, shower, sofa, toilet, TV*
- CD 2

Lead-in

Show the **flashcards** of the rooms (print or **interactive**). Say the names and get the children to repeat after you. Then, put the room **flashcards** in the centre of the board with the other **flashcards** around. Point to one of the objects and say: *This goes in the kitchen.* Repeat with the other objects.

 Open the **lead-in** activity. Drag the characters to the different rooms in the house and ask the children questions about the picture.

1  **2.3 Listen and number the pictures.** Explain that Grumps is looking for Claude in the house. Play the audio and the children repeat the names of the rooms and point in their books. Play it again and they write the number.

2 Mime and make sound effects. Then, play a guessing game.


Do a simple mime with sound effects, for example, frying an egg, and ask the children: *Where am I?* Then, get the children into small groups to play the guessing game.

Fast Finishers

The children draw a picture of their bedroom.

Wrap-up

Return to the **flashcards** on the board. Ask individual children to say which room you would find the objects in and to put them with the correct room. Then ask: *Where is it?*

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson.
See page 21 for interactive games description and ideas.

Transcript

2.3 Listen and number the pictures.

Narrator: One.

Grumps: Where's Claude?

Holly: He's in the bathroom.

Narrator: Two.

Grumps: Where's Claude?

Holly: He's in the bedroom.

Narrator: Three.

Grumps: Where's Claude?

Holly: He's in the kitchen.

Narrator: Four.

Grumps: Where's Claude?

Holly: He's in the sitting room.

Continuous Assessment

Check if the children can:

Name the rooms in a house.

Ask and answer questions about position.

Activity Book

Unit 5, page 38, Lesson 2. See page 140 for answer key.

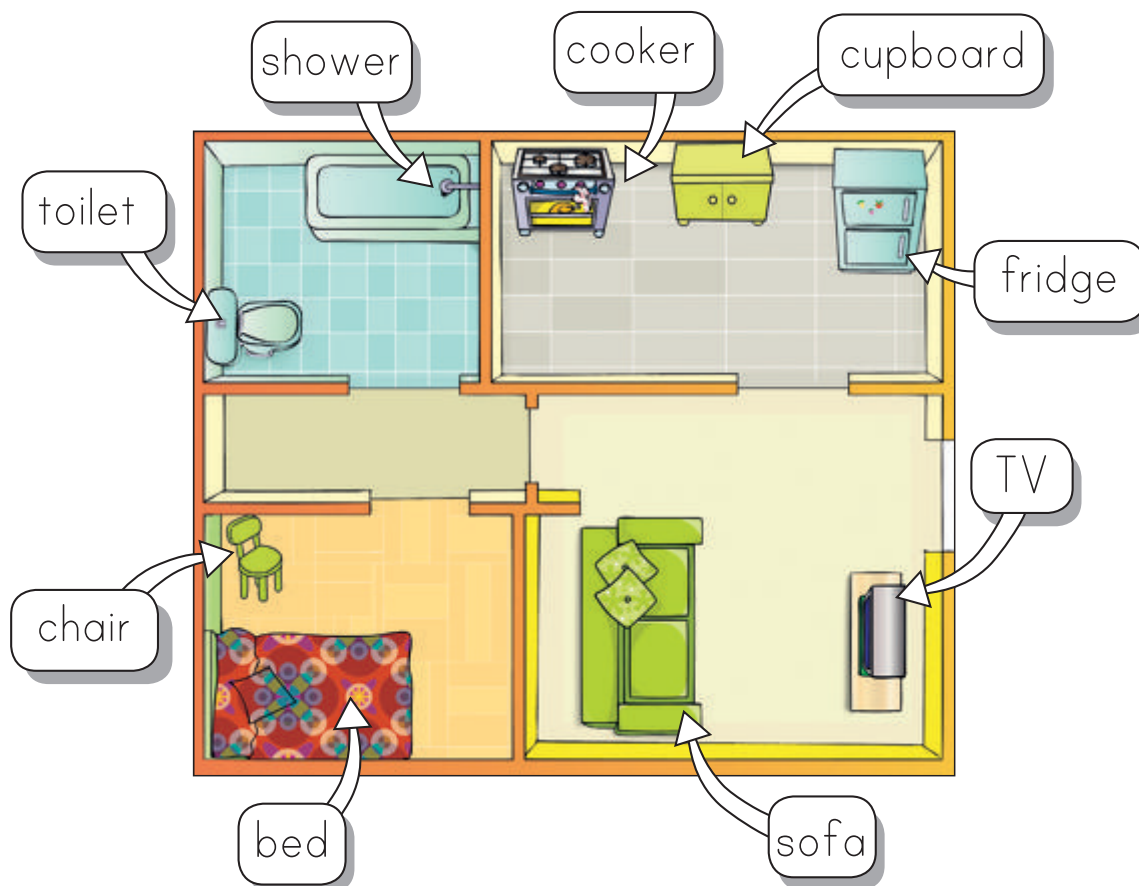
1



2.4

Listen and say *True or False*.

False, True, True, False, True, False, True,
True, False, True, False, True, False, True



2

Play a game. Then, glue the pop-outs in place.



Where's the chair
in your picture?

It's in the kitchen.



Matching furniture and rooms | Where's the (shower)? In the (bathroom).



41



Children develop their oral comprehension skills listening for rooms and pieces of furniture.



Children develop their initiative placing the furniture pop-outs in the house.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Listen for rooms and pieces of furniture and say true or false.
- 2 Make a house plan with the pop-outs.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To learn about the house and to associate furniture to rooms.

Language Objectives

To learn the names of furniture: *bed, cooker, cupboard, fridge, shower, sofa, toilet, TV*

To introduce the contraction *it's*: *It's in the kitchen.*

To practise using the interrogative *Where*: *Where is the toilet?*

To practise using the preposition *in*: *It's in the bathroom.*

Materials

- Teacher's i-book
- CD 2
- Flashcards for Unit 5: *bathroom, bedroom, kitchen, sitting room; bed, cooker, cupboard, fridge, shower, sofa, toilet, TV*
- Pop-outs for Unit 5
- Paper and glue
- **Optional realia:** furniture catalogues.
- Extras: True/ False cards


Lead-in

Give the room **flashcards** to four children and ask them to stand at the front of the classroom. Show the **flashcard** for shower and say: *This is a shower. Where is it?* The child who answers can hold the **flashcard** and stand next to the child holding the bathroom **flashcard**. Say: *The shower is in the bathroom.* Repeat with the other furniture words.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the previous lesson.

See page 21 for interactive games description and ideas.

Open the **lead-in** activity. The children drag the furniture to complete the house and then describe the different rooms to the rest of the class.

1  **2.4 Listen and say True or False.** Draw and describe an aerial view of the classroom on the board or IWB. Then, help the children to interpret the aerial view of the house in their book. Play the audio and stop after each statement and ask the class as a group to show or say *true* or *false*. Play the audio again and ask individual children to answer.

2 Play a game. Then, glue the pop-outs in place. Draw a very basic four room floor plan on the board or IWB. Give out paper to the children and tell them to draw their own floor plan. They could colour each room a different colour. Let them put their furniture where they want and play the guessing game in small groups. Finally, they can stick the furniture down in their house by folding and gluing the flaps.

Fast Finishers

If the children have brought in old furniture catalogues they cut out furniture and classify them as belonging to the bathroom, kitchen, living room or bedroom. If you don't have the catalogues get them to try and draw a floor plan of the classroom.

Wrap-up

Stick the room **flashcards** on the board (or open the **i-flashcards** on the **Teacher's i-book**). Then, hold up each furniture **flashcard** and ask: *Where is the (toilet)?*

If you have furniture catalogues put the children into four groups. Give each group a large piece of paper and the name of a room. They then make a collage of all the furniture that could go in that room. They can try and write labels on the furniture too, copying from the book. Make a display of the collages.



The children listen and take turns to drag the pictures to the correct room.

Transcript



2.4 Listen and say True or False.

The toilet is in the kitchen. False!
The toilet is in the bathroom. True!
The sofa is in the sitting room.
The cooker is in the sitting room.
The cooker is in the kitchen.
The TV is in the kitchen.
The TV is in the sitting room.
The bed is in the bedroom.
The fridge is in the bedroom.
The fridge is in the kitchen.
The shower is in the kitchen.
The shower is in the bathroom.
The cupboard is in the bathroom.
The cupboard is in the kitchen.

Anticipated Difficulties

Some children may have difficulty gluing the **pop-outs** furniture down. Be on hand to help them or the more dextrous can help!

Optional Resources

Teacher's Resource Book page 31, Reading.

Continuous Assessment

Check if the children can:

Name the rooms in the house: *bathroom, bedroom, kitchen, living room.*

Name the furniture: *bed, cooker, cupboard, fridge, shower, sofa, toilet, TV.*

Ask and answer questions about position.

Activity Book

Unit 5, page 39, Lesson 3. See page 141 for answer key.

SCC



1



2.5

Listen to the story.



LC

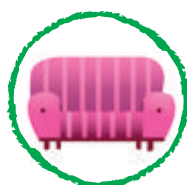


2



2.6

Listen and circle the pictures.



DC



42

More
phonics

Rooms, Furniture, Toys

Phonics: initial sounds **c**upboard and **s**ofa

Children identify the value of tidiness in the story and its importance in everyday life.



Children develop their knowledge of pronunciation by learning to distinguish initial sounds **c** and **s**.



Children work together on the IWB and do further practice with phonics individually.

Key competences continuous assessment

Check if children:

- 1 Identify the problem of untidiness in the story and value the benefits of making an effort to tidy up.
- 2 Differentiate and pronounce properly the initial sounds **s** and **c**.
- 3 Use the digital resources to strengthen their understanding of phonics.



1 Read and match.



Rooms, Furniture, Toys | Matching objects to rooms



43



Children work together on the IWB and do further practice individually.



Children develop their capacities to organise information and to reflect on their level of language acquisition.

Key competences continuous assessment

Check if children:

- 1 Understand the language in the animated story.
- 2 Organise the information in the activity.

CLIL Objective

To recognise the initial sounds s and c.

Language Objectives

To introduce the words: *toy, spoon*

To introduce the adjective: *untidy*


To introduce functional language: *Go away! I don't care, Out you go!*

Materials


- Teacher's i-book
- Poster for Unit 5
- CD 2
- Story cards for Unit 5

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and remind the children of the difference between *It's a mess*, *It's untidy* and *It's tidy*. Point to different areas of the poster and ask: *Is the (chair) tidy?*

1  **2.5 Listen to the story.** Listen to the whole story showing the **story cards** (print or **interactive**). Invite children to point to different rooms and objects in the pictures. Let them follow again using their books.

 Watch the animated story.


2  **2.6 Listen and circle the pictures.** Review the words. They circle the pictures that start with c in red and those that start with s in green.

Fast Finishers

The children put the **story cards** in order.

Wrap-up

Look at the **story cards** again. For each one ask: *Is it tidy or untidy?* pointing to every room and to Sparkle's hair. Try and elicit not only yes/no answers but also full sentences: *The bedroom is untidy.*

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.


Optional Resources

Teacher's Resource Book page 73, Phonics.

Continuous Assessment

Check if the children can:
Recognise the initial sounds s and c.
Name the rooms, furniture and toys in the story.

Transcripts

 **2.5 Listen to the story: What a mess!**

Narrator: Sparkle is very untidy.

Puff: Look at her hair!

Grumps: What a mess!

Sparkle: Oh, go away!

Puff and Grumps: Sparkle, Sparkle. Tidy up your hair.

Sparkle, Sparkle. Tidy up your hair.

Sparkle: Oh, go away! I don't care!

Narrator: The toys are always on the ground.

Claude: Where's my game?

Sparkle: I don't know!

Claude: Sparkle, Sparkle. Tidy up your hair.

Sparkle, Sparkle. Tidy up your toys and your hair.

Sparkle: Oh, go away! I don't care!

Narrator: Her bedroom is always a mess.

Claude: Look at your teddy bear! It's under the bed!

Sparkle: I don't care!

Claude and Holly: Sparkle, Sparkle. Tidy up your hair.

Sparkle, Sparkle. Tidy up your toys and your hair.

Sparkle, Sparkle. Tidy up your clothes and your books and your toys and your hair.

Sparkle: Oh, go away! I don't care!

Narrator: But one day...

Bed: Out you go!

Sparkle: What?

Narrator: And then in the kitchen...

Cups and plates: Let's get her!

Sparkle: Help!

Narrator: And in the playground...

Sparkle: Ow! Oh, please help me!

Holly, Claude and Grumps: Ohh!

Narrator: Sparkle is very sorry about the mess.

Holly: Now, tidy up!

Sparkle: But...

Claude: Tidy up all the rooms!

Narrator: Look at the kitchen now!


Grumps: That's nice and tidy!

Beauty: But your hair is still a mess.

Grumps and Beauty: Sparkle, Sparkle. Tidy up your hair.

Sparkle, Sparkle. Tidy up your hair.

Sparkle: Oh, go away! I don't care!

 **2.6 Listen and circle the pictures.**

Listen and say the sounds with me.

Then, circle the pictures in red or green.

c _ c _ c _ car s _ s _ s _ sofa

c _ c _ c _ cupboard s _ s _ s _ spoon

c _ c _ c _ cooker s _ s _ s _ six

Activity Book

Unit 5, page 40, Lesson 4. See page 141 for answer key.

CLIL Objective

To match objects with the corresponding room in a house.

Language Objectives

To introduce the words: *playroom, room*

To introduce functional language: *Let's get her! Help me!*


Materials

- Teacher's i-book
- CD 2
- Story cards for Unit 5

Lead-in

Jumble up the **story cards** on the board. Get individual children to put them in order. Give clues, for example: *I can see Puff in story card number one.*

For other **story card** activities see page 18.


1  **2.5 Read and match.** Listen to the whole story again. Stop at different parts and ask questions or ask the children what happens next. Then, look at the objects around the words. Explain that a playroom is where we play with our toys. Read out the room words and tell them to draw a line from the objects to the room they belong in. They can use a different colours for each room.

Fast Finishers

The children make a spidergram. They draw a circle in the middle with the word *house* and then as many words they know related to the house.

Wrap-up

Repeat the functional language from the story: *Go away! I don't care! Out you go!* Then, put the children into groups of six to act out the story.

  Watch the animated story again. Stop at different parts to help the children act out the story.

 **The children listen to the sentences and drag the pictures to the correct place.**

Optional Resources

Teacher's Resource Book page 63, Speaking.

Continuous Assessment

Check if the children can:

Match objects with the rooms they belong in.

Understand the adjectives: *tidy* and *untidy*.

Understand *Go away! I don't care!*

Activity Book

Unit 5, page 41, Lesson 5. See page 142 for answer key.



1



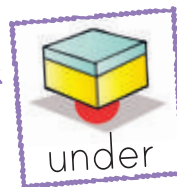
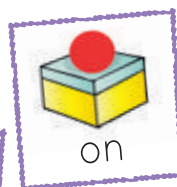
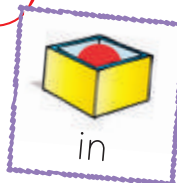
2.7 Listen and find the toys. Then, listen and join in. 🎵



2

Play a memory game.

Where are the cars?



On the sofa.

3

Act out the scene.

I can't find my teddy.



Look! It's under the chair.



Culture

44

A Doll's House | Furniture, Toys | Where's the (doll)? Where are the (bricks)? (It's) (on) (the bed).



Children learn about traditional doll's houses.



Children become familiar and practise the spatial concepts of *in*, *on* and *under*.



Children associate meaning between the three lexical fields in the unit.

Key competences continuous assessment

Check if children:

- 1 Follow and understand the video.
- 2 Understand the lyrics in the song, identifying words from the three lexical fields.
- 3 Use the spatial concepts of *in*, *on* and *under* correctly.
- 4 Act out a scene.

CLIL Objective

To develop spatial awareness skills.

Language Objectives

To introduce the preposition: *under* and practise the prepositions *in* and *on*.

To introduce the words: *ball, doll's house, game, roof, teddy*

To introduce the negative of *can*: *I can't (find)*.

To practise the singular and plural form of the verb *to be*: *They're under the table*.


To practise the interrogative *Where*: *Where are the cars?*

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 5
- Optional realia: a small ball, some toy bricks, a toy car, a teddy bear, a doll, an old board game (if possible with a dice) and an empty shoe box.



Lead-in

Display the poster (or open the i-poster on the Teacher's i-book) and point out all the toys. If you have the real things show the children the teddy and the game to teach them the new words. Teach the new words, *teddy* and *game*.

 Open the lead-in activity. The children drag the names of the rooms and furniture to the correct place.

1 2.7 Listen and find the toys. Then, listen and join in.

Ask the name of the rooms in the picture. Point to the roof, this is a new word for them. Then, ask about the toys. If you have the real things, put the toys on your desk and get the children to name them. Arrange them and ask if they are tidy or a mess. Play the song. Get the children to point to the toys as they are mentioned. Play the song again and this time, the children join in.



 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.

2 Play a memory game. If you have a real shoebox and a ball, demonstrate the prepositions, *on*, *in* and *under*. Get the children to do the same with their pencil. Say: *Put your pencil (on) your pencil case*. Teach the plural form too with crayons or toy bricks. Let the children look at the picture of the doll's house for a minute then ask them to close their books and ask them questions about where the toys are.


3 Act out the scene. Put the ball inside the shoebox and say: *I can't find my ball*. Elicit, *It's in the box*. Hand out the real toys, if you have them, and if not use school materials like books and pencils. Get the children into groups to act out the scene.

Wrap-up

Volunteers come to the front and show their scene to the rest of the class.

  Watch the video *In my house*. Complete the comprehension activity with the children.

Transcript

 2.7 Listen and find the toys. Then, listen and join in: *The doll's house is a mess.*

Girl: The doll's house is a mess. The doll's house is a mess.

I can't find my toys. I can't find the toys. The doll's house is a mess.

Girl: The doll's house is a mess.

I can't find my doll. I can't find my doll. The doll's house is a mess.

Boy: Look in the bedroom. It's in the bedroom.

The doll's house is a mess.

Girl: The doll's house is a mess.

I can't find my teddy. I can't find my teddy. The doll's house is a mess.

Boy: Look on the roof. It's on the roof.

The doll's house is a mess.

Girl: The doll's house is a mess.

I can't find my ball. I can't find the ball. The doll's house is a mess.

Boy: Look in the kitchen. It's in the kitchen.

The doll's house is a mess.

Girl: The doll's house is a mess.

I can't find my bricks. I can't find my bricks. The doll's house is a mess.

Boy: Look under the table. They're under the table.

The doll's house is a mess.

Girl: The doll's house is a mess.

