

Richmond®

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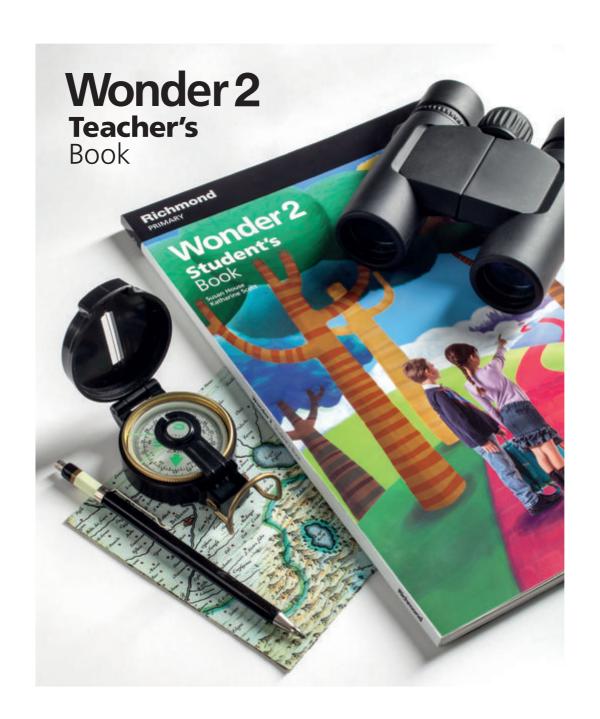
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Key structures	Vou vo caballam	Cultural focus Functional language	
Phonics	Key vocabulary		
• Where (is) my (rubber)?	Classroom objects: book, pencil case, pencils, rubber, ruler, sharpener Days of the week	Greetings It's nice to see you! • See you later!	
 We/they do (Maths) on (Monday). We/they don't do (PE) on (Tuesday). 	School subjects: Art, English, Maths, Music, PE, Science, Spanish Morning, afternoon	• Spelling Bee	
 Long and short vowels: bat, game I'm a (doctor). Has (he) got (a cold)? (She) hasn't got (toothache). 	Jobs: cleaner, cook, dentist, doctor, driver, nurse Illnesses: chicken pox, cold, earache, sore throat, toothache, tummy ache	How do you spell ? The school nurse Stand up straight! How tall am !?	
 Long and short vowels: ten, green (Eagles) have got (sharp claws). (Snakes) haven't got (wings). It's got (brown) (spots). Long and short vowels: wing, white 	Animals: crocodile, eagle, giraffe, leopard, shark, snake, tiger, zebra Body parts: claw, fin, tail, tooth, wing Adjectives: big, long, scary	Halloween Trick or Treat! Here are some apples!	
I can (hop), but I can't (juggle). Can you (catch the ball)? Long vowels: know, now	Action verbs: hop, juggle, jump, ride, run, skip, walk Circus equipment: ball, rope, tightrope Body parts: arm, foot, hand, leg, nose, tummy	The town fair I can catch with both hands!	
 Number (33) is winning the race. Are they (playing football)? Long vowels: ball, car 	Numbers 20-50 Sports: basketball, cycling, football, hockey, riding, running, swimming, tennis Verbs: catching, hitting, kicking, playing, throwing	School sports day Good luck! Congratulations! (She's) cheating! Don't push!	
I like (lemon cake) best. I don't like (cherries). Do you like (egg and chips)? Long and short vowels: gl u e, b u t	Fruit Food: cake, chips, egg, milk, orange juice, pasta, pizza, water Meals: breakfast, lunch, tea, dinner	School lunchesCan you pass the (water), please?	
 Has it got (two wheels)? • How do you go (home)? I go by (car). • I don't go (to school) (by bus). Long and short vowels: girl, look 	Transport: bike, bus, car, roller blades, scooter, train Vehicle features: bell, door, light, seat, wheel, wing	 Double decker buses Can I have a ticket please? That's (3) pounds. 	
 Do you like (swimming)? What time do you (get up)? I have (lunch) at (half past one). Long and short vowels: voice, not 	The months of the year The time: o'clock and half past Activities: camping, cycling, riding, sailing, snorkelling, swimming	Activity centres Let's meet at 11.00. I really love Me too!	
• I've got a (ball). • Jump to the (left). Jump to the (right). • (The boys) (aren't wearing) (flowers in their hair).	Christmas Carnival May Day	Festivals around the world	

For the Student

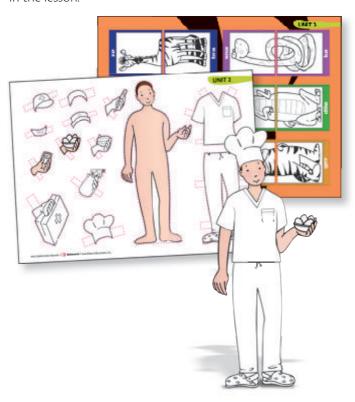
Student's Book

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.



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.



Stickers

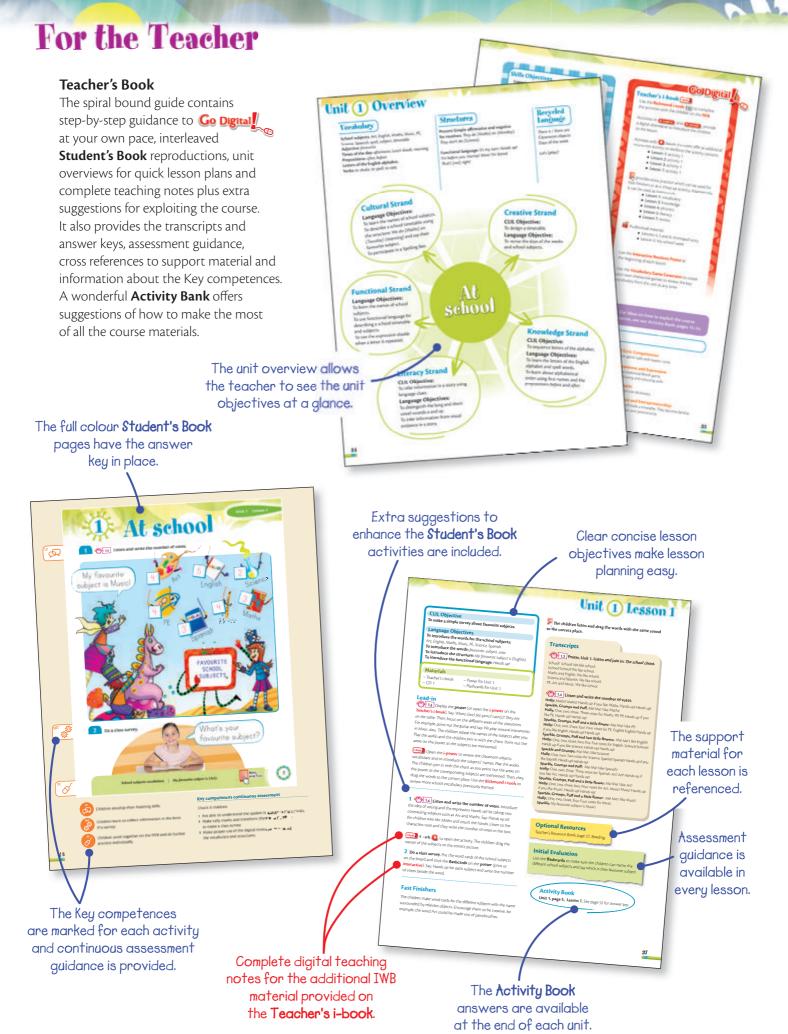
The **stickers** provided with the **Student's Book** are used to review the main vocabulary in the picture dictionary of each unit and provide fun activities for the festivals section.



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**.

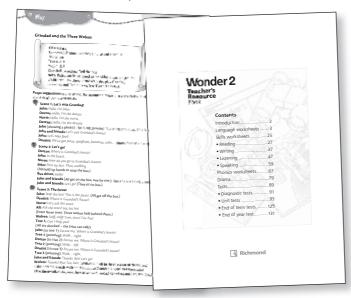




For the Teacher

Teacher's 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

57 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**.







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 K

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.



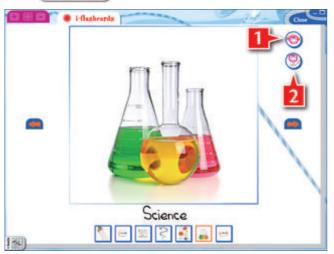
) i-posters

Touch (Di-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 and on the **Student's Book** pages to access.



1 Show and hide subtitles.

> The Richmond i-tools

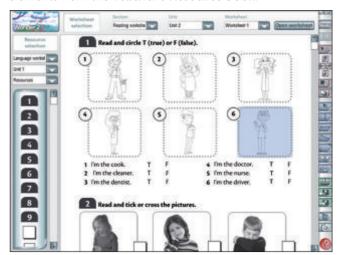


Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

> 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**.



Methodology

What it's all about...

Wonder 2 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*.

The Knowledge Strand

This includes content objectives based on the different knowledge areas of the curriculum: Geography, History and Science.

The Creative Strand

This includes content from the creative elements of the curriculum: Art, Drama,
Music and Dance.

Central Focus

In Level 2 the central focus is based on everyday situations which are familiar to children of this age group, for example: a birthday party, a dressing up session, or tidying-up.

The Literacy Strand

This is a skills based strand and focuses on the development of literacy skills for language learning: reading, writing and oral expression.

The Culture Strand

This involves introducing the children to aspects of the English-speaking world and the varied cultural environments in which the target language is used.

The Situational/ Functional Strand

This involves the pupils using the target language objectives in everyday situations, which form familiar events in their lives.

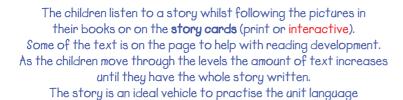
A walk through the unit

Lessons 1 2 3





A walk through the unit



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





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.



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.

Interactive Answer key

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.



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.

their phonics knowledge.

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



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.

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 heips 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.



Leonardo da Vinci

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.

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.



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.



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.

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

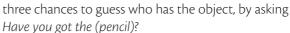
Four corners

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





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.





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 RADHLESTORE 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

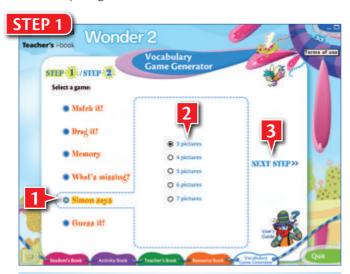
This tool allows you to create your own IWB games at any time. Use the **Vocabulary Game Generator** to introduce the key vocabulary at the start of a lesson, to review the key vocabulary at any time in the unit or as a quick class filler. The games are also ideal as wrap-up activities.

> 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.
- 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.
- The pictures for the game appear in this area.
- 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 (9) 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 validate. Give an extra point for correct spelling.



Richmond i-tools

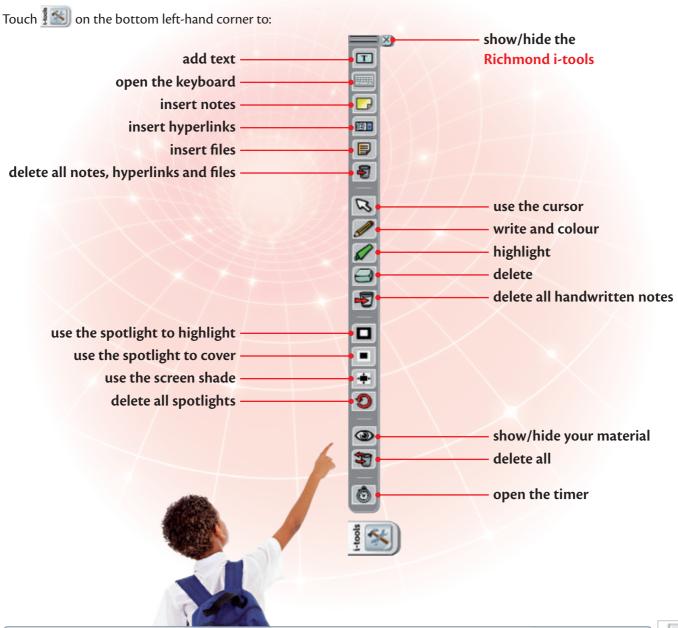


This feature allows you to take the **Teacher's i-book** and make it yours by **inserting notes**, **hyperlinks** and **external files**. It is also possible to **write** or **paint** on the i-book and in the zoom windows.

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.



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



 Question about the story or an illustration in the unit.



 Elicit a word beginning with the lesson sounds.



= Throw again!



= Sing the unit song!



End of unit interactive game

Unit 1

School subjects

Name a subject you study at school.

Alphabet

Spell the word afternoon.

Why are Grumps and Sparkle bored at the beginning? What do the letters on the letter tree spell? Name 5 letters you can see on the letter tree. Is (Puff) happy or sad?

Say a word ei / or / a

Unit 2

Illnesses

Name an illness.

Hospital workers

This person (looks after your teeth).

What's the matter with Puff at the beginning? What does Sparkle put under Puff's pillow? What is Grumps doing? How many ... can you see? Who's this?

Say a word ee / or / e



Unit 3

Wild animals

Name a wild animal.

Body parts

What is this part of the (shark)?

Describe Sparkle's animal costume. Describe Claude's animal costume. What can Beauty see? What's this?

Say a word ai / or / i

Unit 4

Actions

What is (she) doing?

Circus and fairs

Name something you can see in a circus.

Why is the clown sad? What does Holly give the clown? What colour paint has (Grumps) got? Where is it?

Say a word ow / or /o

Unit 5

Sports

Name a sport.

Actions

Name an action you do when you play football.

Who is winning at 15 metres? Who wins the flying race? Who is (first)? Who's this? What is (he) doing?

Say a word or / or /ar

Unit 6

Fruit

Name a fruit.

Food

Name something you can eat at (breakfast).

Who likes strawberries?
What is Holly's favourite colour?
What fruit does Sparkle like?
What fruit does Holly get?

Say a word oo / or / u

Unit 7

Wheeled vehicles

Name a vehicle with wheels

Parts of vehicles

Name a part of a car.

How many (mirrors) has Claude's car got? Who has got the steering wheel of Claude's car? What colour is that?

How many ... can you see?
Is Claude happy or sad?

🭑 Say a word **oo / or / er**

Unit 8

Outdoor holiday activities

Name an outdoor holiday activity.

Months

Name a month that begins with (J).

Why is Puff crying?
Who likes swimming at the beginning?
Is the pool full or empty?
How many ... can you see?
Is (Holly) happy?

Say a word oi / or / o



Vocabulary

Things for school: book, box, chair, pencil, pencil case, rubber, ruler, school bag, sharpener, shelf, sofa, table Days of the Week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; School days, weekdays

Verb: to look for

Structures

Where: Where's my (ruler)? Where are my (pencils)? What with Present Continuous: What are you doing? I'm looking for my pencil case.

Functional language: Hello. Bye, bye! See you later! It's nice to see you.

See you later, alligator! In a while, crocodile! Can we come?

Recycled Language

Prepositions of place: at, in, on I can't Your turn

GolDigita

Language Objectives

To learn how to ask and say where objects are located. To learn the days of the week.

Skills Objectives

Listening: To understand greetings and farewells in an informal setting. To sing a song about the days of the week.

Reading: To recognise words related to things in the classroom. To recognise the names of the days. **Writing:** To write the days of the week.

Speaking: To use informal greetings and farewells. To give clues using prepositions about where things are. To use game playing vocabulary.

Assessment Criteria

- Children can understand oral and written messages about objects at school and the days of the week.
- Children can greet people and say goodbye.
- Children can indicate where things are using the vocabulary and structures in the unit.

Optional Resources

Teacher's Resource Book Photocopies:

• Evaluation: page 91-92, Diagnostic test

Extras/Realia

 Cards with the names of the days of the week and their abbreviations.

Teacher's i-book [i-book]

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

Activities in **Lead-in** and **Li-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 3: activity 1

provides extra practice which can be used for *Fast Finishers* or as a *Wrap-up* activity.

Alternatively, it can be used as homework:

• Lesson 3: vocabulary

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 refresh listening, speaking, reading and writing skills by revising some of the content from Wonder Level 1.



Competence in Maths, Science and Technology:

Children develop the sense of time by solving tasks related to the days of the week.



Digital Competence:

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



Social and Civic Competences:

Children develop a sense of respect for rules in games and taking turns when speaking.



Learning to Learn:

Children use visual information to remember content and support their understanding.

Welcome! Lesson 1

Welcome!

















Greetings



Children develop the strategy to use reading texts to refresh and update their language knowledge.



Children develop their speaking skills using model language to communicate basic information.

Key competences continuous assessment

Check if children:

It's nice to see you!

- 1 Use the story to recall some linguistic structures and vocabulary.
- 2 Use the model language to greet their friends.





Children develop their observation skills by using the illustrations to help them understand language.



Children reinforce their knowledge of English classroom vocabulary in the context of a game.

Key competences continuous assessment

Check if children:

- 1 Use the pictures to help them understand.
- **2** Use the classroom vocabulary to play a game.

CLIL Objective

To use language to communicate basic information.

Language Objectives

To introduce classroom vocabulary: chair, pencil case, shelf, table

To introduce the structures: Hello! Nice to see you, I'm looking for (my pencil case). It's on/under/in

To introduce the expressions: See you later alligator! In a while, crocodile.

Materials

- Teacher's i-book
- CD 1

Lead-in

Greet the children all together: Hello everybody! Nice to see you again. Greet some children individually and tell them to do the same to the child beside them. Point to the pictures. Ask the names of the characters. The children describe the characters and say the clothes they are wearing.



[i-book]] 🌃 Watch the characters presentation with the children.

1 (C) 1.1 Listen and join in. Point to the characters as they are mentioned. Play the audio again, this time the children join in greeting the different characters and repeat the See you later, alligator chant at the end.

2 Say Hello to your friends. The children go around the class greeting their friends. They should try and repeat the chant too.

Fast Finishers

The children make Greetings posters with the word hello in bright colours. These can be displayed around the classroom.

Wrap-up

Focus on the characters in the story. Point to them and ask individual children to say their name and greet them: Hello Holly! It's nice to see you again.

Transcript



1.1 Listen and join in.

Puff, Sparkle, Beauty and Grumps: Well hello, Holly! Well hello, Holly! It's nice to see you again.

Holly: Well hello, Puff! And hello, Sparkle! It's nice to see you too! Hello, Grumps! Hello, Beauty! It's nice to see all my friends!

Puff, Sparkle, Beauty, Grumps and Holly: Well hello, Claude! Well

hello, Claude! It's nice to see you again.

Claude: Well hello, Puff! And hello, Sparkle! It's nice to see you too! Hello Grumps! Hello, Beauty! Hello, Holly! It's nice to see all my friends!

Claude: Are you ready for school, Holly?

Holly: No, I'm not. Are you?

Claude: No! Let's go inside and get ready.

Puff: What are you doing, Holly?

Holly: I'm looking for my pencil case. Oh! Where is my pencil case?

Puff: There it is, under the chair. Holly: Oh, thanks, Puff.

Grumps: What are you doing, Claude?

Claude: I'm looking for my pencils. Oh! Where are my pencils?

Grumps: There they are, on the table. Claude: Oh, thanks, Grumps.

Sparkle: What are you doing now, Holly?

Holly: I'm looking for my school bag. Oh! Where is my school bag?

Sparkle, Grumps and Claude: There! It's on your back!

Holly: Oh, thanks!

Claude: Come on Holly, it's time for school.

Holly: Yes, let's go.

Puff, Beauty, Sparkle and Grumps: Can we come, too?

Claude and Holly: No. Bye, bye!

Claude and Holly: See you later, alligator!

Puff, Beauty, Sparkle and Grumps: In a while, crocodile!

Initial Evaluation

Ask individual children to choose a character from the story and greet that character. Then, they greet each other. Ask where their pencil cases are.

Check if the children can:

Politely greet their classmates.

Use the prepositions on/in/under.

Activity Book

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

CLIL Objective

To describe the position of some classroom objects.

Language Objectives

To introduce more words for classroom objects: book, box, pencil, rubber, ruler, school bag, sharpener, shelf, sofa

To practise the prepositions: in, on, under

To introduce the structures: Where are (my pencils)? They are (on the shelf). I'm looking for (my pencil)

Materials

- Teacher's i-book
- CD 1

Lead-in

Take a book, a ruler, a sharpener, a rubber, a pencil case and some pencils and place them on your table. Remind them of the names of the objects. Then, put the ruler under the book and say: Where's my ruler? I'm looking for my ruler. Elicit: It's under the book.

1 Play the Hot or cold game and find the objects in

your classroom. The children listen to the story again and point to the real objects on your desk as they are mentioned. Then, tell a group of children to go outside the classroom and hide the objects around the classroom. When the children come back in, they start looking for hidden objects. The others say whether they are *hot* (near a hidden object) or *cold* (far away from a hidden object) until all the objects are found. You could also hide the objects one by one.

•••••

Fast Finishers

Make posters depicting the prepositions of place, in, on and under.

Wrap-up

The children get into groups and act out the story using their school bags and their material.

Continuous Assessment

Ask individual children: *I'm looking for my pencils*. Where is my school bag? Then, they ask and answer among themselves.

Check if the children can:

Say where their things are using the prepositions *in, on* and *under*. Use the interrogative *Where* with singular and plural nouns.

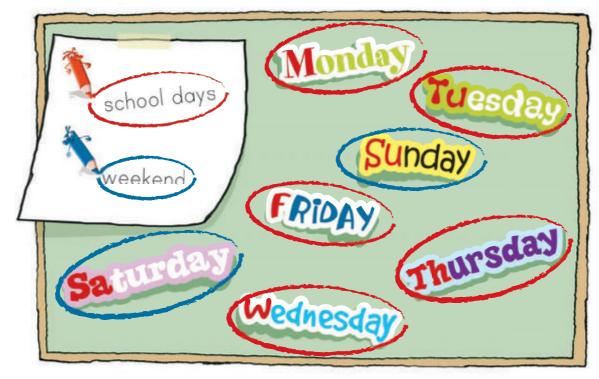
Activity Book

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





1 Classify the days. Then, listen and sing the song. 🎝





2 Play The days of the week game.









School days and the weekend

Days of the week



Children reinforce their sense of time by classifying days into school days and the weekend.



Children play a group game respecting a set of rules and taking turns when speaking.



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

Key competences continuous assessment

Check if children:

- 1 Can classify the days of the week.
- 2 Respect the rules and the speaking turns when playing the game.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.



CLIL Objective

To develop the sense of time.

Language Objectives

To use the vocabulary: days of the week, school days, weekend To introduce the functional language for board games: It's your turn.

Materials

- Teacher's i-book
- CD 1
- Optional realia: card for making the Days of the Week game

Lead-in

If you have a calendar in the class, point to it and say: Today is (Monday) and we are at school. Write the sentence on the board and the children repeat after you. Do the same with the other days but on Saturday and Sunday say: Today is Saturday and we are at home.

1.2 Classify the days. Then, listen and sing the song.

As they listen to the song they circle the school days in red and the weekend in blue. Play the song again and they join in. Finally they sing without the audio.

[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 see them on the screen. Stop the audio if necessary.

2 Play The days of the week game. Make the game with seven A4 sheets numbered one to seven in the middle of the table. Each child has a set of days of the week. The cards are shuffled and dealt out. The children turn over their cards and place them on the numbered sheets. The first child to place the last card is the winner.

Fast Finishers

Assign a day of the week to each child and they stand in the correct order. This could be a game with groups of seven children racing to see which team gets into the correct order first.

Wrap-up

Shuffle the cards with the days of the week and pick them out at random. The children have to say school day or weekend. Alternatively they can predict which day will be turned over.

The children drag the days of the week in the correct order.

Transcript

(1.2 Classify the days. Then, listen and sing the song: The seven days of the week!

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday! Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday! Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday! The seven days of the week!

Continuous Assessment

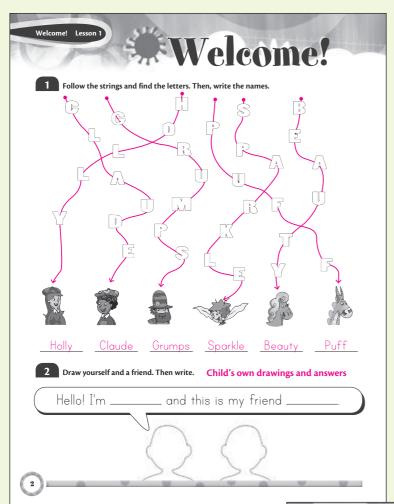
Check if the children can:

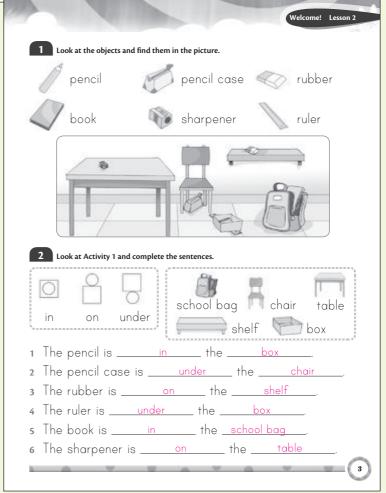
Say the days of the week in order and say which is a school day and which is a weekend day.

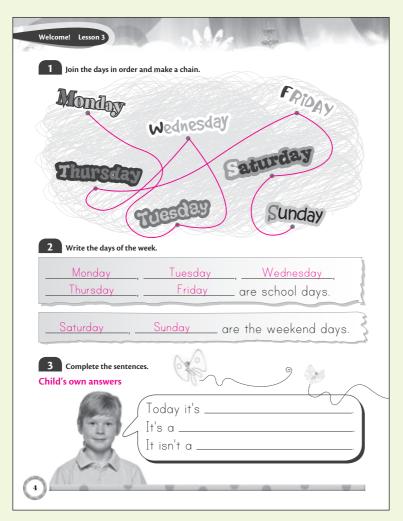
Activity Book

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

Welcome! ** Lesson 1 · 2







Unit (1) Overview

Vocabulary

School subjects: Art, English, Maths, Music, PE, Science, Spanish; spell, subject, timetable

Adjective: favourite

Times of the day: afternoon, lunch break, morning

Prepositions: after, before Letters of the English alphabet. **Verbs:** to shake, to spell, to vote

Structures

Present Simple affirmative and negative for routines: They do (Maths) on (Monday). They don't do (Science).

Functional language: It's my turn. Hands up! I'm before you. Hurray! Wow! I'm bored. That's (not) right!

Recycled

There is / there are Classroom objects Days of the week

Let's (play)!

Cultural Strand

Language Objectives:

To learn the names of school subjects. To describe a school timetable using the structure: We do (Maths) on (Tuesday) (morning) and say their favourite subject. To participate in a Spelling Bee.

Creative Strand

CLIL Objective:

To design a timetable.

Language Objective:

To revise the days of the weeks and school subjects.

Functional Strand

Language Objectives:

To learn the names of school subjects.

To use functional language for describing a school timetable and subjects.

To use the expression double when a letter is repeated.

Literacy Strand

CLIL Objective:

To infer information in a story using language clues.

Language Objectives:

To distinguish the long and short vowel sounds a and ay. To infer information from visual evidence in a story.

Knowledge Strand

CLIL Objective:

To sequence letters of the alphabet.

Language Objectives:

To learn the letters of the English alphabet and spell words. To learn about alphabetical order using first names and the prepositions before and after.

Skills Objectives

Listening: To understand children talking about their school timetable. To recognise the sounds of the letters of the English alphabet and to distinguish between the long and short vowel sounds *ay* and *a*. To listen and join in with chants about school subjects and the alphabet.

Reading: To read a school timetable. To recognise the words for school subjects.

Writing: To write their own school timetable.

Speaking: To talk about school subjects and a school timetable. To spell their own name and familiar words.

Assessment Criteria

- Children can speak and write about school subjects and a school timetable.
- Children can spell their own names and the vocabulary words covered in the course.
- Children can recognise and differentiate the long and short vowel sounds *a* and *ay*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 27, Reading
- Lesson 2: page 47, Listening
- Lesson 4: page 69, Phonics
- Lesson 5: page 59, Speaking
- Lesson 6: page 37, Writing
- Lesson 7: page 68, Phonics
- Lesson 8: pages 5-6, Language
- Evaluation: pages 93-94 or 95-96

Extras/Realia

- Lesson 2: True/False cards
- Lessons 3 and 8: an English alphabet made out of card
- Lesson 8: old catalogues, magazines, wrapping paper scraps of material



Teacher's i-book [i-book]

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

Activities in **Lead-in** and **Li-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 3: activity 1
- Lesson 7: activity 1

provides extra 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



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

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 to talk about life at school. They differentiate between the long and short *a* sounds.



Competence in Maths, Science and Technology:

Children develop skills to understand and use timetables.



Digital Competence:

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



Social and Civic Competences:

Children follow game rules and respect turns.



Cultural Awareness and Expression:

Children learn a traditional British game. They develop drawing and colouring skills.



Learning to Learn:

Children make a picture dictionary.



Sense of Initiative and Entrepreneurship:

Children think of and make a timetable. They become familiar with setting objectives and perseverance.





Children develop their listening skills.



Children learn to collect information in the form of a survey.



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

Key competences continuous assessment

- 1 Are able to understand the spoken language in the activity.
- 2 Make tally marks and transform them into numbers to make a class survey.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To make a simple survey about favourite subjects.

Language Objectives

To introduce the words for the school subjects:

Art, English, Maths, Music, PE, Science, Spanish

To introduce the words: favourite, subject, vote

To introduce the structure: My favourite subject is (English).

To introduce the functional language: Hands up!

Materials

- Teacher's i-book

- Poster for Unit 1

- CD 1

- Flashcards for Unit 1

Lead-in

1.3 Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Say: Where (are) the pencil case(s)? They are on the table. Then, focus on the different areas of the classroom. For example, point out the guitar and say: We play musical instruments in Music class. The children repeat the names of the subjects after you. Play the audio and the children join in with the chant. Point out the areas on the poster as the subjects are mentioned.

Open the **i-poster** to review the classroom objects vocabulary and to introduce the subjects' names. Play the audio. The children join in with the chant as you point out the areas on the poster as the corresponding subjects are mentioned. Then, they drag the words to the correct place. Use the Richmond i-tools to review more school vocabulary previously learned.

1 (C) 1.4 Listen and write the number of votes. Introduce the idea of voting and the expression Hands up! by taking two contrasting subjects such as Art and Maths. Say: Hands up all the children who like Maths and count the hands. Listen to the characters vote and they write the number of votes in the box.

[i-book] Touch [2] to open the activity. The children drag the names of the subjects to the correct picture.

Do a class survey. Put the word cards of the school subjects on the board and stick the **flashcards** on the **poster** (print or interactive). Say: Hands up for each subject and write the number of votes beside the word.

Fast Finishers

The children make word cards for the different subjects with the name surrounded by relevant objects. Encourage them to be creative, for example, the word Art could be made out of paintbrushes.

The children listen and drag the words with the same sound to the correct place.

Transcripts

1.3 Poster, Unit 1. Listen and join in: The school chant.

School! School! We like school. School! School! We like school. Maths and English. We like school. Science and Spanish. We like school. PE, Art and Music. We like school.

1.4 Listen and write the number of votes.

Holly: Maths! Maths! Hands up if you like Maths. Hands up! Hands up! Sparkle, Grumps and Puff: Me! Me! I like Maths!

Holly: One, two, three. Three votes for Maths. PE! PE! Hands up if you like PE. Hands up! Hands up!

Sparkle, Grumps, Puff and a little flower: Me! Me! I like PE!

Holly: One, two, three, four. Four votes for PE. English! English! Hands up if you like English. Hands up! Hands up!

Sparkle, Grumps, Puff and two little flowers: Me! Me! I like English! Holly: One, two, three, four, five. Five votes for English. Science! Science! Hands up if you like Science. Hands up! Hands up!

Sparkle and Grumps: Me! Me! I like Science!

Holly: One, two. Two votes for Science. Spanish! Spanish! Hands up if you like Spanish. Hands up! Hands up!

Sparkle, Grumps and Puff: Me! Me! I like Spanish!

Holly: One, two, three. Three votes for Spanish. Art! Art! Hands up if you like Art. Hands up! Hands up!

Sparkle, Grumps, Puff and a little flower: Me! Me! I like Art! Holly: One, two, three, four. Four votes for Art. Music! Music! Hands up if you like Music. Hands up! Hands up!

Sparkle, Grumps, Puff and a little flower: Me! Me! I like Music!

Holly: One, two, three, four. Four votes for Music. Sparkle: My favourite subject is Music!

Optional Resources

Teacher's Resource Book page 27, Reading.

Initial Evaluation

Use the **flashcards** to make sure the children can name the different school subjects and say which is their favourite subject.

Activity Book

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





Children develop their concept of time and their reasoning skills to make a timetable.



Children develop their speaking skills using the information in the timetable and the model sentences to play a game.



Children develop their initiative by making their own timetable and talking about it.

Key competences continuous assessment

- 1 Are able to organise activities into a timetable format.
- 2 Use the information available to play a game.
- 3 Make a timetable and talk about it.

Creative Strand

Unit 1 Lesson 2

CLIL Objective

To design a timetable.

Language Objectives

To revise the days of the week and the school subjects. To introduce vocabulary: afternoon, lunch break, morning, timetable

To introduce the structures: *In the morning/afternoon.* **Present Simple:** *We do (Maths). We don't do (English).*

Materials

– Teacher's i-book

- Pop-outs for Unit 1

- CD 1

- Optional realia: True/False cards

Lead-in

Ask the children what day it is. Remind them of the school days, weekend days and the school subjects. Say: *Today is (Monday) (morning)*. We do English on (Monday) (morning). What do you do on (Tuesday) morning?

Use the **i-flashcards** to remind students of the names of the subjects. Open the **lead-in** activity. Explain what a timetable is and then, let the children choose one of the diagrams and drag the words to organise their timetable: school days, times of the day and subjects. Use the **Richmond i-tools** to complete the information if necessary.

1 Listen and complete the timetable. Then, sing the song. Tell the children to have the pop-outs ready to place. Play the audio, pausing after each two subjects to allow the children time to place them. Check by asking: What do they do on (Monday) (morning)? Finally, they glue the pop-outs into place.

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

- **2 Play True or false.** Make a set of True and False cards. Each child has a green card that says *True* and a red card that says *False*. Or use the thumbs signal. Make up sentences based on the **pop-out** timetable and the children vote *true* or *false*. Then, let the children make their own sentences and play in small groups. They could also do this as a memory game with the book closed.
- **3** Make your own timetable. Then, talk about your timetable. Give the children a timetable grid with spaces for them to write subjects. You could use the **pop-outs** here. When they have finished their timetables tell them to make sentences. We do (Art) on (Friday) (afternoon).

Wrap-up

Ask questions about their timetable. Ask which is their favourite day and why.

Transcript

1.5 Listen and complete the timetable. Then, sing the song: The timetable song.

We do Maths and English on Monday, on Monday, on Monday. We do Maths and English on Monday, on Monday in the morning. We do Music and PE on Monday, on Monday, on Monday. We do Music and PE on Monday, on Monday in the afternoon.

We do Spanish and Maths on Tuesday, on Tuesday, on Tuesday. We do Spanish and Maths on Tuesday, on Tuesday in the morning. We do Art and English on Tuesday, on Tuesday, on Tuesday. We do Art and English on Tuesday, on Tuesday in the afternoon.

We do Science and Music on Wednesday, on Wednesday, on Wednesday.

We do Science and Music on Wednesday, on Wednesday in the morning.

We do Spanish and PE on Wednesday, on Wednesday, on Wednesday. We do Spanish and PE on Wednesday, on Wednesday in the afternoon.

We do English and Maths on Thursday, on Thursday, on Thursday. We do English and Maths on Thursday, on Thursday in the morning. We do Science and Art on Thursday, on Thursday, on Thursday. We do Science and Art on Thursday, on Thursday in the afternoon.

We do Spanish and Maths on Friday, on Friday, on Friday. We do Spanish and Maths on Friday, on Friday in the morning. We do English and Music on Friday, on Friday, on Friday. We do English and Music on Friday, on Friday in the afternoon.

Optional Resources

Teacher's Resource Book page 47, Listening.

Continuous Assessment

Check if the children can:

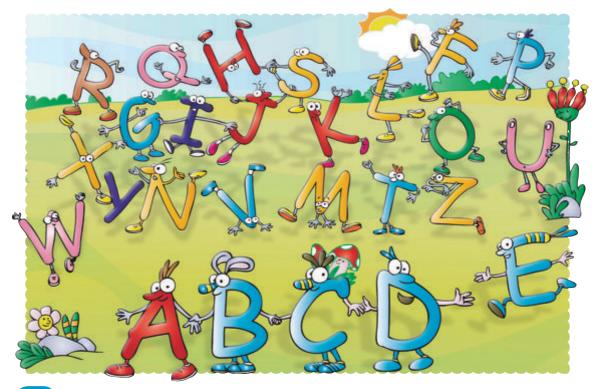
Recognise the names of the subjects that they study. Make sentences about their timetable using the structures learned in the lesson.

Activity Book

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

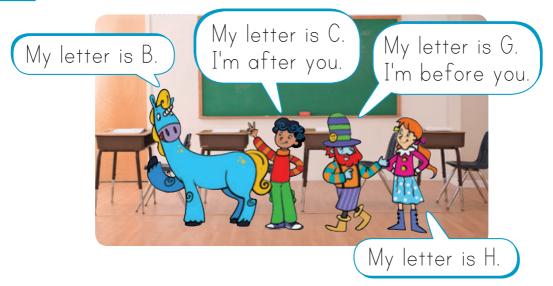


1.6 Listen and stand up for your letter. Then, listen and join in.





Play Get in order.





Sequencing the letters of the alphabet | The alphabet | I'm (before) you.







Children develop their knowledge of the English language by learning the alphabet.



Children develop their spatial skills becoming familiar with the concepts of before and after.



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

Key competences continuous assessment

- 1 Identify the letters of the alphabet and stand up for their letter.
- 2 Use the concepts before and after to play a game.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

Unit 1 Lesson 3

CLIL Objective

To learn and sequence the letters of the alphabet.