I can't find my cars. I can't find my cars. The doll's house is a mess.

Boy: Look on the sofa. They're on the sofa.

The doll's house is a mess.

Girl: The doll's house is a mess.

I can't find my games. I can't find my games. The doll's house is a mess.

Boy: Look under the house. They're under the house.

The doll's house is a mess

Optional Resources

Teacher's Resource Book page 41, Writing.

Continuous Assessment

Check if the children can:

Use the prepositions *under*, *in* and *on* correctly.

Understand and use the words: *ball, doll's house, game, roof, teddy*.

Understand the negative of *can*: *I can't find my teddy*.

Use the singular and plural form of the verb *to be*: *It's on the desk. They're under the table*.

Use the interrogative *Where*: *Where are the cars?*

Activity Book

Unit 5, page 42, Lesson 6. See page 142 for answer key.

Review

1 Complete the picture dictionary.



bed



cooker



toilet



cupboard



sofa



fridge

2 Read and say *True* or *False*. Then, play a guessing game.



The  are  the table. **False**

The  is  the chair. **True**

The  is  the cupboard. **False**

3 Complete your phonics chart.

Toys, Furniture | The (bricks) are (under) the (bed).

More practice



Children use the stickers to check their acquisition of the lexical fields in the unit and organise their ideas.



Children develop their reading comprehension skills showing understanding of the sentences. They improve their speaking skills making new true and false sentences.



Children assess and organise their knowledge by making their phonics chart.

Key competences continuous assessment

Check if children:

- 1 Complete the picture dictionary asking for help if necessary.
- 2 Read and show understanding of the sentences, saying true or false.
- 3 Make their own phonics chart.

CLIL Objective

To associate sounds with letters.

Language Objectives

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 5
- Stickers for Unit 5
- A photocopy for each child of Teacher's Resource Book page 68 Phonics chart.
- **Optional realia:** a small ball, some toy bricks, a toy car, a teddy bear, a doll, an old board game (if possible with a dice) and an empty shoe box.



Lead-in

Take out the furniture **flashcards**: *bed, cooker, cupboard, fridge, shower, sofa, toilet, TV* with their written words. Get individual children to match them on the board. Play *memory* with the word and picture **flashcards**: all face down and a child turns over two cards, if they are a pair, they keep them, if not they turn them over again.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit.

See page 21 for interactive games description and ideas.

1 Complete the picture dictionary. Ask the children to guess what each photo is of. Encourage them to try and read the words to help them. They complete the picture dictionary with their stickers. Then, they trace over the words.

 Touch  to open the memory game. Divide the class into two groups. The group that says the number(s) of the correct picture(s) first scores for their group.

2 Read and say True or False. Then, play a guessing game.

Individual children read the sentences and the whole class (with gestures or cards) say *true* or *false*. Then, get children to make up their own sentences.


3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children write the words from the unit in their notebooks.

Wrap-up

If you have real toys put them in different places around the room, invent sentences: *The teddy is under the chair* and the children say *true* or *false*. Put them into groups to play this game. If you don't have the real toys use things in the classroom.

 **Look at the picture with the children.** They read the sentences and choose the correct preposition to complete the sentences.

Optional Resources

Teacher's Resource Book page 51, Listening.

Continuous Assessment

Check if the children can:

Name the furniture and toys covered in the unit and use prepositions correctly within the structures covered in the unit.

Activity Book

Unit 5, page 43, Lesson 7. See page 143 for answer key.

Review

LC



Unit 5 Lesson 8

1



2.8

Listen and say the room. Then, describe the picture.



2



Draw and talk about your bedroom.



My toys are under the table.

Oral review

46

Presentation: The toys in my bedroom | My (dolls) are (in) (the cupboard).



Children develop their listening skills by finding the correct room and develop their speaking skills by describing the picture.



Children develop their confidence in the language by describing their bedroom.

Key competences continuous assessment

Check if children:

- 1 Understand the audio and say the correct room and then describe the picture following the model sentence.
- 2 Describe their bedroom using the language in the unit freely.

Oral Review

CLIL Objective

To describe rooms and locations.

Language Objective


To review the vocabulary and structures of the unit.


Materials

- Teacher's i-book
- CD 2
- Flashcards for Unit 5
- Poster for Unit 5
- **Optional realia:** a small ball, some toy bricks, a toy car, a teddy bear, a doll, an old board game (if possible with a dice) and an empty shoe box.

Lead-in

If you have the real toys show them to the children and ask them the names of the toys. If not, ask them from the picture in the book. Display the **flashcards** of the rooms, *bathroom, bedroom, kitchen, sitting room* and review the names of the rooms.

 Open the **i-poster**. Divide the class in two groups. The children listen to the sentences and take turns to touch the correct pictures.

1  **2.8 Listen and say the room. Then, describe the picture.** Hold up a **flashcard**, for example, the kitchen, and get the children to point to the kitchen in their book. Then, play the audio. The children point to the toys mentioned. Play the audio again. This time stop after each sentence and ask an individual child to say which room is being referred to.


2 Draw and talk about your bedroom. Tell the children they are going to draw their bedrooms with their toys. Then, each child makes a mini presentation explaining their drawing using structures learned in the unit: *My cars are under the bed*. Try and elicit whether they consider their bedroom to be tidy or untidy.

Fast Finishers

The children draw their sitting room.


Wrap-up

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Ask questions to check prepositions. Get the children to ask and answer questions too. Then, transfer the questions to your own classroom. Finally, try and get the children to describe their own houses. Show a furniture **flashcard** (print or **interactive**), for example, the TV and say: *Where is the TV in your house?*

 Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit. See page 24 for game instructions.

Transcript

 **2.8 Listen and say the room. Then, describe the picture.**

- One. The ball is in the cupboard. The games are under the bed.
- Two. The plates are on the table. The toy is in the fridge.
- Three. The dolls are on the sofa. The books are on the TV.
- Four. The teddy is in the shower. The car is under the toilet.

Optional Resources

Teacher's Resource Book pages 13 - 14, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 109 and 110 or 111 and 112 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

- Name and recognise the words for the rooms in the house, furniture and toys covered in the unit.
- Understand and use the prepositions *in, on* and *under*.
- Use the verb *to be* in the singular and plural: *It's on the table. They're under the chair.*
- Understand and use the adjectives *tidy* and *untidy*.
- Use the interrogative *Where*: *Where is the teddy?*

Activity Book

Unit 5, page 44, Lesson 8. See page 143 for answer key.


Unit 5 Lesson 1 · 2


Unit 5 Lesson 1


5 Tidy up!


1 Colour the key. Then, colour the objects and complete the sentences. Child applies colours


key





dolls = 

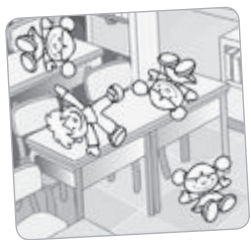
cars = 




pencils = 




books = 



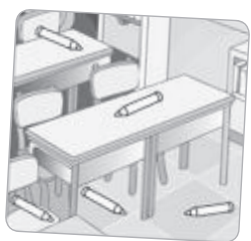
1 Tidy up the dolls.



2 Tidy up the books.



3 Tidy up the cars.




4 Tidy up the pens.

37

Unit 5 Lesson 2

1 Find the objects. Then, match the words and make sentences.



The pencil

The doll

The car

The ball

is in

the kitchen.

the sitting room.

the bedroom.

the bathroom.

38

Unit 5 Lesson 3

1 **6** Listen and match the furniture with the room. Then, draw the furniture.

2 Look at Activity 1 and complete the sentences.

shower TV sofa table

- The sofa is in the sitting room.
- The TV is in the kitchen.
- The table is in the bedroom.
- The shower is in the bathroom.

39

Transcript

6 Listen and match the furniture with the room. Then, draw the furniture.

Holly: There's a sofa in the sitting room.

Claude: There's a TV in the kitchen.

Holly: There's a table in the bedroom.

Claude: There's a shower in the bathroom.

Unit 5 Lesson 4

1 Match the pictures.

At first

Then

2 Circle the correct words.

At first Sparkle is tidy / messy.

At the end Sparkle is tidy / messy.

3 Use the letters **S** and **C** and complete the words.

car spoon cupboard six

40

Unit 5 Lesson 5 • 6

Unit 5 Lesson 5

1 Circle the correct words. Then, number the picture sequence.

The plates / dolls are dirty!

The playground is tidy / messy.

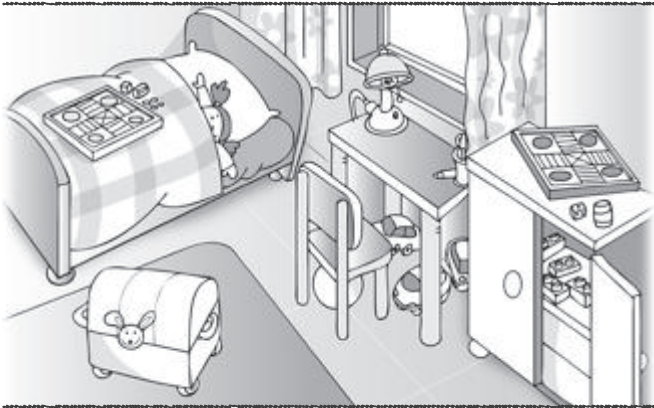
Look at Sparkle's coat / toys!













The room is tidy / messy.

41

Unit 5 Lesson 6

1 Read and tick (✓) or cross (X) the sentences.

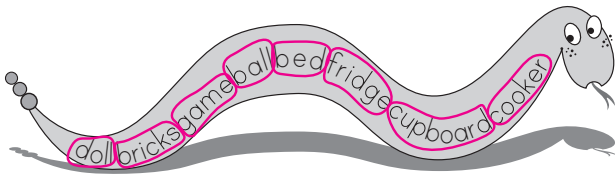


- The  doll is in the  bed. ☒
- The  bricks are under the  table. ☒
- The  game is on the  cupboard. ☒
- The  ball is in the  cupboard. ☒
- The  cars are under the  chair. ☒
- The  game is on the  bed. ☒

42

Review

1 Find eight words in the word snake.



Unit 5 Lesson 7

2 Look and complete the sentences.

in under on in

fridge game ball cooker



1 The doll is in the shower.



2 The car is on the cooker.



3 The ball is under the toilet.



4 The game is in the fridge.

43

Review

1 Match the toys with the correct boxes.



cars

balls

dolls

games

bricks

44

Unit 6 Overview

Vocabulary

Clothes words: coat, dress, jumper, pyjamas, scarf, shoes, slippers, socks, tracksuit, trainers, trousers, uniform; hood, pocket

Shapes: circle, diamond, square, star, triangle

Adjectives: colourful, happy, new, old, perfect, plastic, wet

Structures

Present Continuous: Are you wearing a coat? I'm wearing a coat.

Short answers with verb to be: Yes, I am.
No, I'm not.

Can: Can you see?

There is / There are: There are three diamonds on my skirt.

Recycled Language

Colours

There is / There are

Where?

Sports Centre

Can

Cultural Strand

Language Objectives:

To learn the names for clothing and shapes.

To describe what someone is wearing using the structure: *I am wearing (a) (blue) (jumper) and (red) (trousers).*

To understand that we wear different clothes on different occasions.

Creative Strand

CLIL Objective:

To make a textile design.

Language Objectives:

To introduce the words for the shapes: *circle, diamond, square, star, triangle*

To consolidate clothes vocabulary: *coat, dress, jumper, scarf, trousers*

To use the structures *There is / There are* to describe patterns on clothes: *There are three stars on my scarf.*

Functional Strand

Language Objectives:

To learn the language to describe what someone is wearing.

To describe a pattern.

Dressing up

Literacy Strand

CLIL Objective:

To sequence pictures in a story.

Language Objectives:

To learn the adjectives: *colourful, happy, new, old, perfect, plastic, wet*

To learn the order of adjectives: *A lovely new green coat.*

To understand the functional language: *Oh dear, Thank you, That's better*

To learn the words: *pocket and hood*

Knowledge Strand

CLIL Objective:

To associate places around us with clothes.

Language Objectives:

To learn to use the Present Continuous: *I'm wearing my coat. Are you wearing a tracksuit?*

To learn Yes/No answers with the Present Continuous: *Yes, I am. / No, I'm not.*

To learn the words: *pyjamas, slippers, tracksuit*

To consolidate the use of the preposition at: *at home and at the park*

Skills Objectives

Listening: To understand oral messages about clothes, patterns on clothes, what people are wearing and where they are. To follow a story and differentiate the initial sounds *d* and *p*.

Reading: To recognise the order of adjectives to describe clothing. To sequence pictures in a story. To recognise the words for clothes and shapes. To read simple sentences.

Writing: To trace and copy words related to clothes, shapes and sentence structures.

Speaking: To name clothes and shapes. To describe clothing and patterns. To match clothing and places. To say what someone is wearing. To give instructions about taking off and putting on clothes.

Assessment Criteria

- Children can understand oral and written messages about clothes, shapes and what people are wearing.
- Children can produce oral and written messages about clothes and shapes using the structures and vocabulary learnt in the unit.
- Children can recognise and differentiate the initial sounds *d* and *p*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 3: page 42, Writing
- Lesson 4: page 74, Phonics
- Lesson 5: page 52 - 58, Listening
- Lesson 6: page 32, Reading
- Lesson 7: page 64, Speaking
- Lesson 8: pages 15 - 16, Language
- Evaluation: pages 117 - 118 or 119 - 120, Unit 6 test


Extras/Realia

- Lessons 6 - 8: catalogues of children's clothes.


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **i-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activity 1
- Lesson 2: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: Dressing up

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop listening, reading, writing and speaking skills learning about the lexical field of clothes.



Competence in Maths, Science and Technology:

Children learn about geometrical shapes and follow sequences of events. Learn about places and appropriate clothes to wear.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competences:

Children become familiar with the value of helping others.



Cultural Awareness and Expression:

Children develop their creativity and drawing techniques. They show sensitivity to other children's artistic creations. They learn about school uniforms in the UK.



Learning to Learn:

Children organise their ideas making a picture dictionary.



Sense of Initiative and Entrepreneurship:

Children design a school uniform.

6

Dressing up

Unit 6 Lesson 1

1



2.10 Listen and match the characters with the clothes. Then, listen and join in.



skirt



coat



trousers



shoes



jumper



scarf

2

Give instructions to your classmate. Then, play a mime game.

Put on your hat!



Giving instructions | Clothes | Put on your (coat).



More practice

47



Children develop their listening skills and infer meaning from the context.



Children reinforce their knowledge of the grammar rules to give instructions, while practising the new vocabulary set.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Infer from the context whose the clothes are.
- 2 Give instructions using the grammar correctly and use the vocabulary to play a game.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To participate in oral communication games in the classroom.

Language Objectives


To introduce clothes vocabulary: coat, jumper, scarf, shoes, skirt, trainers, trousers


To introduce the structures: It's / They're lovely.
Put on (the trousers).


Materials

- Teacher's i-book
- Flashcards for Unit 6: coat, dress, jumper, scarf, shoes, trainers, trousers
- CD 2
- Poster for Unit 6

Lead-in

 **2.9** Choose a boy and a girl from the class and pre teach the clothes they are wearing: *Dan is wearing trousers. Jessica is wearing a skirt.* Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Describe Holly's clothes and the children repeat: *Holly is wearing (a dress).* Play the audio and point to the clothes as they are mentioned, either on the poster or in the classroom. Play the audio again and the children repeat the words.

 Open the **i-poster**. Follow the instructions for the **poster** exploitation above. Then, play the audio and point to the clothes as they are mentioned. Play the audio again and ask the children to drag the words they hear to the correct place. Stop the audio after each sentence if necessary.

1  **2.10** Listen and match the characters with the clothes. Then, listen and join in. Show and name the **flashcards** (print or **interactive**) using the verb *to be*: *It's a jumper. They're shoes.* Ask the colours of the clothes on the right side of the page and let the children read the words. Listen to the audio. The children point to the character that has to put on the clothes. Finally, the children trace over the words.

 Touch  to open the activity. The children listen and colour the clothes. Then, use the **Richmond i-tools** to trace the words.


2 Give instructions to your classmates. Then, play a mime game. Tell the children: *Put on your jumper!* And ask them to mime it. Then, tell a child to whisper to you what to put on, for example, a scarf. Mime putting on a scarf and the rest of the class guess what you are putting on. Get the children into groups to play.


Fast Finishers

The children copy the clothes words into their books with little drawings.

Wrap-up

Put the **flashcards** and the word cards on the board and review the vocabulary. Look at the **poster** and get the children to describe it using the structure: *I can see a (purple)(dress).* One child describes and another points.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson. See page 21 for interactive games description and ideas.

 The children take turns to drag the clothes to the correct place.

Transcripts

2.9 Poster, Unit 6.

Oh! Look at the clothes! They're lovely!
Oh! Look at the skirt! It's lovely!
Oh! Look at the coat! It's lovely!
Oh! Look at the trousers! They're lovely!
Oh! Look at the shoes! They're lovely!
Oh! Look at the jumper! It's lovely!
Oh! Look at the scarf! It's lovely!
Oh! Look at the clothes! They're lovely!

2.10 Listen and match the characters with the clothes. Then, listen and join in.

Puff: Oh, look at the pink skirt! It's lovely!
All: Oh Puff, it's lovely! Put on the skirt, Puff! Put on the skirt!

Holly: Oh, look at the red coat! It's lovely!
All: Oh Holly, it's lovely! Put on the coat, Holly! Put on the coat!


Sparkle: Look at the green shoes! They're lovely!
All: Oh Sparkle, they are lovely! Put on the shoes, Sparkle! Put on the shoes!

Beauty: Look at the blue scarf! It's lovely!
All: Oh Beauty, it's lovely! Put on the scarf, Beauty! Put on the scarf!

Claude: Look at the purple jumper! It's lovely!
All: Oh Claude, it's lovely! Put on the jumper, Claude! Put on the jumper!

Grumps: Look at the yellow trousers! They're lovely!
All: Oh Grumps, they are lovely! Put on the trousers, Grumps! Put on the trousers!

Initial Evaluation

 **2.9** Display the **poster** and play the audio again. The children point to the clothes as they are mentioned. Alternatively, open the **i-poster** and ask the children to drag the clothes words to the correct place.

Activity Book

Unit 6, page 45, Lesson 1. See page 162 for answer key.



1



2.11

Listen and answer the questions. Then, sing the song. 🎵



Where am I?



3 at the sports centre



1 at home



2 at the park



2

Choose clothes and draw a picture. Then, play a guessing game.

Are you wearing a tracksuit?

Yes, I am.
I'm at the park.

48



More practice

Matching clothes and places

Are you wearing (a coat)? I'm at (the park).