Language Objectives

To introduce the prepositions: after, before

To introduce the structures: A for Anna, My letter is (B), I'm (before) you.

To introduce the English alphabet.

Materials

Teacher's i-bookPop-outs for Unit 1

– CD 1

Lead-in

Show the children the letters of the alphabet in the **Student's Book** (or on the alphabet cards if you have made them). Take a letter and say: A *is for Anna*. Do the same with the names of a few more children in the class.

1 (1) 1.6 Listen and stand up for your letter. Then, listen

and join in. When the children hear the first letter of their name they stand up. If you have made an alphabet you could put the letters on the floor in a line and have the children stand by their letter. Then, the children join in.

Touch to open the activity. Play the complete chant to demonstrate the activity. Then, play the audio. The children listen and join in the chant saying the missing letters as they see them.

2 Play Get in order. Put the children into groups and, using a stopwatch, give them time to get into alphabetical order. Change groups and do the same. Ask them who is before and after them in the line.

Fast Finishers

The children take a letter and make a *spidergram* (letter in a circle in the centre of the page and eight legs branching outwards) of all the words they can find beginning with that letter.

Wrap-up

Ask individual children which is the first letter of their name. Ask children to come to the front of the classroom and stand in alphabetical order.

The children listen and drag the letters to the correct place to find the words.

Transcript

1.6 Listen and stand up for your letter. Then, listen and join in.

A, A for Anna.

B, B for Bob.

C, C for Cindy.

D, D for Davey.

E, E for Ethel.

F, F for Fred.

G, G for George.

H, H for Holly.

A, B, C, D, E, F, G, H.

Stand in line!

I, I for Isaac.

J, J for Johnny.

K, K for Kate.

L, L for Lucy. M, M for Mary.

N, N for Nick.

O, O for Oscar.

P, P for Patty.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P!

Stand in line! Stand in line!

Q, Q for Queenie.

R, R for Rob.

S, S for Susie.

T. T for Tommy.

U, U for Una.

V, V for Victor.

W, W for Wendy. X, X in Alex.

Y, Y for Yoko and Z, Z for Zoe.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

Stand in line! Stand in line!

Continuous Assessment

Check if the children can:

Say what is the initial letter of their first name. Sequence the letters of the English alphabet.

Activity Book

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





Children develop their reading skills following the audio and associating words with pronunciation models.



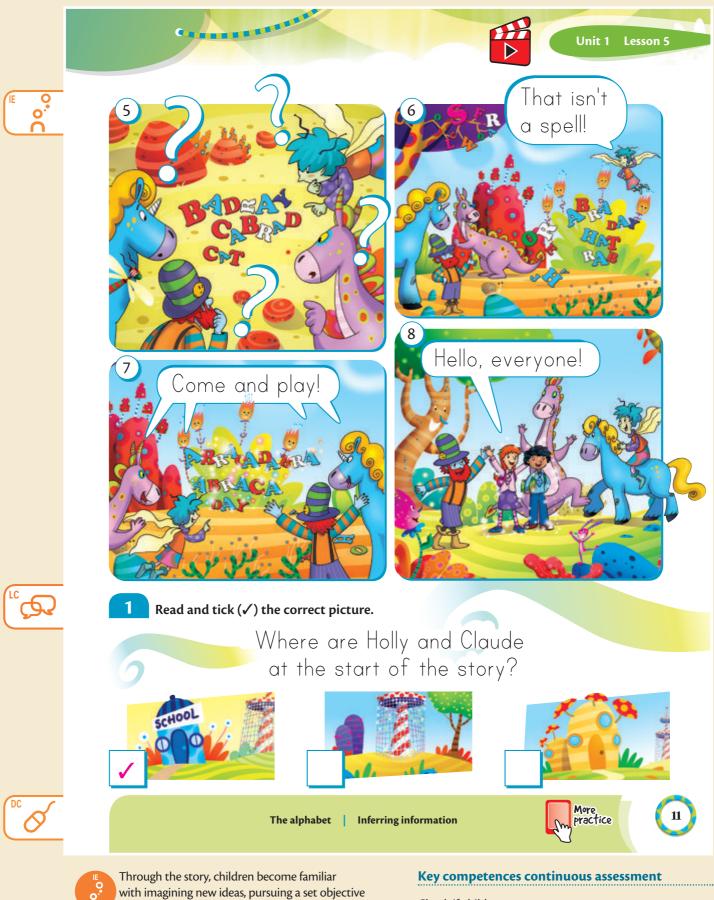
Children develop their knowledge of pronunciation by learning to differentiate the short and long *a* sounds.



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

Key competences continuous assessment

- 1 Follow the story with the audio.
- **2** Identify and differentiate the short and long *a* sounds in some words.
- **3** Use the digital resources to strengthen their understanding of phonics.





with imagining new ideas, pursuing a set objective and persevering to get it.



Children develop their skills to infer information from the story using language clues.



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

- 1 Identify in the story the ideas of initiative and perseverance.
- 2 Read and understand the question.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

Literacy Strand

CLIL Objective

To develop reading techniques and pronunciation.

Language Objectives

To introduce the vocabulary: alphabet (tree) play, shake, spell

To introduce the structures: I'm bored. Let's (make a spell). To distinguish the vowel sounds: a and ay.

Materials

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

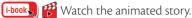
- CD 1

Lead-in

Show **story card 1** (print or **interactive**) Tell the children to make bored faces. Remind them of the character's names. Show story card 4 and see how many letters they recognise on the letter tree. Ask if they have seen a letter tree.

1 (C) 1.7 Listen and read the story. When the children have listened to the story they arrange the **story cards** in the corresponding order on the board.





2 (1) 1.8 Listen and circle the pictures. When explaining what to do, exaggerate the ay sound in the example words. Tell the children to repeat after you.

Wrap-up

Play the story again and join in with key phrases.

The children listen and drag the words with the same sound to the correct place.

•••••

Optional Resources

Teacher's Resource Book page 69, Phonics.

Continuous Assessment

Check if the children can: Distinguish between the long and the short a vowel sounds.

Activity Book

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

Unit (1) Lesson 4

Transcripts



1.7 Listen and read the story: The Letter Tree.

Narrator: It's Monday morning in Wonderworld.

Sparkle: Oooooh! I'm bored! Puff: Where are Holly and Claude?

Grumps: I don't know! Oooooh! I'm bored!

Sparkle, Grumps, Beauty and Puff: Holly and Claude aren't here today. We're bored. We're bored. We want to play!

Narrator: The friends want Holly and Claude to come and play.

Sparkle: I know! Let's make a spell. Grumps, Beauty and Puff: Yes! Good idea!

Sparkle, Grumps, Beauty and Puff: Holly and Claude aren't here today.

Let's make a spell! We want to play!

Puff: What do we need?

Grumps: Words and letters. We need words and letters. **Beauty:** Look! There are letters on that tree, over there!

Sparkle, Grumps, Beauty and Puff: Holly and Claude aren't here today.

Let's make a spell! We want to play!

Narrator: In Wonderworld, there's a very special tree. It's a letter tree.

Sparkle: Wow! Look at all the letters. Grumps: Come on! Shake the tree!

Sparkle, Grumps, Beauty and Puff: Holly and Claude aren't here today.

Shake the tree! We want to play!

Narrator: At last, the letters stop moving. Is this the spell?

Puff: Come on, Grumps. Read the spell.

Grumps: Badray. Cabrad. Cat.

Sparkle, Grumps, Beauty and Puff: Holly and Claude come and play.

Where are they?

Sparkle: That isn't a spell. Try again!

Narrator: Is this the spell, now?

Beauty: Read it!

Grumps: Abra. Day. Hat. Rab.

Sparkle, Grumps, Beauty and Puff: Holly and Claude come and play.

Sparkle: That isn't a spell! Try again!

Grumps: Abracadabra. Abracaday. Holly and Claude, come and play!

Sparkle: Yes! Now it's a spell!

Sparkle, Grumps, Beauty and Puff: Hurray!

Sparkle, Grumps, Beauty and Puff: Abracadabra. Abracaday.

Holly and Claude, come and play!

Narrator: And suddenly Holly and Claude are in Wonderworld.

Holly: Hello, everyone.

Claude: School's finished for today. Let's play! Sparkle, Grumps, Beauty and Puff: Hurray!



(Listen and circle the pictures.

Narrator: Listen and say the sounds with me. Then, circle the pictures in red or green.

ay - ay - ay - Aa - a - a - catay - ay - ay - playa - a - a - cata - a - a - Mathsay - ay - ay - k

Literacy Strand

CLIL Objective

To learn to infer meaning using language clues.

Language Objectives

To introduce vocabulary: alphabet tree, play, shake, spell words

To introduce structures: I'm bored. Let's (make a spell). **To introduce functional language:** Hurray! Wow!

Materials

- Teacher's i-bookStory cards for Unit 1
- CD 1

Lead-in

Show the **story cards** (print or **interactive**). Check that the children remember the story. Hand out the **story cards** and they stand up when they hear their part. Listen again and they stand in order at the front of the class.

1 Read and tick () the correct picture. Focus on the last story card that shows Claude and Holly with their school bags and folders so that the children can infer that they have come from school.

Fast Finishers

The children look at Claude and Holly's school ties. Explain that in English schools a lot of children wear ties. Then, the children design a tie for their school.

Wrap-up

The children act out the story in groups and perform it for the rest of the class. Make a *Letter Tree* as a class display with each child making a letter and putting it on the tree.

[i-book] Watch the animated story again. Stop at different parts to help the children act out the story.

The children drag the words to complete the sentences and consolidate the vocabulary of the lesson.



Optional Resources

Teacher's Resource Book page 59, Speaking.

Continuous Assessment

Check if the children can: Follow the story and infer information from visual evidence in it.

Activity Book

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



A traditional game



Children develop their listening skills by using visual clues to help them understand the language about timetables in the video clip.



Children reinforce their knowledge of the alphabet and school subjects listening to children spelling words out loud.



Children learn about spelling competitions.

Key competences continuous assessment

Check if children:

How do you spell (Science)?

- 1 Can follow the video clip and understand the activity.
- 2 Recognise the school subject words being spelled out.
- 3 Take part in a spelling competition.

Cultural Strand

Unit (1) Lesson 6

CLIL Objective

To practise spelling.

Language Objectives

To consolidate school subjects vocabulary and the English alphabet.

To introduce the structure: How do you spell (Science)? To introduce the functional language: double t,

The winner is That's right. That's not right.

Materials

– Teacher's i-book

- Poster for Unit 1

- CD 1

- Flashcards Unit 1

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and remind the children of the names of the different subjects. Use the **flashcards** (print or **interactive**) to ask the children to spell the subject names. Explain the rules of a Spelling Bee.

[i-book] Open the lead-in activity. Divide the class in two groups and play Spelling Bee. The children listen to the words and choose the correct letters to spell them. Use the timer in the Richmond i-tools to count the time they keep on spelling correctly and note the points of each group.

1 (2) 1.9 Listen and number the words. Stop after each word is spelled to let the children write the number. Check that they have done it correctly by asking around the class: Spell subject 1.

2 Play Spelling Bee. Explain the rules of the Spelling Bee. They get into teams to spell words from the units so far.

Fast Finishers

The children practise spelling in small groups. One child is the referee with the list of words to be spelled.

Wrap-up

Write words the children are familiar with, on pieces of card, face down on your desk. Individual children come up, take a card and spell the word on it. The rest of the class take turns to say what word it is or to write it on the board.

[i-book] 🎇 Watch the video My school week. Complete the comprehension activity with the children.

Transcript



1.9 Listen and number the words.

Adult: Team A, question number 1. How do you spell?

Child: S-C-I-E-N-C-E.

Adult: That's right. The word is Science. One point for team A. **Adult:** Now team B, question number 2 for you. How do you spell?

Child: G-R-double E-N.

Adult: That's right. The word is green. One point for team B. Adult: Team A. It's question number 3. How do you spell?

Child: M-A-T-H-S.

Adult: That's right. The word is Maths. Another point for team A. Adult: Team B. Now question number 4. How do you spell?

Child: S-C-H-O-L.

Adult: No, no! That's not right. Can team A spell the word?

Child: S-C-H-double O-L.

Adult: Correct! Well done team A. The word is school. Another

point for you.

Adult: Team A again. Question number 5. How do you spell?

Child: S-P-A-N-I-S-H.

Adult: That's right. The word is Spanish. A point for team A. **Adult:** And question number 6 is for Team B. How do you spell?

Child: E-N-G-L-I-S-H.

Adult: That's right. The last word is English. A point for team B.

Optional Resources

Teacher's Resource Book page 37, Writing.

Continuous Assessment

Check if the children can:

Understand the rules of a Spelling Bee.

Spell the school subjects and other words learned in the units so far, for example, the days of the week.

Activity Book

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





Children develop their skills to organise information and to relate words to pictures to strengthen their long term memory.



Children develop their ability to interpret and use charts to organise time.



Children develop their knowledge of the pronunciation rules of the language completing their phonics chart.

Key competences continuous assessment

- 1 Organise information by writing the words and putting the correct sticker.
- 2 Can read and talk about the timetable.
- 3 Complete their phonics chart.
- **4** Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To use and interpret timetables to organise time.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Stickers for Unit 1
- Poster for Unit 1
- Flashcards Unit 1

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Ask if it is a school day or a weekend day. Ask the children which is their favourite day at school. Remind them of the favourite subject survey and ask a few individual children about their favourite subject. Put the **flashcards** face down on your desk. Pick one up and say: We do it on (Tuesday) and (Thursday) morning. Individual children guess: (Spanish!)

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 try to identify each picture. They place their stickers and write 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** Read and say the day. Then, play a guessing game. The children read the timetable individually around the class. The guessing game can be done as a class or in small groups. One child says: *They do (English) in the morning and (Music) in the afternoon*. The others guess the day.
- **3** Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.



Fast Finishers

The children make a written description of their own timetable in their notebooks.

Wrap-up

Ask individual children to talk about their own class timetable: On Monday we do (English) and (Spanish) in the morning and (Music) and (Art) in the afternoon.

The children listen and drag the correct words to complete the sentences.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Say the days of the week and refer to the morning and afternoon.

Describe their timetable using the structures learned in the unit.

Differentiate the long and short vowel sounds ay and a.

Activity Book

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





Children develop their listening skills to identify letters.



Children play a game following a set of established rules and respecting turns.



Children develop their creativity by making a bookmark.

Key competences continuous assessment

- 1 Identify the letters being said.
- 2 Play a game following rules.
- 3 Use their own creative style.

Oral Review

Unit (1) Lesson 8

CLIL Objective

To make and decorate a bookmark.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- CD 1
- Flashcards for Unit 1
- Poster for Unit 1
- Optional Realia: A set of English alphabet letters (if you have made one)
- dice for the alphabet game
- old wrapping paper, old magazines or catalogues, scraps of material, card, coloured string, scissors and glue for the bookmark

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Point out objects and say: P is for pencil. B is for book. Ask individual children to do the same and also with objects in the classroom.

Use the **i-flashcards** to check if the children remember the names of the subjects.

Open the **i-poster** to review the vocabulary of the unit. The children listen to the words and sentences and then choose the correct picture.

- 1 (2) 1.10 Listen and circle the correct name. The children practise saying the initial letters of the objects on the bookmarks: T is for tree. Then, they listen and circle the name they hear.
- 2 Play The alphabet game. Then, collect 3 letters in your name.

The children practise spelling their own names. Then, they play the alphabet game in small groups. Each child rolls the dice and moves along the alphabet. If the letter they land on is a letter in their name they get one point. The first child to get three of the letters in their name is the winner.

3 Make a bookmark. The children make individual bookmarks with their names on.

Fast Finishers

The children can make posters with the leftover material from the bookmarks with other words, for example school subjects.

Wrap-up

The children explain their bookmark (with help): My name is Sara. S is for shoe, A is for Art, R is for rabbit and A is for afternoon.

[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 content. See page 24 for game instructions.

Transcript

1.10 Listen and circle the correct name.

This is my bookmark!

T is for tree.

O is for orange.

B is for bird.

And Y is for yellow.

Anticipated Difficulties

The children's vocabulary is still limited so when using objects cut out of a catalogue, they will need the teacher's help with the correct initial letter.

Optional Resources

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

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:

Spell their names and other words using the English alphabet. Describe their school timetable and talk about their

favourite school subject.

Understand and use the vocabulary for classroom objects and school material.

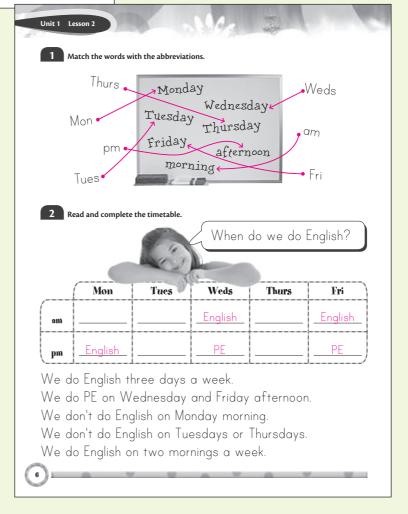
Understand the unit language from the listening activity. Use and understand the basic structures covered in the unit.

Activity Book

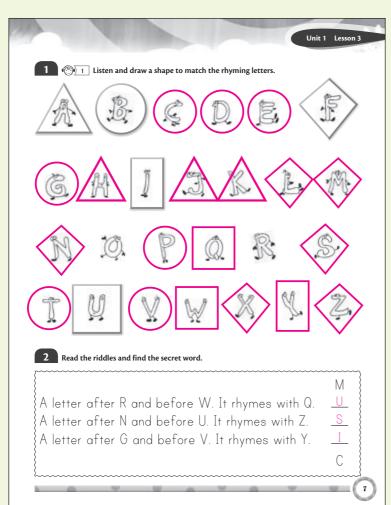
Unit 1, page 12, Lesson 8. See page 55 for answer key.

Unit 1 Lesson 1 · 2





Unit 1 Lesson 3 · 4



Transcript

Listen and draw a shape to match the rhyming letters.

Narrator: Find the letters that rhyme with A.

Boy: H. H. J. J. K. K.

Narrator: Find the letters that rhyme with B. Girl: C. C. D. D. E. E. G. G. P. P. T. T. V. V.

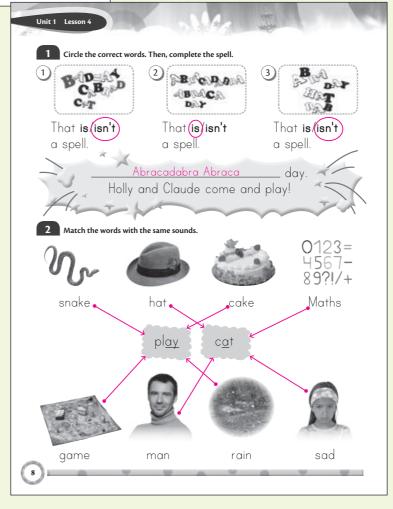
Narrator: Find the letters that rhyme with F.

Boy: L. L. M. M. N. N. S. S. X. X. Z. Z. **Narrator:** Find the letter that rhymes with I.

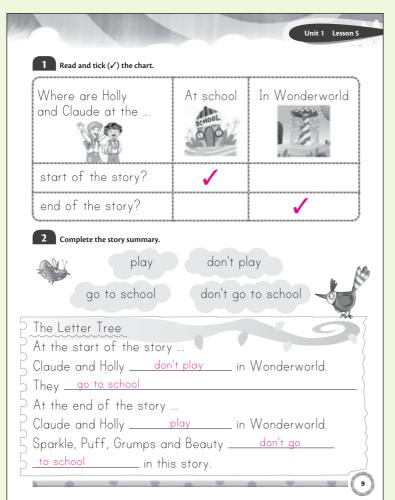
Girl: Y. Y.

Narrator: Find the letters that rhyme with U.

Boy: Q. Q. W. W.



Unit 1 Lesson 5 · 6







Narrator 1: One.

Girl: Afternoon. A-F-T-E-R-N-double O-N.

Afternoon.

Narrator: Two.

Boy: Morning. M-O-R-N-I-N-G. Morning.

Narrator: Three.

Girl: Spelling. S-P-E-double L-I-N-G. Spelling.

Narrator: Four.

Boy: English. E-N-G-L-I-S-H. English.

Narrator: Five.

Girl: Wonder. W-O-N-D-E-R. Wonder.

Narrator: Six.

Boy: Science. S-C-I-E-N-C-E. Science.

Narrator: Seven.

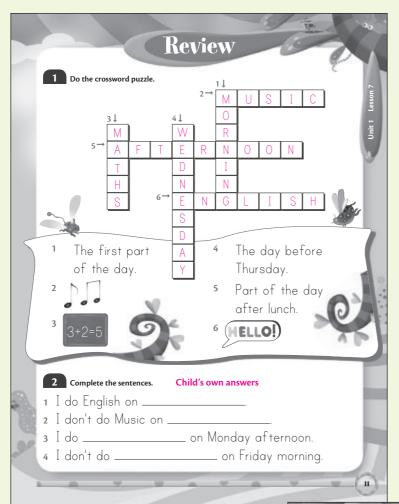
Girl: Alphabet. A-L-P-H-A-B-E-T. Alphabet.

Narrator: Eight.

Boy: School. S-C-H- double O-L. School.



Unit 1 Lesson 7 · 8





Unit (2) Overview

Vocabulary

Illnesses: chicken pox, cold, earache, sore throat, toothache, tummy ache

Jobs and professions: cleaner, cook, dentist, doctor, driver, nurse

Measurements: (fifteen) centimetres, (one) metre

Structures

The verb have got affirmative, negative and question: Has he got a green hat? Yes, he has. No, he hasn't.

The verb to be for professions: I'm a (doctor). **Functional language:** What's the matter? Come here! Stand up straight. How tall am I? Wait in the queue!

Recycled

Clothes Colours

Cultural Strand

Language Objectives:

To learn the names of jobs and professions. To use the verbs: guess, mime, work To learn the preposition at: I work at the hospital. To use the verb to be for professions: I'm (a doctor). Are you (the cleaner)? To introduce measurement vocabulary: centimetre height, measure, metre, tall

Creative Strand

CLIL Objective:

To make a class mural.

Language Objectives:

To consolidate the vocabulary for jobs. To practise clothes vocabulary: coat, hat, trousers, t-shirt

To introduce the verb have got in affirmative, negative and question form: Has he got (a hat)? Yes, he has. No, he hasn't.

Functional Strand

Language Objective:

To introduce the functional language: That's great! Is that OK? How tall am I? Come here! Stand up straight! Let's write

Literacy Strand

CLIL Objective:

To match characters with their roles.

Language Objectives:

To identify and distinguish the long and short vowel sounds e and ee.

To identify the characters' roles in a story.

To introduce nouns: coin, noise, patient, surprise, toothache, tooth fairy and the verbs: help, lift, pull, put

To introduce the adjectives: scared, shiny, silly, terrible, well

To introduce questions with Why: Why are you in bed? To introduce functional language: Poor me! Don't be silly!

Night, night, sleep tight. That's better.

Knowledge Strand

CLIL Objective:

To learn about the body and about common childhood illnesses.

Language Objectives:

To learn the names of common childhood illnesses.

To consolidate the use of the verb have got with illnesses: I have got (a) (tummy ache).

Skills Objectives

Listening: To understand the names for professions and jobs in a hospital environment. To understand children talking about common childhood illnesses. To listen and follow a story. To hear the difference in the long and short vowel sounds e and ee.

Reading: To read a height graph and interpret the information. To read the words for the jobs learned and for common childhood illnesses. To read a story and understand each character's role.

Writing: To write the words for the jobs introduced in the unit. To make a graph and write information about their heights. To write the names of childhood illnesses.

Speaking: To answer the question *What's the matter?* To say how tall they are. To describe a uniform and say the jobs learned in the unit.

Assessment Criteria

- Children can recognise and reproduce the words for jobs and professions introduced in the unit.
- Children can talk about common childhood illnesses, describe a uniform and say how tall they are using the structures learned in the unit.
- Children can recognise and differentiate the long and short vowel sounds, ee and e.
- Children can interpret a simple graph.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 28, Reading
- Lesson 3: page 38, Writing
- Lesson 4: page 70, Phonics
- Lesson 5: page 48, Listening Lesson 3: true/false cards
- Lesson 6: page 60, Speaking
- Lesson 7: page 68, Phonics
- Lesson 8: pages 7-8 Language
- Evaluation: pages 97-98 or 99-100

Extras/Realia

- Lesson 2: roll of white continuous paper for mural
- Lesson 6: measuring tape, large card measuring tape for wall
- Lesson 8: doctor badge



Teacher's i-book [i-book]

Use the **Richmond i-tools** [33] to complete the activities with the children on the IWB.

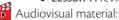
Activities in (Lead-In) and (Li-poster) provide a digital alternative to introduce the children to the lesson.

Activities with **(1)** 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 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



- Lessons 4, 5 and 8: Animated story
- Lesson 6: Healthy children

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 to communicate about jobs at the hospital and common illnesses. They differentiate between the long and short e sounds.



Competence in Maths, Science and Technology:

Children reinforce numeracy skills and become familiar with units of measurement. They become familiar with some professions and value the importance of going to the doctor to stay healthy.



Digital Competence:

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



Social and civic competences:

Children respect speaking turns in games and in communicative exchanges.



Cultural Awareness and Expression:

Children make a class mural and learn about the school nurse in the UK.



Learning to Learn:

Children make a picture dictionary and use charts to organise



Sense of Initiative and Entrepreneurship:

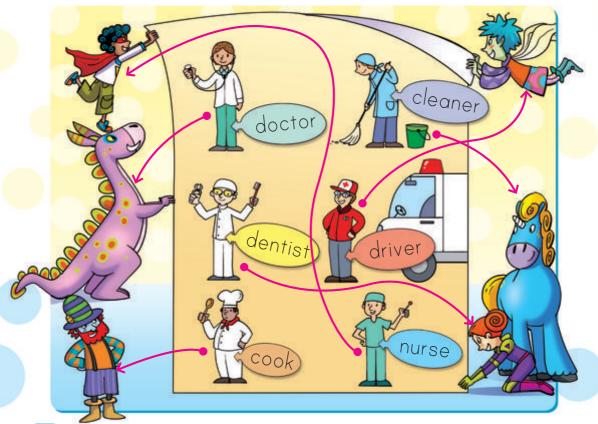
Children choose language from the unit to make sentences and play a game.



Working at the hospital



1.12 Listen and match the characters with the pictures.





Play Mime and guess the job.





Learning about jobs in the hospital Jobs vocabulary

You're the (nurse).







Children become familiar with the names of some professions.



Children observe, wait and respect turns to play a game.



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

Key competences continuous assessment

- 1 Can identify some professions.
- 2 Play a miming game respecting the turns.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To learn the name of some professions.

Language Objectives

To introduce vocabulary for jobs and professions:

cleaner, cook, dentist, doctor, driver, nurse **To introduce verbs:** guess, mime, work

To introduce the preposition *at: I work at the hospital.* **To introduce the verb to be for professions:** *I'm (a doctor).*Are you (the cleaner)?

To introduce the functional language: That's great! Is that OK?

Materials

- Teacher's i-book
- CD 1
- Poster for Unit 2
- Flashcards for Unit 2: cleaner, cook, dentist, doctor,

driver, nurse

 Optional realia: roll of white paper to paint a background for the mural

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Tell them it is a hospital. Then show the **flashcards**. Say the names of the jobs and ask where in the hospital they work. The children point to the correct areas of the **poster**.

Listen and match. Hand out the flashcards around the class. Play the audio once and the children listen. The second time the children stick the flashcards on the corresponding part of the poster. When the flashcards are in place the children repeat the words after you.

1 1.12 Listen and match the characters with the pictures.

Tell the children that the characters are going to play *hospitals* and that Claude is telling them which jobs they have to do. The children draw a line from the job to the character. Ask questions: *What is* (*Grumps*)? Is Sparkle the (*cleaner*)?

Touch open the activity. The children drag the names of the jobs to the correct picture.

2 Play Mime and guess the job. Mime a job for the class to guess. Then, the children then get into groups to play the game.

Fast Finishers

The children get into groups to do a Spelling Bee with the new words.

Wrap-up

Look at the **poster** again and ask individual children who works in which area of the hospital.

The children play the memory game and match the words with the pictures.

Transcripts

1.1

1.11 Poster, Unit 2. Listen and match.

Narrator: All these people work at the hospital. Let's find them and take them to work!

Woman 1: I'm a dentist and I work at the hospital.

Woman 2: I'm a doctor and I work at the hospital.

Man 1: I'm a nurse and I work at the hospital.

Man 2: I'm a cook and I work at the hospital.

Man 3: I'm a driver and I work at the hospital.

Man 4: I'm a cleaner and I work at the hospital.

Man 1: I'm a nurse and I work at the school too!

1.12 Listen and match the characters

with the pictures.

Holly: What can we play today?

Claude: I've got a great idea. Let's play hospitals.

All (except Claude): Yes!

Claude: Puff, you're the doctor. Is that OK?

Puff: Oh, yes! I'm the doctor. I'm the doctor. That's great!

Claude: Sparkle, you're the driver. Is that OK?

Sparkle: Oh, yes! I'm the driver. I'm the driver. That's great!

Claude: Holly, you're the dentist. Is that OK?

 $\textbf{Holly:} \ \mathsf{Oh, yes!} \ \mathsf{I'm the \ dentist.} \ \mathsf{I'm the \ dentist.} \ \mathsf{That's \ great!}$

Claude: Beauty, you're the cleaner. Is that OK?

Beauty: Oh, yes! I'm the cleaner. I'm the cleaner. That's great!

Claude: Grumps, you're the cook. Is that OK?

Grumps: Oh, yes! I'm the cook. I'm the cook. That's great!

All (except Claude): But what about you, Claude? What about you?

Claude: Oh, I'm the nurse. I'm the nurse. Is that OK?

All (except Claude): That's great! Just great! Come! It's time to play! Hurray!

to play: I lullay:

Initial Evaluation

Give the children the **flashcard** pictures, they name the job and place it on the corresponding area of the poster.

Open the **i-poster** and listen to the audio. Stop the audio after each sentence is finished and ask the children to drag the name of the job or profession they hear to the correct place in the picture.

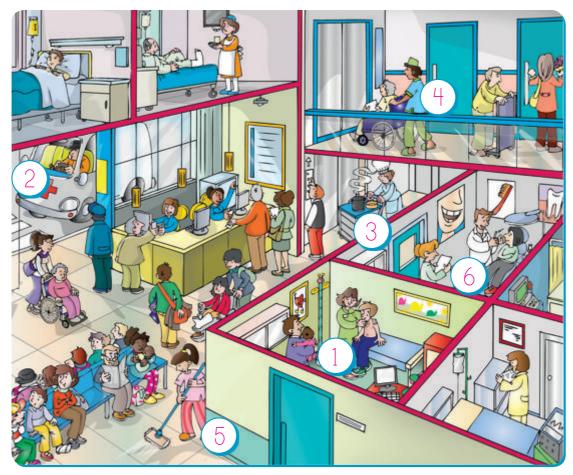
Activity Book

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





1.13 Listen and number the hospital workers.



Make a picture for the class mural. Then, find your classmates' pictures.





Has he got a white hat?

No, he hasn't.

Yes, he has.

Has he got red trousers?



Making a mural Jobs

Has (she) got (blue) (trousers)?



Children reinforce their knowledge of the vocabulary field of professions listening to the words in context to complete a task.



Children develop their creative skills and their ability to distribute pictures in a given space to make a mural.

Key competences continuous assessment

- 1 Recognise the name of the different professions and number the corresponding pictures.
- 2 Use their creativity to make people for the mural.

Creative Strand

Unit (2) Lesson 2

CLIL Objective

To make a class mural.

Language Objectives

To consolidate the vocabulary for jobs and professions. To introduce vocabulary for clothes: coat, hat To introduce verb have got in affirmative, negative and question form: Has he got (a hat)? Yes, he has. No, he hasn't.

Materials

- Teacher's i-book
- Flashcards for Unit 2
- CD 1
- Pop-outs for Unit 2
- Poster for Unit 1

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and remind the children of the different people who work at the hospital. You can use the **flashcards** (print or **interactive**) to help remember the names of the jobs. Ask which of these workers could work at a school as well.

- 1 (2) 1.13 Listen and number the hospital workers. Look at the picture and try to elicit as much information about it using the vocabulary they know: What colour is the (tracksuit)? How many (green) (doors) can you see? Then, the children listen and number the workers as they are mentioned. Ask: Who is number (1)?
- 2 Make a picture for the class mural. Then, find your **classmates' pictures.** The children use the **pop-outs** to create a worker, choosing the colour of the uniform, and accessories. The finished result is then placed on a mural in the classroom. You could paint a hospital or a street scene on a large roll of white paper and get the children to help. The children get into pairs and guess their classmate's worker by asking questions: Has (he) got (red) (trousers)?

Fast Finishers

The children can add more items to the mural.

Wrap-up

Look at the mural displayed and ask questions about it eliciting the structures learned in the lesson: Has (the cook) got a (white) (hat)?

Transcript



1.13 Listen and number the hospital workers.

Woman: All these people work at the hospital. Let's find them and take them to work!

Woman 1: Find the doctor. She's got a green coat. Write number 1. Find the driver. He's got a black hat. Write number 2. Find the cook. She's got a white hat. Write number 3. Find the nurse. He's got green trousers. Write number 4. Find the cleaner. She's got pink trousers. Write number 5. Find the dentist. He's got a white coat. Write number 6.

Anticipated Difficulties

The accessories and the tags in the **pop-out** could be quite difficult for some children to manage so have glue on hand to stick the accessories in place!

Optional Resources

Teacher's Resource Book page 28, Reading.

Continuous Assessment

Check if the children can:

Ask and answer questions using the verb have got. Identify the different workers at the hospital.

Activity Book

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





1.14 Listen and write a cross (X) on the correct body parts. Then, sing the song. 🎝





Make sentences and play True or false.

Child's own answers



has got

hasn't got

Anna hasn't got tummy ache.

a cold.

tummy ache.

earache.

chicken pox.

toothache.

a sore throat.





Parts of the body and illnesses (Bob) (has) got (a sore throat).







Children reinforce their knowledge of the body vocabulary and become familiar with some common childhood illnesses.



Children develop their reading and speaking skills by making true or false sentences.



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

Key competences continuous assessment

- 1 Associate parts of the body with illnesses.
- 2 Can use the prompts to make sentences.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

Unit 2 Lesson 3

CLIL Objective

To learn about parts of the body and common childhood illnesses.

Language Objectives

To introduce the words for common childhood illnesses: chicken pox, cold, earache, toothache, tummy ache, sore throat To consolidate the verb have got with illnesses: I have got (tummy ache).

Functional language: Wait in the queue!

Materials

– Teacher's i-book

- Optional realia: True/False cards

- CD 1

Lead-in

Draw a face on the board. Draw red spots on the face. Say: She has got chicken pox. Cover your ear with your hand and say: I have got earache and so on to introduce the vocabulary. The children repeat the actions and the sentences after you.

Open the **lead-in** activity. What's the matter? Ask the children to choose one of the pictures and describe it. Then, ask them questions to try to find out what's the matter with the person in the picture. Use the **Richmond i-tools** to circle the afflicted part of the body.

•••••

1 1.14 Listen and write a cross (X) on the correct body

parts. Then, sing the song. Look at the six children in the line. Say their names and ask individual children to spell the names and guess what is wrong with each one. Then, they listen and draw a cross on the correct body part. Play the song again and the children join in, touching the afflicted part of the body as they sing.

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

2 Make sentences and play *True or false*. Look at the six children again and remind the children what is wrong with each one. Then, they make their own sentences: (*Tom*) (*hasn't got*) (*chicken pox*) and the others vote true or false.

Wrap-up

The children play School Nurse in small groups.

The children listen and choose the correct part of the body in the picture.

Optional Resources

Teacher's Resource Book page 38, Writing.

Transcript

1.14 Listen and write a cross (X) on the correct body parts. Then, sing the song: What's the matter?

Nurse: Oh, Anna, what's the matter? Oh, Anna, what's the matter? Oh, what's the matter with you? **Anna:** I've got tummy ache. I've got tummy ache.

Nurse: Well sit down there and wait in the queue!

Nurse: Oh, Tom, what's the matter? Oh, Tom, what's the matter? Oh, what's the matter with you?

Tom: I've got earache. I've got earache.

Nurse: Well sit down there and wait in the queue!

Nurse: Oh, Lucy, what's the matter? Oh, Lucy, what's the matter? Oh, what's the matter with you? **Lucy:** I've got a sore throat. I've got a sore throat.

Nurse: Well sit down there and wait in the queue!

Nurse: Oh, Joe, what's the matter? Oh, Joe, what's the matter? Oh, what's the matter with you?

Joe: I've got toothache. I've got toothache.

Nurse: Well sit down there and wait in the queue!

Nurse: Oh, Kay, what's the matter? Oh, Kay, what's the matter? Oh, what's the matter with you?

Kay: I've got a cold. I've got a cold.

Nurse: Well sit down there and wait in the queue!

Nurse: Oh, Bob, what's the matter? Oh Bob, what's the matter? Oh, what's the matter with you? **Bob:** I've got chicken pox.

I've got chicken pox.

Nurse: Well sit down there and wait in the queue!

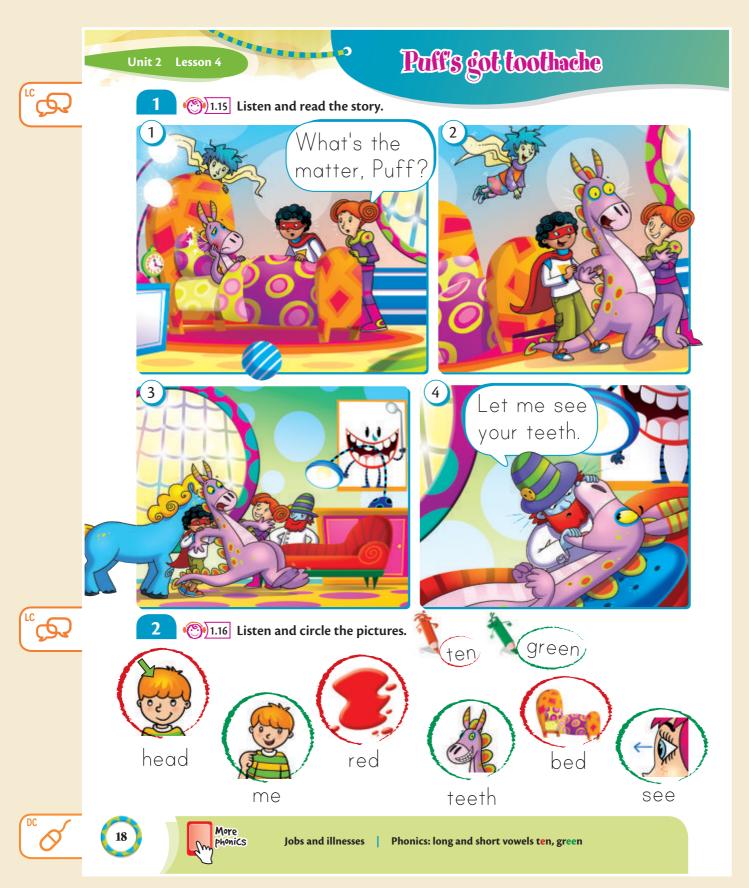
Continuous Assessment

Check if the children can:

Recognise the names of common childhood illnesses. Associate the affected part of the body with the illness.

Activity Book

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





Children develop their reading and listening skills using the pictures and the text to support understanding.



Children develop their knowledge of pronunciation by learning to differentiate the short and long e sounds.



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

Key competences continuous assessment

- 1 Read, listen and understand the story with the help of the pictures and the speech bubbles.
- **2** Identify and differentiate the short and long *e* sounds in some words.
- **3** Make proper use of the digital resources to practise the two sounds.









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Children develop their listening skills watching an animated version of the story.



Children become aware of the importance of going to the dentist.

Jobs and illnesses



Children develop their reading and comprehension skills.

Key competences continuous assessment

Check if children:

Matching characters with their roles

- 1 Watch and understand the video of the story.
- 2 Are aware of the importance of going to the dentist as part of a healthy lifestyle.

More practice

- 3 Can read the words.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Literacy Strand

CLIL Objective

To understand a story using pictures and speech bubbles.

Language Objectives

To consolidate the verb: have got

To introduce the adjectives: scared, silly, terrible, well To introduce functional language: Poor me! Don't be silly! To distinguish the long and short vowel sounds e and ee.

Materials

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

Lead-in

Show **story card** 1 (print or **interactive**) and ask which character has got a toothache. Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and ask: Who do you need to see if you have toothache? Show story card 2 and point to Puff. Say: Puff's scared. Why? Then, show story card 3.

1.15 Listen and read the story.

.....

The children listen and follow in their books. The second time they join in with Puff when he says: Poor me! Hand out the story cards and the children order them as they listen to the story.



i-book Watch the animated story.

2 (1.16 Listen and circle the pictures. Make sure the children understand the words.

Fast Finishers

The children act out Dentist Surgery role plays in small groups.

Wrap-up

Write the names of the illnesses learned on pieces of card. Hand them out around the class. The children practise asking questions with Why around the class. Say: What's the matter? Why are you in bed?

The children listen and drag the words with the same sound to the correct place.

Activity Book

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

Unit (2) Lesson 4

Transcripts



1.15 Listen and read the story: Puff's got toothache.

Narrator: What a terrible noise! What is that? Holly: What's the matter, Puff? Why are you in bed? Puff: Oh, poor me! Oh, poor me! I've got terrible toothache.

A terrible toothache!

Narrator: Poor Puff! She really isn't very well. Claude: Come on! Let's go to the dentist. Puff: No! No! Oh, poor me! Oh, poor me!

Narrator: Puff is scared of the dentist!

Holly: Don't be silly, Puff!

Beauty: Oh, come on, Puff! Get on the bed. Puff: No! No! Oh, poor me! Oh, poor me!

Narrator: Mr Grumps, the dentist, is looking in Puff's mouth.

Puff: Aahhh...

Grumps: Let me see your teeth! Ah, ha! I can see the problem. One, two, three! Help me, please! Pull everybody! Pull!

Narrator: What a big tooth! Holly: Is that better now, Puff? Puff: Yes, it's better now. Thank you!

Narrator: Puff is asleep now. Holly: Lift up Puff's head.

Beauty: Put her tooth under the pillow for the tooth fairy.

Claude: Night, night, sleep tight, Puff.

Narrator: Everybody is asleep now, except Sparkle.

Sparkle: Mmm. I've got a surprise for Puff. I've got a shiny, red coin

for her. Night, night, sleep tight, Puff.

Narrator: The next morning, Puff is much better.

Puff: Look! I've got a shiny, red coin! Holly, Grumps, Claude and Beauty: Wow!

1.16 Listen and circle the pictures.

Narrator: Listen and say the sounds with me. Then, circle the pictures in red or green.

e - e - e - redee - ee - ee - teeth e - e - e – head ee - ee - ee - me e - e - e - bedee – ee – ee – me

Optional Resources

Teacher's Resource Book page 70, Phonics.

Continuous Assessment

Check if the children can distinguish between the long and short vowel sounds ee and e.

Literacy Strand

CLIL Objective

To match characters in a story with their roles.

Language Objectives

To introduce the nouns: coin, patient, surprise, tooth fairy

To introduce the adjectives: big, shiny **To introduce the verbs:** lift, pull, put

To introduce the functional language: *That's better!*

Night, night, sleep tight!

Materials

- Teacher's i-book

- Story cards for Unit 2

- CD 1

Lead-in

Explain the idea of a tooth fairy. Ask the children if the tooth fairy comes in their country.

1 Match the characters with their roles. Ask questions to remind the children of the story: Why is Puff in bed? Introduce the word patient explaining that when you go to the hospital or to the dentist, you are a patient. Remind them of the expression Help me! Ask a child to help you do something in the classroom. Finally play the story audio 1.15 and the children match the characters with their roles in the story.

Fast Finishers

The children act out the story. Encourage them to add as many details as possible.

Wrap-up

Hand out the **story cards** and play the story audio 1.15 again. Children stand up when their part is played.

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

The children match the pictures with the sentences.



Optional Resources

Teacher's Resource Book pages 48, Listening.

Continuous Assessment

Check if the children can:
Understand the story.
Associate each character with their role in the story.

Activity Book

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





Children become aware of elements that constitute a healthy lifestyle.



Children develop their numeracy skills and become familiar with units of measurement.



Children develop their speaking skills using model questions and answers to act out a scene.

Key competences continuous assessment

- 1 Recognise ways to stay healthy.
- 2 Associate heights with the visual clues.
- **3** Act out a scene using the model language.

Cultural Strand

Unit (2) Lesson

CLIL Objective

To become familiar with units of measurement.

Language Objectives

To introduce measurement vocabulary: centimetre height, measure, metre, tall

To introduce the functional language: How tall am I? Come here! Stand up straight! Let's write

Materials

- Teacher's i-book
- Optional realia: measuring tape, card for making a wall chart

Lead-in

- CD 1

With the measuring tape, measure the height of some children. Introduce the measurement vocabulary. Say: Max is one metre, three centimetres tall. Write the measurements on the board.

Open the **lead-in** activity. Introduce the new words to the children: measure, height, tall, metre and centimetre. Then, they drag the words to the correct picture.

1 (1) 1.17 Listen and match the names with the heights.

Then, label the children. Pause after each height is mentioned to let the children write in the corresponding box. Check they have done it correctly by asking: How tall is (Lilly)?

2 Measure your classmates and act out the scene.

Make a large measuring tape for the wall and get a group of children to act out the dialogue. Then, they continue in small groups.

Fast Finishers

The children draw a picture of themselves and below write: I am ____ metres, ____ centimetres tall.

Wrap-up

Each child says how tall he or she is and you make a height chart on a large sheet of paper. Display the chart.

i-book Watch the video **Healthy children**. Complete the comprehension activity with the children.

[i-book] Watch the animated story again. Stop at different parts to help the children act out the story.

Transcript

1.17 Listen and match the names with the heights.

Then, label the children.

Nurse: Good morning, everybody. I'm the school nurse.

Children: Good morning, nurse.

Nurse: Let me measure you all and see how tall you are this year.

George, come here please. Stand up straight!

George: How tall am I?

Nurse: You're one metre and twelve centimetres. Let's write your name

here. Come here Lilly! Stand up straight!

Lilly: How tall am I?

Nurse: Oh! You're one metre and twenty-two centimetres. That's very

tall for your age! Let's write your name here. **Nurse:** Come here Rob! Stand up straight!

Rob: How tall am I?

Nurse: You're one metre and eighteen centimetres. Let's write

your name here. Come here Daisy! Stand up straight!

Daisy: How tall am I?

Nurse: You're one metre and twenty-one centimetres!

Optional Resources

Teacher's Resource Book page 60, Speaking.

Continuous Assessment

Check if the children can: Say how tall they are. Understand a height chart.

Activity Book

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





Children reinforce their strategies to match words and pictures to organise language learning.



Children develop their reading skills looking for specific information to solve a task.



Children enhance their phonics knowledge completing their phonics chart with their own words.

Key competences continuous assessment

- 1 Work independently to reach the correct outcome.
- 2 Read the sentences and answer the questions.
- 3 Complete the phonics chart with their own words.
- **4** Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To read and understand people's descriptions.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Flashcards for Unit 2
- Poster for Unit 2
- Stickers for Unit 2

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and **flashcards**. Ask the children the names of the jobs and then, ask them to place the workers in the corresponding part of the hospital. Ask questions about the colour of each worker's uniform: What colour are (his) (trousers)?

- **1 Complete the picture dictionary.** Ask the children to try to identify each picture. They place their stickers and write the words.
- **2** Look at Activity 1. Then, read the riddles and answer the questions. The children solve the riddles in groups.
- Touch to open the activity. Play Simon says! to consolidate the names of the professions.
- **3** Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.

Fast Finishers

The children make up their own riddles in their groups or in teams. They can use the pictures in the **Student's Book** or the **flashcards**.

Wrap-up

Let the children observe the **flashcards** for a minute then, place them face down on a desk. Individual children come and take a **flashcard** and describe what the person is wearing: (He) (hasn't got) a (white) (hat). The others have to guess who it is.

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

See page 21 for interactive games description and ideas.

Who's who? Listen and touch the incorrect characters to find the correct one.



Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Name the professions and jobs they have learned.

Describe what someone is wearing using the verb have got.

Activity Book

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





Children become familiar with using charts to organise and interpret information in a simple way.



Children choose vocabulary and structures from the unit to make their own sentences to play a game.

Key competences continuous assessment

- 1 Use the chart to organise information and to play a communication game.
- 2 Make sentences with the language from the unit.

Oral Review

Unit (2) Lesson 8

CLIL Objective

To speak about illnesses.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book

- CD 1

Lead-in

Remind the children of the names of the childhood illnesses introduced in Lesson 3. See page 24 for game instructions. (i-book) Open the i-poster. Divide the class in two groups. The children listen to the jobs' names and choose the correct place in the poster for them.

1 (3) 1.18 Listen and tick (\checkmark). Then, play a guessing game.

The children look at the characters and guess what is wrong. Then, tick the illness that each character has in their books. Check answers individually around the class: Has Claude got (tummy ache)? No, he has got toothache. Then, ask a volunteer to mime an illness. The other children have to guess the illness.

2 Make a badge and play doctors. The children get into groups to play doctors using the structures learned in the unit: What's the matter? Have you got (earache)? My (tummy) hurts! They take it in turns to be the doctor and patient. Encourage them to really get into character and improvise.

Fast Finishers

The children draw a picture of a sick child and write underneath what is wrong with the child: He has got (tummy ache).

Wrap-up

Children draw a simple cartoon strip about going to the doctor with speech bubbles using the structures learned in the unit. You could make a class display with the results.

[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 content.

See page 24 for game instructions.

Transcript



1.18 Listen and tick (✓). Then, play a guessing game.

Narrator: Oh, dear! Look at Claude. His tooth hurts.

He's got toothache.

Narrator: Oh, dear! Look at Holly. Her ear aches.

She's got earache.

Narrator: Oh, dear! Look at Grumps. His tummy hurts.

He's got tummy ache.

Narrator: Oh, dear! Look at Puff. What's the matter, Puff?

Puff: I'm not well!

Narrator: Oh, dear, you've got chicken pox and a cold!

Optional Resources

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

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:

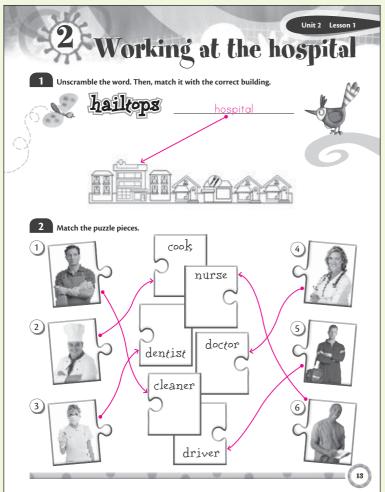
Understand and use the professions and jobs and childhood illnesses vocabulary learned in the unit. Use the verb have got and the verb to be.

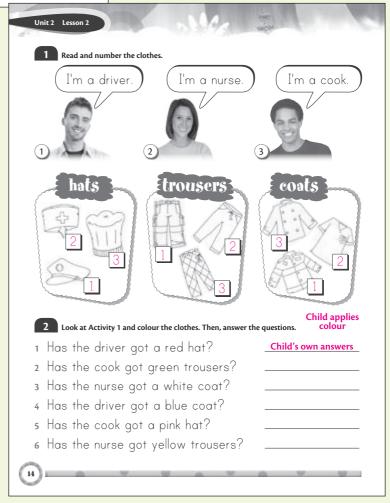
Distinguish the long and short vowel sounds e and ee. Use the functional language learned in the unit.

Activity Book

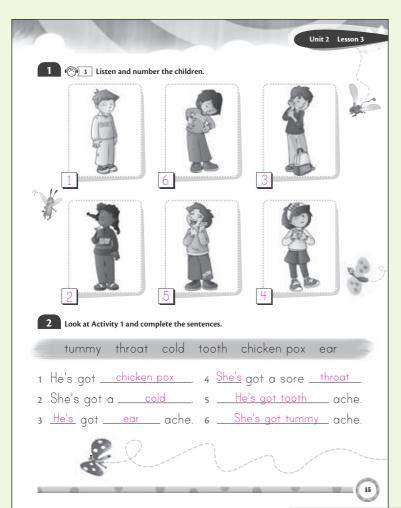
Unit 2, page 20, Lesson 8. See page 77 for answer key.

Unit 2 Lesson 1 · 2





Unit (2) Lesson 3 · 4



Transcript

2 Listen and number the children.

Narrator: He hasn't got toothache or earache. Who is he? Write number 1. She hasn't got tummy ache or a sore throat. Who is she? Write number 2.

He hasn't got toothache or chicken pox.

Who is he? Write number 3.

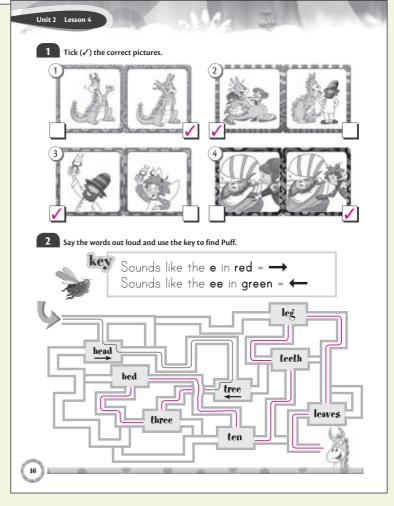
She hasn't got tummy ache or a cold.

Who is she? Write number 4.

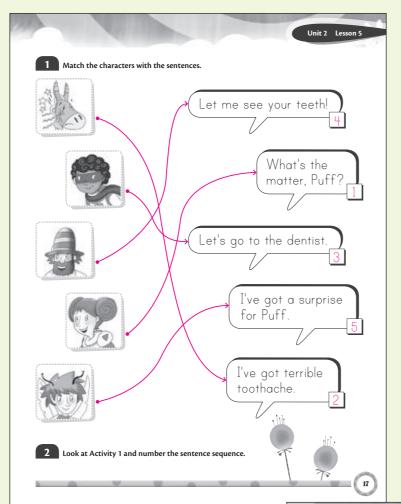
He hasn't got earache or chicken pox.

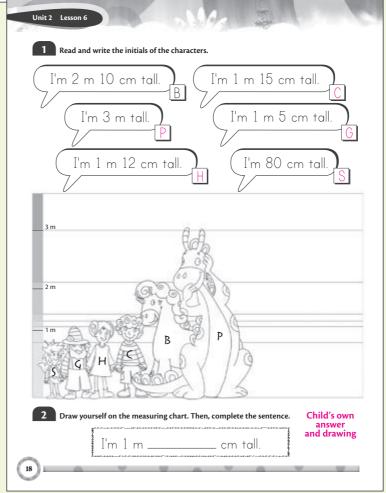
Who is he? Write number 5.

She hasn't got a sore throat or a cold. Who is she? Write number 6.

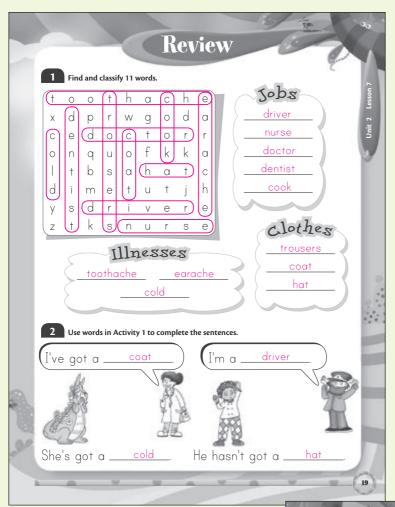


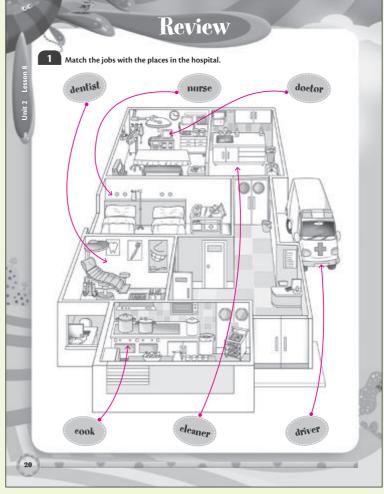
Unit 2 Lesson 5 · 6





Unit 2 Lesson 7 · 8





Unit (3) Overview

Vocabulary

Wild animals: crocodile, eagle, giraffe, leopard, shark, snake, tiger, zebra

Parts of an animal: claw, fin, tail, tooth, wing Patterns on animal skin: spots, stripes Adjectives: big, long, scary, sharp Nouns: body, costume, feathers, Halloween,

monster, skin

Structures

Verb have got: It has got (claws). (Eagles). have got (wings). (Snakes) haven't got (wings).

Functional language: Here you are! Have some (biscuits). Trick or Treat!

Kecycled

Verb to be: It's a **Interrogative:** What?

Cultural Strand

Language Objectives:

To revise animals and animal parts vocabulary. To introduce the use of the possessive apostrophe:

A tiger's claws. To introduce the words: biscuits, Halloween, sweets To practise the structure: Here is/are (some) (biscuits)! To introduce the functional language: Trick or Treat! Smell my feet! Or give me something good to eat!

Creative Strand

CLIL Objective:

To create imaginary animals using patterns and body parts.

Language Objectives:

To introduce the words: spots, stripes To consolidate the names of wild animals: crocodile, eagle, giraffe, leopard, shark, snake, tiger, zebra To practise the verb have got: The (zebra) has got (black) and (white) stripes.

Functional Strand

Language Objectives:

To introduce wild animal vocabulary. To introduce the adjective: scary

To introduce the functional language: I can't look! Oooh! That's scary!

Literacy Strand

CLIL Objective:

To notice visual clues in a story.

Language Objectives:

To understand words: body, costume, feathers, monster, skin, strange

To introduce the verb: to dress up

To revise the structure: There is / there are

To introduce the possessive apostrophe: a snake's skin Functional language: Take care! Watch out! That's impossible!

There's no such thing. To distinguish the long and short vowel sounds i and ai.

Knowledge Strand

CLIL Objective:

To learn wild animal characteristics and body parts.

Language Objectives:

To learn the words for animal body parts: claw, fin, tail, tooth, wing To consolidate names of wild animals: crocodile, eagle, shark, tiger, zebra To use the adjectives: big, scary, sharp To introduce the verb have got in plural: They've got (sharp) (teeth).

Skills Objectives

Listening: To understand the names of wild animals and animal body parts. To listen to conversations about the appearance of different animals. To hear the difference between the long and short vowel sounds *i* and *ai*. To understand and join in with a typical Halloween Trick or Treat chant. To listen to a song about wild animals.

Reading: To recognise and read the words for wild animals and animal parts. To read descriptions of wild animals and monsters, their body parts and skin patterns using the verb *have got* and the adjectives introduced in the unit.

Writing: To write the names of the animals and the animal body parts learned in the unit. To invent a monster and write a description of it.

Speaking: To describe the animals using the vocabulary and structures learned in the unit. To say a Trick or Treat chant. To imitate animals and play guessing games about animals. To invent a verse of a song and sing it. To create a fantasy animal and describe it.

Assessment Criteria

- Children can recognise and reproduce the words for wild animals, animal body parts and skin patterns introduced in the unit.
- Children can talk about and describe the different features of both real and fantasy animals using the structures and adjectives learned in the unit.
- Children can recognise and differentiate the long and short vowel sounds *i* and *ai*.
- Children can sing an animal song and invent their own verse and they can reproduce a typical Halloween Trick or Treat chant.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 29, Reading
- Lesson 3: page 49, Listening
- Lesson 4: page 71, Phonics
- Lesson 5: page 61, Speaking
- Lesson 6: page 39, Writing
- Lesson 7: page 68, Phonics
- Lesson 8: pages 9-10, Language
- Evaluation: pages 101-102 or 103-104

Extras/Realia

- Lesson 2 and 3: True/False cards
- Lesson 6: different coloured plasticine



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



Teacher's i-book [i-book]

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

Activities in **Lead-In** and **Liposter** provide a digital alternative to introduce 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 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



- Lessons 4, 5, 8: Animated story
- Lesson 6: Halloween

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

Use the **Vocabulary Game Generator** to create your own interactive games.

Key Competences



Linguistic Competence:

Children develop comprehension and speaking skills to understand and make animal and monster descriptions. They identify and discriminate short and long i sounds.



Competence in Maths, Science and Technology:

Children learn about wild animals' physical characteristics.



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 cooperation and collaboration abilities to act out a scene.



Cultural Awareness and Expression:

Children act out a Halloween scene. They make an imaginary animal.



Learning to Learn:

Children use visual clues to help their understanding and language acquisition.



Sense of Initiative and Entrepreneurship:

Children develop initiative and autonomy to make a poster.





Children develop their knowledge of the natural world.



Children develop their speaking skills and reinforce vocabulary acquisition playing a game.



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

Key competences continuous assessment

- 1 Are familiar with the wild animals in the activity.
- 2 Name the animal their friends are miming.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To learn the name of some wild animals.

Language Objectives

To introduce animal vocabulary: crocodile, eagle, giraffe,

leopard, shark, snake, tiger, zebra **To introduce the adjective:** scary

To introduce the functional language: I can't look!

Materials

– Teacher's i-book

- Flashcards for Unit 3

- CD 1

Lead-in

Show the **flashcards** and as you teach the word for each animal ask questions about each one. Say: What colour is the (tiger)? What colour are its (eyes)? Has it got (big ears)?

Open the **i-poster**. Explain that these people are wearing costumes for Halloween. Then, focus on the wild animals costumes and say their names. Play the audio for the children to listen and join in. Then, they drag the words to the correct picture. Use the **Richmond i-tools** to review some Halloween vocabulary like pumpkin, witch or spider.

1 (2) 1.20 Listen and tick (\checkmark) or cross (X) the words.

Look at the picture first and let the children guess what animal it is. Get them to join in with *Oooh! It's scary.* Pause the audio after the sound effects and before the answer is given to let the children guess the animal.

Fouch (1) to open the activity. The children play Simon says! to consolidate the names of the wild animals.

2 Play Guess the animal. Put the flashcards face down on a desk. Individual children come out, take a flashcard and imitate the animal by moving and making noises. The rest of the children take it in turns to guess the animal. Then, they play in groups.

Fast Finishers

The children draw their favourite wild animal.

Wrap-up

Divide the class into six groups and give each group a **flashcard**. Play 1.20 again. The children stand up when their animal is mentioned. They could also imitate the sounds!

The children play the memory game and match the words with the pictures.

Transcripts

1.19 Poster, Unit 3. Listen and join in.

Children: Oooh. What's that?

Boy: It's a tiger!

Children: Oooh. What's that?

Girl: It's a crocodile!

Children: Oooh. What's that?

Boy: It's an eagle!

Children: Oooh. What's that?

Girl: It's a giraffe!

Children: Oooh. What's that?

Boy: It's a shark!

Children: Oooh. What's that?

Girl: It's a zebra!

1.20 Listen and tick (\checkmark) or cross (X) the words.

All: Argh! I can't look, I can't look! Is it very scary?

Grumps: What is it? Is it a crocodile?

All but Grumps: No, it isn't. But it's scary. Ooh! It's scary.

Sparkle: What is it? Is it a tiger?

All but Sparkle: Yes, it is! And it's scary! Ooh! It's scary.

Claude: What is it? Is it a leopard?

All but Claude: No, it isn't. But it's scary. Ooh! It's scary.

Puff: What is it? Is it a snake?

All but Puff: Yes, it is! And it's scary! Ooh! It's scary.

Beauty: What is it? Is it a shark?

All but Beauty: No, it isn't. But it's scary. Ooh! It's scary.

Holly: What is it? Is it an eagle?

All but Holly: Yes, it is! And it's scary! Ooh! It's scary.

Optional Resources

Teacher's Resource Book page 29, Reading.

Initial Evaluation

Check if the children can:

Identify and say the names of the wild animals introduced in the unit: *crocodile, eagle, leopard, shark, snake, tiger.* Understand the adjective *scary.*

Activity Book

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









Wild animals, body parts and adjectives (Tigers) have got (sharp) (claws).

1.22 Make your own verse and sing the song. 🎝



Children use a song to become familiar with animal descriptions and word order.



Children develop their grammar knowledge and a sense of word order.



Children show initiative to create a new verse to the song.

Key competences continuous assessment

- 1 Participate in and enjoy the song as a learning aid.
- 2 Use the words in the columns to make sentences.
- 3 Change the lyrics and sing a new verse.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

CLIL Objective

To learn about wild animals' characteristics and body parts.

Language Objectives

To consolidate names of wild animals: crocodile, eagle, shark, tiger

To introduce vocabulary of animal body parts: claws, fins, tail, teeth, wings

To introduce adjectives: scary, sharp

To introduce the verb have got in plural: They've got (sharp) (teeth).

Materials

- Teacher's i-book

- Flashcards for Unit 3

- CD 1

- Optional realia: True/False cards

Lead-in

Display the **flashcards** and review the animals. Stick the pictures on one side of the board and the words on the other. The children take turns to match them. Ask: Is (the tiger) scary? Show the body parts: the eagle's wings, the tiger's claws, the shark's fin and the crocodile's teeth and tail. Introduce the adjective sharp for teeth and claws.

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

1 (2) 1.21 Listen and number the animals. Then, sing

See page 21 for interactive games description and ideas.

the song. The children number the animals as they are mentioned in the song and then, they join in.

[i-book] Touch 🚺 to open the karaoke activity. Play the complete song to demonstrate the activity. Then, play the audio. The children listen and sing the song saying the missing words as they see them. Stop the audio if necessary.

2 Make true or false sentences about the animals. Give out the true or false cards to the children (if you have them). Make a few sentences and the whole class respond. Then, put the children into small groups to make sentences.

3 (1.22 Make your own verse and sing the song.

Write the words of one verse of Wild things on the board. Explain which words are interchangeable and give an example: Elephants have got big ears and they're scary. Ooh! They're scary.

Unit (3) Lesson 2

Fast Finishers

The children write the verse they invented in their notebooks.

Wrap-up

Sing the song again with the karaoke version (1.22) and do actions for each animal.



The children read the sentences and choose the correct animal.

Transcripts

1.21 Listen and number the animals. Then, sing the song: Wild things!

Crocodiles have got big teeth and they're scary. Ooh! They're scary. They're very scary in the wild.

Tigers have got sharp claws and they're scary. Ooh! They're scary. They're very scary in the wild.

Eagles have got big wings and they're scary. Ooh! They're scary. They're very scary in the wild.

Sharks have got big fins and they're scary. Ooh! They're scary. They're very scary in the wild.

1.22 Make your own verse and sing the song.

Karaoke version

Anticipated Difficulties

Some children find Karaoke hard to follow. You will need to practise first.

Continuous Assessment

Check if the children can: Say the different parts of an animal's body. Use the adjectives, big, sharp and scary, correctly.

Activity Book

Unit 3, page 22, Lesson 2. See page 96 for answer key.













Children develop their listening skills focusing their attention on the colour and pattern in the descriptions.



Children develop their creative skills and their imagination to invent an animal and give it a name.

Key competences continuous assessment

- 1 Identify the words in the descriptions.
- 2 Create a new animal and talk about it.

Creative Strand

Unit 3 Lesson 3

CLIL Objective

To make an imaginary animal.

Language Objectives

To introduce the words: spots, stripes

To consolidate the names of wild animals: *crocodile, eagle, giraffe, leopard, shark, snake, tiger, zebra*

To practise the verb have got: The (zebra) has got (black and white) stripes.

Materials

- Teacher's i-bookPop-outs for Unit 3
- CD 1– Optional realia: True/False cards
- Flashcards for Unit 3

Lead-in

Show the *zebra* and the *leopard* **flashcards** (print or **interactive**) to teach the words *stripes* and *spots*. Ask them to think of other animals with stripes (*cats*, *tigers*, *snakes*) or spots (*dogs*, *giraffes*). Elicit: (*Giraffes*) have got spots.

Open the **lead-in** activity. Drag the names of the animals to the correct skin samples. Then, the children describe the animals to the rest of the class with the help of the sample sentences, using the verb *have* got.

1 1.23 Listen and say *True* or *False*. Then, play with your

classmates. Ask questions about each animal on the page: *Has the snake got stripes*? Then, play the audio and the children hold up the true or false cards (if you have them), and call out the answer or make hand signals. Then, they get into small groups and make up their own sentences.

2 Invent an animal and a name. Then, describe your animal.

Explain that the animal they are going to make is a fantasy animal so they can choose how to colour the **pop-outs**. When they finished they stick them onto card and write the name below. First ask individual children to describe their animals and then they get into groups and describe their animals. You could make a class display with the pictures.

Fast Finishers

The children create another fantasy animal and draw it.

Wrap-up

Play a card game. Make a few photocopies of the **pop-outs**. Stick them on coloured card and cut them out. Make four or five sets, depending on the size of the class. The children get into groups and put their set of cards face down on the table. They take turns to turn over two cards. If they coincide (make an animal) they keep the pair. If not they turn the cards face down again without changing the position. The winner is the child with the most pairs.

Transcript

1.23 Listen and say True or False.

Then, play with your classmates. Narrator: The leopard has got brown and yellow stripes.

The zebra has got black and white stripes.

The giraffe has got brown spots.

The tiger has got orange and black spots.

The snake has got yellow, red and black stripes.

The crocodile has got white stripes.

Optional Resources

Teacher's Resource Book page 49, Listening.

Continuous Assessment

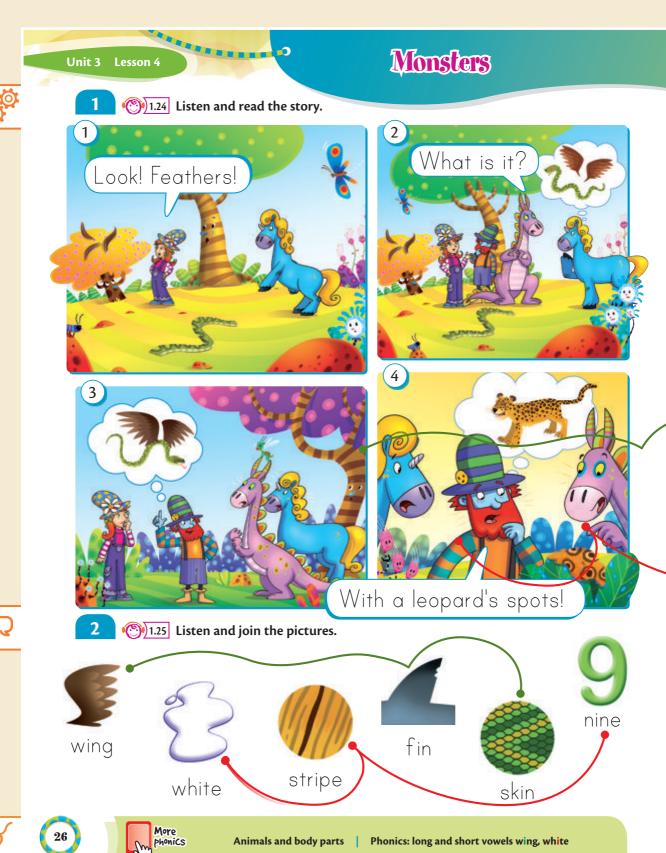
Check if the children can:

Describe patterns in nature using the structures learned in the lesson.

Understand and use the words *spots* and *stripes* correctly to describe animals.

Activity Book

Unit 3, page 23, Lesson 3. See page 97 for answer key.









Children develop their ability to understand a sequence of events and to make a deduction.



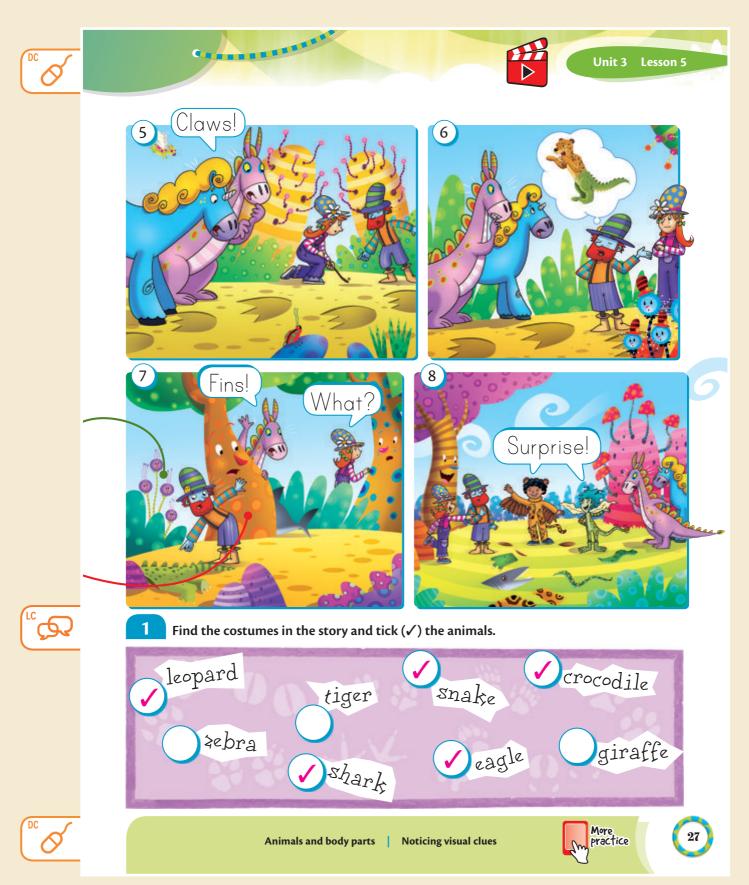
Children develop their listening skills to distinguish between vowel sounds.



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

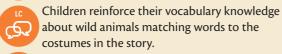
Key competences continuous assessment

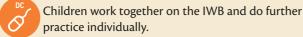
- 1 Can follow the deduction process of the characters and make their own conclusion.
- 2 Can hear the different pronunciation of similar vowel sounds.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.





Children use the video as a source to better understand the language in the lesson and for fun.





Key competences continuous assessment

- 1 Watch and understand the video of the story.
- 2 Can remember the meaning of the words to match them to the costumes in the story.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.

Literacy Strand





Unit (3) Lesson 4

CLIL Objective

To identify visual and linguistic clues as part of a mystery story.

Language Objectives

To introduce words: body, feathers, monster, skin **To revise the structure:** There is / there are

To introduce the possessive apostrophe: a snake's skin **To introduce the functional language:** *Take care! Watch out!*

That's impossible!

To distinguish the long and short vowel sounds i and ai.

Materials

– Teacher's i-book - Story cards for Unit 3

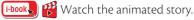
- CD 1

Lead-in

Teach the word skin by choosing a child and saying: This is my skin and this is Peter's skin. Show **story card** 1 (print or **interactive**) and say: This is a snake's skin. Show the children the feathers and say: an eagle's feathers. Elicit other examples around the class: This is Dimitri's book.

1 (24) Listen and read the story. The children listen to the story and join in when they say: Take care! Watch out! There's a monster about!





2 (2) 1.25 Listen and join the pictures. Show the children how to join a chain of words with the same sound on the board: ship and chip for the i sound and kite and smile for the ai sound.

Wrap-up

Display the **story cards** in random order. Play the story audio again and the children put the story cards in order.

The children listen and drag the words with the same sound to the correct place.

Optional Resources

Teacher's Resource Book page 71, Phonics.

Continuous Assessment

Check if the children can:

Distinguish the long and short vowel sounds i and ai. Understand and reproduce the possessive apostrophe.

Activity Book

Unit 3, page 24, Lesson 4. See page 97 for answer key.

Transcripts



1.24 Listen and read the story: Monsters.

Narrator: One day in Wonderworld...

Holly: Look! Feathers! Beauty: And a snake's skin!

Holly and Beauty: Take care! Take care! Watch out! Watch out!

There's a monster! There's a monster about!

Narrator: There are strange creatures in Wonderworld...