Children become familiar with places where they usually spend their free time and the clothes they usually wear there.



Children develop their speaking skills using the model sentences to ask and answer questions.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Are familiar with the names of places where they spend their free time and associate places to clothes.
- 2 Ask and answer questions using the model sentences and the vocabulary in the lesson.
- 3 Use the digital components to practise the language from the lesson.

CLIL Objective

To associate places around us with clothes.

Language Objectives

To introduce the Present Continuous, affirmative and interrogative: *I'm wearing my coat. Are you wearing a tracksuit?*

To introduce Yes/No answers with the Present Continuous: *Yes, I am. / No, I'm not.*

To introduce the words: *pyjamas, slippers; tracksuit, at home, at the park*

Materials


- Teacher's i-book
- CD 2
- Flashcards for Unit 6

Lead-in

With the **flashcards** (print or **interactive**) and the children's clothes revise the clothes vocabulary. Start with yourself, say: *I am wearing trousers* and point to the trousers. Then say: *Are you wearing trousers?* Encourage them to say *Yes, I am* or *No, I'm not*. Explain that when they are at school they need to wear certain clothes (uniform/tracksuit) but when they are at home they wear other clothes like pyjamas.

i-book Open the **lead-in** activity. Explain that you wear different clothes, according to the place you are in. Say you would never wear your pyjamas to school. Ask the children to help you classify the clothes, according to the place they would normally wear them.

1 **2.11** Listen and answer the questions. Then, sing the song. Look at the pictures and teach the word *tracksuit*. Then, focus on the girl in the pyjamas and slippers and get the children to repeat these words. Play the audio and the children point out the clothes mentioned. Play it again and get the children to point to the place names and help them to read them.

i-book Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture (clothes).

2 Choose clothes and draw a picture. Then, play a guessing game.

Revise the three places and tell the children to draw a picture of themselves in the clothes they would wear in one of the three places. When they have finished they take it in turns to come to the front of the class and the others question them about their drawing using the structure *Are you wearing (trainers)?* Make a display of their pictures under the headings: *At the sports centre, At home* and *At the park*.

Fast Finishers

The children draw a picture of a park, a home or a sports centre for the display.

Wrap-up

If you have made a display, look at the pictures and ask individual children to say what they are wearing in the pictures. If not, ask the children to describe what they are wearing in the classroom.



The children listen and colour the clothes in the picture.

Transcript



2.11 Listen and answer the questions.

Then, sing the song: *Oh look at me!*

Oh, look at me! Can you see?
I'm wearing my pyjamas.
Oh, look at me! Can you see?
I'm wearing my slippers.
Oh, look at me and answer me!
Where am I?

Oh, look at me! Can you see?
I'm wearing my coat.
Oh, look at me! Can you see?
I'm wearing my scarf.
Oh, look at me and answer me!
Where am I?

Oh, look at me! Can you see?
I'm wearing my tracksuit.
Oh, look at me! Can you see?
I'm wearing my trainers.
Oh, look at me and answer me!
Where am I?

Continuous Assessment

Check if the children can:

Identify the places in the song and understand that we wear different clothes when we go to different places.

Use the present continuous for questions and short answers.

Activity Book

Unit 6, page 46, Lesson 2. See page 162 for answer key.

MST



1



2.12 Listen and answer the questions.



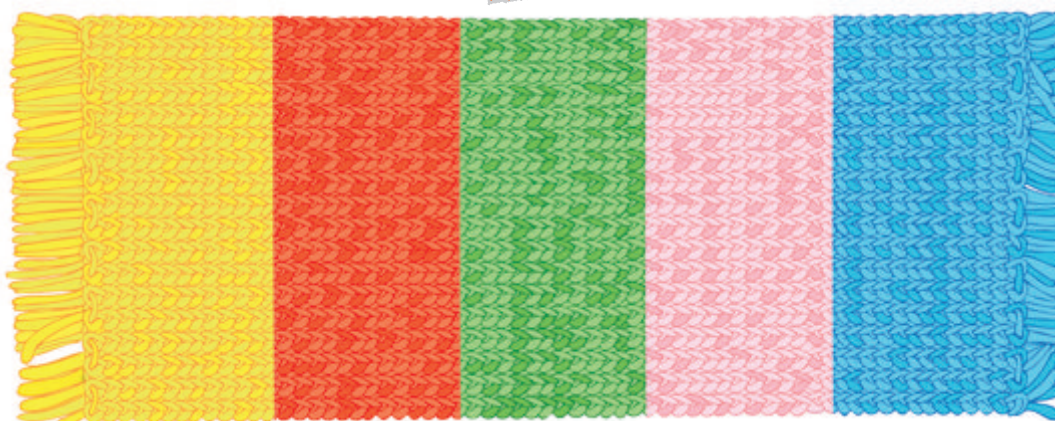
1. Dress
2. Jumper
3. Coat
4. Trousers

CAE



2

Make a textile design for your scarf.



LC



3

Give instructions to your classmate.

There are two circles
in the yellow part.



Describing patterns | Shapes, Clothes | *There are (five) (blue) (triangles).*

49



Children develop their knowledge of geometrical shapes identifying them in different sizes and colours.



Children use their creative expression to design a scarf.



Children reinforce their knowledge of some rules of the language previously seen in the book.

Key competences continuous assessment

Check if children:

- 1 Recognise geometrical shapes in different colours and sizes.
- 2 Use their creativity to design a scarf.
- 3 Give instructions to their classmates making proper use of grammar.

CLIL Objective

To make a textile design.

Language Objectives

To introduce the words for the shapes: *circle, diamond, square, star, triangle*

To consolidate the clothes vocabulary: *coat, dress, jumper, scarf, trousers*


To practise the structures: *There is, There are*


Materials

- Teacher's i-book
- CD 2
- Poster for Unit 6
- Flashcards for Unit 6: *circle, diamond, square, star, triangle*
- Pop-outs for Unit 6

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and the children name the clothes they learned in the previous lesson. Draw attention to the colours and the patterns on Holly and Claude's clothes. Say: *There are circles on the coat*. Draw a circle on the board or IWB and show them the **flashcard** and the word card. Get the children to say the word and draw a circle in the air. Repeat with the other shapes.

 Open the **lead-in** activity. Play *Simon says!* to consolidate the names of the patterns.

1  **2.12** Listen and answer the questions. Look at the clothes and elicit the words. Ask the names of the shapes and the colours. The children point to the **flashcard** shapes (print or **interactive**) or the shapes in the **poster** (print or **interactive**). Play the audio. The children point to the shapes as they are mentioned. Play it again. This time individual children say the name of the item of clothing referred to. Finally they trace over the names of the shapes.

2 **Make a textile design for your scarf.** The children separate the textile shapes from the **pop-outs** and place them wherever they want on the scarf being careful not to place them on the lines that separate the colour blocks.


3 **Give instructions to your classmate.** The children get into pairs and give each other instructions on a scarf design using the model structure. When they have finished they stick the shapes onto the scarf.

Fast Finishers


The children copy the shapes and label them in their books.

Wrap-up

Play *Shape Bingo*. The children draw a 3 x 3 grid and fill each box in with a shape. Turn over a shape **flashcard**, call out the name and draw it on the board. The children cross off one of them on their grid. The first child to cross off all the shapes is the winner.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson. See page 21 for interactive games description and ideas.

Transcript

 **2.12** Listen and answer the questions.

Claude: Let's play guess the clothes!

Holly: All right. It's my turn first.

There's a green triangle and there are orange squares. What is it?

Claude: Now guess this.

There's a blue square and there are green circles. What is it?

Grumps: My turn now.

There's a red circle and there are brown triangles and yellow squares.

What is it?

Sparkle: My turn.

There's an orange star and there are blue diamonds and pink circles.

What are they?

Optional Resources

Teacher's Resource Book page 42, Writing.

Continuous Assessment

Check if the children can:

Recognise and name the shapes: *circle, diamond, square, star, triangle*.

Describe a pattern using the structure: *There are (three) (yellow) (stars)*.

Activity Book

Unit 6, page 47, Lesson 3. See page 163 for answer key.

SCC



1



2.13

Listen to the story.

1



2



3



4



LC



2



2.14

Listen and circle the pictures.



DC



50

More
phonics

Clothes, Colours; He's wearing (a green coat).

Phonics: initial sounds *d*oll and *p*uff

Children identify the value of helping others to solve problems.



Children develop their knowledge of pronunciation by learning to distinguish initial sounds *d* and *p*.



Children work together on the IWB and do further practice with phonics individually.

Key competences continuous assessment

Check if children:

- 1 Recognise and value the way different characters help Grumps.
- 2 Differentiate and pronounce properly the initial sounds *d* and *p*.
- 3 Use the digital resources to strengthen their understanding of phonics.



1 Number the picture sequence.



Clothes, Colours; He's wearing (a green coat). | Sequencing pictures



51



Children work together on the IWB and do further practice individually.



Children develop their abilities to follow the sequence of events in the story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the video and improve their understanding of the story.
- 2 Show understanding of the sequence of events in the story by writing the correct numbers.

CLIL Objective

To recognise the initial sounds *d* and *p*.

Language Objectives

To introduce the adjectives: *colourful, new, old, plastic, wet*


To learn the functional language: *Oh dear, Thank you, That's better*


Materials

- Teacher's i-book
- Story cards for Unit 6
- CD 2

Lead-in

Show the **story cards** (print or **interactive**) in order. Ask the children what the characters are wearing in each card. Explain the words *pocket* and *hood* with clothes from the class.

1  **2.13 Listen to the story.** Listen to the whole story showing the **story cards**. The children point out the different coats. Let them follow again using their books.

2  **2.14 Listen and circle the pictures.** Review the words, *pocket* is new for them. Listen and circle the pictures that start with *d* in red and those that start with *p* in green.


Fast Finishers

The children draw a coat for Grumps.

Wrap-up

Write all the adjectives used to describe the new coat on the board in order: *lovely, new, colourful, plastic* and draw a coat. Stop the audio each time the coat is mentioned with its adjectives and get the children to repeat while you point to the written words on the board.


  Watch the animated story.

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.

Activity Book

Unit 6, page 48, Lesson 4. See page 163 for answer key.

Transcripts

 **2.13 Listen to the story: Grumps' new coat.**

Narrator: Oh, dear! Look at Grumps' old white coat.

Claude: Here is a new coat for you Grumps.

Grumps: Thank you, Claude. That's better! A lovely, new coat.

Narrator: Grumps is wearing his new green coat.

Grumps: Be careful, Holly!

Holly: Sorry Grumps! I can't see you in your green coat.

Narrator: Maybe Sparkle can help Grumps.

Sparkle: Now everybody can see you.

Grumps: Thank you, Sparkle! That's better!

A lovely, new, colourful coat.

Puff: What's the matter, Grumps?

Grumps: I'm wet!

Narrator: Maybe Puff can help Grumps.

Grumps: Thank you Puff! That's better!

A lovely, new, colourful, plastic coat.

Puff: Just a minute.

Puff: Here's your hood.

Grumps: Thank you Puff! That's better!

A lovely, new, colourful, plastic coat with a hood.


Narrator: Is Grumps happy with his new coat, now?

Holly: What's the matter, Grumps?

Grumps: There aren't any pockets in this coat.

Narrator: Maybe Holly can help Grumps.

Grumps: Thank you Holly! That's better! A lovely, new, colourful, plastic coat with a hood and pockets. Now my coat is perfect!

 **2.14 Listen and circle the pictures.**

Listen and say the sounds with me.

Then, circle the pictures in red or green.

p — p — p — purple

d — d — d — doll

p — p — p — Puff

d — d — d — dad

p — p — p — pyjamas

d — d — d — diamond

p — p — p — pocket

Optional Resources

Teacher's Resource Book page 74, Phonics.

Continuous Assessment

Check if the children can:

Recognise the initial sounds *p* and *d*.

Name the adjectives in the story.

CLIL Objective

To develop skills to sequence events in a story.

Language Objectives

To introduce the order of adjectives.

To introduce the adjectives: *happy, perfect*

Materials

- Teacher's i-book
- CD 2
- Story cards for Unit 6

Optional Resources

Teacher's Resource Book page 52, Listening.

Continuous Assessment

Check if the children can:


Understand the adjectives introduced and say them in the correct order.

Activity Book

Unit 6, page 49, Lesson 5. See page 164 for answer key.

Lead-in

Show the **story cards** (print or **interactive**) again to see how much of the story the children remember. Write the adjectives in order on the board or IWB: *lovely, new, colourful, plastic*. Say: *Point to something (lovely) in the classroom*.

1  **2.13** **Number the picture sequence.** Listen to the whole story again. Stop at different parts and ask questions or ask the children what is going to happen next. Play the story again and the children write the number beside the correct coat. Check and see if the children can repeat back the correct order of adjectives.


Fast Finishers

The children copy the adjectives from the board into their books and draw an object beside each one, for example, a plastic cup.

Wrap-up

The children get into small groups and act out the story. Encourage them to use the adjectives in order and the expressions: *It's lovely. Thank you. Perfect.*

  Watch the animated story again. Stop at different parts to help the children act out the story.

 **Point to the different pictures and ask children about the differences in Grump's new coat.** They listen and match the sentences with the correct picture.



1 Read and match the sentences.

I'm wearing a **yellow** shirt and **blue** trousers.

I'm wearing a **green** jumper and **blue** trousers.

I'm wearing an **orange** tracksuit and **yellow** trainers.



2 Look and tick (✓) the chart.

Get ready for school!

Take off		✓			✓		
Put on	✓		✓	✓		✓	✓

3 Play a miming game.

Culture

★ Take off your slippers!



52

Uniforms | Clothes, Colours | Put on (your shoes). Take off (your pyjamas).

Key competences continuous assessment

Check if children:

- 1 Follow and understand the video.
- 2 Read and match the sentences with the correct child.
- 3 Fill in the table with the correct information.
- 4 Use the verbs and vocabulary in the chart to give instructions.



Children develop their written comprehension skills by reading and matching the sentences to the correct child.

Children become familiar with how tables are organised and how to fill them in.

Children develop their communication strategies using the words and pictures in the chart in the correct order to make sentences.

CLIL Objective

To become familiar with the use of tables to record data.

Language Objectives

To consolidate the clothes vocabulary: *jumper, shirt, slippers, tracksuit, trainers, trousers*

To introduce the word: *sock*

To introduce: *Take off*


To practise: *Put on*

Materials

- Teacher's i-book
- **Optional realia:** catalogues of children's clothes.
- Flashcards for Unit 6

Lead-in

Focus attention on the children's shoes. Some will have shoes and others trainers. If it is a school with a uniform and they are all wearing the same that day, show them a picture of a child in a tracksuit/uniform. Tell the children to take off their shoes and ask them about the colour of their socks.

 Open the **lead-in** activity. The children take turns to drag the clothes to dress the doll. Then, they describe to the class what she is wearing.

1 Read and match the sentences. Help the children to read the speech bubbles.

2 Look and tick, (✓) the chart. Remind the children of the verbs *Put on* and *Take off*. Explain that we don't come to school in our pyjamas so we have to take them off when we get up. Get them to tick the correct boxes and check around the class saying: (*Trousers*), *take off* or *put on*?

3 Play a miming game. The children play a miming game where one child tells the others what clothes to put on or take off. Display the **flashcards** with their written words (or open the **i-flashcards** on the **Teacher's i-book**) to help them.

Wrap-up

In a non-uniform school ask one child to describe what another child is wearing and the rest of the class have to guess which child they are describing. In a uniform school hand out catalogues and they take it in turns to describe one of the children and the others guess which one.

 Watch the video **Dressing up**. Complete the reading activity with the children.

Optional Resources

Teacher's Resource Book page 32, Reading.

Continuous Assessment

Check if the children can:

Understand and reproduce the imperatives *Put on* and *Take off*.

Describe what others are wearing using the structure:

He is wearing a (yellow) (jumper).

Activity Book

Unit 6, page 50, Lesson 6. See page 164 for answer key.

Review

Unit 6 Lesson 7

1



Complete the picture dictionary.



dress



pyjamas



scarf



slippers



trainers



uniform

2



Tick (✓) or cross (X) the sentences.



I'm wearing
a blue skirt.



I'm wearing
green trainers.



3



Complete your phonics chart.



Clothes, Colours | I'm wearing (a scarf).



More
practice

Language review

53



Children use the stickers to check their acquisition of the lexical fields in the unit and organise their ideas.



Children develop their English reading skills showing agreement or disagreement with the meaning of the sentences.



Children assess and organise their knowledge by making their phonics chart.

Key competences continuous assessment

Check if children:

- 1 Put the stickers in the correct place.
- 2 Read and show agreement or disagreement with the sentences.
- 3 Make their own phonics chart.
- 4 Practise vocabulary, grammar and phonics using the digital resources.

CLIL Objective

To develop scanning skills.

Language Objective

To review the vocabulary and structures of the unit.


Materials

- Teacher's i-book
- Flashcards for Unit 6
- Stickers for Unit 6
- A photocopy for each child of Teacher's Resource Book page 68
- Phonics chart.



Lead-in

Show the **flashcards** (print or **interactive**) to review the clothes vocabulary.

See page 17 for more **flashcard** games.

 Open the **lead-in** activity. The children take turns to read the sentences and choose the correct picture. Use the **Richmond i-tools** to highlight the key vocabulary (clothes and places).

1 Complete the picture dictionary. Ask the children to try to identify each picture. They complete the picture dictionary with their stickers. Then, they trace over the words.

 Touch  to open the activity, *Guess it!* Divide the class into four groups. The group that says the correct name(s) of the picture(s) first scores a point. Use the **Richmond i-tools** to note the score of each round. Ask the children to take turns to come to the IWB and write the word of the revealed picture every time you play. Then, show the word to validate.

2 Tick (✓) or cross (X) the sentences. Read the sentences aloud as a class and then, get some individual children to read them aloud. The children mark a tick or a cross in their books.


3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children copy the words from Activity 1 into their books.

Wrap-up

Play a true or false game around the class. The children make sentences about what they are wearing and the others say true or false: *I'm wearing pink shoes and a green jumper.*

 **Children choose the correct word to complete the sentences.**

Optional Resources

Teacher's Resource Book page 64, Speaking.

Continuous Assessment

Check if the children can:

Recognise the written words for clothes.

Describe what they are wearing using structures from the unit.

Recognise the sounds and letters *p* and *d*.

Activity Book

Unit 6, page 51, Lesson 7. See page 165 for answer key.

Review

MST



Unit 6 Lesson 8

1



2.15

Listen and colour the school uniforms.



2



Invent your own school uniform.

This is my uniform.
I'm wearing
a green tracksuit
with red stars.