Puff: What is it?

Beauty: Well... It's got a snake's body and an eagle's wings! Holly, Beauty, Grumps and Puff: Take care! Take care! Watch out! Watch out! There's a monster! There's a monster about!

Grumps: I know! It's a snagle. Puff and Beauty: Ooh! That's scary!

Holly: I don't believe you. There's no such thing!

Others: Oh, yes, there is! Holly: Oh, no, there isn't.

Narrator: There's something strange on a flower.

Puff: Look!

Beauty: Aargh! Another monster! **Grumps:** With a leopard's spots!

Puff, Beauty and Grumps: Take care! Take care! Watch out! Watch out!

There are two monsters! There are two monsters about!

Narrator: Now, there are two monsters in Wonderworld! Beauty: And look! Claws! This monster's got a crocodile's claws! Puff: Aaargh!

Puff, Beauty, Grumps and Holly: Take care! Take care! Watch out! Watch out! There are two monsters! There are two monsters about!

Narrator: A crocodile's claws and a leopard's spots. What is it? **Grumps:** Ah, ha! I know! It's a crocopard! It's a crocopard!

Holly: I don't believe you. There's no such thing!

Others: Oh yes, there is! Holly: Oh, no, there isn't.

Puff, Beauty and Grumps: Take care! Take care! Watch out! Watch out!

There are two monsters! There are two monsters about!

Narrator: What's that? Puff: Look! Fins! A shark's fins!

Grumps: And a tail! The crocopard's tail!

Holly: What? That's impossible! Puff and Grumps: Oh, no, it isn't!

Holly: Oh, yes it is!

Puff, Beauty and Grumps: Take care! Take care! Watch out! Watch out! There are three monsters! There are three monsters about!

Narrator: Are there monsters in Wonderworld? Or...

Claude and Sparkle: Surprise! Holly: You! You are the monsters! Claude: Do you like the costumes? Holly: Yes! Let's dress up and play monsters!

Puff, Beauty and Grumps: Yes!!! All the characters: Take care! Take care! Watch out! Watch out!

1.25 Listen and join the pictures.

ai - ai - ai - white i - i - i - finai – ai – ai – stripe ai – ai – ai – nine i - i - i - skin

Literacy Strand

Unit 3 Lesson 5

CLIL Objective

To notice visual clues in a story and use them to infer its end.

Language Objectives

To introduce the word: costume
To introduce the verb: to dress up

To introduce the structure: *I don't believe you.*

To introduce the functional language: There's no such

thing! Surprise!

Materials

– Teacher's i-book

- Story cards for Unit 3

Poster for Unit 3

- Flashcards for Unit 3

- CD 1

Lead-in

Teacher's i-book). Explain the word costume and the idea of dressing up. Ask about the costumes in the poster: What costume has (she) got? A (tiger) costume. Play the audio. The children join in with the Oooh! What's that? They point to the costume on the poster.

Open the **i-flashcards** to remind the children of the wild animals' names and the animal body parts learned in the unit.

1 Find the costumes in the story and tick (\checkmark) the animals.

Remind the children of the story. Hand out the **story cards** and play 1.24. The children stand up when their part is read out. Then, the children tick the animals that have been used in the making of the costumes by following the visual clues in the story.

•••••

Fast Finishers

The children draw their own monster costume using different animal body parts.

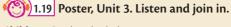
Wrap-up

Hand out the **flashcards** and play the **poster** 1.19. The children match the real animal with the child in the **poster** dressed up as that animal.

(i-book) (Watch the animated story again. Stop at different parts to help the children act out the story.

The children listen and find the parts of Sparkle and Claude's costumes in the maze.

Transcript



Children: Oooh. What's that?

Boy: It's a tiger!

Children: Oooh. What's that?

Girl: It's a crocodile!

Children: Oooh. What's that?

Boy: It's an eagle!

Children: Oooh. What's that?

Girl: It's a giraffe!

Children: Oooh. What's that?

Boy: It's a shark!

Children: Oooh. What's that?

Girl: It's a zebra!

Optional Resources

Teacher's Resource Book page 61, Speaking.

Continuous Assessment

Check if the children can:

Understand and follow the story and interpret the visual clues in the story.

Name the wild animals and animal body parts learned in the unit.

Activity Book

Unit 3, page 25, Lesson 5. See page 98 for answer key.





Children become familiar with a cultural tradition: Halloween.



Children develop their listening skills concentrating on the costume descriptions in the audio to solve the task.



Children develop abilities to collaborate and participate in a group by acting out a Halloween scene.

Key competences continuous assessment

- 1 Are familiar with Halloween.
- 2 Can understand the costumes descriptions.
- 3 Cooperate to act out the Halloween scene.

Cultural Strand

Unit 3 Lesson 6

CLIL Objective

To act out a Halloween scene.

Language Objectives

To revise animals and animal body vocabulary. To revise the use of the possessive apostrophe: a tiger's claws

To introduce the words: biscuits, Halloween, sweets
To introduce the structure: Here is/are (some) (biscuits)!
To introduce the functional language: Trick or Treat!
Smell my feet! Or give me something good to eat!

Materials

- Teacher's i-bookPoster for Unit 3
 - reactiers i-book roster for Offic.
- CD 1– Optional realia: plasticine

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Explain that it's Halloween and the children are *trick or treating*. Ask: How many teeth has the tiger costume got? What colour is the snake costume?

1 Listen and number the children. Look at the children's costumes and ask questions. Try to elicit the possessive apostrophe: He's got a giraffe's head... what about the body? He's got a tiger's body. When the children have numbered the pictures play the audio again and they join in with Trick or Treat! Smell my feet! Or give me something good to eat!

2 Act out the Halloween scene. Introduce the structure: *Here are some...* by offering pencils or rubbers around the class. Then, make some food with plasticine and the children act out the Halloween scene.

Fast Finishers

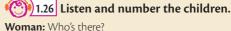
The children draw Halloween pictures and copy the trick or treating chant into their notebooks.

Wrap-up

Look at the **poster** again. Ask which is their favourite costume. Play observation games, individually or in teams. Say: Who can point to (Grumps)? Who can point to (the leopard's ears)?

Watch the video **Halloween**. Complete the comprehension activity with the children.

Transcript



All: Monsters!

Narrator: One.

Boy 1: I'm a monster with a tiger's claws!

All: Trick or Treat! Smell my feet! Or give me something good to eat!

Woman: But who is it?
Narrator: Two.

Boy 2: It's me! It's me! I'm a monster with a crocodile's tail!

All: Trick or Treat! Smell my feet! Or give me something good to eat!

Woman: Is that all? Narrator: Three.

Girl 1: And I'm here. I'm a monster with an eagle's wings!

All: Trick or Treat! Smell my feet! Or give me something good to eat! **Woman:** Ok. Here you are! Here's your treat. Here are some biscuits.

All: Thank you!

Optional Resources

Teacher's Resource Book page 39, Writing.

Continuous Assessment

Check if the children can:

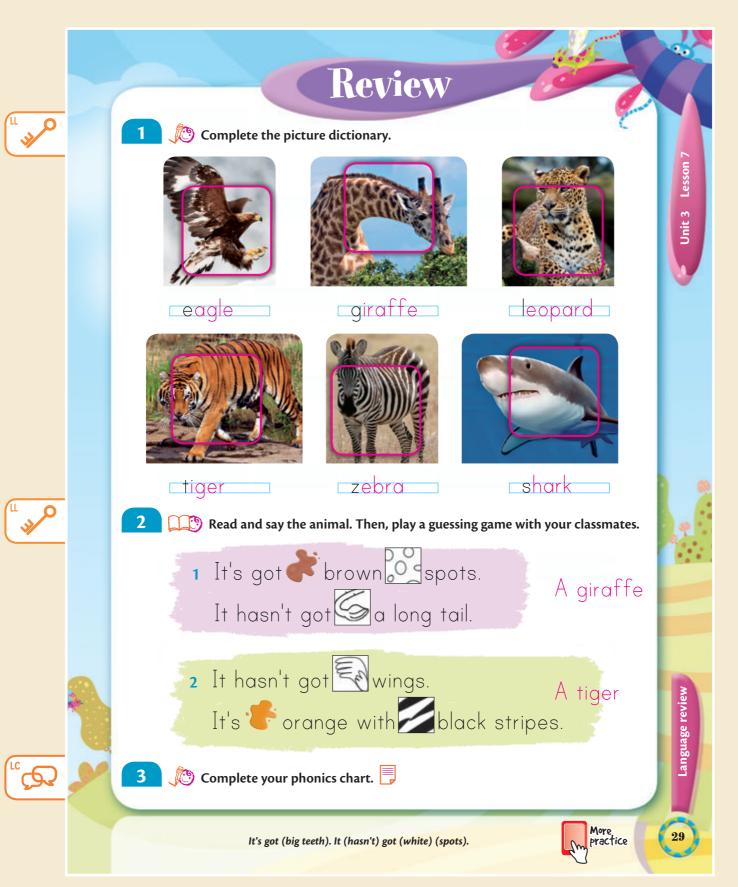
Understand the idea of Halloween and the tradition of Trick or Treat.

Use the structure: Here are (some) (apples).

Use the possessive apostrophe: I've got a (tiger's) (claws).

Activity Book

Unit 3, page 26, Lesson 6. See page 98 for answer key.





Children develop their abilities to self-check their own learning completing the picture dictionary independently or asking for help if necessary.



Children become familiar with using visual clues to help understanding and to reinforce acquisition.



Children enhance their phonics knowledge completing their phonics chart with their own words.

Key competences continuous assessment

- 1 Complete their picture dictionary independently or with help.
- 2 Understand the use of pictures to support meaning.
- 3 Complete the phonic chart with their own words.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To read and make animal descriptions.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Stickers for Unit 3
- Flashcards for Unit 3

Lead-in

Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**). The children should now be able to describe each animal in some detail: *The* (*tiger*) has got (*black and orange stripes*). It's got (*sharp teeth*) and (*claws*). (It's scary.)

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and write the words.

Touch to open the activity. Play 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 say the animal. Then, play a guessing game with your classmates. The children read the examples in the book, either individually or as a class. Then, write a few more on the board and they read them and guess the animal. Finally, they get into groups and play the guessing game.

3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.

Fast Finishers

The children copy the riddles from Activity 2 into their notebooks. Then, they write their own riddle with a small drawing of the answer.

Wrap-up

Put the **flashcard** pictures face down on a desk and hand out the **flashcard** words around the class. The children who do not have a **flashcard** word take turns to pick out a picture and describe the animal without saying what it is and the person with that word stands up.

Who's who? The children listen and touch the incorrect monsters to find the correct one.



Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Name the wild animals introduced in the unit. Describe each animal in some detail referring to their body parts and patterns on their skin using the structures and vocabulary learned in the unit.

Activity Book

Unit 3, page 27, Lesson 7. See page 99 for answer key.





Children develop their comprehension skills by listening to descriptions.



Children develop their initiative and autonomy making a poster and describing it.

Key competences continuous assessment

- 1 Understand the spoken descriptions.
- **2** Use their initiative and create a poster.

Oral Review

Unit 3 Lesson 8

CLILObjective

To understand and make descriptions of monsters.

Language Objectives

To review the vocabulary and structures of the unit.

To introduce the word all: All the monsters have got (claws).

Materials

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

Lead-in

Look at the body parts of the animals on the **flashcards**. Write the adjectives: *big, long, scary, sharp* on the board and draw arrows from them to the **flashcards**. The children then make sentences: *The crocodile has got sharp teeth.*

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)1.27 Listen and say the monster's colour. Then, answer the questions. Pause the audio to allow the children to answer. Then, they count the monsters each time and write the number in the spaces.

2 Make a monster poster. The children can let their imagination run wild and draw and colour a group of monsters to make a poster. This could be done as a group activity as each child draws and colours a monster and finally glues it on card with other monsters. Then, they take it in turns to describe their poster using the structures learned in the unit: (All) the monsters have got (sharp teeth). Make a classroom display of the posters.

Fast Finishers

The children write a description of their monster poster in their notebooks.

••••••

Wrap-up

Ask individual children to describe a monster from one of the posters and others to guess which one they are referring to.

[Hook] 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

1.27 Listen and say the monster's colour. Then, answer the questions.

Narrator: This monster has got spots and big teeth.

What colour is the monster?

This monster has got sharp teeth and wings. It's got yellow stripes.

What colour is the monster?

This monster has got spots. It's got a long tail and a fin.

What colour is the monster?

This monster has got big teeth and three eyes. It's got stripes.

What colour is the monster?

This monster has got sharp teeth and big claws. What colour is the monster?

Optional Resources

Teacher's Resource Book pages 9 and 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:

Name the wild animals introduced in the unit.

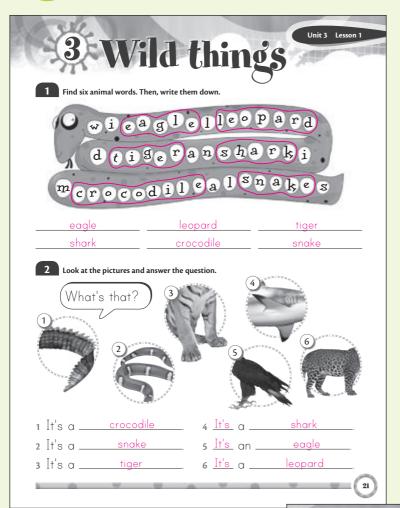
Describe the animal parts and patterns.

Use the adjectives *big, long, scary* and *sharp* to describe the parts of an animal/monster using the structures learned in the unit.

Activity Book

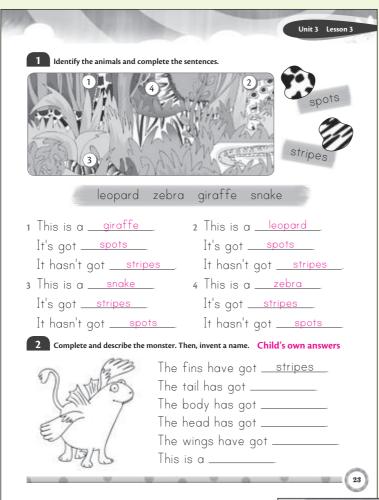
Unit 3, page 28, Lesson 8. See page 99 for answer key.

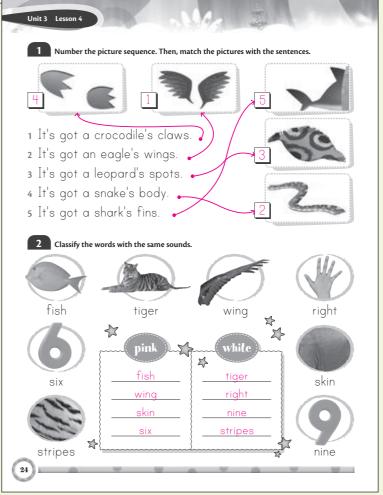
Unit 3 Lesson 1 · 2



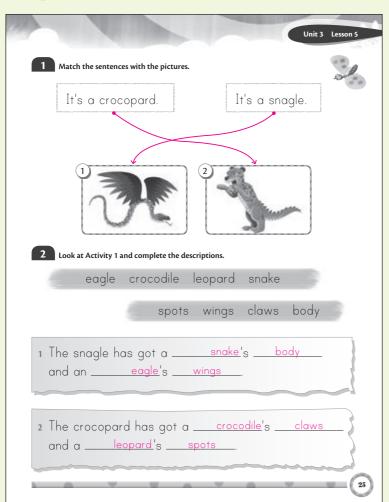


Unit 3 Lesson 3 · 4





Unit 3 Lesson 5 · 6





Listen and complete the sentences. Then, draw the costumes.

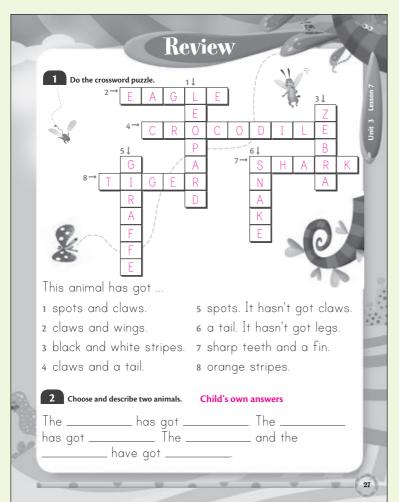
Boy 1: I'm a monster with claws! **Boy 2:** I'm a monster with wings! **Girl 1:** I'm a monster with a tail!

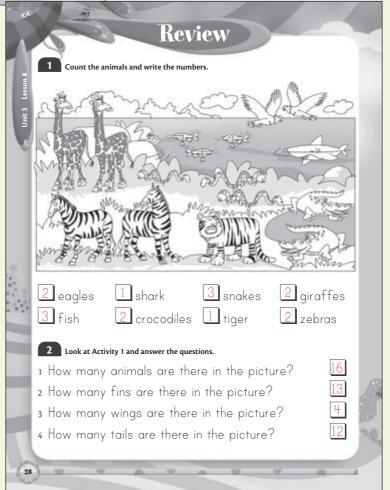
Woman: OK. Here you are! Here's your treat.

Here are some sweets!



Unit 3 Lesson 7 · 8





Unit 4 Overview

Vocabulary

To introduce action verbs: catch, hop, juggle, jump, play, ride, run, skip, throw, walk To introduce fair and circus words: clown, coconut, fair, juggle, prize, stilts, tightrope, unicycle

Structures

The modal verb can in affirmative, negative and questions: Can (you) (juggle)? Yes, I can. No, I can't. Functional language: Come and try! I can do that! I'm the winner!

Recycled

Parts of the body: arm, foot, hand, leg, nose, tummy Adjectives: left and right. Get (a chair)! ball, doll, sweets

Cultural Strand

Language Objectives:

To introduce the verbs: guess, hit To introduce the words: coconut, fair, prize To revise the words: ball, doll, sweets To introduce the functional language: Give it a try! Sorry! Never mind. I'm the winner.

Creative Strand

CLIL Objective:

To introduce movement and coordination skills.

Language Objectives:

To revise adjectives: left, right To introduce the verb to catch: Can you catch the ball? Parts of the body vocabulary: arm, bottom, foot, hand, head, leg, tummy.

Functional Strand

Language Objectives:

To practise the verbs of movement: hop, jump, run, skip, walk To introduce the functional language of encouragement: Come on! You can do it! Hooray! Come on and join the show! To introduce the functional language to celebrate success: Of course I can, just wait and see!

Knowledge Strand

CLIL Objective:

To learn some circus skills.

Language Objectives:

To introduce the verbs of movement: hop, jump, run, skip, walk To practise the verb can: Can you walk a tightrope? No, I can't.

To introduce circus vocabulary: clowns, partner, stilts, tightrope

To practise the structure: I can (walk) on a line but I can't (walk) on a tightrope. To introduce verbs: juggle, play, ride To introduce the adverb round: Round and round I go.

Literacy Strand

CLIL Objective:

To associate objects with characters.

Language Objectives:

To distinguish the long vowel sounds: ow and oTo introduce the adjectives: funny, unfunny To introduce the words: nobody, paint, unicycle To revise the structure: Get the brown paint!

Skills Objectives

Listening: To understand circus style commentaries. To understand and sing a song with the original and karaoke versions. To distinguish the two long vowel sounds *ow* and *o*.

Reading: To read words related to actions and circus skills. To read a story and associate characters with objects. To read and interpret a chart.

Writing: To write action verbs. To write sentences with the verb *can*. To fill in a chart.

Speaking: To talk about the circus. To give instructions about what movements to make. To talk about skills and say what they can and can't do. To use words of encouragement.

Assessment Criteria

- Children can talk about circus skills and town fairs.
 They can give instructions. They can talk about what other people can and can't do.
- Children can understand a circus commentary and a song. They can make up a verse of a song.
- Children can use the functional language for playing games to test skills.
- Children can distinguish the two long vowel sounds *ow* and *o*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 40, Writing
- Lesson 3: page 30, Reading
- Lesson 4: page 72, Phonics
- Lesson 5: page 50, Listening
- Lesson 6: page 62, Speaking
- Lesson 7: page 68, Phonics
- Lesson 8: pages 11-12, Language

Extras/Realia

- Evaluation: pages 105-106 or 107-108
- Lesson 2: some balls and scarves
- Lesson 4 and 8: coloured tissue paper

Go Digital

Teacher's i-book [i-book]

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

Activities in **Lead-in** and **Li-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 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



- Lessons 4, 5 and 8: Animated story
- Lesson 6: A funfair and a circus

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 to talk about special abilities and actions. They differentiate between the long and short *o* sounds.



Competence in Maths, Science and Technology:

Children reinforce their skills to use and interpret charts.



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 solving problems with a constructive attitude and initiative.



Cultural Awareness and Expression:

Children learn about the world of the circus, traditional fairs and attractions. They develop self-expression through movement.



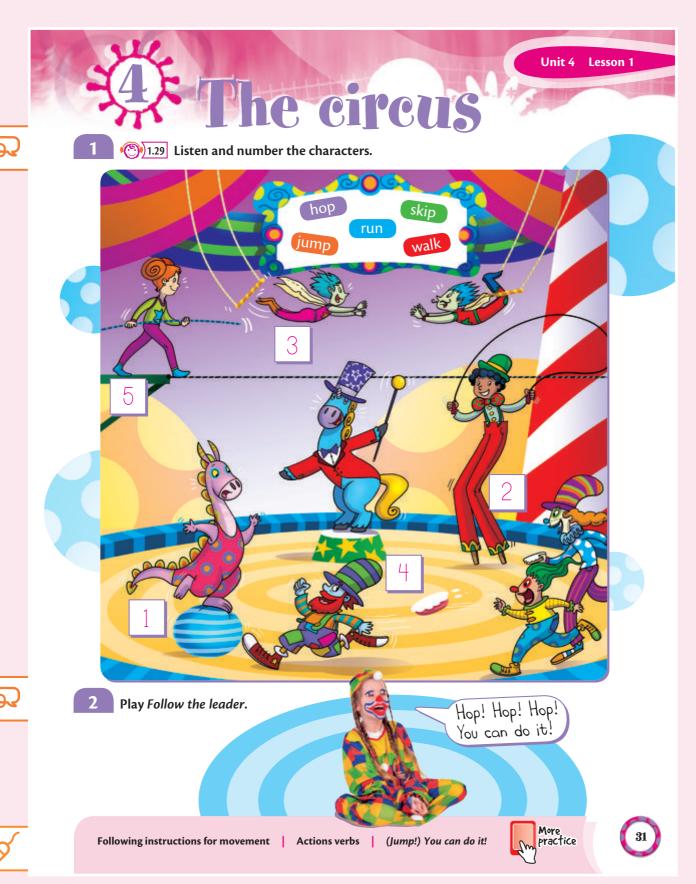
Learning to Learn:

Children associate pictures to words. They develop some independence to complete the phonics chart.



Sense of Initiative and Entrepreneurship:

Children think of and show their abilities. They use the language freely to speak about others' abilities.





Children develop their knowledge of the English language learning vocabulary related to movements.



Children reinforce their knowledge of verbs to give instructions to others.



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

Key competences continuous assessment

- 1 Identify and understand the vocabulary in the lesson.
- 2 Use the verbs in the lesson to give instructions.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To learn words related to movements.

Language Objectives

To introduce the verbs of movement: hop, jump, run, skip, walk **To practise the verb can:** Can you walk a tightrope? No, I can't. To introduce circus vocabulary: clowns, partner, stilts, tightrope **To introduce the functional language:** Come on! You can do it! Hooray!

Materials

- Teacher's i-book
- Poster for Unit 4
- CD 1
- Flashcards for Unit 4

Lead-in

Display the **flashcards**. The children repeat the words and imitate the actions. Alternatively, take them to the playground to practise the actions. Mark 5 stations and give instructions to each team: Run to station 1, then, skip to station 2 and so on. Put referees at each station to see if they are doing the correct actions. The team to complete the course in the fastest time is the winner.

1.28 Listen and point to the actions. Display the poster (or open the i-poster on the Teacher's i-book). Explain that it is a town festival. Ask the children if they recognise any of the stalls. Then, get individual children to match the actions on the **flashcards** with the actions on the **poster**. Finally play the **poster** audio and individual children point to the actions on the **flashcards**.

Open the i-poster. Follow the instructions for the print poster above. Then, ask the children to drag the new words and the recycled vocabulary (ball, doll, sweets) to the correct pictures.

1 (29) 1.29 Listen and number the characters. Look at the picture and introduce the words clowns, tightrope and stilts. Ask the children if they can do the actions, say: Can you walk on a tightrope? Then, play the audio and the children number the pictures as they are mentioned.

[i-book] Touch [1] to open the activity. The children take turns to listen to the words and choose the correct picture.

2 Play Follow the leader. This game could be played in a variety of ways. One child leads a conga-style dance while shouting out the instructions or the children get into circles around one child that sits in the middle and shouts out instructions.

Fast Finishers

The children draw an act from the circus.

Wrap-up

Play a game again - Follow the leader or The Five Station Relay Race



The children match the words with the pictures.

Transcripts



1.28 Flashcards, Unit 4. Listen and point to the actions.

Narrator: Come on! Walk! Walk! You can do it! Hurray! Come on! Skip! Skip! You can do it! Hurray! Come on! Run! Run! You can do it! Hurray! Come on! Jump! Jump! You can do it! Hurray! Come on! Hop! Hop! You can do it! Hurray!



1.29 Listen and number the characters.

Beauty as ringmaster: Ladies and Gentlemen! Boys and girls! Welcome to the Wonderworld circus! And here is Puff! Puff, our number one star! Come on Puff! Hop on the ball! Hop on the ball! You can do it! Yes, you can! You can do it! One, two, three! Yeah!!!

And here is Claude! Claude, our number two star! Come on Claude! Skip on the stilts! Skip on the stilts! You can do it! Yes, you can! You can do it! One, two, three! Yeah!!!

And here is Sparkle! Sparkle, our number three star! Come on Sparkle! Jump to your partner! Jump to your partner! You can do it! Yes, you can! You can do it! One, two, three! Yeah!!!

And here is Grumps! Grumps, our number four star! Come on Grumps! Run with the clowns! Run with the clowns! You can do it! Yes, you can! You can do it! One, two, three! Yeah!!!

And here is Holly! Holly, our number five star! Come on Holly! Walk on the tightrope! Walk on the tightrope! You can do it! Yes, you can! You can do it! One, two, three! Yeah!!!

Anticipated Difficulties

Some children are scared of clowns and of the circus in general.

Initial Evaluation

Check if the children can:

Recognise and imitate the action verbs introduced in the unit. Understand the circus words listened to.

Reproduce the functional language: You can do it!

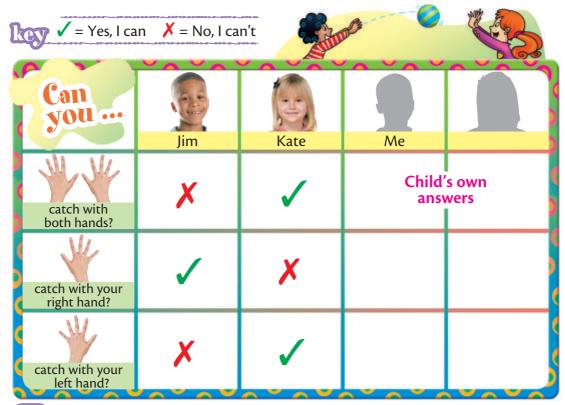
Activity Book

Unit 4, page 29, Lesson 1. See page 118 for answer key.



°°

1.30 Listen and tick (\checkmark) or cross (X). Then, complete the chart for you and a friend.



Do the actions with a partner. Then, tell your classmates.



Circus skills

Left and right | I (can) catch (with both hands).



Children reinforce their ability to organise information in a chart.



Children cooperate in pairs and help each other to experiment with different actions.

Key competences continuous assessment

- 1 Are able to complete the chart.
- 2 Work together to experiment with different actions.

Creative Strand

(4) Lesson 2

CLIL Objective

To develop movement and coordination skills.

Language Objectives

To revise adjectives: left, right To introduce the adjective: both

Parts of the body vocabulary: arm, bottom, foot, hand,

head, leg, tummy

To introduce the verb to catch: Can you catch the ball?

Materials

- Teacher's i-book

- Flashcards for Unit 4

- CD 1

- Optional realia: Some soft balls

- Poster for Unit 4

and scarves

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Focus on the game stall called Catch the ball. Look at the children with the nets. Say: She can catch the ball. Then, ask an individual child: Can you catch the ball? Throw the ball to that child. Remind the children of the concept of left and right. Always stand with your back to the class when indicating left and right to avoid confusion.

[i-book] Open the lead-in activity. Can/can't: the children listen to the sentences and choose the correct picture.

1 (3) Listen and tick (1) or cross (1). Then, complete the chart for you and a friend. Before listening, try out the ball catching exercise with a child in front of the class. Say: Can you catch the ball with both hands? When they have completed the listening task ask individual children for the answers: Can Jim catch the ball with his right hand? Then, they get into pairs and complete the rest of the chart.

2 Do the actions with a partner. Then, tell your classmates. Take the **flashcards** (or open the **i-flashcards** on the **Teacher's** i-book) and review the different parts of the body. The children get into groups and make their own charts. Then, they report back to the class.

Fast Finishers

The children draw stick figures showing what they can and can't do and write a description below it: I can (catch the ball) with my (left hand).

Wrap-up

Discuss the pair work task. Make a class graph of how many children could catch the ball and the scarf. Display the graph and talk about it: (Seven) children can catch the (scarf on their head).

Transcript

1.30 Listen and tick (✓) or cross (✗). Then, complete the chart for you and a friend.

Narrator: Hello Jim! Hello Kate!

Narrator: Jim, can you catch the ball with both hands? Let's see.

Jim: Oh, dear! No, I can't.

Narrator: What about you Kate? Can you catch the ball with both

hands? Let's see Kate: Yes! Yes, I can.

Narrator: Your turn again Jim, can you catch the ball with your right

hand? Let's see. Jim: Yes! Yes, I can.

Narrator: What about you Kate? Can you catch the ball with your right hand? Let's see.

Kate: Oh, dear! No, I can't.

Narrator: Your turn again Jim, can you catch the ball with your left

hand? Let's see.

Jim: Oh, dear! No, I can't.

Narrator: What about you, Kate? Can you catch the ball with your left

hand? Let's see. Kate: Yes! Yes, I can.

Anticipated Difficulties

Some children have difficulty differentiating left from right. Give them extra help.

Optional Resources

Teacher's Resource Book page 40, Writing.

Continuous Assessment

Check if the children can:

Use the verb catch correctly with the adjectives left, right and both. Name the parts of the body introduced in the lesson.

Activity Book

Unit 4, page 30, Lesson 2. See page 118 for answer key.





Children develop their knowledge of a cultural tradition: the circus.



Children develop their word order and grammar knowledge using the vocabulary and the model sentences to talk about their abilities.



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

Key competences continuous assessment

- 1 Are familiar with different circus stunts.
- 2 Can correctly use the model grammar and vocabulary.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

CLIL Objective

To learn specific vocabulary about circus skills.

Language Objectives

To consolidate verbs of movement: catch, hop, jump, run, skip, walk

To practise the structure: I can (walk) on a line but I can't (walk) on a tightrope.

To introduce verbs: juggle, play, ride

To introduce the adverb *round***:** Round and round I go. **To introduce the functional language:** Come on and join the show!

Materials

– Teacher's i-book

- Flashcards for Unit 4

- Poster for Unit 4

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and point to people doing things: *Can you see* (*a girl juggling*)? *Yes, I can. Can you (juggle)*? *(No, I can't.)* Match the **flashcard** words with the actions.

Open the **lead-in** activity. The children listen to the sentences and use the **Richmond i-tools** to circle or cross the correct pictures. You can continue the activity making new sentences with the same structure: *He can ... but he can't ...*. Further practice: ask the children to come to the IWB and write the names of the actions beside each picture.

1 (1.31) Listen and number the pictures. Then, sing the

song. Look at the picture. Ask questions about the colours and the actions: What colour are the clown's (trousers)? Can you (ride a bike)? Then, play the audio and the children number the actions as they are mentioned. Play the song again and they join in with actions.

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

2 Talk about the pictures. The children create sentences using the action verbs they know: I can (juggle balls) but I can't (juggle plates).

Unit 4 Lesson 3

Fast Finishers

The children draw a juggler.

Wrap-up

Play a mime game. Individual children mime a well done, or badly done action and the others guess: You can ride a bike. You can't juggle.



The children read the sentences and choose the correct picture.

Transcript

1.31 Listen and number the pictures. Then, sing the song: I can ride a bike!

Oh, I can ride a bike!

Round and round I go.

Oh, I can ride a bike!

Come on and join the show!

Oh, I can ride a bike, and juggle!

Round and round I go.

Oh, I can ride a bike, and juggle!

Come on and join the show!

Oh, I can ride a bike, juggle, and catch balls!

Round and round I go.

Oh, I can ride a bike, juggle, and catch balls!

Come on and join the show!

Oh, I can ride a bike, juggle, catch balls, and play the trumpet! Round and round and round I go.

Oh, I can ride a bike, juggle, catch balls, and play the trumpet! Come on and join the show!

Oh, I can ride a bike, juggle, catch balls, play the trumpet, and jump! Round and round and round I go.

Oh, I can ride a bike, juggle, catch balls, play the trumpet, and jump! Come on and join the show!

Oh, I can ride a bike, juggle, catch balls, play the trumpet, jump and skip! Round and round and round I go.

Oh, I can ride a bike, juggle, catch balls, play the trumpet, jump and skip! Come on and join the show!

Oh, I can

Optional Resources

Teacher's Resource Book page 30, Reading.

Continuous Assessment

Check if the children can:

Understand and reproduce the action verbs and the structure: I can (ride) a (bike). I can't (juggle).

Activity Book

Unit 4, page 31, Lesson 3. See page 119 for answer key.

Unit 4 Lesson 4

The unfunny clown







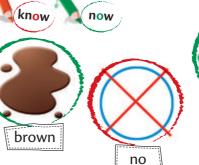


















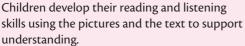
nose



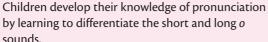
Circus skills

Phonics: long vowels know, now











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

Key competences continuous assessment

- 1 Read, listen and understand the story with the help of the pictures and the speech bubbles.
- 2 Identify and differentiate the short and long *o* sounds in some words.
- 3 Make proper use of the digital resources to practise the two sounds.







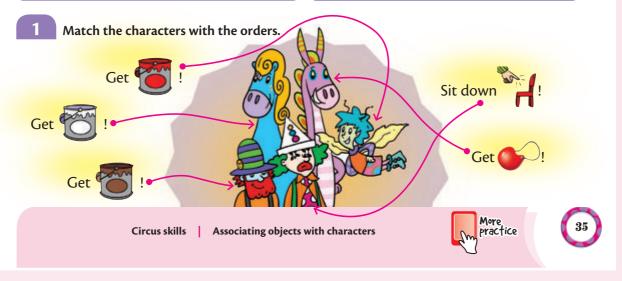














Children enhance their knowledge of the language in the story by watching an animated version of it.



Through the story, children appreciate that it is good to help others with initiative and a positive attitude.



Children develop their reading skills associating objects with the characters in the story.

Key competences continuous assessment

- 1 Understand the video of the story.
- 2 Recognise how the characters help the clown.
- 3 Are able to associate objects with the characters in the story.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Literacy Strand

CLIL Objective

To become familiar with techniques to show expressions in comics.

Language Objectives

To distinguish the vowel sounds: *ow* and *o* To introduce the adjectives: funny, unfunny

To introduce the functional language: Of course I can.

Materials

- Teacher's i-book - Story cards for Unit 4

- CD 1

Lead-in

Explain the adjective funny. Ask them what they find funny. Remember a funny incident that happened in class. Then, show the first four story cards (print or interactive). Children try to predict why the clown is sad.

1 (132 Listen and read the story. The children listen to the story. Encourage them to join in when the clown says: I'm an unfunny clown and that's not funny, you see.

i-book Watch the animated story.

2 (1) 1.33 Listen and circle the pictures. Go over the words with the children before they listen.

Fast Finishers

The children draw a funny clown's face.

Wrap-up

The children act out the story in small groups.

The children listen and drag the words with the same sound to the correct place.

Optional Resources

Teacher's Resource Book page 72, Phonics.

Continuous Assessment

Check if children can: Distinguish the vowel sounds ow and o. Follow the story and join in.



Transcripts



1.32 Listen and read the story: The unfunny clown.

Narrator: Holly and Claude are at the circus.

Holly: Oh, dear! What's the matter?

Clown: Oh, nobody laughs at me. I'm just not funny. I'm an unfunny

clown and that's not funny, you see. Claude: Come with us. We can help you.

Holly: What can you do? Can you ride a bike with no hands? All clowns

can do that!

Clown: Well, of course I can. Look!

Holly and Claude: Ooh, aaah!

Clown: You see! I can ride a bike with no hands but nobody laughs at me. I'm just not funny. I'm an unfunny clown and that's not funny, you see.

Claude: Can you juggle cakes? All clowns can do that!

Clown: Well, of course I can. Look!

All characters: ooh, aaah!

Clown: You see! I can juggle cakes but nobody laughs at me. I'm just not funny. I'm an unfunny clown and that's not funny, you see.

Holly: Ah, ha! I know the problem!

Claude: Sit down.

Holly: Sparkle, get red paint! Beauty, get white paint! Grumps,

get brown paint! Puff, get a red nose!

Clown: Am I a funny clown now?

Sparkle: No!

Clown: You see! Nobody laughs at me. I'm just not funny. I'm

an unfunny clown and that's not funny, you see.

Holly: Oh, be quiet. Just wait and see. Give me the red nose!

Holly: There!

Clown: Now, everybody laughs at me! Now, I am a funny clown!

And that's very funny you see!

1.33 Listen and circle the pictures.

Narrator: Listen and say the sounds with me. Then, circle the pictures in red or green.

ow - ow - ow - clowno - o - o - goow - ow - ow - down0 - 0 - 0 - noo - o - o - noseow - ow - ow - brown

Activity Book

Unit 4, page 32, Lesson 4. See page 119 for answer key.

Literacy Strand

CLIL Objective

To associate objects with characters in a story.

Language Objectives

To introduce the word: nobody

To revise the structure: *Get the brown paint!* **To introduce functional language:** *Just wait and see.*

Materials

- Teacher's i-book

- Story cards for Unit 4

- CD 1

Lead-in

Hand the **story cards** out around the class. Play the story audio 1.32 and the children stand up when they hear their part of the story. Focus on the differences in the clown's face.

1 (1.32) Match the characters with the orders. The children listen to the story again and match the characters with the orders. Check by asking individuals and seeing if the others agree.

.....

Fast Finishers

The children invent a clown cartoon strip.

Wrap-up

Choose children to represent the characters in the story. Play the story audio 1.32 and the children mime the actions.

[-book] Watch the animated story again. Stop at different parts to help the children act out the story.

The children match the pictures with the sentences.



Optional Resources

Teacher's Resource Book page 50, Listening.

Continuous Assessment

Check if the children can:
Follow the sequence of events in the story.
Associate objects with characters in the story.

Activity Book

Unit 4, page 33, Lesson 5. See page 120 for answer key.





Children use the video clip as a source to learn about traditional fairs and attractions in British Culture.



Children develop their knowledge of British culture listening to information about traditional attractions in town fairs.



Children reinforce their grammar knowledge by asking and answering questions about their abilities.

Key competences continuous assessment

- 1 Use the video to learn about British culture.
- 2 Become familiar with traditional attractions in town fairs.
- **3** Use the language correctly to form questions.

Cultural Strand



To practise throwing and hitting objects.

Language Objectives

To introduce the verbs: guess, hit

To introduce the words: coconut, fair, prize To revise the words: ball, doll, sweets

To introduce the functional language: Give it a try! Sorry!

Never mind. I'm the winner.

Materials

- Teacher's i-book

- Pop-outs for Unit 4

- CD 1

- Optional realia: coloured tissue

Poster for Unit 4

paper for making paper balls

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Draw attention to the attractions. Explain the objective of the Hit the coconut, Guess the number of sweets in the jar and the Catch the ball games. Introduce the words coconut and prize.

1 (\checkmark) 1.34 Listen and tick (\checkmark) or cross (X) the pictures.

The children tick the attractions that are mentioned and cross the ones that are not

2 Use the spinners and play a fair game. The children get into groups. Each child picks a prize. They take it in turns to spin, measure the throwing distance they land on, and throw a paper ball at the prize. The child who hits the most prizes wins. Make sure they are using the functional language: Give it a try! Sorry! Never mind. I'm the winner! Write them on the board if necessary.

Fast Finishers

The children invent their own fairground attraction and draw it.

Wrap-up

Play more guessing games with classroom objects, for example, crayons or paintbrushes. Use the structure: Can you guess how many (crayons) are in the jar? Yes, I can. There are 20!

[i-book] Watch the video **A funfair and a circus**. Complete the comprehension activity with the children.

Unit (4) Lesson

Transcript



1.34 Listen and tick (\checkmark) or cross (X) the pictures.

Boy 1: Roll up! Roll up! Come and try the attractions at our fair!

Can you hit the coconut? Go on! Give it a try!

Boy 2: I can do that! Yes! I'm the winner.

Boy 1: Hurray! Here's your prize.

Can you guess the number of sweets in the jar? Go on!

Give it a try!

Boy 2: I can do that! There are... forty-five.

Boy 1: No. Sorry! Never mind! Have another go. Can you guess the doll's name? Go on! Give it a try!

Boy 2: I can do that! Her name's Jenny.

Boy 1: No. Sorry! Never mind! Have another go. Can you catch the balls? Go on! Give it a try!

Boy 2: I can do that! Yes! I'm the winner.

Boy 1: Hurray! Here's your prize.

Optional Resources

Teacher's Resource Book page 62, Speaking.

Continuous Assessment

Check if the children can:

Reproduce the functional language learned in the lesson. Know what a town fair is and name the attractions learned in the lesson.

Activity Book

Unit 4, page 34, Lesson 6. See page 120 for answer key.





Children reinforce their strategies to match words and pictures to organise language learning.



Children develop their speaking skills using the grammar and vocabulary in the unit to ask and answer questions about the picture.



Children enhance their phonics knowledge completing their phonics chart with their own words.

Key competences continuous assessment

- 1 Associate the written words to the stickers.
- 2 Are able to ask and answer questions about the picture.
- 3 Complete their phonics chart with their own words.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To ask about different movements using specific verbs.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Stickers for Unit 4
- Flashcards for Unit 4

Lead-in

Remind the children of the verbs of movement learned by showing the **flashcards** (print or **interactive**). *Catch* is not one of them but can be demonstrated easily! Play the *follow the leader* game from Lesson 2 in a conga style around the class or around the playground.

.....

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and write the words.

[i-book] 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 for their group. 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** Ask and answer questions about the picture. Ask questions about the picture: What is (he) wearing? Can (he) (juggle)? Then, ask more specific questions: Can (the girl with the pink trousers) (hit a coconut)? Then, the children get into groups and ask and answer questions.
- **3** Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask the children to complete the gap lines below the boxes with words that contain these sounds.

Fast Finishers

The children write in their notebooks three things they can do and three things they can't do.

Wrap-up

Put the **flashcards** face down on a desk and invite a child to come up and take one. The child asks a classmate: *Can you (jump)*? That child then comes out and takes a **flashcard** to ask another question.

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 read the sentences and then choose the correct characters in the picture.



Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can: Use the action verbs learned in the unit. Use the modal verb *can* to ask and answer questions about ability.

Activity Book

Unit 4, page 35, Lesson 7. See page 121 for answer key.





Children develop their ability to interpret information from a chart.



Children develop their initiative choosing abilities to show to their classmates and choosing the language to describe other children's abilities.

Key competences continuous assessment

- 1 Can read the chart to complete the activity.
- 2 Participate to demonstrate their abilities and talk about other children's abilities.

Oral Review

Unit (4) Lesson 8

CLIL Objective

To listen and talk about people's abilities.

Language Objectives

To review the vocabulary and structures of the unit. To revise the preposition: from

Materials

- Teacher's i-book
- CD 1
- Optional realia: coloured tissue paper to make balls

Lead-in

Draw a version of the chart in Activity 1 on the board using children from the class and the **flashcard** words for actions. Ask the children: Can you (skip)? For all the actions put a tick or a cross.

Open the **i-poster**. Play Listen and find. Divide the class in two groups and ask individual children come to the IWB and choose an audio to listen. Their team has to find the correct person on the poster. Drag the circles to the correct picture(s) or use the **Richmond i-tools** to circle or tick the correct picture(s). Continue the game with your own instructions.

1 (1) 1.35 Listen and say the name. Then, play a guessing

game. Ask individual children about which child the audio is referring to and check if the class agrees. Then, the children take it in turns to describe a child using the structure: (He) can (juggle, and catch). But he can't (skip) (hop) or (ride a bike). Who is (he)?

Test your skill. Arrange groups of children to play *Throw* the paper ball to the bin measuring distances each time. In a more adventurous version, set up attractions around the classroom (or playground) and have the children hop, skip, jump or even juggle. You will need a Ringmaster to call out what is going on at each attraction.

Fast Finishers

The children create their own attractions using the actions learned in the unit.

Wrap-up

Make your own official chart of the class's skills and make a display of it. Then, the children talk or write about it.

[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 content.

See page 24 for game instructions.

Transcript



1.35 Listen and say the name. Then, play a guessing game.

Narrator: She can skip. She can hop and she can ride a bike. But she can't juggle and she can't catch.

Who is she?

Narrator: He can juggle and catch. But he can't skip, hop or ride a bike.

Narrator: She can catch and ride a bike. But she can't skip, hop or juggle.

Who is she?

Narrator: He can skip, hop and ride a bike. But he can't juggle or catch. Who is he?

Anticipated Difficulties

Some children find the distinction between he and she difficult. Give them lots of practice and visual clues.

Optional Resources

Teacher's Resource Book pages 11 and 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:

Understand and use the action verbs: hop, juggle, jump, ride, run, skip, walk

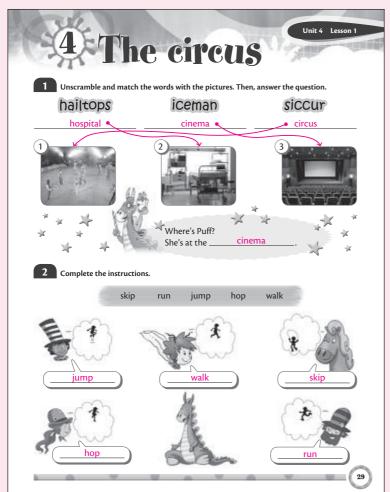
Name the circus equipment: ball, rope, tightrope, unicycle Understand and use the body part vocabulary: arm, foot, hand, leg, nose, tummy

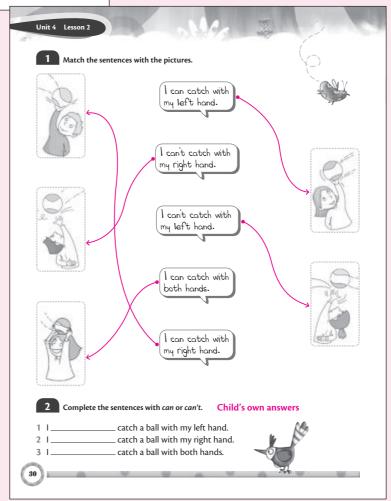
Use the modal verb can in the affirmative, negative and question forms.

Activity Book

Unit 4, page 36, Lesson 8. See page 121 for answer key.

Unit 4 Lesson 1 · 2





Unit 4 Lesson 3 · 4



Transcript

5 Listen and circle the correct answers.

Boy: Can you ride a bike? **Girl:** Yes, I can! It's easy!

Boy: And can you skip? **Girl:** Yes, of course I can!

Boy: And can you jump on a horse?

Girl: Oh, yes, I can!

Boy: Can you juggle balls?

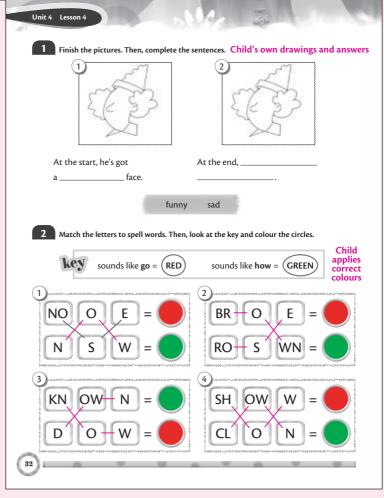
Girl: No, I can't.

Boy: Can you walk on a tightrope?

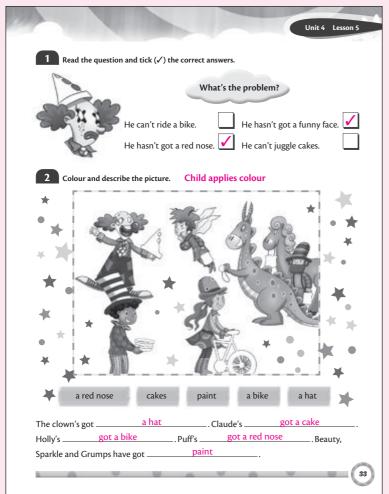
Girl: Oh, yes, I can!

Boy: Can you catch plates?

Girl: Mmmm? No, I can't.



Unit 4 Lesson 5 · 6





6 Listen and circle the correct pictures.

Man: Roll up! Roll up! Can you hit the coconuts? **Man:** Well done! That's three coconuts. Here's

your prize.

Man: Roll up! Roll up! Can you guess

the doll's name? **Girl:** Is her name Kate?

Man: Yes! Well done! Here's your prize.

Man: Roll up! Roll up! Can you catch the balls?

Man: Yes! Well done! That's five balls.

Here's your prize.

Man: Roll up! Roll up! Can you guess how many

sweets there are?

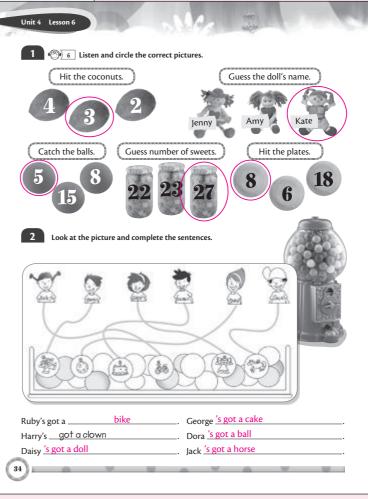
Girl: Are there twenty-seven sweets?

Man: Yes! Well done! Here's your prize.

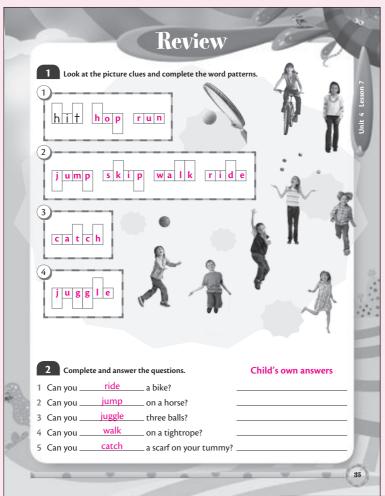
Man: Roll up! Roll up! Can you hit the plates?

Man: Yes! Well done! That's eight plates. Here's

your prize.



Unit 4 Lesson 7 · 8





Unit 5 Overview

Vocabulary

Sports: basketball, cycling, football, hockey, riding, running, swimming, tennis

Action verbs for sports: catching, cheating, hitting, kicking, playing, throwing, winning

Sports day words: book race, egg and spoon race,

medal, three-legged race Colours: bronze, gold, silver Numbers: 10 to 50

Ordinal numbers: first, second, third

Structures

Present Continuous: Are they hitting the ball? Yes, they are. No, they aren't. What is she doing? She's swimming.

Preposition for: I've got a gold medal for running. Functional language for sport: Congratulations! Good luck! Don't push! On your marks! Get set. Go! It's very close. (Sparkle) is in the lead!

Recycled

flag, metre, race, winner Come on!

Cultural Strand

Language Objectives:

To introduce Sports Day vocabulary: book race, egg and spoon race, three legged race

To introduce functional language: Good luck! Don't push! Congratulations!

To consolidate the verb: cheating

To consolidate the ordinal numbers: first, second, third

To revise the colours: bronze, gold, silver

Creative Strand

CLIL Objective:

To make sports medals.

Language Objectives:

To consolidate the Present Continuous affirmative: He is (swimming).

To introduce the preposition for.

To revise the verb have got: I've got a (bronze) medal for (swimming).

To introduce the sports vocabulary: basketball, cycling, medal, riding, running, swimming, tennis To introduce the colours: bronze, gold, silver

Functional Strand

Language Objectives:

To introduce the numbers from 10 to 50.

To revise the words: flag, metre, race, winner

To introduce the Present Continuous affirmative: Number (46) is winning. To introduce the functional language for sports: On your marks. Get set. Go! Congratulations!

Knowledge Strand

CLIL Objective:

To associate actions with sports.

Language Objectives:

To introduce the actions: catching, hitting, kicking, playing, throwing To introduce the sports: football, hockey To revise the sports: basketball, tennis To introduce the Present Continuous in the affirmative, negative and question form: What is she doing? Are they hitting the ball? Yes, they are. No, they aren't.

Literacy Strand

CLIL Objective:

To learn ordinal numbers to sequence winners.

Language Objectives:

To distinguish the long vowel sounds: aw and ar

To introduce Who with the Present Continuous: Who's winning the race?

To introduce the verbs: cheating, flying

To introduce the functional language: It's very close. (Sparkle) is in the lead!

To practise the numbers from 10 to 50.

To introduce the ordinal numbers: first, second, third

Skills Objectives

Listening: To understand and follow a simple sport's commentary and say who is in first, second and third place in a race. To understand and join in with a song. To follow a story and sequence events. To recognise the two long vowel sounds *aw* and *ar*.

Reading: To recognise words related to sports and action words related to those sports. To read descriptions of what is happening in the Present Continuous.

Writing: To write words related to sports and the actions associated with them. To write sentences in the Present Continuous tense describing a picture.

Speaking: To use English in a sporting or competitive situation. To use functional language for encouraging the participants in a race. To talk about sports and the actions related to sports. To talk about the sequence of winners using the vocabulary and structures learned in the unit. To talk about what is happening in a picture. To use the numbers from 10 to 50 for measuring in metres.

Assessment Criteria

- Children can talk about sports and a school sports day. They can describe a picture and say what is happening. They can use the numbers from 10 to 50.
- Children can distinguish the long vowel sounds *aw* and *ar*.
- They can use functional language in sporting or competitive situations and sequence the winners of a race.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 51, Listening
- Lesson 3: page 31, Reading
- Lesson 4: page 73, Phonics
- Lesson 5: page 41, Writing
- Lesson 6: page 63, Speaking
- Lesson 7: page 68, Phonics
- Lesson 8: pages 13-14, Language

Extras/Realia

- Lesson 1: hard-boiled eggs and spoons, a dice
- Lesson 2: yellow, white and brown plasticine
- Lesson 6: hard-boiled eggs and spoons.
- Evaluation: pages 109-110 or 111-112



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



Teacher's i-book [i-book]

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

Activities in **Lead-In** and **Liposter** provide a digital alternative.

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 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



- Lessons 4, 5 and 8: Animated story
- Lesson 6: Ball sports

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

Use the **Vocabulary Game Generator** to create your own interactive games.

Key Competences

(P)

Linguistic Competence:

Children develop listening, speaking, reading and writing skills to understand and talk about sports. They become familiar with some long vowel sounds.



Competence in Maths, Science and Technology:

Children develop numeracy with numbers up to 50 and ordinal numbers 1st, 2nd and 3rd.



Digital Competence:

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



Social and Civic Competences:

Children value fair play and the bad consequences of cheating.



Cultural Awareness and Expression:

Children develop knowledge of familiar sports. They learn about sports days in the UK. They make a medal.



Learning to Learn:

Children develop abilities to check their own learning.



Sense of Initiative and Entrepreneurship:

Children plan and make a drawing and choose the language to talk about it.





Children develop numeracy skills practising

Describing a race Numbers 20-50 At (25 m) number (34) is winning!



Children play a board game following a set of established rules.

the numbers from 10 to 50.



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

Key competences continuous assessment

- 1 Identify and match the numbers in the activity.
- 2 Follow the rules to play a board game.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.



CLIL Objective

To practise numbers from 10 to 50.

Language Objectives

To introduce the numbers: 10-50.

To revise the words: flag, metre, race, winner

To introduce the word: hobby horse

To introduce the Present Continuous affirmative:

Number (42) is winning.

To introduce the functional language: On your marks. Get set.

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 5
- Optional realia: hardboiled eggs, dice and counters to play a board game and spoons for a race.

Lead-in

2.1 Display the **poster**. Tell the children that it is a school sports day in England. Explain the word race. Focus on the number of metres and ask: Can you run (20) metres? Then, explain the egg and spoon race concept. Ask: Can you run (20) metres with an egg on a spoon? Play the **poster** audio and get individual children to point to the competitors as they are mentioned. Finally ask who the winner is.

Open the i-poster. Follow the instructions for the poster above. Explain they are going to hear an egg and spoon race commentary. Before you play the audio, set the children in groups to support different contestants. Use My notes and the Richmond i-tools to write up predictions on the IWB. Play the audio to start the race and ask individual children from each group to drag the competitors to the correct place (at 20, 30, 40, 50 metres) as they are mentioned. Stop the race at the 20, 30, 40 metre mark to ask: Who's winning now? Finally, ask who the winner is.

1 (2) 2.2 Listen and match the horses with the flags. Show the metre markings in the book and count from one flag to the next with the children. Ask the colour and the number of each horse. Play the audio and the children join the correct horse with the flag.

[i-book] Touch 🚺 to open the activity. The children listen and choose the correct horse.

2 Play the hobby horse race. The children get into groups. They will need a dice and counters. One child acts as commentator and reports to you: At 25 metres, number 29 is winning!

Fast Finishers

The children make metre flags for future games.

Wrap-up

Write numbers from 10 to 50 on the board and ask the children to say them. Then, call out numbers and have individual children come to the board and write them. You could organise an egg and spoon race in the playground using the flags made by the fast finishers.



The children listen to the race and drag the horses to the flags.

Transcripts



2.1 Poster, Unit 5. Listen and join in.

Narrator: At ten metres, the orange shirt is first. Public: Go green shirt go! Yes! Come on red shirt! Narrator: At 20 metres, the green shirt is winning.

Public: Go green shirt! Come on blue shirt! Come on orange shirt!

Narrator: At 30 metres, the blue shirt is winning.

Public: Well done blue shirt! Come on white shirt! Go yellow shirt! Narrator: At 40 metres, it's the yellow shirt. The yellow shirt

is winning at forty metres.

Public: Green shirt! Green shirt! Come on green shirt!

Narrator: And at 50 metres, the green shirt wins. The green shirt, the green shirt... Yes! The... green shirt is the winner!



2.2 Listen and match the horses with the flags.

Claude: And now the horses are ready for the 50 metres race.

On your marks. Get set! Go!

Claude: At 20 metres, number 50 is winning. Claude: And at 30 metres, number 42 is winning. Claude: At 40 metres, number 33 is winning.

Claude: But now number 29 is winning. Yes, at 50 metres,

the winner is number 29. Claude: What a great race!

Initial Evaluation

2.1 Display the **poster** again. Ask the children to point out the metre marks and say the numbers. Play the **poster** audio again and the children join in encouraging their favourite: Come on green shirt!

[i-book] Open the i-poster. Ask the children to drag the words to the correct place. Play the poster audio and the children join in encouraging their favourite: Come on green shirt! Alternatively, invent your own race and ask children to drag the contestants as you mention them.

Activity Book

Unit 5, page 37, Lesson 1. See page 140 for answer key.





Children develop their knowledge of the English language by learning some sports.



Children develop their creative skills by making medals.

Key competences continuous assessment

- 1 Are familiar with the sports in the activity.
- **2** Colour pictures and trace letters to make a medal.

Creative Strand

CLIL Objective

To make sports medals.

Language Objectives

To introduce the Present Continuous affirmative: He is (swimming).

To introduce the preposition for and to revise the verb

have got: I've got a (bronze) medal for (swimming).

To introduce sports vocabulary: basketball, cycling, medal, riding, running, swimming, tennis

To introduce the colours: bronze, gold, silver

Materials

- Teacher's i-book
- CD 2
- Flashcards for Unit 5: cycling, riding, running, swimming, tennis
- Pop-outs for Unit 5
- Optional realia: yellow, white and brown plasticine and ribbon for making medals

Lead-in

Show the **flashcards** to teach the sports activities. Put the pictures and the words on the board and the children draw lines to match them.

Open the **i-flashcards** to teach the sports activities.

Open the **lead-in** activity. Tell the children to describe the sports pictures. Then, they take turns to match the people with the sports.

1 2.3 Listen and match the medals with the characters.

Focus on the medals and explain that the winner gets gold, the second silver and the third bronze. Then, the children listen and match the medal with the character.

2 Make medals. You may wish to use the yellow (*gold*), white (*silver*) and brown (*bronze*) plasticine to put in the middle of the **pop-out** medal. The children write the name of the sports on the medals and colour them in. Each child chooses their favourite sport to make their medal. Finally thread ribbons thought the medals and the children can do role plays of medal giving ceremonies.

.....



Fast Finishers

Put the remaining circles face down on the table and the children play a matching pairs game. Whoever has the most pairs wins.

Wrap-up

Put the **flashcards** face down on a desk. Individual children come and take a **flashcard** and imitate the action. Another child chooses the **flashcard** word from the board and says: *He is cycling*.

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 match the medals with the characters.

Narrator: Look at Beauty! He's swimming. He's got a bronze medal for swimming. Look at Puff! She's cycling. She's got a gold medal for cycling. Look at Holly! She's riding. She's got a silver medal for riding. Look at Claude! He's running.

Optional Resources

He's got a bronze medal for running.

Teacher's Resource Book pages 51, Listening.

Continuous Assessment

Check if the children can:

Use the Present Continuous with the sports activities learned: (He) is (swimming).

Name the colours, gold, silver and bronze: I've got a (gold) medal.

Activity Book

Unit 5, page 38, Lesson 2. See page 140 for answer key.













Children develop their knowledge of some sports and the actions involved in them.



Children develop their speaking skills using the language in the lesson to play a game in pairs.



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

Key competences continuous assessment

- 1 Identify different sports and their associated movements.
- 2 Use the language in the lesson to make sentences and play a game.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

Unit (5) Lesson 3

CLIL Objective

To relate different movements to different sports.

Language Objectives

To introduce the actions: catching, hitting, kicking, playing, throwing

To introduce the sports: football, hockey To revise the sports: basketball, tennis

To introduce the Present Continuous in the affirmative **negative and question form:** What is she doing? Are they hitting the ball? Yes, they are. No, they aren't.

Materials

 Teacher's i-book - Flashcards for Unit 5

- Optional realia: balls for playing games CD 2

Lead-in

Display the action **flashcards** on the board: catching, hitting, kicking and throwing. Then, write the sports tennis, football and basketball in the centre. Individual children match the action to the sport.

[i-book] Open the i-flashcards to teach the actions: catching, hitting, kicking and throwing and ask the children to help you write the correct sport beside each action.

Open the lead-in activity. Touch the pictures to focus on them individually. Ask the children questions about what they can see in each picture. Use the spotlight in the Richmond i-tools to focus the attention on specific parts of the picture if needed. Then, give them instructions to warm up for a football, hockey, tennis or baseball match and ask them to join in. Use the sample questions and sentences provided in the activity.

$oxed{1}$ $oxed{oxed{(?)}}$ 2.4 Listen and number the sports. Then, sing the song.

Ask questions about the pictures: Are they kicking the ball? Yes, they are. No, they aren't. The children number the sports as they are mentioned. Then, write We like playing sports on the board and they join in with the song.

[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 see them on the screen. Stop the audio if necessary.

2 Look at Activity 1. Then, play Guess the sport. In groups children ask yes/no questions and the others have to guess which sport they are referring to.

Fast Finishers

The children make a We like playing sports class poster.

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

Transcripts

2.4 Listen and number the sports. Then, sing the song: We like playing sports.

Chorus: Sports! Sports! We like playing sports. Sports! Sports! We like playing sports.

Voice 1: What are they doing? Voice 2: They're kicking the ball. **Voice 1:** Are they hitting the ball? Voice 2: No! They're playing football!

Chorus

Voice 1: What are they doing? Voice 2: They're hitting the ball. **Voice 1:** Are they catching the ball? Voice 2: No! They're playing tennis.

Chorus

Voice 1: What are they doing? Voice 2: They're throwing the ball. Voice 1: Are they catching the ball? Voice 2: Yes! They're playing basketball. Chorus

Voice 1: What are they doing? Voice 2: They're hitting the ball. Voice 1: Are they throwing the ball? Voice 2: No! They're playing hockey!

Chorus

Optional Resources

Teacher's Resource Book page 31, Reading.

Continuous Assessment

Check if the children can:

Name the sports introduced in the lesson.

Use the Present Continuous for questions and answers using the action verbs learned in the unit: Are they hitting the ball? Yes, they are. No, they aren't.

Activity Book

Unit 5, page 39, Lesson 3. See page 141 for answer key.









Races

Phonics: long vowels ball, car



Children develop their reading and listening skills using the pictures and the text to support understanding.



Children develop their knowledge of pronunciation by learning to differentiate the long *aw* and *ar* sounds.



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

Key competences continuous assessment

- 1 Follow the plot of the story with the help of the pictures and sounds.
- **2** Identify and differentiate the long *aw* and *ar* sounds.
- **3** Make proper use of the digital resources to practise the two sounds.





Unit 5 Lesson 5





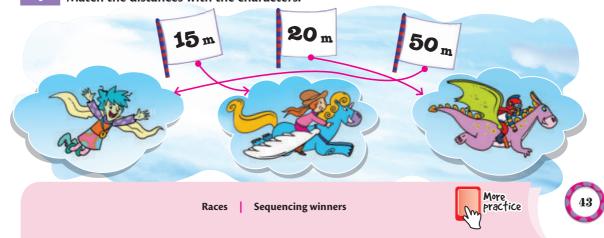








1 Match the distances with the characters.





Children develop their listening skills watching an animated version of the story.



Through the story, children become familiar with the concept of fair play and the bad consequences of cheating.



Children develop their ability to understand and follow a sequence of events in a story matching the distances with the characters.

Key competences continuous assessment

- 1 Watch and understand the video of the story.
- **2** Are familiar with fair play and that it is wrong to cheat.
- **3** Sequence the events in the story matching the distances with the characters.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Literacy Strand

Unit (5) Lesson 4

CLIL Objective

To develop skills to use pictures and sound to understand the plot of a story.

Language Objectives

To distinguish the long vowel sounds: aw and ar. To introduce Who with the Present Continuous: Who's winning the race?

To introduce the action word: flying

To introduce the functional language: It's very close. (Sparkle) is in the lead!

To practise the numbers from 10 to 50.

Materials

- Teacher's i-book - Story cards for Unit 5

- CD 2

Lead-in

Talk about the different races they have seen in the unit. Show story card 2 (print or interactive) and explain that the Wonder characters are having a flying race.

••••••

1 (2) 2.5 Listen and read the story. The children follow the story in their books.

i-book Watch the animated story.

2 (2) 2.6 Listen and join the pictures. Go over the words with the children and then, play the audio.

Wrap-up

Hand out the **story cards** and play the story audio again. The children stand up when their part is read. They join in with: Who's winning the race?

The children listen and drag the words with the same sound to the correct place.

Optional Resources

Teacher's Resource Book page 73, Phonics.

Continuous Assessment

Check if the children can:

Distinguish the long vowel sounds aw and ar. Follow the story.

Activity Book

Unit 5, page 40, Lesson 4. See page 141 for answer key.

Transcripts



2.5 Listen and read the story: The flying race.

Narrator: The friends are having a flying race.

Grumps: Are you ready?

Others: Yes!

Grumps: OK. On your marks! Get set! Go!

Narrator: Oh, dear! Look at Sparkle! She isn't very big!

Sparkle: Help!

Flowers and bugs: Race! Race! Who's winning the race?

Race! Race! Who's winning the race?

Holly: Come on, Beauty! Claude: Come on, Puff!

Narrator: At 15 metres, Beauty and Holly are in the lead. Flowers and bugs: Race! Race! Who's winning the race?

Beauty and Holly are winning the race!

Holly: Come on, Beauty! Claude: Come on, Puff! Grumps: It's very close.

Narrator: At 20 metres, Puff and Claude are in the lead. Flowers and bugs: Race! Race! Who's winning the race?

Puff and Claude are winning the race!

Holly: Come on, Beauty! Claude: Come on, Puff! Grumps: Where's Sparkle? Narrator: At 25 metres... Holly: Hey! Stop it!

Flowers and bugs: Race! Race! Who's winning the race?

Race! Race! Who's winning the race?

Narrator: Beauty and Puff are cheating!

Claude: Ouch! My arm!

Narrator: They aren't winning the race now!

Flowers and bugs: Race! Race! Who's winning the race?

Puff and Beauty aren't winning the race! Narrator: But, where's Sparkle?

Narrator: Then, at 40 metres...

Holly: Look at Sparkle! **Grumps:** She's winning!

Flowers and bugs: Race! Race! Who's winning the race?

Sparkle! Sparkle is winning the race! Claude: Come on, Puff! Quick!

Narrator: And the winner of the flying race is ... Sparkle!

Grumps: Hurray! Sparkle: Yes!!!!!

Narrator: Puff is second. Narrator: And Beauty is third.

Grumps: Well done, Sparkle! Here's your medal.

2.6 Listen and join the pictures.

Narrator: Listen and say the sounds with me. Then, circle the words in red or green.

aw – aw – aw – ball ar - ar - ar - armar - ar - ar - caraw - aw - aw - fortyaw – aw – aw – Claude ar - ar - ar - Sparkle

Literacy Strand

CLIL Objective

To learn to follow and recall a sequence of events.

Language Objectives

To introduce the verb: cheating

To introduce the ordinal numbers: first, second, third

Materials

- Teacher's i-book
- Story cards for Unit 5
- CD 2

Lead-in

Ask the children questions about the story using the **story cards** (print or **interactive**) to remind them of the events: Who's winning at 20 metres? Ask who is first, second and third in the race. Point out that Beauty and Puff are cheating. Play the story (2.5) audio again. Encourage the children to join in.





i-book Watch the animated story again.

1 Match the distances with the characters. The children use the visual clues to sequence the events in the story.

Fast Finishers

The children draw a cartoon strip of a flying race.

Wrap-up

Hand out the story cards and individual children recount the story using their own words and expressions they remember from the story. They will need help and prompts.

[i-book] 🌃 Watch the animated story again with no audio. Stop at different parts to help the children act out the story in their own words. They will need help and prompts.

The children choose the correct word to complete the sentences.



Optional Resources

Teacher's Resource Book page 41, Writing.

Continuous Assessment

Check if the children can: Sequence the events in the story.

Activity Book

Unit 5, page 41, Lesson 5. See page 142 for answer key.





Children use the video as a source to learn about different sports.



Children develop their knowledge of the English language learning some terms of encouragement.



Children develop their cultural awareness and self-expression through movement acting out a scene.

Key competences continuous assessment

- 1 Recognise the different sports shown.
- **2** Understand some terms of encouragement.
- **3** Participate with a group to act out a race.

Cultural Strand



CLIL Objective

To use terms of encouragement when acting out a race.

Language Objectives

To introduce Sports Day vocabulary: book race, egg and spoon race, three-legged race

To introduce functional language: Good luck! Don't push! Congratulations!

To consolidate the verb: cheating

To consolidate the ordinal numbers: first, second, third

To revise the colours: bronze, gold, silver

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 5
- Optional realia: hard boiled eggs and spoons, scarves for the
- three-legged race

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Remind the children about an English school sports day and explain the races depicted in the poster. They have already seen the *egg and spoon* race in Lesson 1 so focus on the book balancing and *three-legged* races. Ask questions about the poster: *How many children have books on their heads? Who's winning?*

1 2.7 Listen and write the winning order. Ask questions about the picture in the book: Who's cheating? What colour is (number 3's) T-shirt? Remind them that the gold is for first place. Then, the children write the numbers next to the medals.

2 Choose a race. Then, act out the scene with your classmates.

The class separate into two groups and invent a sketch similar to the story. The roles will be: *teacher*, *competitors* and *parents*. Then, each group acts out the sketch for the rest of the class using the functional language learned in the unit. Encourage spontaneity!

Fast Finishers

The children make a *No cheating* poster and add it to the *We like* playing sports display.

Wrap-up

Organise a few races in the playground or the gym.

Watch the video **Ball sports**. Complete the comprehension activity with the children.

Transcript



2.7 Listen and write the winning order.

Teacher: And now the egg and spoon race. Good luck! **Teacher:** At the start of the race, number 6 is winning.

Spectator (girl): Hey! Look at number 4!

Spectator (boy): She's cheating!

Boy: Don't push!

Teacher: Now number 3 is winning... No! It's number 7.

Spectator 1: Come on, number 3! **Spectator 2:** Come, on number 7!

Teacher: And finally the winner is number 3. Number 7 is second

and number 6 is third.

Spectators: Congratulations, number 3!

Optional Resources

Teacher's Resource Book page 63, Speaking.

Continuous Assessment

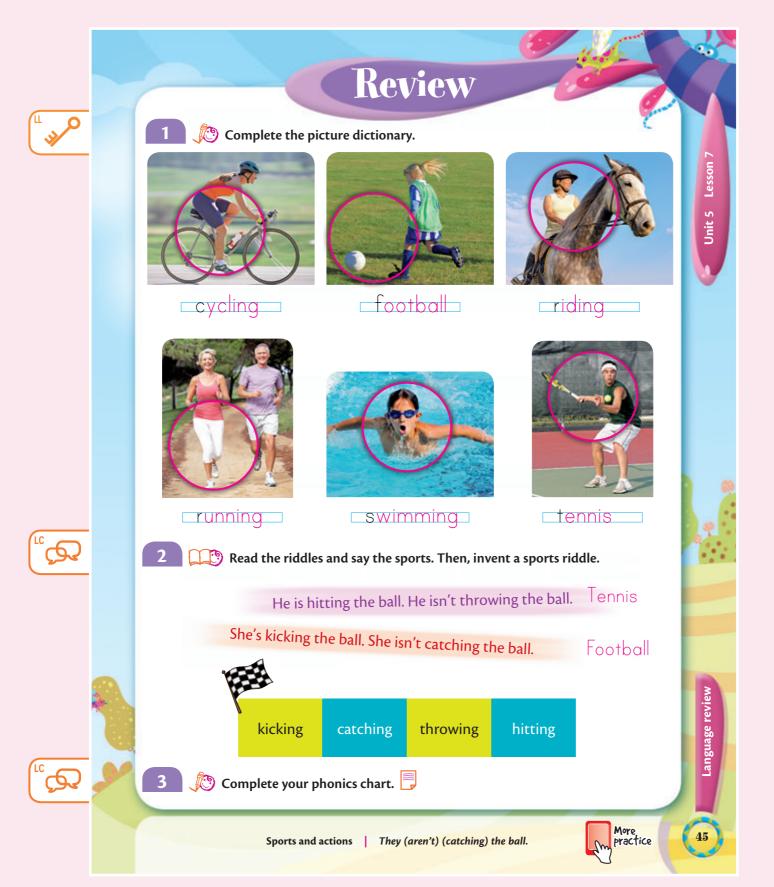
Check if the children can:

Understand and reproduce the functional language for taking part in a sports event.

Understand what an English school sports day is all about. Use the ordinal numbers, *first*, *second* and *third* when referring to winners in a race.

Activity Book

Unit 5, page 42, Lesson 6. See page 142 for answer key.





Children develop their skills to self-check their learning completing the picture dictionary independently or asking for help if necessary.



Children develop their reading and speaking skills trying to solve the riddles and making new ones.



Children enhance their phonics knowledge completing their phonics chart with their own words.