Oral review

54

Presentation: My ideal school uniform | I'm wearing (a red uniform) with (blue circles).



Children reinforce their knowledge of geometrical shapes.

Children show their initiative to design a school uniform.

Children develop their creativity to design a uniform and their sensitivity and respect towards other children's creations.

Key competences continuous assessment

Check if children:

- 1 Recognise the geometrical shapes.
- 2 Design a school uniform.
- 3 Colour and draw a school uniform and respect and enjoy other children's designs.

Oral Review

CLIL Objective

To experiment with colour and design.

Language Objective


To review the vocabulary and structures of the unit.


Materials

- Teacher's i-book
- **Optional realia:** catalogues of children's clothes.
- CD 2

Lead-in

Draw a shape on the board. Ask the children what it is. Draw all the shapes covered in the unit. Then, ask individual children to come and tick the shape you say. Finally, write the names of the shapes randomly around the board and ask individual children to come and match the written word with the correct shape.

 Use the **i-flashcards** to review the key vocabulary for the unit. Open the **i-poster** and ask children to listen to the sentences and choose the correct clothes.

1  **2.15 Listen and colour the school uniforms.** Ask what Holly and Claude are wearing. Ask about the shapes on the clothes. Play the audio and ask the children what colours they hear. When they answer tell them to have those colours ready to colour the shapes. Play it again and pause to let them colour the shapes.


2 Invent your own school uniform. The children design a school uniform. Tell them to be creative and explain that they can wear anything they like. When they have completed their drawings they describe them to the rest of the class. Encourage praise from the class: *Lovely! Perfect! Well done!* Encourage them to say: *Thank you* when praised. Make a display of the pictures.

Fast Finishers

The children try to write a sentence about their uniform design. If this is too difficult they can draw and label their school clothes.

Wrap-up

If you have the children's clothes catalogues the children can cut out figures or individual items of clothing and stick them on card. Help them to write words or sentences about their pictures. If you don't have access to catalogues watch the animated version of the story and then they can design a *supercoat* for themselves.

  Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit. See page 24 for game instructions.

Transcript

 **2.15 Listen and colour the school uniforms.**

Holly: This is my school uniform. I'm wearing a green skirt with pink stars and blue circles. I'm wearing an orange jumper with purple diamonds.

Claude: This is my school uniform. I'm wearing red trousers with green triangles and blue stars. I'm wearing a blue jumper with an orange square and a yellow diamond.

Optional Resources

Teacher's Resource Book pages 15 - 16, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 117 and 118 or 119 and 120 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Recognise and name the clothes and shapes vocabulary from the unit.

Write the names of different items and (with help) write simple sentences.

Understand the unit language from a listening activity.

Use and understand the basic structures covered in the unit.

Activity Book

Unit 6, page 52, Lesson 8. See page 165 for answer key.

Unit 6 Lesson 1

6 Dressing up

1 Read and number the pictures. Then, colour the clothes. *Child applies correct colours*

1

My trousers are blue.
My hat is red.

2

My dress is pink and red.
My trainers are purple.

2



1




45


Unit 6 Lesson 2

1 Read and trace over the correct sentences.


What are you wearing, Puff?




I'm wearing my pyjamas.




I'm wearing my uniform.



Where are you?



I'm at home.



I'm at the sports centre.

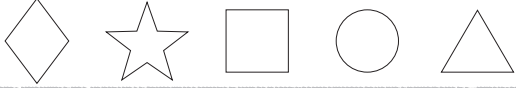


46

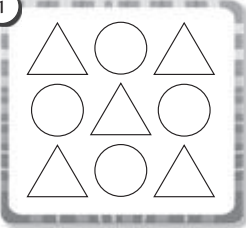
Unit 6 Lesson 3

1 Colour the key. Then, colour the pictures and complete the sentences. *Child applies colours*

key



1



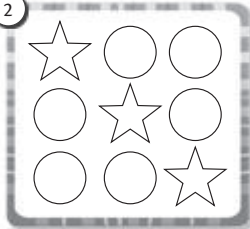
4 _____ circles.

5 _____ triangles.

3 _____ stars.

6 _____ circles.

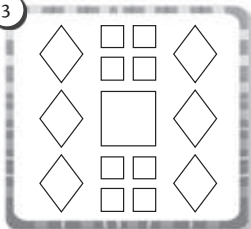
2



6 _____ diamonds.

9 _____ squares.

3



47

Unit 6 Lesson 4

1 Match the sentences with the characters.

Look at Grumps' old white coat.

Thank you, Sparkle!

Here's a new coat for you.

Sorry Grumps!

2 Use the letters **t** and **d** and complete the words.

trousers

doll

tracksuit

dress

table













dad

48

Unit 6 Lesson 5 · 6

Unit 6 Lesson 5

1 Match the pictures in the three columns.

Grumps' coat	The problems	The solutions
		 (Pockets!)
		 (A hood!)
		 (A new coat!)
		 (A colourful coat!)

49

Unit 6 Lesson 6

1 Look at the pictures and complete the sentences.

dress coat jumper scarf coat jumper

No, James! Put on your jumper. Then put on your coat.

No, James! Put on your jumper. Then put on your scarf.

No, Ellie! Put on your dress. Then put on your coat.

50

Review

1 **7** Listen, look and write the number.

★	★	★	●	▲	3
▲	●	■	★	★	1
■	■	★	◆	◆	4
▲	■	◆	◆	★	2

2 Find six words and tick (✓) the pictures.

j	u	m	p	e	r	d	d
o	i	s	x	g	s	e	r
e	o	k	c	e	c	p	e
v	n	i	o	o	a	y	s
f	e	r	a	c	r	r	s
h	a	t	t	i	f	s	t

Unit 6 Lesson 7

51

Transcript



7 Listen, look and write the number.

Narrator. I can see a triangle, a circle, a square and two stars. Write number one.

I can see a triangle, a square, two diamonds and a star. Write number two.

I can see three stars, a circle and a triangle. Write number three.

I can see two squares, a star and two diamonds. Write number four.

Review

1 Tick (✓) the people with uniforms. Then, match them with the places.

restaurant

hospital

School

Unit 6 Lesson 8

52

Unit 7 Overview

Vocabulary

The seasons: autumn, spring, summer, winter

Weather words: raining, snowing, sunny, windy

Nature words: apple, flower, leaf

Structures

Can for permission: Can I go out to play?

There is / There are: There are three purple flowers.

What's the weather like?

Present Continuous: Is it raining? It's snowing.

Order of adjectives: A lovely, new, green, plastic coat. Good idea! I'm ready! All right. Have fun!

Recycled Language

Let's

Colours

Numbers

Clothes

There is / There are affirmative, negative and interrogative.

Present Continuous: Is it raining?

It's snowing. I'm wearing ...

Cultural Strand

Language Objectives:

To learn that you need to dress for the weather.

To introduce the words: rain hat

To consolidate the words: boots, raincoat

To use functional language to ask permission:

Can I go out to play?

Creative Strand

CLIL Objective:

To explore different materials and make a collage.

Language Objectives:

To practise the nature words: apple, flower, leaf

To practise the structure: There is / There are in affirmative, negative and interrogative.

To consolidate numbers and adjective-noun word order: There are three purple flowers.

Functional Strand

Language Objectives:

To learn the words for weather, seasons and objects in nature.

To learn functional language to describe the weather and seasonal changes in a tree.

To learn functional language to ask about the weather:

What's the weather like?

Sun and rain

Literacy Strand

CLIL Objective:

To sequence events in a story.

Language Objectives:

To recognise initial sounds r and w.

To introduce the words: boots, fire, flame, raincoat, snow, tunnel

To introduce the adjectives: cold, dark, hot, long

To introduce the adverbs: inside, outside

Knowledge Strand

CLIL Objective:

To notice and identify seasonal changes.

Language Objectives:

To introduce the seasons: autumn, spring, summer, winter

To introduce words in nature: apple, flower, leaf

To introduce the words: birthday, garden

To consolidate the structure: There is / There are

Skills Objectives

Listening: To understand the names of the seasons, the weather and nature words. To understand the order of adjectives. To understand the opposites: hot/cold, inside/outside. To listen to a chant about the weather. To follow an adventure story. To differentiate the initial sounds *r* and *w*.

Reading: To recognise the words for the weather, the seasons and nature. To read simple sentences.

Writing: To trace and copy weather, seasons and nature words.

Speaking: To ask and answer questions about the weather, the seasons and nature. To describe which clothes are suitable for which weather. To ask permission to go and play. To describe a picture.

Assessment Criteria

- Children can understand oral and written messages about the weather, the seasons and nature.
- Children can answer the question *What's the weather like?* using vocabulary from the unit.
- Children can describe a nature picture, ask permission using the structures and vocabulary learned in the unit.
- They can recognise and differentiate the initial sounds *r* and *w*.

Optional Resources


Teacher's Resource Book Photocopies:

- Lesson 3: page 53, Listening
- Lesson 4: page 75, Phonics
- Lesson 5: page 43, Writing
- Lesson 6: page 65, Speaking
- Lesson 7: page 33, Reading
- Lesson 8: pages 17 - 18, Language
- Evaluation: pages 121 - 122 or 123 - 124, Unit 7 test


Extras/Realia

- Lesson 3: material for a collage: cotton wool, scraps of material, old magazines, wool, plasticine


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **I-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activity 1
- Lesson 2: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: The four seasons

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop listening, speaking, reading and writing skills learning about the weather and the seasons.



Competence in Maths, Science and Technology:

Children reinforce numeracy skills. They learn about features of different weather conditions and of the seasons.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competence:

Children share ideas to solve problems and cooperate together.



Cultural Awareness and Expression:

Children learn a typical British song. They develop creative expression making a collage.



Learning to Learn:

Children check vocabulary acquisition with a picture dictionary. They learn to organise ideas using a colour code.



Sense of Initiative and Entrepreneurship:

Children develop initiative to choose colours and images, and to make sentences.

7 Sun and rain

MST



1



2.17

Listen and number the pictures. Then, listen and join in.



2



raining

3



windy

1



snowing

4



sunny

LC



2

Mime and guess the weather.

It's snowing.



DC



Describing the weather

What's the weather like? It's (raining).



More practice

55



Children become familiar with weather and features of different weather conditions.



Children practise linguistic and non-linguistic ways to communicate about weather conditions.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Are familiar with weather conditions and features.
- 2 Mime weather conditions and name them.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To observe and to recognise some weather conditions.

Language Objectives


To introduce weather vocabulary: *raining, snowing, sunny, windy*


To introduce the structures: *What's the weather like? It's snowing.*


Materials



- Teacher's i-book
- Poster for Unit 7
- CD 2

Lead-in

 **2.16** Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Say: *Look at the weather in Wonderland!* Point out of the window and say: *What's the weather like today? It's (sunny).* Then, point to the corresponding square on the poster and the children repeat after you. Play the audio.

 Open the **i-poster** and ask the children what they can see. Elicit the toys and clothes vocabulary to review previous units: *There is a ball. Claude is wearing a coat.* Touch the play icon beside a square and listen to the weather in Wonderland. Repeat with the four squares. Alternatively, open the **lead-in** activity. *What's the weather like?* Touch the symbols and then describe the weather in each picture.

1  **2.17** Listen and number the pictures. Then, listen and join in. Read the words down the right hand side of the page and the children point to the corresponding picture. Play the audio and the children put the pictures in order. Finally, they trace over the words.

 Touch  to open the activity. The children watch, listen and repeat the weather sequence.


2 Mime and guess the weather. The children play a mime game as a class or in groups. One child does an action and the others guess the weather.

Fast Finishers

The children draw a picture of them doing an activity in their favourite weather, for example, swimming on a sunny day or flying a kite on a windy day.

Wrap-up


Make a weather chart for a month for the classroom. Every day one child draws the corresponding symbol for the weather that day. Ask the children about the weather and draw the symbol yourself. You could also make and laminate symbols and stick them on the chart each day.

 The children match the sentences with the pictures.

Transcripts

 **2.16** Poster, Unit 7.

Oh, look! It's raining.
Oh, look! It's windy.
Oh, look! It's snowing.
Oh, look! It's sunny.

 **2.17** Listen and number the pictures. Then, listen and join in.

Narrator: One.

Holly: What's the weather like today? What's the weather like?

Grumps: It's snowing, Holly. It's snowing. It's snowing today.

Narrator: Two.

Holly: What's the weather like today? What's the weather like?

Grumps: It's raining, Holly. It's raining. It's raining today.

Narrator: Three.

Holly: What's the weather like today? What's the weather like?


Grumps: It's windy, Holly. It's windy. It's windy today.

Narrator: Four.

Holly: What's the weather like today? What's the weather like?

Grumps: It's sunny, Holly. It's sunny. It's sunny today.

Initial Evaluation

 **2.16** Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and play the audio again. The children point to the square and repeat the weather it shows (or drag the sentences to the correct square on the **i-poster**).

Activity Book

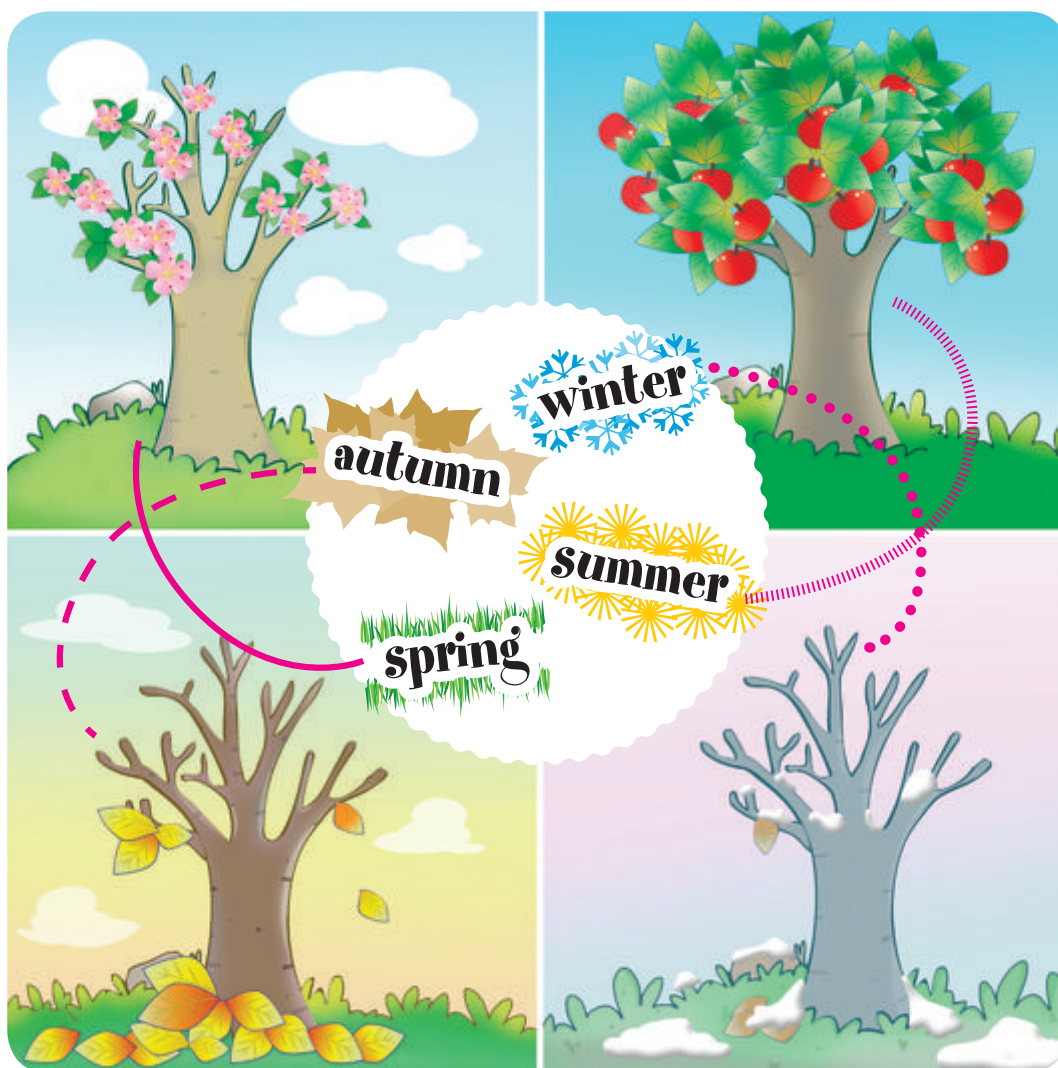
Unit 7, page 53, Lesson 1. See page 184 for answer key.

1



2.18

Listen and match. Then, sing the song. 🎵



2

Talk about your birthday. Then, sing your verse.

My birthday is
in the spring.



56

More
practice

Identifying the seasons

My birthday is (in the autumn).



Children reinforce their knowledge of the four seasons reflecting on and comparing the natural changes in trees.



Children learn a traditional tune.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Recognise that the colour of the leaves change in the different seasons.
- 2 Reproduce a traditional tune to sing about the season of their birthday.
- 3 Use the digital components to practise the language from the lesson.

CLIL Objective

To notice and identify seasonal changes.

Language Objectives

To introduce the seasons: *autumn, spring, summer, winter*

To introduce nature vocabulary: *apple, flower, leaf*


To consolidate the structure: *There is / There are*



Materials

- Teacher's i-book
- Flashcards for Unit 7: *apple, flower, leaf, spring, summer, autumn, winter*
- CD 2

Lead-in

Show the **flashcards** for the seasons (print or **interactive**). Name each one and ask the children to repeat. Ask about the weather in each season: *What's the weather like in (winter)?* Draw a bare tree on the board or IWB. Show the **flashcards** for leaf, flower and apple. Draw them on the tree, naming them as you do.

1  **2.18** Listen and match. Then, sing the song. Read out the season words and the children point to the correct picture and word. Play the audio for the activities.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.


2 Talk about your birthday. Then, sing your verse. Ask every child which season their birthday is in. You could make a chart of this. Then, get all the children with their birthday in the same season to sing the corresponding verse or sing:
My birthday's in (summer), in (summer), in (summer),
My birthday's in (summer), a (summer) birthday.
I'm happy on my birthday, on my birthday, on my birthday.
I'm happy on my birthday, in the (summer) time.

Fast Finishers


The children draw a tree as it is in their birthday season and add it to the birthday chart.

Wrap-up

Look at the trees outside the classroom window. If there are no trees visible take them to the playground and observe if there are leaves/ flowers on the trees. Talk about the current season and weather. The children make pictures of four trees to illustrate the seasons.

 The children look at the pictures and drag the words to complete the sentences.

Transcript

 **2.18** Listen and match. Then, sing the song:
There's a tree.

There's a tree in my garden, in my garden, in my garden.
 There's a tree in my garden. In my garden, there's a tree.
 There are green leaves on my tree, in the spring, in the spring.
 And there are pink flowers on my tree, in the springtime.

There's a tree in my garden, in my garden, in my garden.
 There's a tree in my garden. In my garden, there's a tree.
 There are green leaves on my tree, in the summer, in the summer.
 And there are red apples on my tree, in the summertime.

There's a tree in my garden, in my garden, in my garden.
 There's a tree in my garden. In my garden, there's a tree.
 There are red leaves on my tree, in the autumn, in the autumn.
 And there are brown leaves on my tree, in the autumn time.

There's a tree in my garden, in my garden, in my garden.
 There's a tree in my garden. In my garden, there's a tree.
 There are no leaves on my tree, in the winter, in the winter.
 There's snow on my tree, in the wintertime.

There's a tree in my garden, in my garden, in my garden.
 There's a tree in my garden. In my garden, there's a tree.

Anticipated Difficulties

Some children may not know when their birthday is. If possible, find out from school records to help them in Activity 2.

Continuous Assessment

Check if the children can:
 Recognise the names of the seasons and the nature vocabulary.
 Say in which season their birthday falls.

Activity Book

Unit 7, page 54, Lesson 2. See page 184 for answer key.

Note: For next lesson ask the children to bring in material for a collage, for example, cotton wool, scraps of material, old magazines and plasticine.

1 Play True or False.



There's a rainbow.

True!

There are three purple flowers.

False!

2 Make a collage. Then, find your friend's picture.



Are there red flowers in your picture?

No, there aren't.

Describing a nature picture | Nature words, Weather | Are there (green) (apples)?

57



Children develop their reading and speaking skills and reinforce their knowledge of the grammar rules.



Children develop their numeracy capacities.



Children use their creativity to make a collage and develop their sensitivity and respect towards other children's creations.

Key competences continuous assessment

Check if children:

- 1 Read and understand the model sentences. Use the grammar correctly to make true/false sentences.
- 2 Say numbers to play a game.
- 3 Make their own collage and show respect and interest towards other children's work.

CLIL Objective

To explore different materials and make a collage.

Language Objectives

To introduce the word: *rainbow*

To practise the nature words: *apple, flower, leaf*

To practise the structures: *There is / There are* in affirmative, negative and interrogative.

To consolidate numbers and adjective noun word order:
There are three purple flowers.

Materials

- Teacher's i-book
- Flashcards for Unit 7: *apple, flower, leaf*
- **Optional realia:** materials for a collage: old magazines, plasticine, cotton wool.

Optional Resources

Teacher's Resource Book page 53, Listening.

Continuous Assessment

Check if the children can:

Recognise and name the nature words.

Describe a nature picture using the structures of the unit.

Ask and answer questions about nature pictures.

Activity Book

Unit 7, page 55, Lesson 3. See page 185 for answer key.

Lead-in

Display the **flashcards** with the pictures and words and ask the children to match them. Draw a rain cloud on one side of the board and a sun on the other with a rainbow in the middle. Ask them if they know the colours of the rainbow. Ask them to look out the window and ask about the weather. Fill in the weather chart if you have made it.

i-book Open the **i-flashcards**. Show the first flashcard and ask the children to say what they can see, then show the written word. Repeat with the rest of the flashcards. When you show them the flashcards of rain and sun, explain what a rainbow is. Use the **Richmond i-tools** to draw one on the IWB. Ask them if they know the colours of the rainbow.

Open the **lead-in** activity: The seasons. Touch a picture to zoom in and ask questions: *What's the weather like? Are there pink flowers in the picture? What colour are the leaves?*

1 Play True or False. Ask children what they can see in the picture. Individual children make sentences: *There are (three) (pink) (flowers).* Play as a class and then put them in small groups to play.

2 Make a collage. Then, find your friend's picture. Explain what a collage is. You will have told the children previously to bring in material for a collage. Tell them they are going to make a nature collage to show a season and the weather. Make a display with their collages and the children guess whose picture is whose by asking questions.

Fast Finishers

The children draw a rainbow.

Wrap-up

Look at the display of the children's collages. Ask what the weather is like in each picture. Ask about the items from nature: *Where can you see apples?*

SCC



1



2.19

Listen to the story.



2

I can't open the door!



3



4

Come on, Puff!



LC



2



2.20

Listen and circle the pictures.



DC



58

More
phonics

Weather, cold, hot; Is it raining?

Phonics: initial sounds *r*ain and *w*ind

SCC

Children learn to solve problems, give different suggestions and cooperate.



LC

Children develop their knowledge of pronunciation by learning to distinguish initial sounds *r* and *w*.



DC

Children work together on the IWB and do further practice with phonics individually.

Key competences continuous assessment

Check if children:

- 1 Identify in the story different ideas to solve the problem.
- 2 Differentiate, identify and pronounce properly the initial sounds *r* and *w*.
- 3 Use the digital resources to strengthen their understanding of phonics.



1 Read and match.



It's cold.

It's hot.



Weather, cold, hot; Is it raining?

Identifying the temperature at key moments

More practice

59



Children work together on the IWB and do further practice individually.



Children learn to guess the temperature by identifying visual clues.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Recognise some natural signs and associate them with the words *hot* and *cold*.

CLIL Objective

To recognise the initial sounds *r* and *w*.

Language Objectives

To introduce the vocabulary: *boots, raincoat, snow; cold, dark, long; inside, outside*

To introduce functional language: *Good idea! I'm ready!*


To practise the interrogative of the present continuous:
Is it raining?

Materials


- Teacher's i-book
- Story cards for Unit 7
- CD 2

Lead-in

Show the **story card** 1 (print or **interactive**) and ask about the weather. Ask what the characters are wearing and teach the words *boots* and *raincoat*. Explain the difference between *inside* and *outside* using the classroom.

1  **2.19 Listen to the story.** Listen to the whole story showing the **story cards**. Invite children out to point to different characters and the weather in the pictures. Let them follow again using their books.

 Watch the animated story.


2  **2.20 Listen and circle the pictures.** Review the words. Listen and circle the pictures that start with *r* in red and those that start with *w* in green.

Fast Finishers

The children draw pictures of themselves wearing boots, raincoat, scarf and hat to play in the snow.

Wrap-up


Play the story again. The children join in with the characters when they say: *Snow! Snow! Let's play in the snow!*

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.

Activity Book

Unit 7, page 56, Lesson 4. See page 185 for answer key.

Transcripts

 **2.19 Listen to the story: *Snow in Wonderworld*.**

Narrator: It's snowing one winter day in Wonderworld.

Holly: Let's play in the snow!

Beauty: I'm ready! I'm wearing my red raincoat and my white boots.

All: Snow! Snow! Let's play in the snow!

Snow! Snow! Let's play in the snow!

Narrator: There is a lot of snow outside.

Claude: I can't open the door!

Grumps: We can't get out!

Narrator: It's very cold inside.

Sparkle: Let's dig a tunnel!

Claude and Holly: Good idea! We're ready!

All: Snow! Snow! Let's play in the snow!

Snow! Snow! Let's play in the snow!

Narrator: The tunnel is very long and dark.

All: Snow! Snow! Let's play in the snow!

All: Come on, Puff!

Puff: Oh! I'm scared of the dark.

All: Snow! Snow! Let's play in the snow!

Narrator: Puff is very cold!

Narrator: There is a lovely fire now.

Puff: Good! I'm not cold.

Narrator: Soon it is very hot inside.

Puff: Is it raining?

Narrator: Puff can melt the snow! Now the snow is water.

Puff: Wow! Look at my flame.

All: Snow! Snow! Let's play in the snow!

Snow! Snow! Let's play in the snow!


Narrator: Finally, the friends come out of the tunnel.

Holly: What?

Puff: Are you ready to play in the snow?

All: Snow! Snow! Let's play in the snow!

Snow! Snow! Let's play in the snow!

 **2.20 Listen and circle the pictures.**

Listen and say the sounds with me.

Then, circle the pictures in red or green.

r _ r _ r _ raining

w _ w _ w _ windy

r _ r _ r _ raincoat

w _ w _ w _ Wonderworld

r _ r _ r _ red

w _ w _ w _ white

Optional Resources

Teacher's Resource Book page 75, Phonics.

Continuous Assessment

Check if the children can:

Recognise the initial sounds *r* and *w*.

CLIL Objective

To identify key moments in a story.

Language Objectives

To introduce the adjectives: *hot, cold*

To introduce the words: *fire, flame*

To introduce the verbs: *dig, melt, play*

Materials

- Teacher's i-book
- Story cards for Unit 7
- CD 2

Continuous Assessment

Check if the children can:

Understand the difference between *hot* and *cold*.

Identify key moments in the story.

Optional Resources

Teacher's Resource Book page 43, Writing.

Activity Book

Unit 7, page 57, Lesson 5. See page 186 for answer key.

Lead-in

Show **story card 4** (print or **interactive**). Tell them that Puff is cold. Then show **story card 5**. Point to the fire and tell them it is hot. Write the two words *hot* and *cold* on the board. Draw a sun under hot and a snowflake under cold. Ask children to add drawings saying the words as they do. Tell them to point to something hot and something cold in the classroom.

1 2.19 Read and match. Listen to the whole story again.


Stop at different parts and ask questions about the temperature: *Is it hot or cold?* Ask about the characters: *Is Holly hot or cold?* Finally match the sentences to the correct picture.

Fast Finishers

The children draw a fire-breathing dragon breathing out the word *hot*.

Wrap-up

Put the children into groups to act out the story. Write some of the expressions on the board to help them: *Let's dig a tunnel. I'm scared.* If they have coats and scarves, put them on. Encourage them to make gestures to show that they are hot or cold.

  Watch the animated story again. Stop at different parts to help the children act out the story.

 The children listen and drag the pictures to order the story.



1



2.21

Listen and tick (✓) the correct picture.

It's raining!

It's pouring!

2

Colour the clothes and act out the scene. Child applies colours



Culture

60

A rain song | Weather and clothes | I'm wearing my (boots).



Children reinforce the vocabulary with the video.



Children use a traditional British song to reinforce their learning of weather conditions and clothes.



Children develop their initiative by colouring and completing the model sentence.

Key competences continuous assessment

Check if children:

- 1 Use the video to learn new vocabulary about the weather and clothes.
- 2 Participate with the song.
- 3 Work independently to colour and complete the sentence.

CLIL Objective

To learn and sing a traditional song.

Language Objectives

To introduce the word: *rain hat*

To consolidate the words: *boots, raincoat*

To introduce can for asking permission: *Can I go out to play?*

Materials

- Teacher's i-book
- Flashcards for Unit 7: *raining, snowing, sunny, windy*
- CD 2

Lead-in

Show the **flashcards** of the weather. Say and mime: *It's windy. I'm wearing my scarf. Can I go out to play?* Ask another child to do the same with *It's sunny, It's raining and It's snowing.*

i-book Use the **Vocabulary Game Generator** to review the key vocabulary from previous lessons.
See page 21 for interactive games description and ideas.

Open the **lead-in** activity. Ask individual children to colour the picture and then ask a different child to complete the sentence orally: *I'm wearing my ...*. For further practice ask the children to use the **Richmond i-tools** to complete the sentence on the IWB.

1 **2.21** Listen and tick (✓) the correct picture. The children describe what they can see in the pictures. Play the audio. They listen to the song. Explain that *pouring* means raining heavily. Play it again and join in with the song part.

2 **Colour the clothes and act out the scene.** The children look at the picture and describe it. Read the speech bubble. Ask individual children to tell you what clothes the boy is wearing. Then play the audio again. Stop it when the boy says the colours. Ask children which item is not mentioned (*the scarf*) and tell them they can colour it any colour they want to. Finally, ask them which colour they coloured the scarf.

i-book Watch the video **The four seasons**. Complete the comprehension activity with the children.

Wrap-up

Put the weather **flashcards** face down on your table. A child chooses one and mimes putting on the clothes worn in this weather and the rest have to guess what the weather is and what the child is wearing.

Transcript

2.21 Listen and tick (✓) the correct picture.

Children: It's raining. It's pouring. The old man's snoring.

Boy: Please can I go out to play?

Mother: But it's raining.

Boy: Look! I'm wearing my red rain hat, my blue raincoat and my green boots.

Mother: All right. Have fun!

Children: It's raining. It's pouring. The old man's snoring.

Optional Resources

Teacher's Resource Book page 65, Speaking.

Continuous Assessment

Check if the children can:

Say what clothes should be worn, according to the weather using the structures from the unit: *It's raining, You are at the park. What are you wearing?*

Ask for permission go out to play.

Activity Book

Unit 7, page 58, Lesson 6. See page 186 for answer key.

Review

1 Complete the picture dictionary.



apple



flower



leaf



tree



snow



rainbow

2 Read and number the sentences.



It's  snowing. 2

It's  raining. 1

It's  sunny and it's  windy. 3

3 Complete your phonics chart.

Weather, Seasons, Nature words | It's (raining).

More practice



Children use the stickers to check their acquisition of the lexical fields in the unit and organise their ideas.



Children develop their written comprehension skills reading the sentences and matching them to the correct picture.



Children assess and organise their knowledge by making their phonics chart.

Key competences continuous assessment

Check if children:

- 1 Put the stickers in the correct place.
- 2 Read the sentences and write the corresponding number.
- 3 Make their own phonics chart.
- 4 Practise vocabulary, grammar and phonics using the digital resources.

CLIL Objective

To become familiar with weather representation.

Language Objective

To review the vocabulary and structures of the unit.

Materials



- Teacher's i-book
- Flashcards for Unit 7
- Stickers for Unit 7
- A photocopy for each child of Teacher's Resource Book page 68 Phonics chart.

Lead-in

Show the **flashcards** (print or **interactive**) to review the vocabulary. See page 17 for flashcard games.

Open the **i-poster** on the **Teacher's i-book**. The children read the sentences out loud and drag them to the correct place. For further practise ask the children to describe the weather outside the class: *What's the weather like today? It's (sunny).*

1 Complete the picture dictionary. Ask the children to try to identify each picture. They complete the picture dictionary with their stickers. Then, they trace over the words and read them.

 Touch  to open the activity. *What's this?* Divide the class in two groups. The group that says the name of the picture first scores for their group.

2 Read and number the sentences. The children describe the weather and the clothes the children are wearing in each picture. Then, they read the sentences and put the correct number.

3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

The children copy the sentences into their books.

Wrap-up

Play a game *Guess the weather*. Say: *I can see a rainbow*. The children should say: *It's raining and it's sunny*. Invite the children to make up some of their own.



The children drag the words to the correct picture.

Optional Resources

Teacher's Resource Book page 33, Reading.

Continuous Assessment

Check if the children can:

Recognise the words from the unit and read simple sentences with the structures from the unit.

Activity Book

Unit 7, page 59, Lesson 7. See page 187 for answer key.

Review

MST



Unit 7 Lesson 8

1



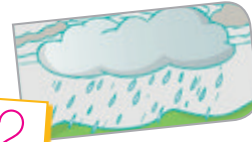
2.22 Listen and number the pictures.



1



3



2



4



5

2



Use the key and classify the words.

key



weather



seasons



nature



hot



flowers



winter



tree



spring



rainbow



snowing



sunny



autumn

3



Make weather symbols. Then, talk about the weather.



Today, it's raining
and it's windy.
I'm wearing my jumper.

Oral review

62

Presentation: The weather today

Today, it's (cold). I'm wearing my (scarf).



MST

Children reflect on the characteristics of climate and the seasons relating sounds to pictures.



LL

Children become familiar with classifying ideas using a colour code and a key.



LC

Children develop their communication skills speaking about the weather using language with visual support.

Key competences continuous assessment

Check if children:

- 1 Listen to sounds and associate them to the pictures.
- 2 Classify words in different groups using a colour code and a key.
- 3 Talk about the weather making their own sentences and using visual support.

CLIL Objective

To reflect weather and seasonal changes.

Language Objective


To review the vocabulary and structures of the unit.


Materials

- Teacher's i-book
- Flashcards for Unit 7
- CD 2
- Pop-outs for Unit 7

Lead-in

Write three headings on the board: *Seasons, Weather, Nature*. Mix up all the **flashcard** pictures and words on the board. The children match the picture to the correct word and say the category. When they have finished make sentences using words from the three categories, for example: *In winter there aren't leaves on the trees. It is snowing.* Invite them to try, even just using two categories.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. See page 21 for interactive games description and ideas.

1  **2.22 Listen and number the pictures.** Explain that they are going to hear some sounds connected to the pictures. Tell them to close their eyes and listen. Play the audio and ask them what they heard. Then, play it again and they number the pictures in the order the sounds are played. Check by asking: *What is number 2? What number is It's windy?*

2 Use the key and classify the words. Remind the children of the categories they made at the beginning of the lesson. Explain the colour code. The children then colour the words, according to their category. Finally, they trace the words.

3 Make weather symbols. Then, talk about the weather. The children complete the weather symbols and press them out of the **pop-outs**. Show them how to play a game by putting the cards face down on your desk. The children come to the desk and take a symbol and say what they are wearing: *Today it's snowing. I'm wearing my boots, my hat, my coat and my scarf.* The other children have to guess which symbol the child has picked. Then, they get into groups to play the game.

Fast Finishers

The children copy the words from Activity 2 into their books.

Wrap-up


Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Look at the details around the side. Ask when they can play outside. What toys can they play with in what weather. Ask: *What's the weather like today? What season is it? What are you wearing?* Look at the display of their collages and ask about them: *How many apples are there?*

  Watch the animated version of the story and encourage the children to join in.

 Play the **End of unit interactive game** to review the unit.

See page 24 for game instructions.

Transcript

 **2.22 Listen and number the pictures.**

Narrator: One. (sound of leaves)

Narrator: Two. (sound of rain)

Narrator: Three. (sound of apples)

Narrator: Four. (sound of wind)

Narrator: Five. (sound of summer)

Optional Resources

Teacher's Resource Book pages 17 - 18, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 121 and 122 or 123 and 124 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Name the seasons, describe the weather and use the nature words introduced in the unit. Put these words into categories.

Understand the order of adjectives.

Use the Present Continuous in the affirmative, negative and question forms.

Use *There is / There are* in the affirmative, negative and question forms.

Ask permission using *Can*.

Activity Book

Unit 7, page 60, Lesson 8. See page 187 for answer key.


Unit 7 Lesson 1 · 2

Unit 7 Lesson 1


7 Sun and rain

1 Match the pictures with the words.

1



2




raining

windy


snowing

sunny

3




4



2 Answer the question and draw a weather picture. *Child's own answer and drawing*

What's the weather like today?