Key competences continuous assessment

- 1 Complete the dictionary independently or by asking for help.
- 2 Read and solve the riddles and make new ones.
- 3 Complete the phonic chart with their own words.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To read, solve and make riddles.

Language Objectives

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Stickers for Unit 5
- Flashcards for Unit 5

Lead-in

Display the sports **flashcards**: cycling, riding, running, swimming and tennis on the board and the children match the words with them. Then, display the action flashcards: catching, hitting, kicking and throwing, and the children do the same.

Use the **Vocabulary Game Generator** to review the sports vocabulary. Play *Match it!*

.....

See page 21 for interactive games description and ideas.

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and write the words. When they have finished ask questions: What (is) (he) doing? (He) is (swimming).

Touch (1) to open the memory game. The children take turns to match the words with the pictures.

- **2** Read the riddles and say the sports. Then, invent a sports riddle. The children invent riddles using the structures and vocabulary learned in the unit.
- **3 Complete your phonics chart.** Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.

Fast Finishers

The children write a riddle with the answer in their notebooks.

Wrap-up

Put all the **flashcard** pictures face down on a desk. The children take one and imitate the actions and the rest of the class have to guess asking: Are you (throwing?) (No, I'm not.)

The children read the sentences and drag them to the correct place in the picture.



Anticipated Difficulties

Their vocabulary is still limited so be on hand to help the children with the names of more sports for the riddles.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Name the sports and actions learned in the unit. Use the Present Continuous tense in affirmative, negative and question form: *Is he winning? Yes, he is. No, he isn't.*

Activity Book

Unit 5, page 43, Lesson 7. See page 143 for answer key.





Children develop their oral skills listening to and understanding the questions and giving correct answers using the grammar and vocabulary in the unit



Children think of, plan, draw and talk about a sports picture of them and their friends.

Key competences continuous assessment

- 1 Answer the questions in the audio using the correct grammar and vocabulary.
- 2 Make a sports picture and talk about it.

Oral Review



CLIL Objective

To understand and make descriptions of sports pictures.

Language Objectives

To review the vocabulary and structures of the unit. To revise questions with *How many*?

Materials

- Teacher's i-book
- Flashcards for Unit 5
- CD 2

Lead-in

Display the **flashcard** words for sports (or open the **i-flashcards** on the **Teacher's i-book**): *cycling, riding, running, swimming, tennis.*Do a class survey about their favourite sports. Include *football* even though it's not in the **flashcards**.

Open the **i-poster**. Divide the class in two groups. The children listen to the sentences and take turns to find the correct pictures. Continue the activity with your own instructions. Ask the children to use the **Richmond i-tools** to circle the correct pictures on the poster.

1 (2.8) Look at the picture. Then, listen and answer

the questions. Ask questions about the picture to revise the action verbs learned in the unit. Then, the children listen and count the people.

2 Make a sports picture of you and your friends. Then, describe the picture. Encourage the children to use speech bubbles in their pictures. Then, they describe their pictures to the rest of the class. Encourage questions from the class: Who is winning? Is (Pepe) cheating? Display the pictures near the We like playing sports display.

.....

Fast Finishers

The children write in their notebooks about the sports survey.

Wrap-up

Look at the material you have displayed in the classroom, the posters, pictures and medals. Divide the class into groups. One member of the group mimes a sport, a race or an action and the others have to guess. They ask yes/no questions: Are you in the (egg and spoon) race? (Yes, I am.)

[-book] 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

2.8 Look at the picture. Then, listen and answer the questions.

Narrator: How many people are ...

cycling?

swimming?

playing football?

playing tennis?

playing basketball?

hitting a ball?

throwing a ball?

running?

Optional Resources

Teacher's Resource Book pages 13 and 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:

Use the Present Continuous tense in the affirmative, negative and question forms: *Is he winning? Yes, he is.* No, he isn't.

Understand and use the sports vocabulary and action words learned in the unit.

Associate actions with sports: He is hitting the ball. He is playing tennis.

Understand the sequence of winners: First, second and, third.

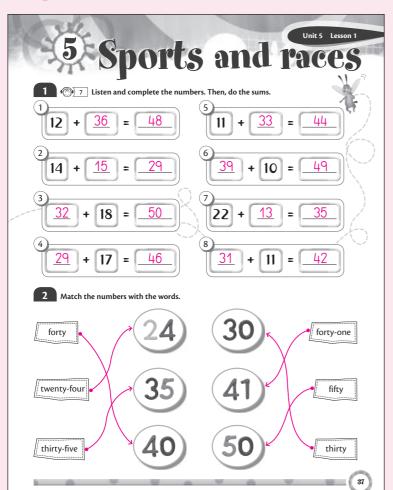
Use functional language for sports: Come on! Congratulations! It's very close.

Distinguish the long vowel sounds: *aw* and *ar*. Use the numbers 10 to 50.

Activity Book

Unit 5, page 44, Lesson 8. See page 143 for answer key.

Unit (5) Lesson 1 · 2



Transcript

C) 7 Listen and complete the numbers. Then, do the sums.

Narrator: One.

Teacher: What is twelve plus thirty-six?

Narrator: Two.

Teacher: What is fourteen plus fifteen?

Narrator: Three.

Teacher: What is thirty-two plus eighteen? Narrator: Four.

Teacher: What is twenty-nine plus seventeen? Narrator: Five.

Teacher: What is eleven plus thirty-three?

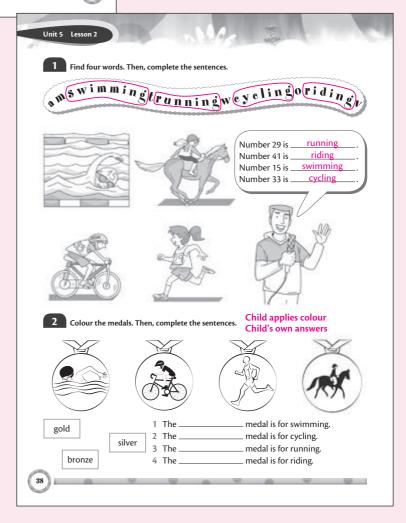
Narrator: Six.

Teacher: What is thirty-nine plus ten? Narrator: Seven.

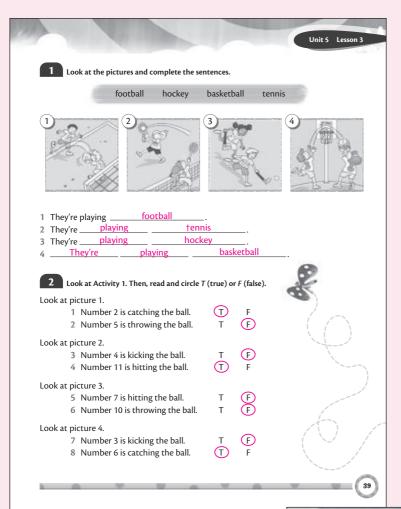
Teacher: What is twenty-two plus thirteen?

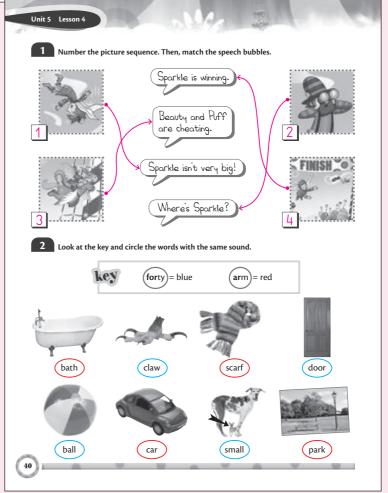
Narrator: Eight.

Teacher: What is thirty-one plus eleven?

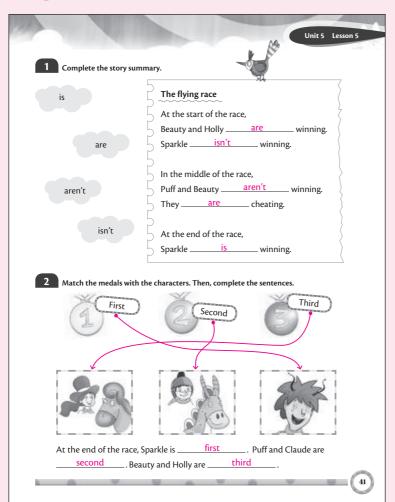


Unit 5 Lesson 3 · 4





Unit 5 Lesson 5 · 6





8 Listen and underline the mistakes.

Girl commentator: Class 2A is doing

the book race. **Children:** Good luck!

Girl commentator: At the start of the race,

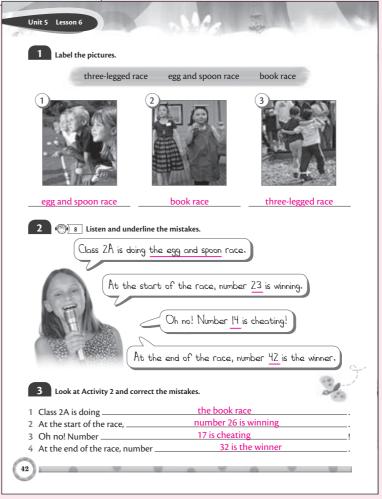
number 26 is winning.

Oh no! Look at that! Number 17 is cheating!

Children: Don't push!

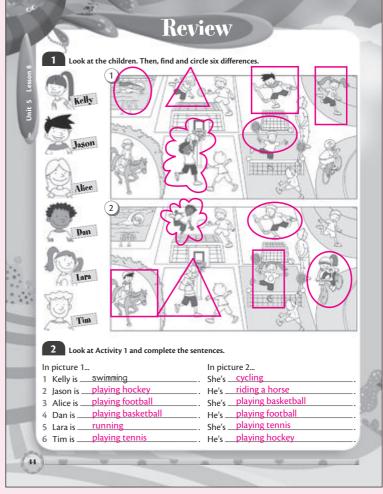
Girl commentator: Now number 3 is winning... No! It's number 2. At the end of the race, number 32 is the winner.

is the winner. Congratulations!



Unit (5) Lesson 7 · 8





Unit 6 Overview

Vocabulary

Fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

Food vocabulary: cake, chips, egg, orange juice, pasta, pizza, sandwich, water

Meals: breakfast, dinner, lunch, packed lunch, school dinner, tea

Verbs: draw, have (consume), like, make

Structures

Present Simple: I like strawberries for lunch. Do you like pears? I don't like bananas. I have orange juice for breakfast.

Functional language: Do you want (an apple)? Pass me the (water) please! Yes, of course. No, thanks. What have you got for lunch? What about you?

Recycled

Let's see! There is / there are

Cultural Strand

Language Objectives:

To introduce food vocabulary: orange juice, pasta, pizza, sandwich, water

To introduce the words: packed lunch, school dinner To introduce the functional language for offering and accepting food: Do you want (an apple)? Pass me the (water), please! Yes, of course. No, thanks. What have you got for lunch?

Creative Strand

CLIL Objective:

To make a still life sculpture.

Language Objectives:

To consolidate fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry To introduce the verb: to draw To introduce the Present Simple negative and question form: Do you like oranges? I don't like (pears).

To revise the structure There is / There are.

Functional Strand

Language Objectives:

To introduce fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

To introduce food vocabulary: cake, chips, egg

To introduce the verbs like and make: (I) like (chocolate) cake. Puff is making a (lemon) cake.

To introduce the superlative adverb: best: I like (lemon) cake best.

To introduce functional language for asking opinions: What about you?

To reinforce the Present Continuous: What is (Puff) doing?

Knowledge Strand

CLIL Objective:

To value the benefits of including healthy food in one's diet.

Language Objectives:

To introduce the words for meals: breakfast, dinner, lunch, tea To revise the words for fruit: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry To introduce the verb have meaning consume: Do you have (an apple) for (lunch)?

Literacy Strand

CLIL Objective:

To notice visual clues in stories.

Language Objectives:

To distinguish the long and short vowel sounds: 00 and u To revise fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

To introduce the words: berry, fruit salad, grow, grumpy, special, type To introduce functional language: Let's see, There you are! No (fruit) at all!

Skills Objectives

Listening: To understand conversations and commentaries about food and mealtimes. To understand a song and a story. To distinguish the long and short *oo* and *u* vowel sounds. To recognise the words for types of fruit.

Reading: To read words and phrases about food and mealtimes. To read and interpret a chart showing preferences. To read a menu. To read sentences expressing opinions about food.

Writing: To write descriptions of meals and give opinions about food and fruit using the structures learned.

Speaking: To talk about their likes and dislikes concerning food. To describe food and meals. To use functional language to offer, accept or refuse food. To ask someone's opinion. To talk about school dinners and their preferences on a menu. To join in with a song. To talk about their favourite fruit.

Assessment Criteria

- The children can understand oral and written messages about fruit, food and mealtimes.
- The children can talk and write about their preferences concerning food.
- The children can use functional language to offer and accept food and indicate their preferences.
- The children can recognise and differentiate the long and short vowel sounds *oo* and *u* .

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 52, Listening
- Lesson 3: page 42, Writing
- Lesson 4: page 74, Phonics
- Lesson 5: page 32, Reading
- Lesson 6: Page 64, Speaking
- Lesson 7: page 68, Phonics
- Lesson 8: pages 15-16, Language
- Evaluation: pages 113-114 or 115-116

Extras/Realia

- Lesson 2: plastic plate, coloured plasticine and plastic modelling knives for making a still life
- Lesson 5: real fruit and orange juice to make a fruit salad
- Lesson 6: plastic plates, trays, knives, forks and jugs for role plays



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



Teacher's i-book [i-book]

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

Activities in **Lead-in** and **Li-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 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



- Lessons 4, 5 and 8: Animated story
- Lesson 6: Healthy eating

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.

Key Competences



Linguistic Competence:

Children develop oral and written skills to express likes and dislikes about food.



Competence in Maths, Science and Technology:

Children reinforce their knowledge about charts. They become familiar with the use of keys. They become familiar with the healthy habit of eating fruit at each meal.



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 using dialogue and an open attitude as a way to solve everyday problems.



Cultural Awareness and Expression:

Children learn about school lunches in the UK.



Learning to Learn:

Children develop skills to self-check their learning.



Sense of Initiative and Entrepreneurship:

Children make an imaginary fruit and talk about it.







I like chocolate cake best! What about you?

Likes and dislikes about food | Fruit | I like (lemon) cake best.







Children develop their listening skills focusing their attention on the four types of cakes.



Children become familiar with statistics making a simple survey in the class.



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

Key competences continuous assessment

- 1 Listen and tick the correct cake.
- 2 Make a simple survey in the class.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To become familiar with surveys.

Language Objectives

To introduce fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

To introduce food vocabulary: cake, chips, egg

To introduce the verbs like and make: (1) like (chocolate) cake. Puff is making a (lemon) cake.

To introduce the superlative adverb best: I like (lemon)

To introduce functional language for asking opinions: What about you?

To reinforce the Present Continuous: What is (Puff) doing?

Materials

- Teacher's i-book
- Poster for Unit 6
- CD 2
- Flashcards for Unit 6

Lead-in

Display the **poster** but cover the cakes. Show the **flashcards** of fruit and teach the vocabulary. Ask the children to point to the fruit (and the orange juice) they can see and teach them the words for cake, egg and chips. Teach the verb like: Do you like bananas?

Open the **i-poster** and cover the cakes using the spotlight in the Richmond i-tools. Follow the instructions above to teach the vocabulary. Then, ask which kind of cake they prefer. Play the audio. The children guess which cake will be uncovered. Move or close the individual spotlights to show the cakes.

2.9 Listen and find the cakes. Ask which kind of cake they prefer. Then, play the audio. The children guess the uncovered cake.

1 (?) 2.10 Listen and tick (\checkmark) or cross (X) the cakes. Ask: What is Puff doing? Let them guess which cake Puff is making. Play the audio.

[i-book] Touch [2] to open the activity. The children look and match the words with the pictures.

Do a cake survey. The children do surveys in groups. Then, collect the results and make a class chart. Display the results in the classroom.

Wrap-up

Display the **flashcard** words and pictures on the board. Individual children come and match the picture to the corresponding word.

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 listen to the sentences and match each child with their cake.

Transcripts



2.9 Poster, Unit 6. Listen and find the cakes.

Narrator: Mmm! Cakes! Delicious cakes!

What kind of cake is it? Can you guess? Is it a chocolate cake? Is it a lemon cake? Is it an orange cake or is it a strawberry cake? What do

What kind of cake is it? Can you guess? Is it a chocolate cake? Is it a lemon cake? Is it a strawberry cake or is it an orange cake? What do you think?

What kind of cake is it? Can you guess? Is it a strawberry cake? Is it a lemon cake? Is it an orange cake or is it a chocolate cake? What do

What kind of cake is it? Can you guess? Is it a chocolate cake? Is it a strawberry cake? Is it an orange cake or is it a lemon cake? What do you think?

2.10 Listen and tick (\checkmark) or cross (X) the cakes.

Claude: Oh! What a mess! What are you doing Puff?

Puff: I'm making a cake.

Claude: Mmmm, I like cake. What cake are you making?

Puff: Guess!

Claude: Are you making a chocolate cake?

Puff: No! Have another guess.

Claude: What a pity! I like chocolate cake. Are you making

a strawberry cake?

Puff: No! Have another guess.

Claude: What a pity! I like strawberry cake. Are you making

an orange cake?

Puff: No! Have another guess.

Claude: What a pity! I like orange cake. Are you making a lemon cake?

Puff: Yes! That's right! I'm making a lemon cake.

Claude: Great! I like chocolate cake and I really like strawberry cake and I really, really like orange cake but I like lemon cake best!

Initial Evaluation

Display the **poster**. The children can recognise and point out the fruit introduced in the unit. They can say which cake like best and ask the opinion of another child using the structures learned in the lesson.

Open the **i-poster**. The children drag the words to the correct place on the poster. They can say which cake like best and ask the opinion of another child. Use the Richmond i-tools to write the structures on the IWB so the children can use them as prompts.

Activity Book

Unit 6, page 45, Lesson 1. See page 162 for answer key.





Children develop their knowledge of the English language learning some fruit vocabulary.



Children develop their skills to make use of charts and keys.



Children develop their modelling skills while becoming familiar with still-life sculptures as a type of artistic expression.

Key competences continuous assessment

- 1 Recognise the names of some fruits.
- 2 Complete the chart using the key symbols.
- **3** Make a still-life sculpture and value its artistic expression.

Creative Strand



CLIL Objective

To develop modelling skills and to become familiar with still-life paintings and sculptures.

Language Objectives

To consolidate fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

To introduce the verb: draw

To introduce the Present Simple negative and question

form: Do you like oranges? I don't like (pears). **To revise the structure There is / There are.**

Materials

- Teacher's i-book
- CD 2
- Flashcards for Unit 6
- Optional realia: plastic plate, coloured plasticine and plastic modelling knives

Lead-in

Revise the fruit vocabulary. Hand out the **flashcards** and **flashcard** words around the class and the children have to find their partner. When they have found their partner they stick the pairs on the board.

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. Ask the children questions about the picture. Use the sample questions provided as a start. Touch the words to light up the fruit you want to teach and talk about.

- 1 (2)2.11 Listen and match the children with the still life paintings. Ask questions about the children and the still-life pictures: What colour are (Luke's) (eyes)? What fruit is there in this picture? Then, check the answers: What fruit is in (Ella's) painting?
- **2** Complete the chart for yourself. The children fill in the chart. Then, they talk about their likes and dislikes.
- 3 Make a still life. Then, play Guess what's on my plate.

The children make plasticine sculptures of three fruits. They write their names on the back of the plate. Then, they guess whose plate is whose by asking: *Do you like (bananas)*? Yes, I do. No, I don't.

.....

Fast Finishers

The children create fruity characters, and draw a picture.

Wrap-up

The children write descriptions of their still life. Write model sentences on the board: *There is an (orange), (three) (bananas) and a (pear). I like (bananas) but I don't like (kiwis).* You could varnish the fruits, stick the plates onto card and write the description underneath. This could be used to make a classroom display.

Transcript

2.11 Listen and match the children with the still life paintings.

Narrator: What are you drawing, Luke?

Luke: I'm drawing my favourite fruit. I like strawberries and I like pears and I like kiwis. I don't like bananas or oranges.

Narrator: What about you, Amy?

Amy: I'm drawing my favourite fruit as well. I don't like kiwis, but I really like cherries and apples. And I like strawberries, of course.

Narrator: And you, Ella? What's your favourite fruit?

Ella: I like lots of fruit! Look at my picture. I like bananas and oranges and grapes. And I like lemons, and cherries, and apples, and pears. Oh! I like everything!

Optional Resources

Teacher's Resource Book pages 52, Listening.

Continuous Assessment

Check if the children can:

Understand and use fruit vocabulary.

Understand and use the Present Simple in negative and question form.

Write a simple description of their completed artwork using the structures presented in the unit.

Activity Book

Unit 6, page 46, Lesson 2. See page 162 for answer key.





Children become familiar with the healthy habit of eating fruit at every meal.



Children develop their drawing and colouring skills.



Children develop their speaking skills using the vocabulary and the grammar in the lesson to play a game.

Key competences continuous assessment

- 1 Understand that eating fruit is a healthy habit.
- 2 Draw and colour fruit.
- 3 Ask and answer questions to play a game.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

CLIL Objective

To understand the importance of eating fruit as a healthy habit.

Language Objectives

To introduce the words for meals: breakfast, dinner, lunch, tea To revise the words for fruit: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

To introduce the verb *have* **meaning consume:** Do you have (an apple) for (lunch)?

Materials

– Teacher's i-book

- Flashcards for Unit 6

- CD 2

Lead-in

Start the lesson talking about meal times. Ask what fruit they eat at school and at home. Show the **flashcard** orange juice (print or **interactive**) and ask: Who has orange juice for breakfast?

Open the **lead-in** activity. First of all, use the arrows beside the timer to show the time that corresponds to each mealtime. Then, use the arrows beside the picture to present and revise the different fruit they will work with in the activity. Then, choose a time and choose a picture so the children can complete the sentence for each mealtime using the **Richmond i-tools**, for example: I have an apple and some strawberries for dinner.

1 (2.12) Listen and match the fruit with the meals. Then, sing the song. Ask questions about the fruit. If the children know the time in their own language ask them about the clock too. If not explain the mealtimes using morning, afternoon and after school. According to their routine. The children match the fruit

.....

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. Stop the audio if necessary.

- **2 Draw fruit for your meals.** The children draw a fruit in the boxes given. Let them compare their choices in small groups.
- **3** Find a friend with the same pictures. The children go around the class asking questions in order to find someone with the same fruit.

Fast Finishers

with the meal.

The children draw a plate of their favourite meal and label it breakfast, lunch, tea or dinner.

Unit 6 Lesson 3

Wordsearch. Ask volunteers to come to the IWB. They look at the pictures and find the words. Use the timer in the **Richmond** i-tools to make it more challenging.

Transcript

2.12 Listen and match the fruit with the meals. Then, sing the song: I have an orange for breakfast.

I have an orange for breakfast, for breakfast, for breakfast. I have an orange for breakfast, for breakfast, for breakfast. What about you?

I have an apple for lunch, for lunch, for lunch. I have an apple for lunch, for lunch, for lunch. What about you?

I have strawberries for tea, for tea, for tea. I have strawberries for tea, for tea, for tea. What about you?

I have a pear for dinner, for dinner, for dinner. I have a pear for dinner, for dinner, for dinner. What about you?

Anticipated Difficulties

Mealtimes and eating habits vary from country to country.

Optional Resources

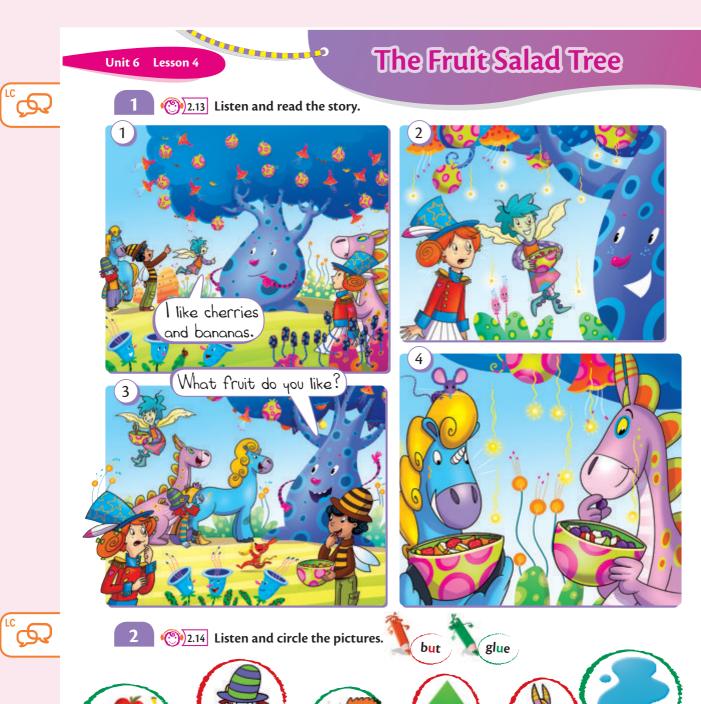
Teacher's Resource Book page 42, Writing

Continuous Assessment

Check if the children can:
Understand and use the words for meals.
Relate fruit to the different meals of the day.
Ask and answer questions using the verb have meaning consume: Do you have (an apple) for (lunch)?

Activity Book

Unit 6, page 47, Lesson 3. See page 163 for answer key.

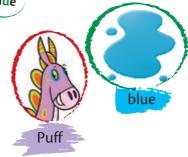
















fruit



Phonics: long and short vowels glue, but



Children develop their reading and listening skills using the pictures and the text to support understanding.



Children develop their knowledge of pronunciation by learning to differentiate the *u* and *oo* sounds.



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

Key competences continuous assessment

- 1 Show an interest in reading and have fun with it.
- 2 Identify and differentiate the the u and oo sounds in some words.
- 3 Make proper use of the digital resources to practise the two sounds.





Unit 6 Lesson 5





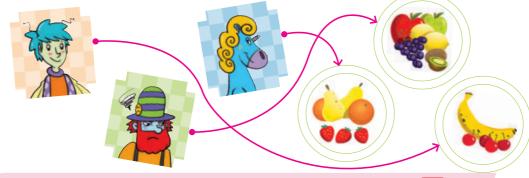








1 Match the characters with their favourite fruit.



Noticing visual clues

What is your favourite (number)?







Children enhance their knowledge of the language in the story by watching an animated version of it.



Children become familiar with using dialogue and an open attitude as a way to solve everyday problems.



Children develop their visual concentration skills looking for the characters' favourite food in the story.

Key competences continuous assessment

- 1 Understand the video of the story.
- 2 Identify the dialogue between Holly and the tree as a way to solve the problem.
- 3 Match the characters' with their favourite fruit.
- **4** Make proper use of the digital resources to practise the vocabulary and structures.

Literacy Strand

Unit (6) Lesson 4

CLIL Objective

To develop interest in reading as a source of learning and pleasure.

Language Objectives

To distinguish the long and short vowel sounds: *oo* and *u* To revise fruit vocabulary: apple, banana, cherries, grapes, kiwi, lemon, orange, pear, strawberry

To introduce the words: fruit salad, grow, grumpy, special **To introduce functional language:** Let's see, There you are!

Materials

- Teacher's i-book - Story cards for Unit 6

- CD 2

Lead-in

Explain what a fruit salad is and ask the children to bring in a fruit to the following lesson. Show **story card 1** (print or **interactive**) and explain that the tree is a magic tree, a fruit salad tree.

.....

1 (2)2.13 Listen and read the story. Before they listen write the names of the characters Sparkle, Beauty and Puff on the board or IWB. Then, place the **flashcards** in a circle around the names. After they listen ask individual children to match the fruit flashcards with the characters.

i-book Watch the animated story.

2 (2) 2.14 Listen and circle the pictures. Go over the words with the children and then play the audio.

Wrap-up

Children say the ingredients of the character's fruit salads: Sparkle's fruit salad has got (cherries) and (bananas).

The children listen and drag the words with the same sound to the correct place.

Optional Resources

Teacher's Resource Book page 74, Phonics.

Continuous Assessment

Check if the children can:

Distinguish the long and short vowel sounds *u* and *oo*. Understand each character's preferences in the story.

Activity Book

Unit 6, page 48, Lesson 4. See page 163 for answer key.

Transcripts



2.13 Listen and read the story: The Fruit Salad Tree.

Narrator: There's a blue tree in Wonderworld!

Claude: Yum! Look! Look up there! It's a fruit salad tree!

Sparkle: Oh, Fruit Salad Tree! Oh, Fruit Salad Tree! Please grow a special

fruit for me!

Tree: What fruit do you like?

Sparkle: Mmm... Let's see... I like cherries and bananas.

Narrator: The tree has got special fruit for Sparkle.

Tree: There you are!

Sparkle: Wow! Thank you, Fruit Salad Tree! Narrator: Sparkle is very happy with her fruit salad.

Narrator: Puff and Beauty are next, but Grumps is a bit grumpy! Beauty: My turn! Oh, Fruit Salad Tree! Oh, Fruit Salad Tree! Please, grow

a special fruit for me! Tree: What fruit do you like?

Beauty: Mmm... Let's see... I like strawberries, pears and oranges.

Puff: And I like apples and grapes, please!

Narrator: The tree has got a fruit salad for Beauty and Puff!

Tree: There you are!

Puff and Beauty: Wow! Thank you, Fruit Salad Tree!

Narrator: Puff and Beauty are very happy with the fruit salad.

Narrator: Grumps is next.

Grumps: Now, it is my turn! Oh, Fruit Salad Tree! Oh, Fruit Salad Tree!

Please, grow a special fruit for me! Tree: What fruit do you like?

Grumps: Mmm... Let's see... I like apples, grapes, kiwis and lemons.

Narrator: Now, everybody has got a fruit salad except for Holly.

Tree: What about you, Holly? Holly: I don't like fruit. Tree: What? No fruit at all? Holly: No. No fruit at all!

Narrator: Oh, dear. Holly hasn't got a favourite type of fruit but

the Fruit Salad Tree has got an idea.

Tree: Mmm... Let's see... I think I can grow special fruit for you.

What's your favourite colour?

Holly: Red.

Tree: And what's your favourite shape?

Holly: A circle.

Tree: And what's your favourite number?

Holly: Forty-five.

Tree: There you are! It's a special Fruit Salad Tree with forty-five red circles. It's called Holly berry fruit!

Holly: Wow! Oh, thank you Fruit Salad Tree! I like my Holly berry fruit!

I really do! All: Oh, Holly!



Narrator: Listen and say the sounds with me. Then, circle the pictures in red or green.

u - u - u - up00 - 00 - 00 - fruit u - u - u - Grumps00 - 00 - 00 - you u - u - u - Puff00 - 00 - 00 - you

Literacy Strand

CLIL Objective

To develop skills to notice visual clues in stories.

Language Objectives

To practise the Present Simple negative: I don't like fruit.

To introduce the words: berry, type

To introduce the functional language: No fruit at all.

Materials

- Teacher's i-book
- Optional realia: real fruit and orange juice to make a fruit salad
- Story cards for Unit 6

Lead-in

- CD 2

Hand out the **story cards** and the children put them in the right order. Ask questions about the characters. Remind them of the concept of fruit salad. If children have brought fruit in, ask them what they have.

1 (2)2.13 Match the characters with their favourite fruit.

Play the audio and the children draw lines from the character's face with the plate of fruit.

Fast Finishers

The children make a list of the fruit that their classmates have brought in. Alternatively, they can draw their own fruit salad tree or invent their own fruit.

Wrap-up

If you know there are no fruit allergies among the children, chop up all the fruit and put it in individual bowls. Each child puts a spoonful of the fruit they like and then pours a little orange juice over it. Alternatively, the children get into groups and act out the story. Encourage them to ad lib and be spontaneous.

(i-book) Watch the animated story again. Stop at different parts to help the children act out the story.

The children listen and drag the correct fruit to the characters.



Optional Resources

Teacher's Resource Book page 32, Reading.

Continuous Assessment

Check if the children can: Follow the story and notice visual clues in the story.

Activity Book

Unit 6, page 49, Lesson 5. See page 164 for answer key.



Unit 6 Lesson 6





2.15 Listen and number the pictures.











Change the words in red and act out the scenes.



Asking about and offering food | School lunches | What have you got for lunch?



Children use the video clip as a source to learn about healthy eating.



Children develop their listening and reading skills focusing their attention on the audio and trying to locate and number the sentences as they are said.



Children develop their reading and speaking skills making their own role play script using the model sentences.

Key competences continuous assessment

- 1 Become familiar with aspects of a healthy lifestyle.
- 2 Can understand the listening to complete the task.
- 3 Change some words in the sentences to make their own role-play script.

Cultural Strand



CLIL Objective

To learn the names of different dishes to make a varied diet.

Language Objectives

To introduce the food vocabulary: *orange juice, pasta, pizza, sandwich, water*

To introduce the word: packed lunch

To introduce the functional language: Do you want (an apple)? Pass me the (water), please! Yes, of course. No, thanks. What have you got for lunch?

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 6
- Optional realia: plastic plates, trays, knives, forks and jugs for
- the role plays

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**). Talk about their school canteen and point out similarities and differences. Ask them to name all the food they can and introduce the words *water*, *pizza*, *pasta* and *sandwich*. Ask if they like those foods: *Do you like pizza*?

- 1 (2)2.15 Listen and number the pictures. Talk about the menu board and ask their preferences. Explain the difference between a packed lunch and school dinners. The children number the pictures.
- **2** Change the words in red and act out the scenes. The children read out the pictures in the correct order. Then, they get into groups and act out role plays based on the dialogues. If you have the realia then let them use it. The groups act out their role plays for the rest of the class.

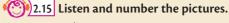
Fast Finishers

The children draw a lunch tray and make a written description of it in their notebooks. Help with model sentences on the board.

Wrap-up

Healthy eating. Complete the comprehension activity with the children.

Transcript



Narrator: Number 1.

Girl 1: What have you got for lunch?

Boy 1: Pizza.

Narrator: Number 2.

Boy 2: Have you got a packed lunch?

Girl 2: Yes, I've got sandwiches and a banana.

Boy 2: Mmm. Yum! **Narrator:** Number 3.

Girl 3: Can you pass the water, please?

Boy 3: Yes, of course. **Narrator:** Number 4.

Boy 4: Do you want an apple?

Girl 4: No, thanks.

Optional Resources

Teacher's Resource Book page 64, Speaking.

Continuous Assessment

Check if the children can:

Use the functional language introduced in the unit to offer and ask about food.

Talk about the menu in the school canteen using the vocabulary and structures learned in the unit.

Activity Book

Unit 6, page 50, Lesson 6. See page 164 for answer key.





Children develop skills to self-check their own learning making a picture dictionary.



Children develop their listening prediction skills matching the sentences with the children and trying to guess the next one.



Children enhance their phonics knowledge completing their phonics chart with their own words.

Key competences continuous assessment

- 1 Check their learning completing the picture dictionary.
- 2 Match the sentences with the children and make guesses for the next ones.
- 3 Complete their phonics chart with words from the unit.
- 4 Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To understand and express likes and dislikes.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book Stickers for Unit 6
- CD 2

Lead-in

Talk about the different mealtimes the children have seen in the unit. Ask: What do you have for breakfast? Talk about their lunchtime routine at school.

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and write the words. When they have finished ask individual children about the food for each meal: What is there for (dinner)? Ask them about their likes and dislikes: Do you like (orange juice) for breakfast?

Touch to open the activity. Play Simon says! to consolidate the names of the meals.

2 (2)2.16 Listen and match the sentences with the children.

When they have finished ask the children if they agree with the opinions: *Do you like strawberries?*

3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.

Fast Finishers

The children write in their notebooks what they usually have for breakfast, lunch, tea and dinner.

Wrap-up

Play a game: What meal is it? One child says what they have for a certain meal and the others have to guess what meal it is.

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

See page 21 for interactive games description and ideas.

Unit 6 Lesson 7

Transcript

<u>Varrator:</u> Rachel. Do you like pizza?

Dashal Vas Llika pizza

Rachel: Yes, I like pizza.

Narrator: Gary, do you have pasta for dinner?

Gary: No, I don't like pasta.

Narrator: Lily, do you like orange juice for breakfast?

Lily: No, I don't like orange juice. **Narrator:** Rob, do you like strawberries?

Rob: Yes, I like strawberries.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Name the different meals of the day and say what food is consumed at each meal using the vocabulary and structures of the unit.

Give opinions about food.

Activity Book

Unit 6, page 51, Lesson 7. See page 165 for answer key.





Children become familiar with the use of games to reinforce learning and to help others reinforce their language acquisition.



Children develop their initiative and autonomy imagining and drawing a new type of fruit and talking about it.

Key competences continuous assessment

- 1 Use a card game to reinforce their learning and help others reinforce language acquisition.
- 2 Imagine, draw and talk about a new type of fruit.

Oral Review

CLIL Objective

To make a speech about an imaginary food.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Pop outs for Unit 6
- Flashcards for Unit 6

Lead-in

Display the **flashcards** on the board (or open the **i-flashcards** on the Teacher's i-book). Ask individual children to name the fruits and say if they like them or not: It's a strawberry. I like strawberries.

Open the **i-poster**. Divide the class in groups. The children listen to the sentences and take turns to find the correct pictures. Continue with your own instructions. Use the Richmond i-tools to circle the correct pictures.

.....

- 1 Play The food game. The children separate the pop-outs and tick the food they like. In small groups they play Snap: if two children put down the same fruit card one after another and they both like it or dislike it, they call out Snap! And form the affirmative or negative sentence. They then both get a point. The child with the most points wins.
- 2 Invent a tutti frutti. Look at the fruit on the board and mix up the names by syllables and write them: strawrange, cherrwi. Then, the children draw and label their own tutti frutti.

Fast Finishers

The children draw a cartoon strip with their tutti frutti as the main character.

Wrap-up

Talk about the pictures and cartoons the children have done and make a class display.

[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 content. See page 24 for game instructions.



Optional Resources

Teacher's Resource Book pages 15 and 16, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 113 and 114 or 115 and 116 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 fruits, meals of the day and other food introduced in the unit.

Use the Present Simple in the affirmative, negative and question forms.