It's _____


53

Unit 7 Lesson 2


1 Read and decorate the trees for the seasons. *Child's own drawings*




apples




flowers



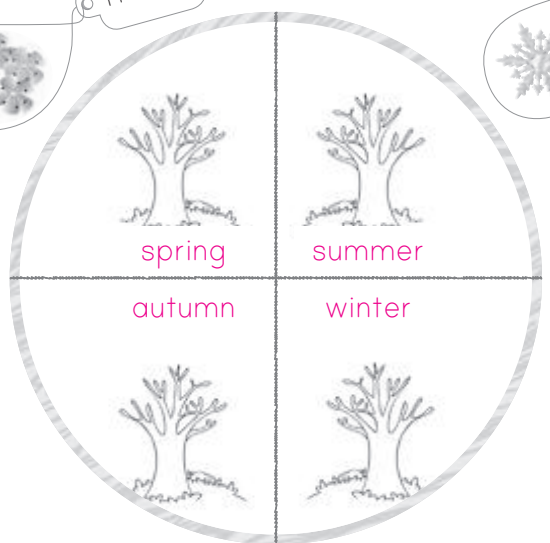
green leaves



brown leaves




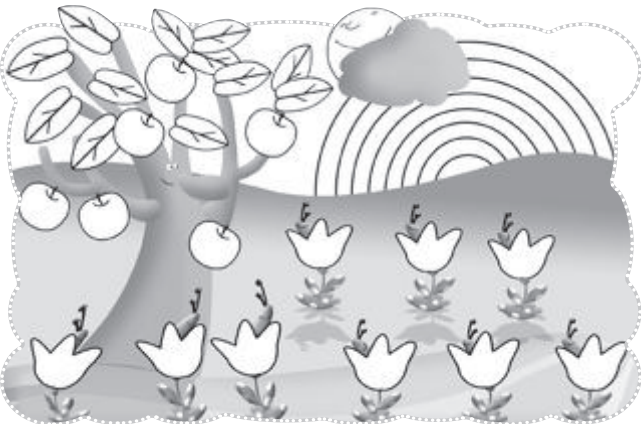
snow



54

Unit 7 Lesson 3

1  8 Listen and colour the picture. Child applies correct colours



2 Look at Activity 1. Read and circle the correct answers.

- Are there pink flowers?
Yes, there are / No, there aren't.
- Is there a purple flower?
Yes, there is. / No, there isn't.
- Is there a rainbow?
Yes, there is. / No, there isn't.
- Are there red leaves on the tree?
Yes, there are. / No, there aren't.

55


Transcript


8 Listen and colour the picture.


Narrator: In this picture there are five pink flowers, there are two yellow flowers and there are two orange flowers. On the tree, there are three red apples and there are three green apples. And there are 12 green leaves on the tree, as well. The yellow sun is in the sky. And of course, there's a rainbow. It's lots of different colours. Colour the rainbow!

Unit 7 Lesson 4

1 Read and circle the correct words.


- 


It's snowing / raining in Wonderland.
- 


Puff is / isn't in the tunnel.
- 


Claude can't open the window / door.


2 Use the letters **r** and **w** and complete the words.


raining


windy


right


water


raincoat

56

Unit 7 Lesson 5 · 6

Unit 7 Lesson 5

1 Classify the pictures.

key
 red = It's hot.
 blue = It's cold.

2 Complete the sentences.

hot snowing sunny cold

1 It's snowing.

2 It's cold.

3 It's hot.

4 It's sunny.

57

Unit 7 Lesson 6

1 Complete the speech bubble. Then, colour the picture and complete the text. Child applies colours

Yes, you can. No, you can't.

Please, can I go out to play?

Child's own answer

He's wearing _____ boots, a _____ rain hat and a _____ raincoat. Child's own answers

2 Draw a rain cloud in the correct pictures. Then, circle the correct words.

1 It is / isn't raining.

2 It is / isn't raining.

3 It is / isn't raining.

58

Review

1 Colour the key. Then, find and classify seven words. *Model answer*

key

green: seasons

red: weather

green: summer, autumn, spring, winter

red: windy, cold, sunny

w	i	n	d	y	m	c	a
i	s	u	m	m	e	r	u
n	h	c	o	l	d	r	t
t	a	l	s	c	y	o	u
e	b	s	u	n	n	y	m
r	s	p	r	i	n	g	n

2 Match the words and make sentences. Then, number the sentences.



It's raining ~~and it's~~ winter. 1

It's snowing ~~and it's~~ spring. 2

59

Review

1 Count the items in the picture.



4 trees 1 rainbow 12 flowers

20 leaves 15 apples 1 sun

60

Unit 8 Overview

Vocabulary

Animal and animal body part words: bird, butterfly, cat, dog, fish, frog, mouse, rabbit, snake; ears, tail, wings

Adjectives: big, favourite, long, short, small

Adverb: really

Structures

Interrogative Which: Which is your favourite?

Imperative: Move like a (a cat)!

Verb have got: Have you got a pet?

Yes, I've got a dog.

Recycled Language

mum, dad, sister, brother

I can see

beautiful

on, in, under

Sorry

Cultural Strand

Language Objectives:

To introduce the interrogative: Which

To introduce the adjective: favourite

To introduce the adverb of degree: really

To consolidate the words: ears, tail

Creative Strand

CLIL Objective:

To reproduce animal movements.

Language Objectives:

To introduce the imperative: Move like (a cat)!

To consolidate the animal vocabulary: bird, dog, fish, frog, rabbit, snake

Functional Strand

Language Objective:

To describe pets and express preferences.

Our pets

Literacy Strand

CLIL Objective:

To sequence events in a story.

Language Objectives:

To recognise the initial sounds f and m.

To introduce the words: bush, butterfly, caterpillar, wings

To consolidate the preposition: in, under

To consolidate the language: I can't find. What's the matter?

To introduce the adjective: sad

To introduce the functional language: Please, don't cry.

Knowledge Strand

CLIL Objective:

To become familiar with the use of charts.

Language Objectives:

To introduce animal words: bird, cat, dog, fish, frog, mouse, rabbit, snake, pet, wild animal

To introduce the verb have got in interrogative

and affirmative: What have you got? I've got a (cat).

To introduce functional language: Wow! Oh well, Look what I've got.

Skills Objectives

Listening: To understand the names of animals and simple descriptions of their physical features.
To understand the sequence of events in a story.
To differentiate the initial sounds *f* and *m*.

Reading: To recognise words related to animals. To read simple descriptions of animals and sentences expressing preferences.

Writing: To write words relating to animals. To write simple descriptive sentences about animals and their physical features.

Speaking: To say the names of the animals in the unit.
To ask and answer questions about pets using the structures learned in the unit. To give simple descriptions of animals and to express preferences.

Assessment Criteria

- Children can understand oral and written messages about animals and animal body parts.
- Children can produce oral and written messages about animals and make descriptions of the physical features of animals, using the structures and vocabulary in the unit.
- Children can recognise and differentiate the initial sounds *f* and *m*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 54, Listening
- Lesson 3: page 44, Writing
- Lesson 4: page 76, Phonics
- Lesson 5: page 34, Reading
- Lesson 6: page 66, Speaking
- Lesson 7: page 68, Phonics
- Lesson 8: pages 19 - 21, Language
- Evaluation: pages 125 - 126 or 127 - 128, Unit 8 test


Extras/Realia

- Lesson 3 - 6: pictures of dogs and cats from pet magazines


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in **Lead-in** and **I-poster** provide a digital alternative to introduce the children to the lesson.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content:

- Lesson 1: activity 1
- Lesson 3: activity 1
- Lesson 7: activity 1

 provides extra interactive practice which can be used for *Fast Finishers* or as a *Wrap-up* activity. Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 3: knowledge
- Lesson 4: phonics
- Lesson 5: literacy
- Lesson 7: review

 Audiovisual material:

- Lessons 4, 5 and 8: Animated story
- Lesson 6: Baby animals

Use the **Interactive Routines Poster** at the beginning of each lesson.

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.



For ideas on how to exploit the course resources, see our Activity Bank: pages 15-24.

Key Competences



Linguistic Competence:

Children develop listening, reading, writing, speaking and pronunciation skills acquiring vocabulary about animals and practicing the structure *have got*.



Competence in Maths, Science and Technology:

Children become familiar with charts. They learn about wild animals and pets. They become familiar with the process of metamorphosis.



Digital Competence:

Children work together on the unit content using the IWB. They further practise the unit content individually.



Social and Civic Competence:

Children follow a set of established rules to play a group card game.



Cultural Awareness and Expression:

Children develop self-expression through movement. Develop creativity, drawing and colouring skills.



Learning to Learn:

Children reflect on learning by filling in the picture dictionary.



Sense of Initiative and Entrepreneurship:

Children choose and draw an animal and write a description.

8

Our pets

MST



1



2.24

Listen and circle the animals. Then, listen and join in.



cat



dog



mouse



frog



fish



bird

LC



2

Talk about your pets.

Yes, I have.

No, I haven't.

Have you got a pet?



DC



Identifying pets

Animals

Have you got (a dog)?



More practice

63

MST



Children develop their knowledge of fauna and reflect on the difference between pets and wild animals.

LC



Children practise the vocabulary about animals and become familiar with using the structure *have got*.

DC



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Classify animals as pets or wild animals.
- 2 Ask and answer questions using the structure *have got*.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To learn about wild animals and pets.

Language Objectives

To introduce animal vocabulary: *bird, cat, dog, fish, frog, mouse, rabbit, snake; pet, wild animal*

To introduce the verb *have got* in interrogative, affirmative and short answers: *What have you got? I've got a ... Have you got a dog? No, I haven't.*


To introduce the structures: *Look what I've got.*


Functional language: *Wow! Oh well...*


Materials



- Teacher's i-book
- Flashcards for Unit 8: *bird, cat, dog, fish, frog, mouse, rabbit, snake*
- CD 2
- Poster for Unit 8

Lead-in

 **2.23** Look at the family on the **poster** (print or **interactive**). Ask the children to point to the mum, dad, brother and sister. Display the **flashcards**. Point out and say the names of the animals on leads. Say: *they are pets*. Put the pet **flashcards** on one side of the board. Then, focus on the wild animals without leads and say their names. Put the wild animal **flashcards** on the other side of the board. Play the audio and point to the animals as they are mentioned.

 Open the **i-poster**. Ask the children to drag the words *mum, dad, brother* and *sister* to the correct place. Focus on the pets. Point to the animals and say their names. Then, focus on the wild animals and say their names. Play the audio and drag the words to the correct picture (*dog, cat, mouse...*). Play the audio again and drag the words *wild animal* and *pet* to classify the animals on the poster. Restart the poster and ask individual children to repeat the activity.

1  **2.24** Listen and circle the animals. Then, listen and join in. Show the **flashcards** *bird, cat, dog, fish, frog, mouse* and teach the words. Then, ask the children to find these animals on the **poster** (print or **interactive**). Play the audio and tell them to circle the pets in red and the wild animals in green. Ask which pets the characters have.

 Touch  to open the activity. The children read the words and match them with the pictures.


2 **Talk about your pets.** Ask all the children: *Have you got a pet?* If there are children who don't have a pet, give them a **flashcard**. Put them in groups to ask and answer questions about their pets.

Fast Finishers

The children draw one of the pets from the lesson, or their own pet.

Wrap-up

Write two columns on the board: *Pets* and *Wild Animals*. Get the children to put the **flashcards** into the correct column and then ask questions: *Have you got a fish?* Alternatively, use the **i-flashcards** on the IWB to review the key vocabulary in the lesson.

 The children drag the names of the animals to the correct category.

Transcripts

2.23 Poster, Unit 8.

The dog is a pet.
The cat is a pet.
The mouse is a pet.
The rabbit is a pet.
The fish is a wild animal.
The frog is a wild animal.
The bird is a wild animal.
The snake is a wild animal.

2.24 Listen and circle the animals. Then, listen and join in.

Holly: Look what I've got! Look what I've got!
I've got a pet. I've got a dog.
Others: Wow! A pet dog! It's a pet dog.
Claude: Look what I've got! Look what I've got!
I've got a pet. I've got a cat.
Others: Wow! A pet cat! It's a pet cat.
Grumps: Look what I've got! Look what I've got!
I've got a pet. I've got a mouse.
Others: Wow! A pet mouse! It's a pet mouse.
Sparkle: Look what I've got! Look what I've got!
I've got a pet! I've got a...
Holly: What have you got? Where is your pet?
Sparkle: There! That frog is my pet.
Holly: Oh, no Sparkle! That frog isn't a pet.
That frog is a wild animal.
Sparkle: Oh! Well... That bird is my pet.
Claude: Oh, no Sparkle! That bird isn't a pet.
That bird is a wild animal.
Sparkle: Oh! Well... That fish is my pet.
Grumps: Oh, no Sparkle! That fish isn't a pet.
That fish is a wild animal.
Sparkle: Oh! I have got a pet! I have got a very special pet.
Just wait and see.

Initial Evaluation

Check if the children can recognise the animals introduced in the lesson and ask and answer questions with *Have you got ... ?*

Activity Book

Unit 8, page 61, Lesson 1. See page 206 for answer key.



1 Read and match the instructions with the pictures.



2 Play a miming game.

64

Giving instructions | Animals | Move like a (snake).



Children learn more animals and develop their reading skills matching instructions with movements.



Children develop their self-expression through movement and mime.

Key competences continuous assessment

Check if children:

- 1 Know the names of the animals in the activity and read the instructions in order to complete the activity.
- 2 Use their body to mime different animals and play a game.

CLIL Objective

To reproduce animal movements.

Language Objectives

To introduce the imperative: *Move like (a cat)!*

To consolidate the animal vocabulary: *bird, dog, fish, frog, rabbit, snake*

Materials

- Teacher's i-book – Poster for Unit 8
- Flashcards for Unit 8

Optional Resources

Teacher's Resource Book page 54, Listening.

Continuous Assessment

Check if the children can:

Understand and reproduce the instruction *Move like (a bird)*.

Activity Book

Unit 8, page 62, Lesson 2. See page 206 for answer key.

Lead-in

Remind children of the animal vocabulary by looking at the **poster** (print or **interactive**) and asking the names of the animals. Ask about the noise each animal makes and how it moves. Say: *Move like a bird!*

1 Read and match the instructions with the pictures. Look at the pictures in the book and ask the children which animal they think each child is imitating. Ask them individually and see if the others agree.

2 Play a miming game. Put the **flashcards** face down on your desk. Invite a child to take a **flashcard**. Say: *Move like that animal!* As the child moves, the others guess. The children then get into groups to play the game. Alternatively, use the **i-flashcards** on the **Teacher's i-book** asking them to choose an animal from the flashcard miniatures at the bottom of the screen.

Fast Finishers

Draw a snake.

Wrap-up

Display the **flashcards** and word cards all mixed up on the board. One child imitates an animal, the class guess it and a volunteer matches the picture to the written word.

 Use the **Vocabulary Game Generator** to review the names of the animals.

See page 21 for interactive games description and ideas.

MST



1



Listen and complete the chart. Match the pictures, then sing the song. 🎵

legs		tail		ears	
2?	4?	long	short	big	small
4		✓			✓
4			✓		✓
4			✓	✓	
2		✓			



LC



2

Play *Guess my pet.*

I've got a pet with big ears.

Have you got a rabbit?



DC



Describing pets | Animals, Body parts, Size | A (cat) with (small) (ears).



More practice

65



Children learn how to interpret and use charts.

Children reinforce their acquisition of grammar rules using *have got* in questions and statements.

Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Understand and use the chart.
- 2 Use the structure *have got* correctly.
- 3 Use the digital components to practise the language from the lesson.

CLIL Objective

To become familiar with the use of charts.

Language Objectives

To consolidate the vocabulary: *bird, cat, dog, rabbit, legs*

To introduce the words: *ears, tail*

To introduce the adjectives: *long/short, big/small*

To introduce the structure: *I've got a (dog) with ...*

Materials


- Teacher's i-book
- CD 2
- Flashcards for Unit 8: *bird, cat, dog, mouse, rabbit*
- Optional realia: pictures of dogs and cats from pet magazines.

Lead-in

Put the **flashcards** on the board (or open the **i-flashcards** on the **Teacher's i-book**). Then, ask two children to come to the front, one with long hair, the other with short hair. Explain the difference between *long* and *short*. Get each child to say: *I've got (long) hair*. Point to the tail of the dog and teach the word. Ask children if it is long or short. Ask a child to bring a big book to your table and another to bring a small book. Explain the difference between *big* and *small*. Then, point to the ears of the rabbit on the flashcard. Ask if the rabbit's ears are big or small.

i-book Open the **lead-in** activity. Use the different dogs on the screen to explain the difference between *short* and *long*, *big* and *small* by comparing them. Use the **Richmond i-tools** to help you highlight the differences. Then, touch a dog to zoom in on it so it can be described: *It's got a long tail and small ears*. Ask the children to use the **Richmond i-tools** to circle the parts of the body they describe or write the dog's body properties next to it (*long tail, short tail, long ears, small ears, long body, short legs, etc.*).

1 **i-book** **2.25** Listen and complete the chart. Match the pictures, then sing the song. Look at the animals and ask what they are. Play the first verse of the song, stopping when the children need to complete the information. Finally, play the song to sing along.

i-book Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.

2 **Play Guess my pet.** The children think of a pet. Then, they give clues to the class: *I've got a pet with two legs*. The rest of the class asks Yes/No questions to guess the pet.

Wrap-up

Show pictures from a pet magazine of different cats and dogs and the children describe them using the structures learned: *It is a (cat) with a (long tail)*. If you don't have the magazines, try drawing animals on the board.



The children look at the pictures and choose the correct words to complete the sentences.

Transcript



2.25 Listen and complete the chart. Match the pictures, then sing the song: *I've got a pet.*

I've got a pet.
Tell us more! Tell us more!
I've got a pet with four legs.
Tell us more! Tell us more!
I've got a pet with four legs and a long tail.
Tell us more! Tell us more!
I've got a pet with four legs, a long tail and small ears.
Oh, you've got a cat!

I've got a pet.
Tell us more! Tell us more!
I've got a pet with four legs.
Tell us more! Tell us more!
I've got a pet with four legs and a short tail.
Tell us more! Tell us more!
I've got a pet with four legs, a short tail and small ears.
Oh, you've got a dog!

I've got a pet.
Tell us more! Tell us more!
I've got a pet with four legs.
Tell us more! Tell us more!
I've got a pet with four legs and a short tail.
Tell us more! Tell us more!
I've got a pet with four legs, a short tail and big ears.
Oh, you've got a rabbit!

I've got a pet.
Tell us more! Tell us more!
I've got a pet with two legs.
Tell us more! Tell us more!
I've got a pet with two legs and a long tail.
Tell us more! Tell us more!
I've got a pet with two legs, a long tail and he's red and green.
Oh, you've got a bird!

Optional Resources

Teacher's Resource Book page 44, Writing.

Continuous Assessment

Check if the children can:
Notice physical properties of different pets and describe them using the adjectives *big, small, long* and *short*.

Activity Book

Unit 8, page 63, Lesson 3. See page 207 for answer key.

MST



1



2.26

Listen to the story.

1



2



3



4



LC



2



2.27

Listen and circle the pictures.



DC



66

More
phonics

Animals, Nature words, I've got (a cat). I haven't got (a butterfly).
Phonics: initial sounds **f**ish and **m**ouse



Children are introduced to the physical process of metamorphosis.



Children develop their knowledge of pronunciation by learning to distinguish initial sounds **f** and **m**.

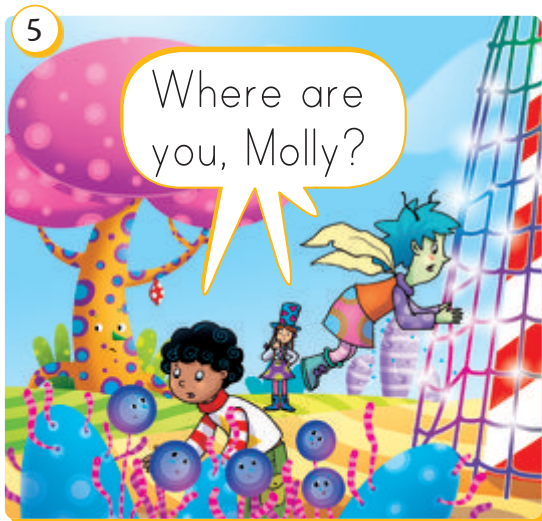


Children work together on the IWB and do further practice with phonics individually.

Key competences continuous assessment

Check if children:

- 1 Identity the physical changes of the caterpillar.
- 2 Differentiate, identify and pronounce properly the initial sounds **f** and **m**.
- 3 Use the digital resources to strengthen their understanding of phonics.



1 Number the picture sequence.



Animals, Nature words, I've got (a cat). I haven't got (a butterfly).
Sequencing events in the story



Children reinforce their knowledge of the process of metamorphosis.



Children work together on the IWB and do further practice individually.

Key competences continuous assessment

Check if children:

- 1 Watch the animated story attentively to reinforce their knowledge of the grammar structures and the process of metamorphosis.
- 2 Order the steps in the caterpillar's metamorphosis correctly.

CLIL Objective

To recognise the initial sounds *f* and *m*.

Language Objectives

To introduce the words: *bush, caterpillar*

To consolidate the prepositions: *in, under*

To consolidate the structures: *I can't find ...*


To consolidate the functional language: *What's the matter?*

Materials


- Teacher's i-book
- Flashcards for Unit 8
- CD 2
- Story cards for Unit 8

Lead-in

Draw a caterpillar and a butterfly on the board and get the children to describe them using *have got*. Explain the word *wings* and write it on the board.

1  **2.26** Listen to the story. Listen to the whole story showing the **story cards** (print or **interactive**). Invite children out to point to different characters or the caterpillar and the butterfly in the pictures. Let them follow again using their books.

 Watch the animated story.


2  **2.27** Listen and circle the pictures. Review the words. Listen and circle the pictures that start with *f* in red and those that start with *m* in green.

Fast Finishers

The children draw a colourful caterpillar.

Wrap-up


Practise the prepositions and animal words. Put some objects on your desk, a book, a ruler, a ball. Then, hide the picture **flashcards** face down in different places, for example, on the chair or in the book. Invite a child to take a word card and find the corresponding picture by asking: *Is the (fish) (under the book)?*

 **The children listen to the initial sounds.** They listen to the words and choose the correct initial sound for each word.

Continuous Assessment

Check if the children can:
Follow the story and understand the prepositions.
Recognise the initial sounds *f* and *m*.

Transcripts

 **2.26** Listen to the story: *Sparkle's new pet*.

Narrator: One day in Wonderland...

Sparkle: Look! I've got a pet caterpillar!

Holly: What's her name?

Sparkle: Molly.

Holly and Claude: A pet! A pet! Look at Sparkle's pet!

Narrator: Sparkle is very happy with her caterpillar.

Sparkle: Look at her white spots. Isn't she beautiful?

Claude: Err... yes, yes, she is.

Claude: A pet! A pet! Look at Sparkle's pet!

Narrator: But the next day Sparkle can't find her pet.

Claude: Is she under the flower?

Sparkle: No! She isn't!

Claude: A pet! A pet! Where's Sparkle's pet?

Narrator: And Molly isn't in the bush.

Holly: What's the matter?

Sparkle: I can't find Molly. Please, help me!

Holly: A pet! A pet! Where's Sparkle's pet?

Narrator: The friends look everywhere.

All: Molly! Where are you, Molly?

Holly and Claude: A pet! A pet! Where's Sparkle's pet?

Narrator: Can you see Molly?

Narrator: Poor Sparkle. She's very, very sad.

Sparkle: Oh! I haven't got a pet, now. Boo, hoo!

Holly: I'm so sorry.

Claude: Please, don't cry.

Holly, Claude, Beauty, Puff and Grumps: A pet!

A pet! Where's Sparkle's pet?

Narrator: Suddenly there is a butterfly in the sky.

Puff: Look! A red butterfly with white spots.

Claude: It's just like Molly!

Holly, Claude, Beauty, Puff and Grumps: A pet? A pet? Is that Sparkle's pet?


Narrator: The caterpillar is a butterfly now. She's very, very beautiful.

Sparkle: It's Molly! Isn't she beautiful?

Claude: Yes, she is!

Holly: Look at her wings!

Holly and Claude: A pet! A pet! Look at Sparkle's new pet!

 **2.27** Listen and circle the pictures.

Listen and say the sounds with me.

Then, circle the pictures in red or green.

f _ f _ f _ flower

m _ m _ m _ Molly

f _ f _ f _ frog

m _ m _ m _ mouse

f _ f _ f _ fish

m _ m _ m _ me

Optional Resources

Teacher's Resource Book page 76, Phonics.

Activity Book

Unit 8, page 64, Lesson 4. See page 207 for answer key.

CLIL Objective

To sequence events in a story.

Language Objectives

To introduce the words: *butterfly, wings*

To introduce the adjective: *sad*

To introduce the negative of the verb have got: *I haven't got a pet.*

To consolidate the adjective: *beautiful*

To introduce the functional language: *Please, don't cry.*

Materials

- Teacher's i-book
- CD 2
- Story cards for Unit 8

Optional Resources

Teacher's Resource Book page 34, Reading.

Continuous Assessment

Check if the children can:


Follow the story and understand the sequence of events throughout the story.

Activity Book

Unit 8, page 65, Lesson 5. See page 208 for answer key.

Lead-in

Listen to the whole story again. Divide the class into eight groups and give each one a **story card**. The children stand up when they hear their part.


1  **2.26** **Number the picture sequence.** Listen to the story again. The children number the pictures in the process of a caterpillar becoming a butterfly.


Fast Finishers

The children draw the sequence of events from caterpillar to butterfly.

Wrap-up

The children draw a butterfly and then explain the colours and patterns of the wings: *I've got a blue butterfly with red spots.* Make a display of their pictures.

 Watch the animated story again. Stop at different parts to help the children act out the story.

 **The children listen to little fragments of the story and choose the correct picture.**



1



2.28 Listen and circle the winner.



2



2.29 Listen and circle the correct words.

I really like the dog / rabbit
with the brown tail / ears.



3

Choose your favourite pet and act out the scene.

Pet Day at school | Animals, Body, Colours | I like the (cat) with (the black tail).



Children develop their listening skills trying to understand specific words of the audio to complete a task.



Children develop their listening and reading skills relating the spoken with the written word.



Children develop their creativity and self-expression while acting out a scene.

Key competences continuous assessment

Check if children:

- 1 Understand the video.
- 2 Complete the listening text correctly.
- 3 Read and circle the correct word.
- 4 Act out a scene with confidence.

CLIL Objective

To notice the physical features of different animals.

Language Objectives

To introduce the interrogative: *Which*

To introduce the adjective: *favourite*

To introduce the adverb of degree: *really*

To consolidate the words: *ears, tail*

Materials

- Teacher's i-book
- CD 2
- Flashcards for Unit 8: *bird, cat, dog, fish, frog, mouse, rabbit, snake*
- **Optional realia:** pictures of dogs and cats from pet magazines.

Lead-in

Teach the word *favourite* by showing pairs of dogs and cats from pet magazines or from the **flashcards** (print or **interactive**) and asking which is their favourite, either as a class or individually.

i-book Open the **lead-in** activity: *Simon says!* Before playing with the children teach the word *favourite* by asking them to choose their favourite animal out of the ones presented in the game. Then, play *Simon says!* to consolidate the names of the animals.

1 **2.28** **Listen and circle the winner.** Ask children to name each animal. Point to the pair of cats and ask a child which is their favourite. Clarify by saying: *Your favourite is the cat with the (orange) ears.* Then, play the audio.

2 **2.29** **Listen and circle the correct words.** Look at the sentence and read it all together. Use intonation to help explain the meaning of *really*: *I like the cat, but I really like the rabbit.* Then, play the audio.

3 **Choose your favourite pet and act out the scene.** The children get into groups and using the conversation from Activity 2 (you could write it on the board to help them) they talk about the pets in the picture.

Wrap-up

Display the pet magazine pictures. Make sure there are quite a few breeds or species of each pet. The children take it in turns to say which pet they really like using the structure: *I really like the (cat) with the white (feet).*

i-book Watch the video **Baby animals**. Complete the comprehension activity with the children.

Transcripts

2.28 **Listen and circle the winner.**

Which is your favourite pet?

I really like the dog.

Which dog?

The dog with the brown ears.

2.29 **Listen and circle the correct words.**

Which is your favourite pet?

I really like the dog.

Which dog?

The dog with the brown ears.

Optional Resources

Teacher's Resource Book page 66, Speaking.

Continuous Assessment

Check if the children can:

Understand the question: *Which is your favourite?*

Describe animal body parts following the structures presented in the unit.

Activity Book

Unit 8, page 66, Lesson 6. See page 208 for answer key.

Review

Unit 8 Lesson 7

1



Complete the picture dictionary.



big ears



small ears



long tail



short tail



rabbit



snake

2



Play a card game.



Have you got the brown dog?



Yes, I have.
Here you are.

3



Complete your phonics chart.



Animals, Body parts

Have you got (a bird)?



More practice

Language review

69



Children use the stickers to check their acquisition of the lexical fields in the unit and organise their ideas.



Children follow a set of established rules to play a card game in a group.



Children assess and organise their knowledge by making their phonics chart.

Key competences continuous assessment

Check if children:

- 1 Put the stickers on the correct picture and ask for help if necessary.
- 2 Follow the rules to play a card game.
- 3 Make their own phonics chart.

CLIL Objective

To match physical features and animals.

Language Objective



To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 8
- Stickers for Unit 8
- Pop-outs for Unit 8
- A photocopy for each child of Teacher's Resource Book page 68
- Phonics chart.



Lead-in

Show all the **flashcards**, both pictures and word cards. Give nine children the words and bring them to the front of the class. Then, hand out the pictures around the class. The children with the pictures do not let the children with the words see their **flashcard**. The children with the words then have to find which children have the picture that corresponds to it by asking: *Have you got a butterfly?*

 Use the **Vocabulary Game Generator** to review the names of pets and wild animals. Note that you have a *Guess it!* game in Activity 1  in this lesson.

See page 21 for interactive games description and ideas.

1 Complete the picture dictionary. Ask the children to try to identify each picture. They complete the picture dictionary with their stickers. Then, they trace over the words and read them.

 Touch  to open the activity. Play *Guess it!* Divide the class in four groups. The group that says the correct name(s) of the picture(s) first scores a point. Use the **Richmond i-tools** to note the score of each round. Ask the children to take turns to come to the IWB and write the word of the revealed picture every time you play. Then, show the word to validate.

2 Play a card game. Each child makes a set of playing cards using the pop-outs. They get into groups of four and use just one set of cards. They give out the cards so each child has three cards which they do not show to anyone. The object of the game is to make a set or family of the same animal. They do this by asking the person to their right for a card *Have you got the white mouse?* If the person has it they hand it to them. The next person then has a go.

3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the initial sounds covered in the unit. Consider, before making a photocopy of the template for the children, whether you would like them to practise writing the letter in uppercase. Alternatively, ask them to complete the gap lines below the boxes with words that begin with these initial sounds.

Fast Finishers

Copy the words from Activity 1 into their notebooks with a picture.

Wrap-up

Display the **flashcards**. Ask questions around the class about each animal. *What animal is this? Is it a pet or a wild animal? Which is your favourite? Have you got a cat?*



The children listen and colour the pictures.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Recognise and reproduce the animal words, animal body part words and adjectives covered in the unit.

Ask and answer questions using the target structures: *Have you got a white mouse? Yes, I have.*

Activity Book

Unit 8, page 67, Lesson 7. See page 209 for answer key.

Review

Unit 8 Lesson 8

1



2.30

Listen and say the animals.



1. 2 legs - bird

3. pink tail - mouse

4. pet big ears - dog

2. no legs - snake

2



Choose a pet in the picture and describe it. *Child's own answer*

This is my dog, Mickey.
His ears are brown.

This is my cat, Fiona.
Her tail is long.



3



Make a pet gallery.

Oral review

70

Presentation: My dream pet / I've got a (rabbit). (His) name is (Bugs).



Children develop their listening skills by recognising animals from a description.



Children develop their speaking skills making an accurate use of grammar and pronunciation to describe an animal.



Children develop their initiative drawing an animal and making sentences using the language in the unit freely.

Key competences continuous assessment

Check if children:

- 1 Understand a listening description and name the animal.
- 2 Describe an animal using grammar and vocabulary from the unit.
- 3 Draw a pet and describe it.

CLIL Objective

To describe animals.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 8

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Get the children to describe the animals using *has got* and the body parts: *ears, feet* and *tail*, for example, *The rabbit has got big ears*.

i-book Open the **i-poster** and ask children to listen to the sentences and choose the correct animal.

1 **2.30** **Listen and say the animals.** Look at the picture and ask the children to name and describe each animal in the picture as they did with the poster. Then, play the audio and pause to let them say which animal is referred to.

2 **Choose a pet in the picture and describe it.** The children take turns to describe an animal for the others to guess. They can also use the structure *has got*.

3 **Make a pet gallery.** The children draw pictures of their real pet or a fantasy pet. Make a gallery of all the pictures. The children then describe their pet to the rest of the class.

Fast Finishers

The children write the description of their pet drawing.


Wrap-up

Look at the children's pet gallery. Ask questions: *Which pets have got four legs? Which is your favourite?*

i-book Watch the animated version of the story and encourage the children to join in.

i-book Play the **End of unit interactive game** to review the unit. See page 24 for game instructions.

i-book **Language fun!** Complete the interactive puzzle with the children (page 71 on the **Teacher's i-book**). Then count and say the words. Use the **Richmond i-tools** to write the numbers and the words on the IWB.

i-book **Happy holidays everybody!** Touch  at the bottom of the page to access the game. Write the first letter of the word for each of the pictures to find the hidden message with the children: *Happy holidays! Summer is here!*

Transcript

2.30 **Listen and say the animals.**

Narrator: One.

Boy: This animal has got two legs.

Narrator: Two.

Girl: This animal has got no legs.

Narrator: Three.

Boy: This animal has got a long pink tail.

Narrator: Four.

Girl: This pet has got big ears.

Optional Resources

Teacher's Resource Book pages 19 - 21, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 125 and 126 or 127 and 128 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Use the animal words, animal body part words, and adjectives learned in the unit.

Understand and reproduce the structures: *I've got a (bird).*

(Her) (tail) is (long).

Activity Book

Unit 8, page 68, Lesson 8. See page 209 for answer key.

Unit 8 Lesson 1

8 Our pets

1 Use the key to classify the animals. Then, complete the sentences.

key Red circle = isn't a pet Blue circle = is a pet

1 There are eight pets.

2 There are five wild animals.

61

Unit 8 Lesson 2

1 Find six words in the word snake.

2 Use words in Activity 1 to label the pictures.

1

dog

2

rabbit

3

bird

4

mouse

62

Unit 8 Lesson 3

1 Read the sentences and number the animals.

I've got a pet ...






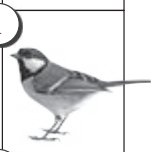

1 ... with two legs.

2 ... with long legs.

3 ... with big, black ears.

4 ... with four small feet.

5 ... with a long tail.

63

Unit 8 Lesson 4

1 Read and circle the correct words.


1 Sparkle's pet is a cat / caterpillar.

2 Sparkle can't find her pet / book.

3 She is / isn't under the flower.

4 Now her pet is a butterfly / frog.

2 Use the letters **f** and **b** and complete the words.

flower  fish  butterfly 

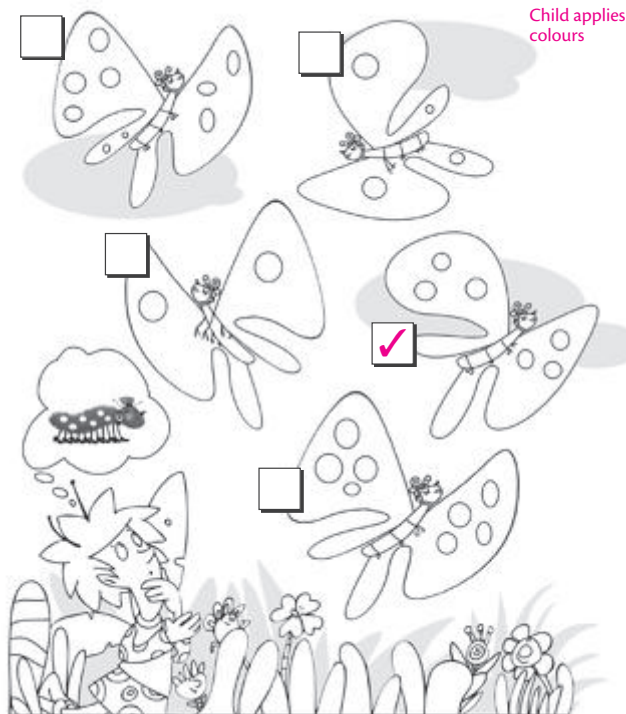
bird  frog 

64

Unit 8 Lesson 5 · 6

Unit 8 Lesson 5

1 9 Listen, tick (✓) and colour Sparkle's butterfly. Then, complete the sentence.



There are six spots on Sparkle's pet.