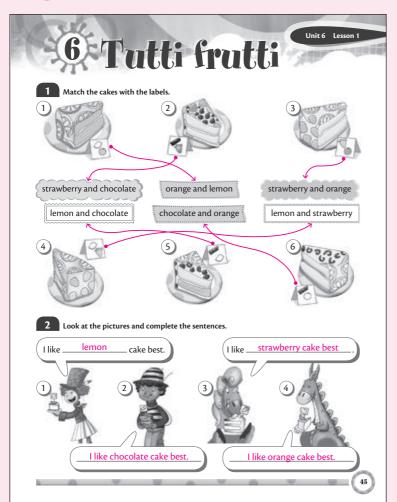
Use functional language for offering and accepting food. Write simple descriptive texts about food using the structures learned in the unit.

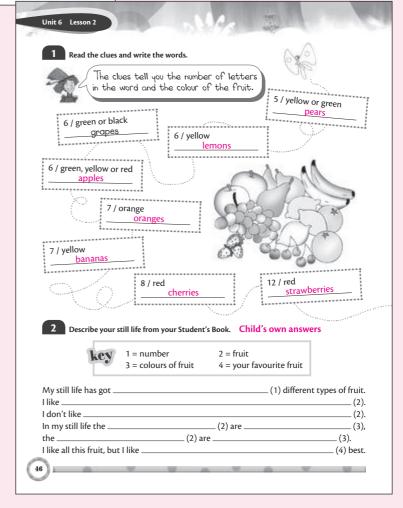
Distinguish the long and short vowel sounds oo and u.

Activity Book

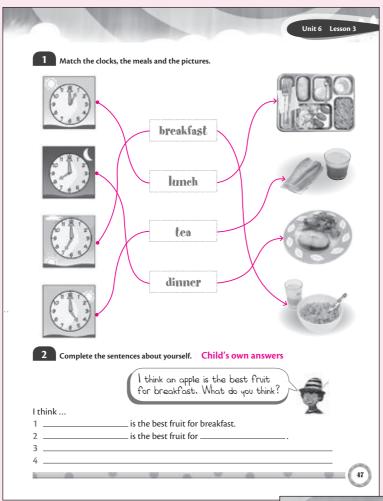
Unit 6, page 52, Lesson 8. See page 165 for answer key.

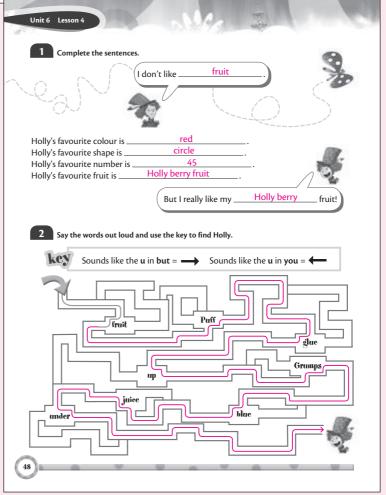
Unit 6 Lesson 1 · 2



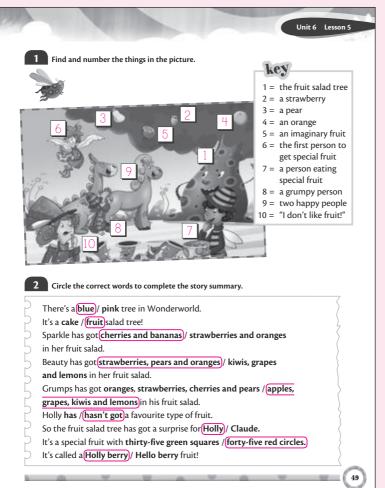


Unit 6 Lesson 3 · 4





Unit 6 Lesson 5 · 6



Transcript

Listen and match the children with the pictures. Then, answer the questions.

Girl 1: Hi, Josh! What have you got for lunch?

Boy 1: Hi, Karen! I've got pizza and a kiwi.

What have you got?

Girl 1: I've got sandwiches and cherries.

What have you got to drink?

Boy 1: I've got milk. What have you got, Karen?

Girl 1: I've got apple juice.

Boy 2: Hello, Nicky! What have you got for lunch?

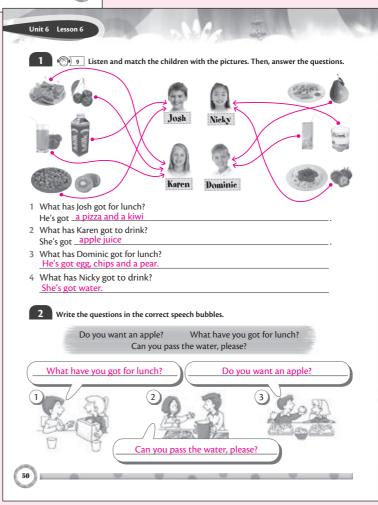
Girl 2: Oh, hello Dominic! I've got spaghetti and strawberries. What have you got?

Boy 2: I've got egg and chips and a pear.

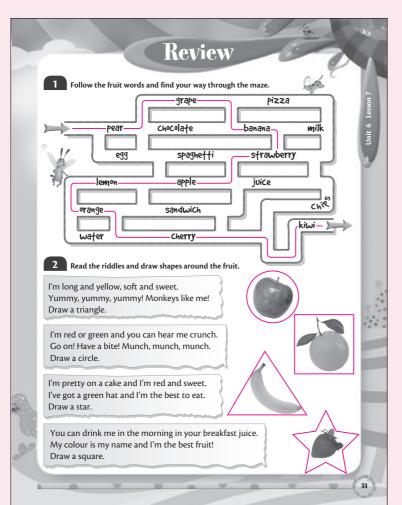
What have you got to drink? **Girl 2:** I've got water. What have you got,

Girl 2: I've got water. What have you got, Dominic?

Boy 2: I've got orange juice.



Unit 6 Lesson 7 · 8





Unit (7) Overview

Vocabulary

Wheeled vehicles: bike, bus, car, double decker bus, roller blades, scooter, skateboard, train

Parts of a vehicle: bell, doors, lights, mirrors, seats, wheels, wings

Transport: ticket, pound Verbs: to go, to take, to walk

Structures

Verb have got: My car has got wings! Present Simple: I go by train. I don't go by car.

Functional language for getting around on public transport: Can I have a ticket, please? That's three

pounds. Here's your ticket. Thanks.

Questions with Where, How and Who: How do you go to school? Where do you get the bus? Who do you go with?

Recycled

Places in a town: cinema, shops, hospital Adjectives: big/small, *left/right, happy/unhappy* Times of the day: in the morning, in the afternoon Family members Colours

Numbers 1 to 50

Cultural Strand

Language Objectives:

To introduce the verb to take for transport:

I take the bus in the morning.

To introduce the words: ticket, pound

To introduce the preposition with at the end of a question:

Who do you go with?

To revise the interrogative adverbs Where and

Who: Where do you get the bus? Who do you go with?

To revise the words for places in a town: cinema, shops, hospital

Creative Strand

CLIL Objective:

To develop imagination, drawing and colouring skills making an imaginary car.

Language Objectives:

To introduce the words for parts of a vehicle: bell, doors, lights, seats, wheels, wings To revise the verb have got: My car has got six wheels.

Functional Strand

Language Objective:

To introduce the functional language for getting around on public transport: Can I have a ticket, please? That's three pounds. Here's your ticket. Thanks. By bus, car, train

Wheels

Literacy Strand

CLIL Objective:

To sequence emotions in a story.

Language Objectives:

To revise the words: happy, left, to play, right, toy, to turn To introduce the words: hula hoop, lights, mirrors, steering wheel, swing To consolidate the Present Continuous and the Present Simple.

To introduce the functional language: Give it back!

To differentiate the vowel sounds er girl and ou look.

Knowledge Strand

CLIL Objective:

To interpret and use charts.

Language Objectives:

To revise the times of the day: in the morning, in the afternoon

To revise the Present Simple: I don't go by train.

To revise transport vocabulary: bus, car, train

To introduce the interrogative How: How do you go to school (in the mornings)? To introduce the word journey.

To introduce the verbs go and walk: I go to school by bus. I don't walk to school.

Skills Objectives

Listening: To listen to an interview and collate information from it. To understand a conversation between a passenger and bus driver. To listen to and join in with a song and a story. To recognise two different vowel sounds *er* and *ou*.

Reading: To recognise words relating to transport. To read descriptions of vehicles. To read and interpret information from a chart. To read a story and follow the sequence of emotions in it.

Writing: To be able to write words related to transport. To write a description of a vehicle using the vocabulary and structures learned in the unit. To fill in a chart with information.

Speaking: To use the functional language necessary for travelling on public transport. To describe a real and a fantasy vehicle and name its parts. To talk about getting to and from school. To ask and answer question about transport.

Assessment Criteria

- Children can understand an interview. They can understand a description of a vehicle. They can understand and interpret a chart.
- Children can write a simple description of a vehicle and their school journeys using the structures and vocabulary learned in the unit.
- They can associate the distinctive parts of wheeled vehicles. They can use the functional language needed to travel on public transport.
- Children can recognise and differentiate the vowel sounds *er* and *ou*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 2: page 33, Reading
- Lesson 3: page 43, Writing
- Lesson 4: page 75, Phonics
- Lesson 5: page 53, Listening
- Lesson 6: page 65, Speaking
- Lesson 7: page 68, Phonics
- Lesson 8: pages 17-18, Language
- Evaluation: pages 117-118 or 119-120

Extras/Realia

Units 1 and 7: True/False cards Lesson 6: stick to make bus stop and bus driver's hat



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



Teacher's i-book [i-book]

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

Activities in **Lead-In** and **Liposter** provide a digital alternative to introduce 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 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



- Lessons 4, 5 and 8: Animated story
- Lesson 6: Around London

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

Use the **Vocabulary Game Generator** to create your own interactive games.

Key Competences



Linguistic Competence:

Children develop oral and written skills to describe vehicles and to talk about going to school. They become familiar with some long vowel sounds.



Competence in Maths, Science and Technology:

Children interpret charts. They develop numeracy and use maths in simulated everyday situations.



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 solving interest conflicts in a fair and optimal way.



Cultural Awareness and Expression:

Children become familiar with double decker buses and public transport. They develop their creative skills and their imagination to make a fantasy car.



Learning to Learn:

Children develop visual attention skills and memory.



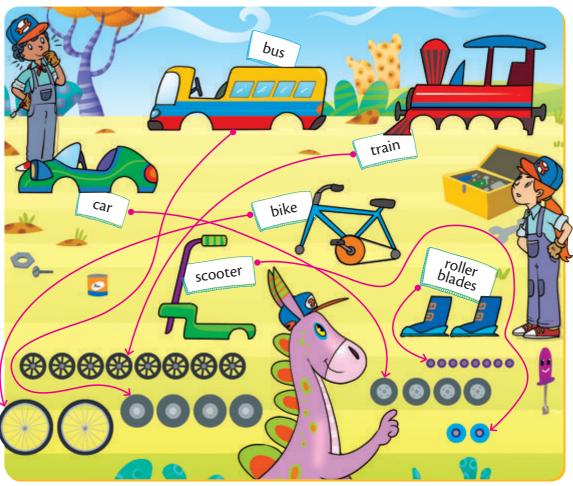
Sense of Initiative and Entrepreneurship:

Children choose information and write questions to ask others.





1 (3)2.18 Listen and match the toys with the wheels.









Recognising wheels for different vehicles | Transport vocabulary

Has it got (four) (small) (wheels)?







Children develop their vocabulary to include vehicles.



Children reinforce their grammar and vocabulary knowledge asking and answering questions using the model language to play a game.



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

Key competences continuous assessment

- 1 Can name different vehicles.
- 2 Ask and answer questions using the model sentences.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To learn about different vehicles and their characteristics.

Language Objectives

To introduce transport vocabulary: bike, bus, car, roller blades, scooter, train

To revise: colours, numbers 1 to 50, adjectives big/small To revise the verb have got: It has got two wheels.

To introduce the adverb too to modify adjectives: They are too (small).

Materials

- Teacher's i-book
- Flashcards for Unit 7
- CD 2
- Optional realia: True/False cards
- Poster for Unit 7

Lead-in

Teach the new vocabulary showing the **flashcards** (print or interactive). Ask about the colour and the number of wheels of each vehicle. Ask individual children: Have you got a (scooter)?

2.17 Listen and play true or false. Display the poster (or open the **i-poster** on the **Teacher's i-book**). Ask questions about the vehicles and the number of wheels. Hand out the True/False cards (if you have made a set). The children show the cards, call out or make a gesture after each sentence is read out.

1 (2) 2.18 Listen and match the toys with the wheels. Show the **flashcards** again. Count the wheels and ask if they are big or small. The children listen and draw lines from the wheels to the correct vehicle.

Open the **i-flashcards** to remind the children of the words. Count the wheels in the picture and ask if they are big or small.

Touch the activity. The children listen and drag the wheels to the correct vehicle. Alternatively, touch [2] to open the extra activity. The children take turns to drag the words to the correct pictures.

2 Play a guessing game. Tell the children to look at the picture or alternatively put the **flashcards** face down. Ask individual children to come up and take one. The rest ask yes/no questions to guess what it is.

Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson. Play Guess it! See page 21 for interactive games description and ideas.

The children play the memory game and match the words with the pictures.

Transcripts



2.17 Poster, Unit 7. Listen and play true or false.

Woman: The bus is red. Man: The bus has got 19 wheels.

Woman: The big car is green. Man: The green car has got thirty wheels. Woman: The green car has got ten wheels. Man: The bikes have got three wheels. **Woman:** The small car is black. **Man:** The small car is yellow. Woman: The yellow car has got eleven wheels. Man: The bikes have both got two wheels. Woman: The scooter has got five wheels. **Man:** The yellow car has got two wheels. **Woman:** The scooter has got two wheels.

2.2 Listen and match the toys with the wheels.

Claude: Pass me the wheels for the bike, please.

Puff: Here you are. Two wheels!

Claude: No! No! They aren't the right wheels at all. They're too small!

Puff: Oh! Well here are two big wheels.

Claude: Yes! Yes! They are the right wheels. Two big wheels for the bike.

Claude: Now, pass me the wheels for the scooter, please.

Puff: Here you are. Two wheels.

Claude: Yes! Yes! They are the right wheels. Two small wheels for the scooter.

Holly: Pass me the wheels for the bus, please.

Puff: Here you are. Four wheels.

Holly: No! No! They aren't the right wheels at all. They're too small!

Puff: Oh! Well here are four big wheels.

Holly: Yes! Yes! They are the right wheels. Four big wheels for the bus.

Holly: Now, pass me the wheels for the car, please.

Puff: Here you are. Four wheels.

Holly: Yes! Yes! They are the right wheels. Four wheels for the car.

Claude: Pass me the wheels for the train, please.

Puff: Here you are. Eight wheels.

Claude: No! No! They aren't the right wheels at all. They're too small!

Puff: Oh! Well, here are eight big wheels.

Claude: Yes! Yes! They are the right wheels. Eight big wheels for the train.

Claude: Now, pass me the wheels for the roller blades, please.

Puff: Here you are. Eight wheels.

Claude: Yes! Yes! They are the right wheels. Eight small wheels for

the roller blades.

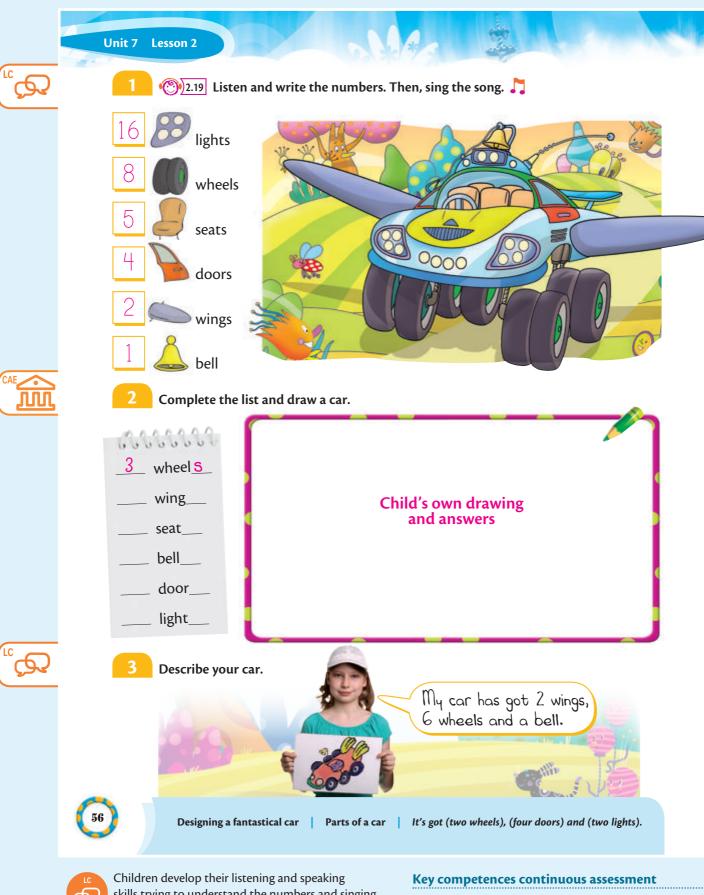
Initial Evaluation

Look at the **poster** and match the words with the <u>vehicles</u>. Play three or four of the true/false sentences from (2)2.17

[i-book] Open the i-poster. The children drag the words to the correct vehicles. Ask them to count the wheels and write the number beside each vehicle using the Richmond i-tools.

Activity Book

Unit 7, page 53, Lesson 1. See page 184 for answer key.





skills trying to understand the numbers and singing the song.



Children develop their drawing and colouring skills making a fantasy car.



Children develop their speaking skills describing their car to their classmates.

- 1 Listen and write the numbers and sing the song.
- 2 Draw and colour a fantasy car.
- 3 Describe their car to their classmates.

Creative Strand

Unit (7) Lesson 2

CLIL Objective

To develop colouring and drawing skills to make a fantasy car.

Language Objectives

To introduce the words for parts of a vehicle: *bell, doors, lights, seats, wheels, wings*

To revise the verb have got: My car has got six wheels.

Materials

- Teacher's i-book
- Flashcards for Unit 7
- CD 2
- Poster for Unit 7

Lead-in

Take the *car* **flashcard** (or open the **i-flashcards** on the **Teacher's i-book**) and point out the doors, lights, seats and wheels. Ask the children about other vehicles that have these parts: *Has a train got seats?* Then, look at the *bike* **flashcard** and discuss the similarities and differences between it and the car. Teach the word *bell*. Finally look at the **poster** (print or **interactive**) and talk about the fantasy vehicle. Teach the word *wings*.

Open the **lead-in** activity. Wacky vehicles! Touch the pictures to focus on them individually. Look at the pictures with the children and ask questions about the vehicles. Use the sample questions provided if needed. Use the **Richmond i-tools** to count and write the numbers on the picture, highlight key vocabulary, etc.

1 (2.19) Listen and write the numbers. Then, sing the song. The children point out the features of the fantasy car and count them: *It has got 8 wheels*. Then, they listen and order the pictures. Check the answers and then, sing the song.

Touch 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. Stop the audio if necessary.

- **2 Complete the list and draw a car.** The children create their own fantasy car and make a list of its features.
- **3 Describe your car.** The children describe their car in small groups or in front of the whole class.

Fast Finishers

The children take a **flashcard** and write a description of the vehicle in their notebooks.

Transcript

2.19 Listen and write the numbers. Then, sing the song: The Wonderful Car.

Oh! Look at my wonderful car!

Look! Look at my wonderful car!

It's got 16 lights! Oh, my wonderful car!

Oh! Look at my wonderful car!

It's got 16 lights and 8 wheels! Oh, my wonderful car!

Oh! Look at my wonderful car!

It's got 16 lights, 8 wheels and 5 seats! Oh, my wonderful car!

Oh! Look at my wonderful car!

It's got 16 lights, 8 wheels, 5 seats and 4 doors! Oh, my wonderful car!

Oh! Look at my wonderful car!

It's got 16 lights, 8 wheels, 5 seats, 4 doors and 2 wings. Oh, my wonderful car!

Oh! Look at my wonderful car!

It's got 16 lights, 8 wheels, 5 seats, 4 doors, 2 wings and one big bell. Oh, my wonderful, wonderful car!

Optional Resources

Teacher's Resource Book page 33, Reading.

Continuous Assessment

Check if the children can:

Name the parts of the vehicles introduced in the lesson. Use the verb *have got* correctly.

Activity Book

Unit 7, page 54, Lesson 2. See page 184 for answer key.





Children develop their abilities to interpret charts and keys.



Children enhance their knowledge of transport vocabulary using the language in the chart to play a game.



Children develop their knowledge of how to do surveys asking their friends in the classroom and writing down their answers.

Key competences continuous assessment

- 1 Read the chart and the key and say the name of the child.
- 2 Use the language in the chart to play a game.
- 3 Do a simple class survey.
- 4 Use the computer activity to develop numeracy skills.

Knowledge Strand

Unit (7) Lesson 3

CLIL Objective

To learn to interpret charts and keys.

Language Objectives

To revise the times of the day: in the morning, in the afternoon

To revise the Present Simple: *I don't go by train.* **To revise transport vocabulary:** *bus, car, train*

To introduce the interrogative How: How do you go to school (in the mornings)?

To introduce the word journey.

To introduce the functional language: by bus, by car, by train To introduce the verbs go and walk: I go to school by bus.

I don't walk to school.

Materials

Teacher's i-book
 Flashcards for Unit 7

- CD 2

Lead-in

Tell the children how you get to school and show the **flashcard** (print or **interactive**): *I go to school by car.* Then, ask individual children and show the relevant **flashcard**. Elicit: *I go to school by (bus)*.

Dopen the **lead-in** activity. Drag the vehicles to the correct place and explain why we have different roads for different vehicles. Divide the class into groups and assign a vehicle to each group. Ask them to count the number of children using their vehicle (car, bike, train, bus, walk) in the classroom. Use the **Richmond i-tools** to write the numbers beside each vehicle. Follow up: ask the children to complete the picture by drawing more details.

- 1 (2.20) Listen and say the names. Explain the idea of a chart. Write the names of three towns on the top and the names of children down the side. Ask where they live and tick accordingly. Explain the chart in the book. Ask individual children to say the names of the children being interviewed and see if the rest agree.
- **2 Play Who am !?** In groups, the children play the game using the information from the chart.
- **3 Do a class survey.** Divide the class into big groups. One child is the researcher and asks the group the questions. The researchers compile the information and you make a chart of the survey on the board.

The children copy the chart into their notebooks.

Wrap-up

Discuss the results of the survey. All the children collaborate to make a big class display of the results of the survey.

The children listen and touch the incorrect means of transport to find the correct one.

Transcript



Interviewer: Hello. Children: Hi! Hello!

Interviewer: Can I ask you some questions about your school

journeys?

Children: Fine. Yeah! Ok.

Interviewer: All right. You are first. How do you go to school

in the morning?

Annie: I go by car.

Interviewer: And how do you go home in the afternoon?

Annie: I don't go by car. I go by train. **Interviewer:** Thank you. What's your name?

Annie: My name's ...

Interviewer: Next. How do you go to school in the morning?

Mark: I go by bus.

Interviewer: And how do you go home in the afternoon?

Mark: I walk.

Interviewer: Thank you. What's your name?

Mark: My name's ...

Interviewer: Next. How do you go to school in the morning?

Ruth: I go by car.

Interviewer: And how do you go home in the afternoon?

Ruth: I walk home.

Interviewer: Thank you. What's your name?

Ruth: My name's ...

Interviewer: OK. You're the last. How do you go to school

in the morning? **Jack:** I go by bus.

Interviewer: And how do you go home in the afternoon?

Jack: I don't walk home. I go by train.
Interviewer: Thank you. What's your name?

Jack: My name's

Optional Resources

Teacher's Resource Book page 43, Writing.

Continuous Assessment

Check if the children can:

Interpret the results of a survey.

Talk about how they go to school and go home using the structures and vocabulary learned in the unit.

Activity Book

Unit 7, page 55, Lesson 3. See page 185 for answer key.



•

Therunaway car



1 2.21 Listen and read the story.

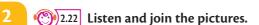


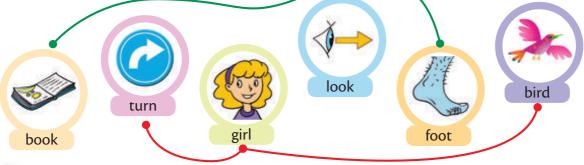


















Parts of a car

Phonics: long and short vowels girl, look



Children develop their reading and listening skills using the pictures and the text to support understanding.



Children develop their knowledge of pronunciation by learning to differentiate the *er* and *ou* sounds.



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

Key competences continuous assessment

- 1 Follow the plot of the story with the help of the pictures and sounds.
- **2** Identify and differentiate the *er* and *ou* sounds.
- **3** Make proper use of the digital resources to practise the two sounds.











Commence

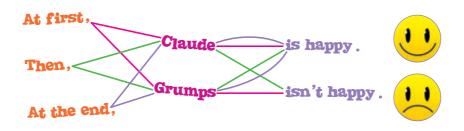








Match the words and make six sentences.



Parts of a car | Sequencing emotions







Children develop their listening skills watching an animated version of the story.



Through the story, children become familiar with conflicts of interest and with giving fair solutions to them.



Children develop their reading skills matching the sentence parts in the columns to sequence the emotions in the story.

Key competences continuous assessment

- 1 Use the video to have a better understanding of the story.
- 2 Identify the conflict of interest in the story and the solution that makes everybody happy.
- 3 Sequence the emotions making sentences with the words in the columns.

Literacy Strand



CLIL Objective

To learn about some speech bubbles conventions and their meaning.

Language Objectives

To revise the words: happy, left, right, toy

To revise the verbs: play, turn

To introduce the words: hula hoop, lights, mirrors To consolidate the Present Continuous: I'm not running. **To consolidate the Present Simple:** I don't like Claude's car.

Materials

– Teacher's i-book - Story cards for Unit 7

- CD 2

Lead-in

Show **story card** 1 (print or **interactive**). Ask the children about the parts of the toy car: How many (seats) has it got? Ask them why they think Grumps is unhappy.

1 (2) 2.21 Listen and read the story. Ask again why Grumps is unhappy: He doesn't like Claude's car. Point to the items in **story** card 4 and teach the words mirrors and lights.



i-book Watch the animated story.

2 (2) 2.22 Listen and join the pictures. Go through the words with the children. They join the words that sound the same.

Wrap-up

Hand out the **story cards** to groups around the class. Each group describes their **story card** and tries to recount the story.

The children listen and drag the words with the same sound to the correct place.

Optional Resources

Teacher's Resource Book page 75, Phonics.

Continuous Assessment

Check if the children can:

Recognise the parts of the car introduced in the story. Recognise and distinguish the vowel sounds ou and er.

Activity Book

Unit 7, page 56, Lesson 4. See page 185 for answer key.

Transcripts



2.21 Listen and read the story: The runaway car.

Narrator: Narrator: Claude has got a new toy. It's very special! Claude: Oh, I've got a new car. Hurray! I can play with my toy all day!

Car: Zoom! Zoom! Claude: Turn left! Turn right!

Car: Zoom! Zoom! Claude: Turn left! Turn right! Narrator: Claude is very happy.

Claude: Oh, I've got a new car. Hurray! I can play with my toy all day!

Narrator: But Grumps isn't happy!

Grumps: Be quiet! Oh! I don't like Claude's car!

Narrator: And then... Claude: Turn left! Turn right!

Car: No! I'm not turning left, and I'm not turning right!

Claude: But...

Car: I'm off! Zoom! Zoom! Claude: Come back! Come back!

Car: Zoom! Bang!

Narrator: Sparkle and Holly are playing when suddenly...

Holly: Hey! Look! Sparkle: What's that?

Holly: I don't know. But I've got an idea... Narrator: Holly is playing with her new toy.

Holly: Look! I've got a hula-hoop.

Holly: Oh, I've got a new toy. Hurray! I can play with my toy all day!

Narrator: Then, Grumps and Beauty arrive.

Sparkle: What's that?

Grumps: I don't know. But I've got an idea...

Beauty: And I've got an idea, too.

Narrator: What has Grumps got? And what's Beauty got? Do you know? Narrator: And now, Grumps and Beauty are playing with new toys.

Grumps: Look! I've got a swing. Beauty: Look at me! I'm beautiful!

Grumps, Beauty and Holly: Oh, I've got a new toy. Hurray!

I can play with my toy all day!

Narrator: The friends are all very happy.

All (except Claude): Oh, I've got a new toy. Hurray! I can play

with my toy all day! Narrator: But then..

Claude: My car! Look at my car!

Narrator: Then, Claude sees the new toys. Claude: Hey! Grumps! You've got the wheel.

Grumps: But ..

Claude: And, Beauty! You've got the lights and the mirrors.

Beauty: But..

Claude: And, Holly! You've got the steering wheel.

Holly: But...

Claude: Give it all back! Others: OK! OK! Holly: Here you are.

Narrator: Now, all the friends are playing with Claude's new car.

All / Join-in: Oh, we've got a new toy. Hurray!

We can play with the toy all day! **Grumps:** I like your car now!

All / Join-in: Oh, we've got a new toy. Hurray!

We can play with the toy all day!

(2.22 Listen and join the pictures.

Narrator: Listen and say the sounds with me. Then, circle the words in red or green.

ou – ou – ou – book er – er – er – turn ou - ou - ou - look er - er - er - girl ou - ou - ou - footer – er – er – bird

Literacy Strand

CLIL Objective

To identify and sequence emotions in a story.

Language Objectives

To introduce the words: steering wheel, swing
To introduce the functional language: Give it back!

Materials

- Teacher's i-book
- Story cards for Unit 7
- CD 2

Lead-in

Look at **story card** 6 (print or **interactive**). Ask why Claude is unhappy. Ask about the things that are missing on the car: *It hasn't got a steering wheel*. Ask about who has the parts: *Who has got the steering wheel*?

1 Match the words and make six sentences. The children listen to the story audio again (2.21]. Display all the story cards on the board (or open the i-story cards on the Teacher's i-book). Individual children make sentences about the story using the words given and indicate in which story card the characters are feeling happy or unhappy.

Fast Finishers

The children draw three things that make them happy in a column with a smiley face and the word *happy* at the top, and three things that make them unhappy with a sad face and the word *unhappy* at the top.

Wrap-up

Write the numbers 1 to 8 on the board. Tell the children to close their books. Put all the **story cards** on your desk and ask individual children to place them in the correct position. Later, the cards can be moved by another child. When the order is correct the children try and recount the story.

(i-book) Watch the animated story again. Stop at different parts to help the children act out the story.

The children read and match the text with the correct picture.



Optional Resources

Teacher's Resource Book page 53, Listening.

Continuous Assessment

Check if the children can: Understand the story.

Follow the sequence of emotions within the story. Name the parts of the car introduced in the lesson.

Activity Book

Unit 7, page 57, Lesson 5. See page 186 for answer key.





Children become familiar with public transport



Children develop their numeracy and their general maths skills listening to numbers in a simulated everyday situation.



Children develop their self-expression through movement acting out a scene about taking the bus.

Key competences continuous assessment

- 1 Are familiar with public transport in Britain after watching the video.
- 2 Recognise the numbers and the information.
- 3 Act out the bus scene using the model language.

Cultural Strand

Unit (7) Lesson 6

CLIL Objective

To practise questions to get around on public transport.

Language Objectives

To introduce the verb take for transport: *I take the bus in the morning.*

To introduce the words: ticket, pound

To introduce the preposition with at the end of a question: Who do you go with?

To revise the interrogative adverbs Where and Who: Where do you get the bus?

To revise the words for places in a town: *cinema, shops, hospital*

To introduce the functional language for getting around on public transport: Can I have a ticket, please? That's three pounds. Here's your ticket. Thanks.

Materials

- Teacher's i-book
- Optional realia: stick to make bus

stop and a driver's hat

- CD 2
- Pounds

Lead-in

Explain that in England there are double decker buses. Ask about the public transport in the area: What colour are the buses in your town? Ask the children if they take the bus and if so what number: Do you take the bus to school? What number is the bus?

- 1 (2)2.23 Listen and tick () the information. Draw a pound symbol on the board and the symbol of the currency used in the country you are in. Explain that in England you pay in pounds, if you have some then show them to the children. When they have listened to the conversation check that they have the correct answers.
- **2 Act out the scene.** Make a bus stop using a stick or a pole. Write a *skeleton* dialogue on the board and practise it as a class. Then, in pairs the children practise the mini role play. Rub out the dialogue on the board.

Fast Finishers

The children draw a double decker bus full of people.

Wrap-up

The pairs perform the role play for the rest of the class. Encourage them to be spontaneous and get into different characters. If children have drawn a double decker bus, make a display of the pictures and ask the children about the number of windows, wheels and people on the buses.

[i-book] Watch the video **Around London**. Complete the comprehension activity with the children.

Transcript

2.23 Listen and tick () the information.

Boy: What bus do I take for the hospital?

Girl: The number 17.

Boy: Can I have a ticket, please? **Driver:** That's 3 pounds. **Boy:** Here you are.

Driver: And here's your ticket.

Boy: Thanks.

Optional Resources

Teacher's Resource Book page 65, Speaking.

Continuous Assessment

Check if the children can:

Understand and use the functional language for using public transport.

Recognise that the currency in England is the pound.

Activity Book

Unit 7, page 58, Lesson 6. See page 186 for answer key.





Children develop their skills to self-check their learning completing the picture dictionary independently or asking for help if necessary.



Children develop their reading and speaking skills indicating whether the sentences as true or false and making new ones.



Children enhance their phonics knowledge completing their phonics chart with their own words.

Key competences continuous assessment

- 1 Organise their learning by matching pictures and words.
- 2 Read the sentences, say true or false and make new ones.
- **3** Complete their phonics chart.
- 4 Use visual concentration and memory to play.
- 5 Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To read and make true and false descriptions of vehicles.

Language Objectives

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-bookPop-outs for Unit 7
- Stickers for Unit 7 Optional realia: True/False cards
- Flashcards for Unit 7

Lead-in

Display the **flashcards** on the board. For each **flashcard** ask if the vehicle has got a bell, wings, seats, steering wheel, lights, mirrors or wheels. Write the words for the parts beside the pictures.

Alternatively, open the **i-flashcards** on the **Teacher's i-book** and use the **Richmond i-tools** to write the words beside the pictures.

- **1 Complete the picture dictionary.** Ask the children to try to identify each picture. They place their stickers and write the words.
- 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 say** *True* **or** *False.* **Then, play with your classmates.** Leave the list of vehicle parts on the board and put the **flashcards** face down. Hand out the true/false cards if you have them. Read the sentences and ask the class to show *true* or *false.* Then, ask individual children to take a flashcard and invent a sentence about it, for the class to respond *true* or *false.*
- Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit.

See page 21 for interactive games description and ideas.

- **3 Complete your phonics chart.** Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.
- 4 Play Pairs. Each child has a set of playing cards. In groups of two or three they play pairs. Their cards are all face down and they take turns in turning over two cards. If the two cards coincide the player keeps the pair. The player with the most pairs wins.



Fast Finishers

The children play *Snap* with the cards in groups of 4 or 5. *Snap* consists of each player putting a card on the pile and when the same card appears one after the other the first person to cover the pile with his or her hand saying *Snap* takes the pile.

Wrap-up

Make a chart on the board. Write the vehicles on the left side and the parts of vehicles along the top. Then, tick the parts each vehicle has.

The children take turns and drag the words and phrases to order the conversations.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Name the vehicles and parts of vehicles learned in the unit. Use the verb *Have got* in affirmative, negative and question form: *Has your car got six wheels? Yes it has. / No, it hasn't.*

Activity Book

Unit 7, page 59, Lesson 7. See page 187 for answer key.





Children develop their listening skills focusing their attention on the information in the audio.



Children choose information to make their own questions and play a guessing game.

Key competences continuous assessment

- 1 Understand the information to complete the activity.
- **2** Choose information and make questions to play the game.

Oral Review

Unit 7 Lesson 8

CLIL Objective

To write down and do a short interview.

Language Objectives

To review the vocabulary and structures of the unit. To revise the words for members of the family.

Materials

Teacher's i-book

- CD 2

Lead-in

Ask the children about when they use public transport. Ask who they usually go with on public transport and where they go.

Open the **i-poster**. Divide the class in groups. The children listen to the words and take turns to find the correct pictures. Tell them to use the **Richmond i-tools** to write the words and the name of the vehicles beside them. Then, ask the children to count the people in each vehicle and write the number next to the vehicles.

1 (2) 2.24 Listen and match the buses with the children. Ask about the number and colour of each bus. The children match the children with the correct bus. Check that they have the correct answers: (George) takes the number (23) bus in the (morning) at the (hospital) with (his) (sister).

Choose information from Activity 1 and play a guessing

game. Each child chooses a child and writes a sentence in their notebooks: I am (George). I take the number (23) bus in the (morning) at the (hospital) with my (sister). The other children have to guess which child they are asking about: What bus do you take?

[i-book] 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 17-18, Language.

Activity Book

Unit 7, page 60, Lesson 8. See page 187 for answer key.

Transcript

2.24 Listen and match the buses with the children.

Narrator: What bus do you take in the morning, George?

George: The number 23.

Narrator: Where do you get the bus?

George: At the hospital. **Narrator:** Who do you go with?

George: My sister.

Narrator: Thanks, George. Now what about you, Rachel? What bus do

you take in the morning? **Rachel:** The number 17.

Narrator: Where do you get the bus?

Rachel: At the shop.

Narrator: Who do you go with?

Rachel: My dad.

Narrator: Thanks, Rachel. Now what about you, Sara? What bus do

you take in the morning? **Sara:** The number 23.

Narrator: Who do you go with?

Sara: My dad.

Narrator: Where do you get the bus?

Sara: At the hospital.

Narrator: Thanks, Sara. Now what about you, Paul? What bus do you

take in the morning? **Paul:** The number 17.

Narrator: Who do you go with?

Paul: My sister.

Narrator: Where do you get the bus?

Paul: At the shop.

Narrator: Thanks, Paul. Now what about you, Janet? What bus do you

take in the morning? **lanet:** The number 23.