65

Transcript

9 Listen, tick (✓) and colour Sparkle's butterfly. Then, complete the sentence.

Sparkle: There are six spots on Molly. I can see three spots on the left and three spots on the right.

Unit 8 Lesson 6

1 Colour the pets. Use different colours: brown, black, and orange. *Child applies colours*



2 Look at Activity 1, choose a pet and complete the sentence. *Child's own answer*

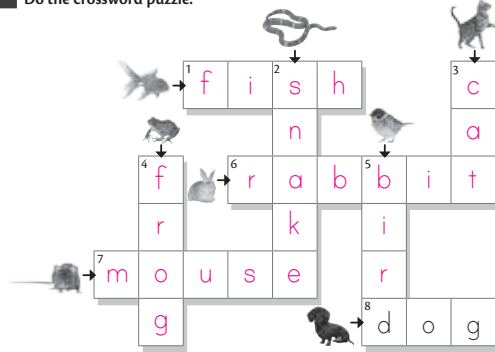
cat dog
 brown black orange
 legs ears tail

I really like the _____ with the _____.

66

Review

1 Do the crossword puzzle.



2 Read and number the sentences.

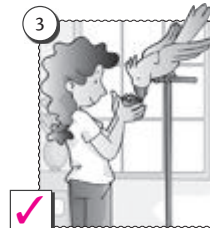
Look at the photos and find an animal.

- ... with four legs and no tail. (4)
- ... with two legs and a tail. (5)
- ... with long ears and a small tail. (6)
- ... with big ears and a small tail. (8)
- ... with a tail and no legs. (1) (2)
- ... with a long tail and small ears. (3) (7)

67

Review

1 Tick (✓) the pictures of people with pets.



68

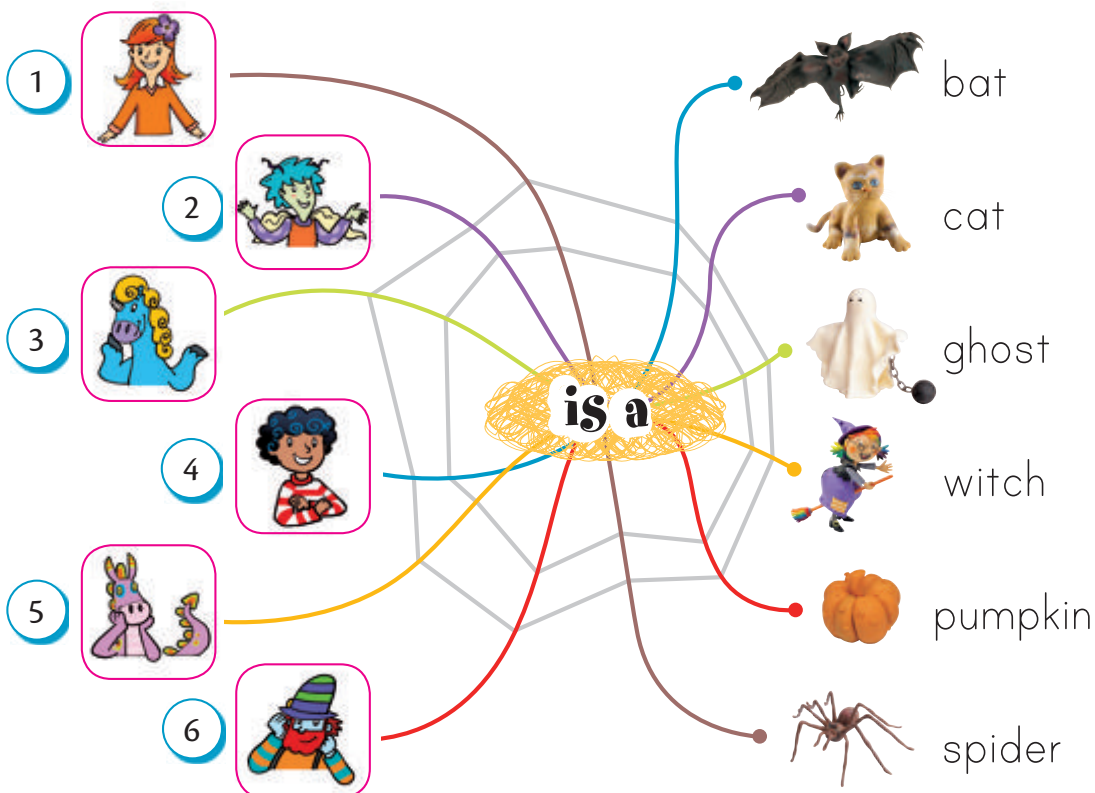
Happy Halloween!

1



2.31

Listen and then place the stickers. 🎵



2



2.32

Sing the song. 🎵

72



Children discover a typical festival which is celebrated in many countries.



Children use stickers to organize the information in the song and to reinforce vocabulary acquisition.

Language Objectives

To introduce Halloween vocabulary: bat, cat, ghost, pumpkin, spider, witch


To introduce the structure: (Grumps) is a (pumpkin).


Materials



- Teacher's i-book
- CD 2
- Stickers for Halloween
- **Optional realia:** Halloween mask or hat.

Lead-in

Explain what Halloween is. If you have a mask or a hat, put it on and tell them it is fancy dress. Get them to try it on too and say: Look, a (witch)! Look at the picture in the book and get the children to repeat the words after you.

1  **2.31** Listen and then place the stickers. Tell them that it is Halloween in Wonderland and the characters are dressing up. Get them to try and guess which character is which before they listen to the song. Ask individuals if they know who is who. Play the audio again, pausing to let them stick the correct character in the box.

2  **2.32** Sing the song. Listen to the song and point to the characters in the book. Explain what is *Trick or treat*. Play the song again and all the children join in.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they see them on the screen. Stop the audio if necessary.


Fast Finishers

The children try and copy the words and pictures from Activity 1.

Wrap-up

Ask all the children what their favourite fancy dress is and what fancy dress they would like to wear on Halloween. The children then draw a Halloween picture using the pictures in the book to help them. Make a Halloween display for the classroom.


Transcripts

 **2.31** Listen and then place the stickers.

Knock on the door! Let us in!
Trick or treat it's Halloween!

Holly is a spider and Sparkle is a cat
Beauty is a ghost and Claude is a bat
Puff is a witch and Grumps is a pumpkin

Knock on the door! Let us in!
Trick or treat it's Halloween!
Everybody scream!

 **2.32** Sing the song: *Knock on the door!*

Same text as track 2.31.

Initial Evaluation

The children can recognise and name the Halloween vocabulary.

Activity Book

Festivals, page 77. See page 222 for answer key.

MST



1 Count the objects in the picture and complete the chart.



6	5	3	2	6	4

LC



2 Look at Activity 1 and talk about the picture.



More practice



Children develop their numeracy skills and their ability to use a chart to organize information.



Children develop their speaking skills by copying a model sentence.

Language Objectives

To consolidate the Halloween vocabulary: *bat, cat, ghost, pumpkin, spider, witch*

To practise the numbers 1 to 10.

Materials

- Teacher's i-book
- CD 2

Lead-in

Remind the children of the Halloween vocabulary they have learned. Look at the Halloween pictures they did and count the number of witches or bats they can see. If you have made a display, do the same with your decorations.

1 Count the objects in the picture and complete the chart.

Look at the picture of the Halloween party. Ask the name of each item. The children then count the items and fill in the chart.

2 Look at Activity 1 and talk about the picture. Check their answers by asking how many of each thing they can see in the picture.

Fast Finishers

The children draw pictures of themselves in fancy dress.

Wrap-up

Sing the Halloween song again and make up actions, for example, door knocking movements or screaming.



The children read and touch the correct objects in the picture.

Continuous Assessment

Check if the children can:
Recognise and repeat the Halloween vocabulary.

Happy Christmas!



1



2.33

Listen and then place the stickers. 🎵



Look at Santa's glasses.



Look at Santa's hat.



Look at Santa's long, white hair.



And look at Santa's sack.



Look at Santa's reindeer.



Look at Santa's sleigh.



Look at Santa's presents.



Happy Christmas Day!

2



2.34

Sing the song. 🎵

74



Children learn vocabulary related to a traditional festival.

Language Objectives

To learn Christmas vocabulary: *presents, reindeer, Santa, sleigh*


To learn the functional language: *Happy Christmas!*


Materials



- Teacher's i-book
- CD 2
- Stickers for Christmas

Lead-in

Tell the children about the Christmas celebration in England and explain that Santa comes down the chimney with presents for all the children on the night of 24th December. Point to Santa, the reindeer, the sleigh and the presents in the book. The children repeat these words.

1  **2.33 Listen and then place the stickers.** Make sure the children understand what is depicted on the stickers. Play the audio and the children listen and point to the objects in the picture. Play the audio again, pausing to let them stick the stickers in the correct box.

2  **2.34 Sing the song.** Listen to the song and point to the objects as they are mentioned. Play the song again and all the children join in.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they see them on the screen. Stop the audio if necessary.


Fast Finishers

The children try and copy the words: *Happy Christmas!*

Wrap-up


Ask the children who gives out presents in their country and, if it is Santa, where does he leave the presents. Draw a Santa face on the blackboard and ask individual children to come up and draw his glasses, hat, and hair.

Transcripts

 **2.33 Listen and then place the stickers.**

Look at Santa's glasses,
Look at Santa's hat.
Look at Santa's long, white hair,
And look at Santa's sack.

Look at Santa's reindeer,
Look at Santa's sleigh.
Look at Santa's presents,
Happy Christmas day!

 **2.34 Sing the song: Look at Santa.**

Same text as track 2.33.

Continuous Assessment

Check if the children can:

Recognise and repeat the Christmas vocabulary presented in the lesson.

Activity Book

Festivals, page 78. See page 222 for answer key.



1 Play *Guess the Christmas tree*.



cracker



star



chocolate



present



candle



stocking

I can see three presents.

Is it tree number 1?



More practice

75



Children develop their reading and speaking skills by copying a model conversation.

Language Objective

To learn Christmas vocabulary: *candle, chocolate, cracker, star, stocking*

Materials

- Teacher's i-book
- **Optional realia:** old Christmas cards or decorations.

Lead-in

If you have decorations or old Christmas cards show the children the objects: *candle, chocolate money, cracker, star* and *stocking*. They may be familiar with some already but *cracker* usually needs the most explaining. Two people pull on either end to break it then a little toy and paper hat pop-out. Crackers are usually opened at Christmas dinner.

1 Play *Guess the Christmas tree*. Count all the objects on the three trees both as a class and individually. Then, play *Guess the Christmas Tree* in groups.

Fast Finishers

The children try and write the names of the Christmas words and draw little pictures in their books.

Wrap-up

If you have old Christmas cards show them again. If not prepare an A4 sheet of card and show the children how to make a Christmas card. Tell them to draw a tree like the ones in the book and decorate it any way they want.



The children drag the correct objects to make a Christmas tree.

Continuous Assessment

Check if the children can:
Recognise and name the vocabulary introduced in the lesson.

Happy Easter!

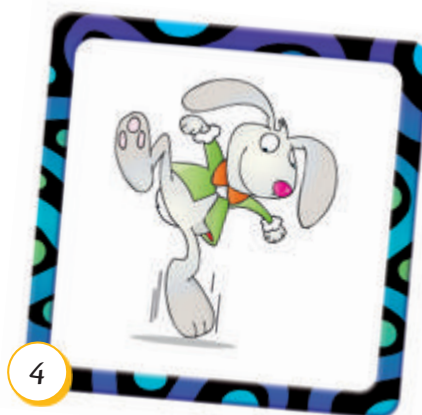


1



2.35

Listen and then place the stickers. 🎵

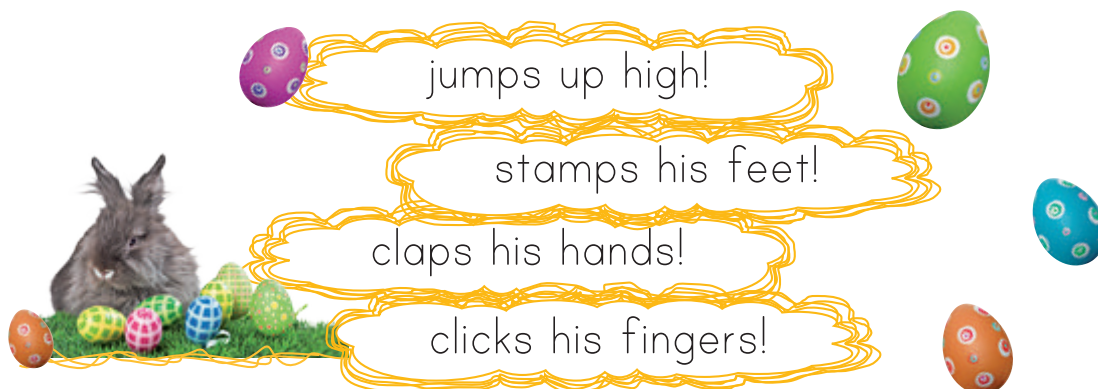


2



2.36

Sing the song. Then, add more verses. 🎵



76



Children hear a typical tune and are introduced to the character the *Easter Bunny*.



Children develop their reading and speaking skills while adding new verses to the song.

Language Objectives

To introduce the words: *bunny, ears, feet, nose, Easter, Sunday, tail*

To introduce the verbs: *hop, jump*


To consolidate the verbs: *clap, click, stamp, move*


Materials



- Teacher's i-book
- **Optional realia:** chocolate or real hand-painted Easter eggs.
- CD 2
- Stickers for Easter

Lead-in

Show the children the picture of the rabbit and the eggs in the book. If you have real Easter eggs show them and explain that the Easter bunny hides eggs at Easter.

1  **2.35** **Listen and then place the stickers.** First make sure they understand the different parts of the body in the song. Draw a face on the blackboard and point to and write the words *nose* and *ears*. Then, draw a rabbit on the blackboard and point to and write the words for *tail* and *feet*. Play the audio and point out the parts of the body mentioned. Then, play it again and the children stick the stickers in the right box.


2  **2.36** **Sing the song. Then, add more verses.** Get the children to join in with the song. Play it again and they do the actions along with the song. Finally they invent some new verses with the new actions suggested in the book. All the actions have been covered in Unit 3 except *jump up* which you can demonstrate.

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children listen and sing the song saying the missing words as they are highlighted in the picture. Stop the audio if necessary.

Wrap-up

All the children draw and colour an Easter egg.

Transcripts


 **2.35** **Listen and then place the stickers.**

Easter Bunny moves his ears,
Moves his ears, moves his ears.
Easter Bunny moves his ears,
All on Easter Sunday!

Easter Bunny moves his nose,
Moves his nose, moves his nose.
Easter Bunny moves his nose,
All on Easter Sunday!

Easter Bunny moves his tail,
Moves his tail, moves his tail.
Easter Bunny moves his tail,
All on Easter Sunday!

Easter Bunny hops along,
Hops along, hops along.
Easter Bunny hops along,
All on Easter Sunday!

 **2.36** **Sing the song. Then, add more verses: *Easter Bunny moves his ears.***

Same text as track 2.35.

Continuous Assessment

Check if the children can:
Understand and reproduce the Easter vocabulary introduced in the lesson.

Activity Book

Festivals, page 79. See page 223 for answer key.



1 Find and circle six Easter eggs.



2 Make sentences and play *True or False*.

The  is  on  in  under the table.
cupboard.
TV.
box.
chair.

The pink egg is under the table.

True!



More practice

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Children develop their visual concentration skills finding objects in the picture.



Children develop their reading and speaking skills by copying a model conversation.

Language Objectives

To review prepositions: *in, on, under*

To review colours: *blue, green, orange, pink, purple, red, yellow*

To consolidate the vocabulary: *box, chair, cupboard, table, TV*

To consolidate the structure: *The pink egg is on the table.*

Materials

– Teacher's i-book

Lead-in

Remind the children that the Easter bunny hides eggs. If you have real eggs you could organise an Easter egg hunt in the classroom or in the playground.

1 Find and circle six Easter eggs. The children look for and circle the eggs in the picture.

2 Make sentences and play True or False. Using the picture clues in the book, the children make up sentences about the picture in Activity 1. The rest of the class say if they are true or false. This could also be done in small groups. If you have made True/False cards they can be used here, if not the children just say *True* or *False*.

Fast Finishers

The children draw a picture with hidden Easter eggs and write sentences about it.

Wrap-up

If you have real eggs play this game. Send a child out of the room. Hide an Easter egg somewhere on or around your desk. When the child comes back into the classroom he has to ask questions to find the egg: *Is it under the book?*



The children look at the picture and choose the correct preposition to complete the sentences.

Continuous Assessment

Check if the children can:

Understand and reproduce the structure: *The (blue) egg is (in) the (cupboard).*

Activity Book

Festivals, page 80. See page 223 for answer key.

Happy Halloween!

1 Find the letters in the spider's web to complete the words.

s p i d e r
 b a t
c a t
 gh o s t
 p u m p k i n
 w i t c h

2 Match the identical pumpkins.

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Happy Christmas!

1 Join the dots. Tick (✓) the word list.

cracker ☐ Santa ☐ present ☒
 stocking ☒ sack ☐

chocolate ☐ sleigh ☒ reindeer ☐
 star ☒ candle ☒

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Happy Easter!

1 Follow the path and number the Easter eggs.

One Easter egg!

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Review

1 Look at the units and add words. *Child's own answers*

80



Wonder in its verb format is to feel curiosity and be excited by something new. The noun transmits something that causes such a feeling. The methodology behind the **Richmond Wonders series** lives up to this definition and will provide a pleasant learning experience for both the children and the teacher.

Each unit of work is a web of different **strands of learning objectives** leading off from a central focus. The unit web strands interleave and interleave again with the subsequent levels to create a solid language fabric.

For the Student

Student's Book

Pop-outs

Stickers

Activity Book + Audio CD

- Songs and stories from the Student's Book included on the audio CD

For the Teacher

Teacher's Book

- Step-by-step guidance to **Go Digital** at your own pace
- Interleaved Student's Book
- Activity bank to make the most of all the course materials
- Unit overview for quick lesson plans
- Complete teaching notes, transcripts and answer keys for the student's material
- Key competences

Teacher's Audio Material

Posters

Teacher's Resource Book

- Language worksheets at different levels
- Skills worksheets
- Phonics worksheets
- Drama section
- Tests at different levels

Flashcards and Word cards

Story cards

- Suggested questions included to make the most of your Story cards



Go Digital!

Tailor your digital teaching



Teacher's i-book for IWB

- Audiovisual material
- All the course materials cross-referenced into one single format for use with IWB or projector



Activity Generator

- An interactive tool to edit or create your own personalised worksheets from the Teacher's Resource Book