Narrator: Where do you get the bus?

Janet: At the shop.

Narrator: Who do you go with?

Janet: My dad.

Narrator: Thanks, Janet. Now what about you, Bobby? What bus do

you take in the morning? **Bobby:** The number 17.

Narrator: Where do you get the bus?

Bobby: At the hospital.

Narrator: Who do you go with:

Narrator: Who do you go with?

Bobby: My sister.

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.

Note: The listening is the same for both tests.

Final Assessment

Check if the children can:

Name the vehicles and parts of vehicles learned.

Describe a vehicle using the verb have got and

the vocabulary introduced in the unit.

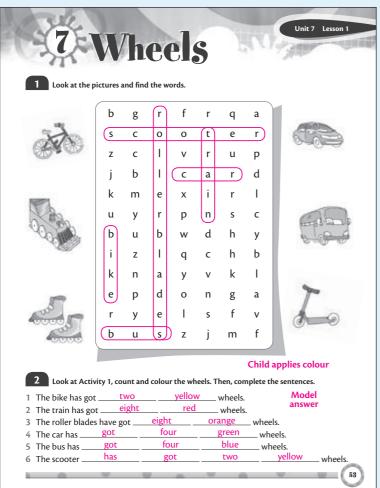
Talk about how to go to school and go home from school.

Use functional language for using public transport.

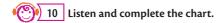
Use the verb take in relation to transport.

Ask and answer questions about public transport.

Unit 7 Lesson 1 · 2



Transcript



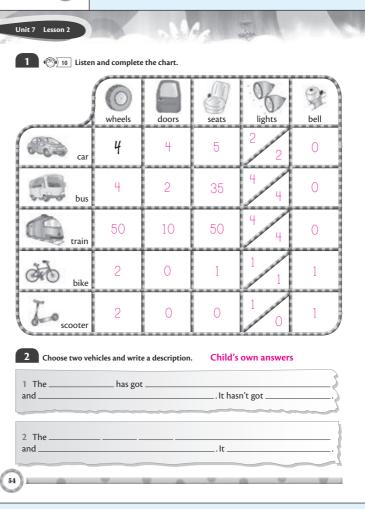
Woman: The car's got four wheels and four doors. It's got five seats. It's got two lights at the front and two lights at the back.

Man: The bus's got four wheels. It's got two doors and it's got thirty-five seats. It's got four lights at the front and four lights at the back.

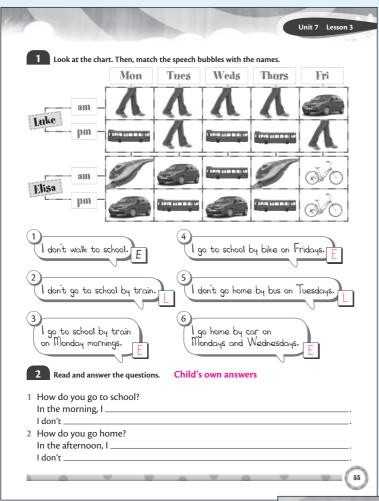
Woman: The train's got fifty wheels and ten doors. It's got fifty seats. It's got four lights at the front and four lights at the back.

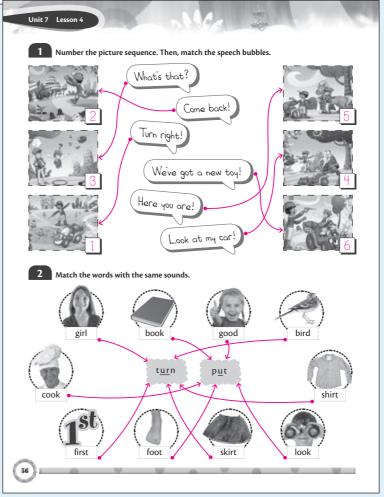
Man: The bike's got two wheels and one seat. It hasn't got doors. It's got one light at the back and one light at the front and it's got a bell.

Woman: The scooter's got two wheels but it hasn't got a seat and it hasn't got doors. It's got one light at the front and it's got a bell.

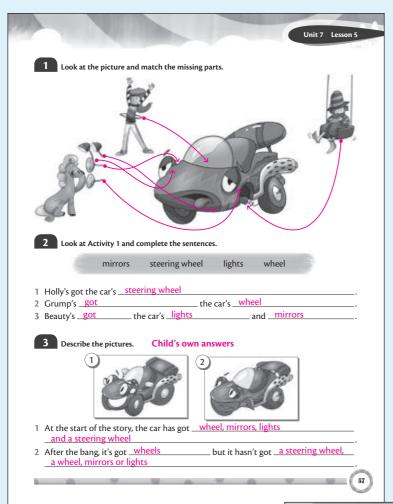


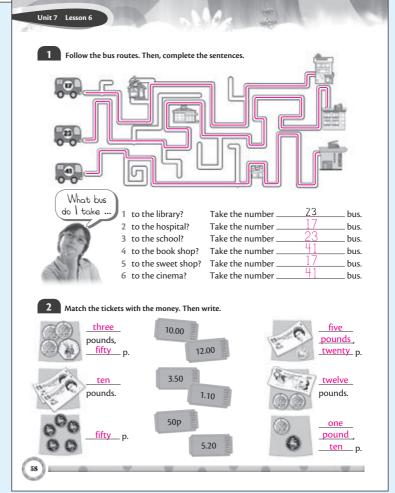
Unit 7 Lesson 3 · 4





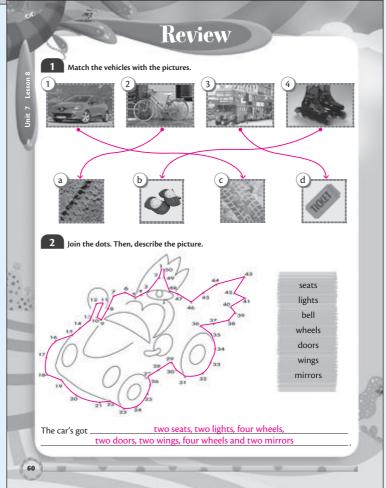
Unit 7 Lesson 5 · 6





Unit 7 Lesson 7 · 8





Unit (8) Overview

Vocabulary

Holiday activities vocabulary: canoeing, cycling, riding, sailing, snorkelling, swimming

The months of the year

Telling the time: o'clock and half past

Verbs to describe routines: to get up, to go to bed, to have lunch

Adjectives: angry, empty, full, grumpy, scared, silly, strange, wonderful

Conjunctive adverbs of sequence: first, next, last

Structures

Gerund following verbs to like and to love: I like swimming.

Functional language: I really love canoeing. Me too! Let's go to the water park. That's a great idea! What time is it? I really like swimming.

Recycled

Days of the week Left, right Have got

Cultural Strand

Language Objectives:

To introduce the verb to love: I love swimming. To consolidate holiday activities vocabulary: canoeing, cycling, riding, sailing, snorkelling, swimming To introduce the adverb really: I really like swimming. To introduce functional language for expressing opinions, agreeing, and making arrangements to meet: I really love (canoeing). Me too! Let's go to (the water park). That's a great idea!

Creative Strand

CLIL Objective:

To make a birthday calendar.

Language Objectives:

To introduce the months of the year.

To introduce conjunctive adverbs of sequence: first, next, last

To revise nature words: flowers, fruit, leaves To consolidate the verb have got: The trees have got leaves.

To introduce the word: birthday

Functional Strand

Language Objectives:

To learn holiday activities vocabulary: camping, canoeing, sailing, snorkelling To practise sports vocabulary: cycling, riding, swimming To revise Present Continuous: Is (she) (canoeing)? (Yes, she is.) To learn the use of the gerund after

the verb to like: I like swimming. To learn the word initial meaning first letter of your name.

Knowledge Strand

CLIL Objective:

To learn to tell the time.

Language Objectives:

To learn vocabulary for telling the time: o'clock and half past, What time To learn verbs: to get up, to go to bed, to have lunch

To practise the Present Simple: What time do you get up?

To learn prepositions with time expressions: in the holidays, on school days

Literacy Strand

CLIL Objective:

To sequence events in a story.

Language Objectives:

To learn the words: everybody, pool

To learn the verbs: to fill, to love, to stay up, to watch

To learn the functional language: Me too! Never mind. It's not my fault.

That's great! You see. You silly thing.

To learn adjectives: full, grumpy, empty, silly, strange, wonderful

To learn the adverb: carefully

To recognise and distinguish the long and short vowel sounds: oi and o

Skills Objectives

Listening: To understand dialogues about routines. To listen to and understand a song about the months of the year. To understand dialogues about summer activities and people's opinions of them. To hear the difference between the yowel sounds *oi* and the short *o*.

Reading: To read sentences related to school day routines and summer routines. To read times on the hour and half past the hour on digital and analogue devices and in written sentences. To understand the beginning, middle and end of a story. To read the months of the year on a calendar.

Writing: To write about their school and summer routines. To write descriptions of the monthly changes in nature. To write about their opinions on different activities.

Speaking: To talk about the outdoor activities they do in summer and give their opinion of them using the vocabulary and structures learned in the unit. To make arrangements to meet at a certain time using the functional language learned in the unit. To talk about the months of the year, the seasonal changes and their birthday month.

Assessment Criteria

- The children can understand dialogues about routines, summer activities and the times of the day.
- They can understand and follow a story and situate the beginning, the middle and the end of the story.
- They can write about their routines and the activities they like to do in summer.
- They can make arrangements to meet using the correct functional language.
- They can say the months of the year.

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 19-20, Language
- Evaluation: pages 121-122 or 123-124

Extras/Realia

Lesson 2: a toy clock with movable hands **Lesson 3:** split pins



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



Teacher's i-book [i-book]

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

Activities in **Lead-in** and **Li-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 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



- Lessons 4, 5 and 8: Animated story
- Lesson 6: Summer is fun

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.

Key Competences



Linguistic Competence:

Children develop oral and written skills to communicate about summer time and summer activities.



Competence in Maths, Science and Technology:

Children become familiar with telling the time to the half hour. They review the use of charts and keys. They focus on changes in nature and in human activity at different moments of the year.



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 sympathy and solidarity through a story.



Cultural Awareness and Expression:

Children learn about summer activities in the UK. They make a birthday calendar.



Learning to Learn:

Children develop independence as a learner to make a picture dictionary and a phonics chart.



Sense of Initiative and Entrepreneurship:

Children choose favourite activities and language from the unit to make a poster and talk about it.





Children develop their vocabulary knowledge listening to and reading the words related to summer activities.



Children become familiar with interviews making simple questions to ask their classmates.



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

Key competences continuous assessment

- 1 Listen to, read and find the vocabulary to complete the task.
- 2 Understand interview technique.
- **3** Make proper use of the digital resources to practise the vocabulary and structures.

CLIL Objective

To make an interview about summer activities likes and dislikes.

Language Objectives

To introduce holiday activities vocabulary: camping, canoeing, sailing, snorkelling

To revise sports vocabulary: cycling, riding, swimming **To revise Present Continuous:** *Is* (*she*) (*canoeing*)? (*Yes*, *she* is.) To introduce the gerund after the verb to like: I like swimming.

To learn the word initial meaning first letter of your name.

Materials

- Teacher's i-book

- Poster for Unit 8

- CD 2

- Flashcards for Unit 8

Lead-in

2.25 Show the **flashcards**: camping, canoeing, sailing and snorkelling and teach the words. Display the poster. The children find the activities. Ask them about the other activities: Can you see a (girl) (riding)? Play the **poster** audio and ask individual children to answer.

Open the **i-flashcards** on the **Teacher's i-book** and teach the words camping, canoeing, sailing and snorkelling.

Open the **i-poster**. The children drag the words to the correct pictures. Ask them about the other activities: Can you see a (girl) (riding)? Play the audio and ask individual children to answer the questions.

1 (2) 2.26 Listen and write the initials of the characters. Ask the children to match the words to the pictures. Then, explain that the characters are talking about which activity they enjoy most. Explain what an initial is. Write your initials on the board. Ask about the character's initials. After they have filled in the initials, check the activity.

[i-book] Touch [[]] to open the activity. The children listen to the characters and choose the correct summer activities.

2 Interview your classmate. In pairs, the children ask each other questions about the activities they like.

Wrap-up

Make a class survey of the children's favourite activities. Include other activities if they come up. Discuss the results.

The children take turns to drag the pictures to design different T-shirts.

Transcripts



2.25 Poster, Unit 8. Look and find the children.

Narrator: Look at the children.

Find a girl with a blue T-shirt. Is she sailing?

Narrator: Look at the children.

Find a boy with a brown T-shirt. Is he cycling?

Narrator: Look at the children.

Find a girl with a yellow hat. Is she camping?

Narrator: Look at the children.

Find a boy with a red hat. Is he swimming?

Narrator: Look at the children.

Find a girl with a blue hat. Is she canoeing?

Narrator: Look at the children.

Find a boy with a green T-shirt and a yellow hat. Is he sailing?

Narrator: Look at the children.

Find some children with red and white scarves. Are they riding a horse?

2.26 Listen and write the initials of the characters.

Narrator: Holly and Claude are in the park with their friends.

Claude: It's summer time! Hurray! Hurray! No more school! It's time to play. Do you know what I like doing? I like cycling every day! What about you Holly?

Holly: It's summer time! Hurray! Hurray! No more school! It's time to play. Do you know what I like doing? I like riding every day! What about

Puff: It's summer time! Hurray! No more school! It's time to play. Do you know what I like doing? I like camping every day! What about you Sparkle?

Sparkle: It's summer time! Hurray! No more school! It's time to play. Do you know what I like doing? I like snorkelling every day! What about you Grumps?

Grumps: It's summer time! Hurray! No more school! It's time to play. Do you know what I like doing? I like sailing every day! What about

Beauty: It's summer time! Hurray! Hurray! No more school! It's time to play. Do you know what I like doing? I like swimming every day!

Initial Evaluation

Display the **poster**. Ask what each child or group of children is doing. Then, ask the children if they like doing that activity. Point out an activity and a child asks a question to another child in the class: Do you like (snorkelling)?

Activity Book

Unit 8, page 61, Lesson 1. See page 206 for answer key.









Do you (play in the park) at (three o'clock) (in the holidays)?



Children develop their knowledge of the world around them noticing that people do routines at different times on school days and in the holidays.



Children develop their sense of time and their ability to use the clock.



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

Key competences continuous assessment

- 1 Notice and understand that people do things at different times on school days and in the holidays.
- 2 Understand the times presented.
- 3 Make proper use of the digital resources to practise the vocabulary and structures.

Knowledge Strand

CLIL Objective

To tell the time to the half hour.

Language Objectives

To introduce vocabulary for telling the time: o'clock and half past, What time ...?

To introduce verbs: to get up, to go to bed, to have lunch **To consolidate the Present Simple:** What time do you get up? To introduce prepositions with time expressions: in the holidays, on school days

Materials

- Teacher's i-book
- CD 2
- Optional realia: A toy clock with movable hands or one made from card

Lead-in

Display the clock. Show the time that it is. Then, show a familiar time, for example the time school starts. The children repeat after you: School starts at (nine o'clock.) Then, choose a familiar time with half past: We have (lunch) at half past (one.) Practise by saying a time and getting individual children to come and move the hands on the clock.

Open the **lead-in** activity. Look at the pictures with the children. Touch the pictures to focus on them individually and ask questions about the time they usually get up and go to bed in the holidays or on school days. Use the sample questions provided if needed. Use the **Richmond i-tools** to draw the hands in the different clocks and present the time: o'clock and half past. Alternatively, ask the children to do it following your instructions.

- 1 (2)2.27 Listen and draw the times. Ask a child: What time do you get up? and display it on the clock. Then, ask about holiday bedtimes and display them on the clock. Finally the children listen and draw the hands on the clocks.. Check that they have done it correctly by asking individuals to show their answer moving the hands on the class clock.
- 2 Ask your classmates about their routines. In pairs, the children ask and answer questions about their routines: Do you (get up) at (half past seven)? (No, I don't.)

Fast Finishers

The children draw clocks in their notebooks and write the times they get up, have lunch and go to bed.

Wrap-up

Play a game, say: I get up at ten o'clock. A child answers: In the holidays or On school days. If they answer correctly they say a sentence.

Unit (8) Lesson

The children listen and drag the clocks to the correct place in the chart.

Transcript

(C) 2.27 Listen and draw the times.

Narrator: Holly! Claude! Can I ask you some questions please?

What time do you get up, Holly?

Holly: In the holidays or on school days?

Narrator: What time do you get up in the holidays?

Holly: Mmm. I get up at half past nine.

Narrator: And what time do you get up, Claude?

Claude: In the holidays or on school days?

Narrator: What time do you get up on school days?

Claude: Mmm. I get up at seven o'clock. **Narrator:** What time do you have lunch, Holly?

Holly: In the holidays or on school days? Narrator: What time do you have lunch on school days?

Holly: Mmm. I have lunch at half past twelve. Narrator: What time do you have lunch, Claude?

Claude: In the holidays or on school days?

Narrator: What time do you have lunch in the holidays?

Claude: Mmm. I have lunch at two o'clock. Narrator: What time do you go to bed, Holly? Holly: In the holidays or on school days?

Narrator: What time do you go to bed on school days?

Holly: Mmm. I go to bed at half past eight. Narrator: What time do you go to bed, Claude? Claude: In the holidays or on school days?

Narrator: What time do you go to bed in the holidays?

Claude: Mmm. I go to bed at ten o'clock.

Optional Resources

Teacher's Resource Book page 54, Listening.

Continuous Assessment

Check if the children can:

Say the time using the expressions o'clock and half past. Use the prepositions and time expressions in the holidays and on school days correctly and understand the difference in routine. Ask and answer questions about their routines.

Activity Book

Unit 8, page 62, Lesson 2. See page 206 for answer key.







Children become familiar with physical changes in nature and in human activity during different seasons.



Children develop their abilities to use different materials to make a birthday calendar.

Key competences continuous assessment

- 1 Recognise and understand the changes in nature and in human activities in the different months of the year.
- 2 Use different materials to make a birthday calendar.

Creative Strand



To make a birthday calendar.

Language Objectives

To introduce the months of the year.

To introduce conjunctive adverbs of sequence: first, next, last

To introduce nature words: *flowers, fruit, leaves*

To consolidate the verb have got: The trees have got leaves.

Materials

- Teacher's i-book

- Optional realia: split pins to

- CD 2

make the pop out calendar

Pop-outs for Unit 8

Lead-in

Write the months of the year into groups of three on the board. Arrange them according to the seasons of the year. Draw a tree in each group. Explain: In March, April and May the trees have got leaves and flowers. Ask each child which is their birthday month.

Open the **lead-in** activity. Look at the pictures with the children. Explain they have to drag the words (months) to the pictures which best show seasonal changes (weather and trees) and seasonal activities. Ask them to use the Richmond i-tools to write correct sentences for each month's picture(s): In May the trees have got flowers. They can also do this orally.

1 (2) 2.28 Listen and stand up for your birthday month.

Then, sing the song. The children stand up as their birthday month is named. Play the song again and the children join in.

[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. Use the Richmond i-tools to circle the months as the lyrics classify them in blocks of three.

2 Make a birthday calendar. The children join the two parts of the calendar with split pins. They explain what happens in their birthday month in the world of nature: My birthday is in January. The trees haven't got leaves.

Unit (8) Lesson 3

Fast Finishers

The children write all they can about their birthday month and draw a picture in their notebooks.

Wrap-up

Make a class calendar showing everyone's birthday. The months across the top and the names down the side. The children put a cross on their birthday month. Discuss the chart.

Transcript

2.28 Listen and stand up for your birthday month. Then, sing the song: The twelve months of the year.

January, February and March!

January, February and March!

The first three months of the year are January, February and March!

April, May and June!

April, May and June!

The next three months of the year are April, May and June!

July, August and September!

July, August and September!

The next three months of the year are July, August and September!

October, November and December!

October, November and December!

The last three months of the year are October, November

January, February, March, April, May, June, July, August, September, October, November and December!

The twelve months of the year!

Optional Resources

Teacher's Resource Book page 44, Writing.

Continuous Assessment

Check if the children can:

Name the twelve months of the year.

Say in which month their birthday falls and talk about

the changes in nature during that month.

Understand the sequence words: first, next, last

Activity Book

Unit 8, page 63, Lesson 3. See page 207 for answer key.

Unit 8 Lesson 4

-

Puffcan'tswim



1 2.29 Listen and read the story.

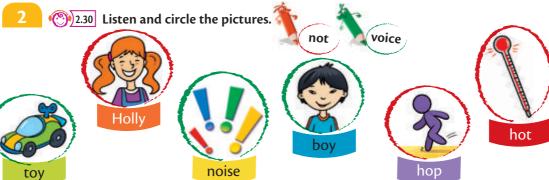


















That's a great idea.

Phonics: long and short vowels voice, not



Children develop their interest for reading using their deductive skills to try to guess what causes the problem.



Children develop their knowledge of pronunciation by learning to differentiate the short *o* and *oi* sounds.



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

Key competences continuous assessment

- 1 Read and listen to the story and try to guess what causes the problem.
- **2** Identify and differentiate the *oi* and short *o* sounds in some words.
- **3** Make proper use of the digital resources to practise the two sounds.





Children reinforce their knowledge of the language from the unit and the new expressions from the story using the video to support understanding.



Through the story children become familiar with the concept of sympathy and solidarity, identifying the way two characters help Puff to overcome her fear.



Children develop their reading skills sequencing the events in the story.

Key competences continuous assessment

- 1 Understand the language from the story when watching the video.
- 2 Identify and value the way Holly and Claude help Puff in the story.
- **3** Sequence the events in the story.

Literacy Strand



To develop interest for reading using deductive skills to guess the problem.

Language Objectives

To introduce the word: pool

To introduce the verbs: to fill, to stay up, to watch

To introduce the functional language: Me too! Never mind. It's not my fault.

To introduce the adjectives: full, empty, silly, strange

To introduce the adverb: carefully

To recognise and distinguish the long and short vowel

sounds: oi and o

Materials

- Teacher's i-book - Story cards for Unit 8

- CD 2

Lead-in

Pre-teach the adjectives empty and full. Then, ask how many in the class can swim. Finally show story cards 1 and 2 (print or **interactive**) and compare and contrast the character's expressions: Is Beauty happy or unhappy in picture one?

2.29 Listen and read the story. Encourage the children to guess the outcome of the story as they listen.

i-book Watch the animated story.

2 (2) 2.30 Listen and circle the pictures. Go over the words with the children and make sure they have circled the correct sounds.

Fast Finishers

The children draw themselves and their friends in the swimming pool.

Wrap-up

Play the story audio again and the children join in with Beauty: This is a great idea! This is a great idea! I like swimming! I like swimming!

The children listen and drag the words with the same sound to the correct place.

Optional Resources

Teacher's Resource Book page 76, Phonics.

Continuous Assessment

Check if the children can:

Follow the story reading the facial expressions of the characters. Distinguish the difference between the long and short vowel sounds oi and o.

Unit (8) Lesson 4

Transcripts



2.29 Listen and read the story: Puff can't swim.

Narrator: Everybody is outside in the sunshine. It's a very hot day.

Puff: Let's play with the toys!

Claude: No. I've got a good idea. Let's fill the pool.

Beauty: This is a great idea! This is a great idea! I like swimming!

I like swimming!

All (except Puff): Me too!

Narrator: It's nearly dark now.

Claude: Oh dear! It's time for bed and the pool isn't full yet.

Holly: Never mind. We can swim tomorrow.

Beauty: This is a great idea! This is a great idea! I like swimming!

I like swimming!

All (except Puff): Me too! Holly: Good night everybody!

All: Good night!

Narrator: The next morning, Holly and Claude look at the pool. Holly: Oh, Claude! You silly boy! Look! There isn't any water in the pool.

Claude: It's not my fault!

Puff: Let's play hop, skip and jump! Claude: No. Let's fill the pool again.

Beauty: This is a great idea! This is a great idea! I like swimming!

I like swimming!

All (except Puff): Me too!

Narrator: But the next morning the pool is empty again. This is strange.

Claude: Oh, no! Not again!

Holly: Let's stay up tonight and watch carefully.

Claude: That's a great idea.

Narrator: That night, Holly and Claude watch the pool.

Holly: Puff! What are you doing?

Puff: Oh, Holly! Please, don't be angry with me!

Claude: What's the matter Puff? Don't you like swimming? Puff: No, I don't! I can't swim! I'm scared of the water! Holly: Oh, Puff! You silly thing! We can teach you how to swim.

Claude: Come on, Puff. You can do it. First, your left arm, then your

Holly: And now your legs. Kick! Kick! Kick!

Beauty: That's great, Puff! You see! You can swim! Oh, this is a great

idea! This is a great idea! I like swimming! I like swimming!

Narrator: Everybody is having fun in the pool. But Grumps is a bit grumpy. He doesn't like all the noise.

Puff: I love swimming!

Narrator: Bye, bye everybody. Have a wonderful summer!



2.30 Listen and circle the pictures.

Narrator: Listen and say the sounds with me. Then, circle the pictures in red or green.

o - o - o - Hollyoi - oi - oi - boy o - o - o - hotoi - oi - oi - toy o - o - o - hopoi - oi - oi - noise

Activity Book

Unit 8, page 64, Lesson 4. See page 207 for answer key.

Literacy Strand

CLIL Objective

To sequence events in a story.

Language Objectives

To introduce the word: *everybody*

To introduce the adjectives: angry, grumpy, scared, wonderful

To revise the adjectives: *left, right*To introduce the verb: *to love*

To introduce the functional language: That's great! You see.

You silly thing!

Materials

– Teacher's i-book

- Story cards for Unit 8

- CD 2

Lead-in

To remind the children of the story, hand out the **story cards** and the children stand up when they hear their part.

1 Circle the pictures. Display the story cards (or open the i-story cards or the Teacher's i-book) by touching the first picture of the story on the board. Write the words the beginning, the middle and the end over the corresponding areas. Make sure they understand the concepts. Ask if they have seen the words The End anywhere, for example, at the end of a film. Then, ask about Puff's facial expression in each picture. Finally check that they have circled the pictures correctly by asking individual children.

Fast Finishers

The children copy the pictures of Puff's face from the book into their notebooks.

Wrap-up

The children get into groups of 6 to act out the story. Then, they perform it for the rest of the class or for a younger class.

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

The children listen and drag the sentences to complete the text.



Optional Resources

Teacher's Resource Book page 34, Reading.

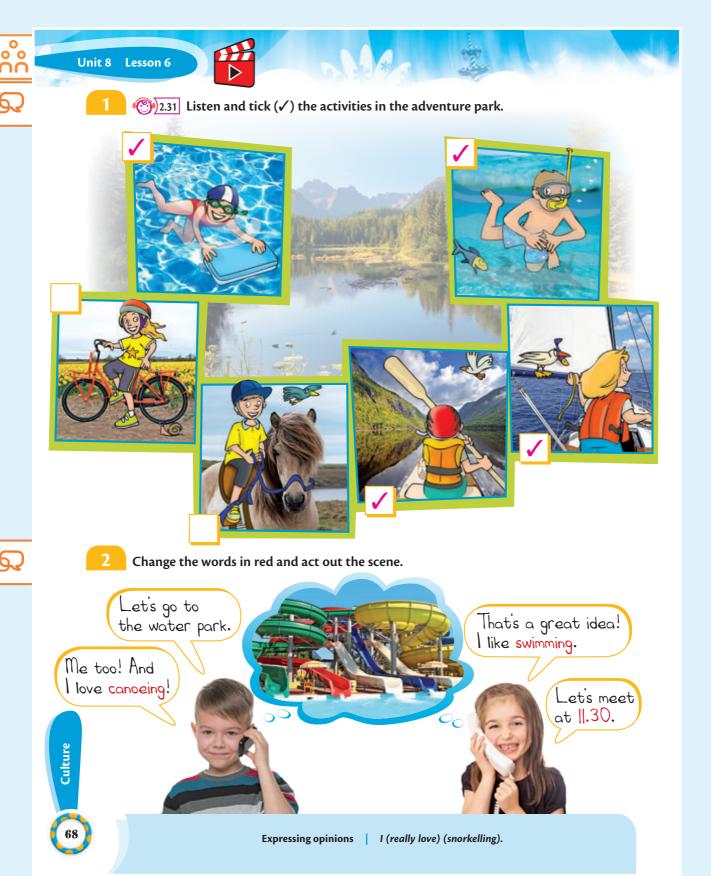
Continuous Assessment

Check if the children can:

Understand the sequence of events in the story.

Activity Book

Unit 8, page 65, Lesson 5. See page 208 for answer key.





Children develop their knowledge of the world around them reflecting on activities one can do in the summer.



Children enhance their vocabulary knowledge listening to and identifying different outdoor sports.



Children develop their reading and speaking skills changing some words in the model sentences to act out a scene.

Key competences continuous assessment

- **1** Become familiar with some activities one can do in the summer.
- 2 Recognise the activities to complete the task.
- 3 Use the model sentences to act out a scene.

Cultural Strand

Unit 8 Lesson 6

CLIL Objective

To learn about different types of sports at adventure parks.

Language Objectives

To introduce the verb to love: I love swimming.

To consolidate the holiday activities vocabulary: canoeing, cycling, riding, sailing, snorkelling, swimming

To introduce the adverb really: I really like swimming. To introduce the functional language for expressing opinions, agreeing with opinions, and making arrangements to meet: I really love (canoeing). Me too!

Let's go to (the water park). That's a great idea!

Materials

Teacher's i-bookFlashcards for Unit 8

- CD 2

Lead-in

Display the **flashcards** (or open the **i-flashcards** on the **Teacher's i-book**). Choose three and say: I like (swimming). I love cycling, but I really love canoeing. Emphasise the degree of your enthusiasm. Then, the children repeat as a class.

1 (2) Listen and tick (\checkmark) the activities in the adventure

park. Talk about different parks: adventure parks, water parks and theme parks. The children talk about their preferences: I really like theme parks. Then, ask about the activities pictured in the **Student's Book**. Finally check that they have ticked the correct boxes by asking individually around the class.

2 Change the words in red and act out the scene. Remind the children of the times they have learned by writing them on the board and asking: What time is it? Leave the **flashcards** on the boards and the children act out the scene in pairs. They go around the class changing partners.

Fast Finishers

The children write their opinion of all the activities on the **flashcards** using the structures learned in the unit.

Wrap-up

Put the **flashcards** face down on your table. The children take it in turns to come and give their opinion of the activity they choose: I (really love) (snorkelling). Encourage the other children to say: Me too!

Watch the video **Summer is fun.** Complete the comprehension activity with the children.

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

See page 21 for interactive games description and ideas.

Transcript

2.31 Listen and tick () the activities in the adventure park.

Girl: Hello, Tim.

Boy: Hi, there, Daisy. How are you?

Girl: Fine. Listen I've got a great idea for this weekend. Let's go

to the Adventure Park.

Boy: Yes! That's a great idea! I really like sailing.

Girl: Me too! And I really like snorkelling.

Boy: Oh, me too! And I really love swimming.

Girl: Oh, me too! And I really love canoeing.

Boy: Oh, me too! Let's meet at ten o'clock in the morning. OK?

Girl: Yes, that's fine, see you then. Bye.

Boy: Bye, Daisy!

Optional Resources

Teacher's Resource Book page 66, Speaking.

Continuous Assessment

Check if the children can:

Give their opinions and agree with other children's opinions.

Name the summer activities in the unit.

Make arrangements to meet at a certain time.

Activity Book

Unit 8, page 66, Lesson 6. See page 208 for answer key.





Children reinforce their ability to revise and organise their vocabulary knowledge by placing the stickers and writing the words.



Children develop their reading and speaking skills making sentences for themselves and then asking a classmate.



Children develop their independence as learners completing their phonics chart with words from the unit.

Key competences continuous assessment

- 1 Put the correct sticker and complete the words.
- 2 Circle the words to make true sentences about themselves and ask other friends.
- 3 Complete the phonics chart as independently as possible.
- **4** Make proper use of the digital resources to practise the vocabulary and structures.

Language Review

CLIL Objective

To use grammar and vocabulary adequately to ask and talk about daily routines.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Stickers for Unit 8
- Poster for Unit 8
- Flashcards for Unit 8

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask about the activities shown. Ask the children's opinion of each one and if they do it in the summer: *Do you like camping? Do you go (camping)? Yes, I do. No, I don't.*

.....

1 Complete the picture dictionary. Ask the children to try to identify each picture. They place their stickers and write the words. When they have finished ask yes/no questions about the dictionary: (Is) (he) (swimming)?

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 for their group. 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 Circle the words that are true for you. Then, ask a classmate. Display the flashcards about daily routines on the board (or open the i-flashcards on the Teacher's i-book) and ask: Do you (have lunch) at (half past one)? When the children have finished, they get into groups and ask yes/no questions about their different routines during the school term and in the holidays.

3 Complete your phonics chart. Use the template on page 68 of the **Teacher's Resource Book** to draw the letters for the sounds covered in the unit. Ask them to complete the gap lines below the boxes with words that contain these sounds.



Fast Finishers

The children draw a clock face in their notebooks and write the time of an activity they do at that time and draw themselves doing it.

Wrap-up

The children write about their different routines using the structures from Activity 2. They could make two columns in their notebooks with the headings *School days* and *Holidays*.

True or false? The children read the conversations and decide if the sentences are true or false.

Optional Resources

Teacher's Resource Book page 68, Phonics.

Continuous Assessment

Check if the children can:

Talk and write about their different routines on school days and in the holidays using the structures learned in the unit. Use the words for the summer activities and give their opinion of them.

Say the time, on the hour and half hour.

Activity Book

Unit 8, page 67, Lesson 7. See page 209 for answer key.





Children reinforce their ability to use and interpret charts and keys.



Children develop their autonomy and initiative choosing their favourite activities to make their perfect summer poster and talk about it.

Key competences continuous assessment

- 1 Fill in the chart using the symbols in the key.
- 2 Make a poster and talk about it.

Oral Review

CLIL Objective

To describe a perfect summer.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Poster for Unit 8
- CD 2
- Flashcards for Unit 8

Lead-in

Display the **poster** and talk about the activities. Ask individual children their opinion: *Do you like riding? I really like riding.*

Open the **i-poster**. The children listen to the sentences and take turns to touch the correct pictures. Ask them to write the activities on poster using the **Richmond i-tools**. For further practice, 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)2.32 Listen and classify the activities. Explain the key. The children make marks beside the activities mentioned. Stop the audio after each opinion is given as this is the first time they have worked with a key. Then, check the answers orally.

2 Make a perfect summer poster. Display the poster.

The children choose three of their favourite activities and draw them on a sheet of paper. The children explain their poster to the class. Help out with words for activities that are not on the poster.

Open the **i-poster**. The children choose their favourite activities. Ask a volunteer to come to the IWB and open **My notes**. The child uses the **Richmond i-tools** to draw his/her favourite activities while the rest of the children draw on a piece of paper. They take turns to explain their posters to the class. Help out with words for activities that are not on the poster.

Wrap-up

Play a mime game where the children mime outdoor holiday activities and the rest of the class guess what they are doing.

(i-book) (iii) 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.

Unit 8 Lesson 8

Language fun! Complete the interactive puzzle with the children (page 71 on the **Teacher's i-book**). Then use the **Richmond i-tools** to write the words.

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: *Well done class! Now you can go on holiday!* Use the clues provided if needed.

Transcript

2.32 Listen and classify the activities.

Holly: Claude, what are your top activities for a perfect summer?

Claude: Well... I like riding and I like swimming. Holly: Oh, me too! I like swimming! What else? Claude: Well, I really like canoeing. What about you? Holly: I really like cycling. And I like camping, as well. But best of all... I love snorkelling. What about you? Claude: Well, I love sailing. It's brilliant.

Optional Resources

Teacher's Resource Book pages 19 and 20, 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 summer activities introduced in the unit and give their opinion of them.

Can talk about the difference between their term time and summer holiday routines using the vocabulary and structures introduced in the unit.

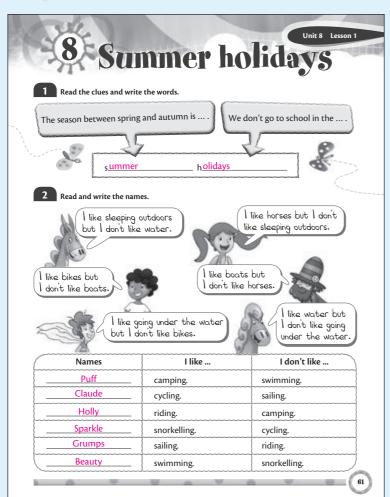
Say the time on the hour and half past the hour.

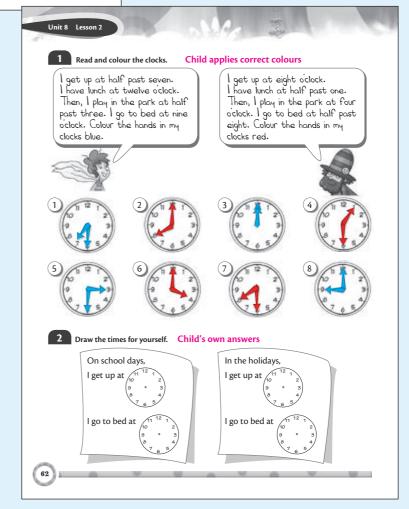
Say the months of the year and describe the changes in nature. Recognise the two long and short vowel sounds *oi* and *o*. Make an arrangement to meet a friend using the functional language learned in the unit.

Activity Book

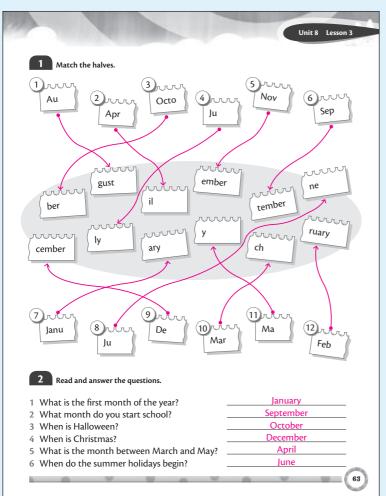
Unit 8, page 68, Lesson 8. See page 209 for answer key.

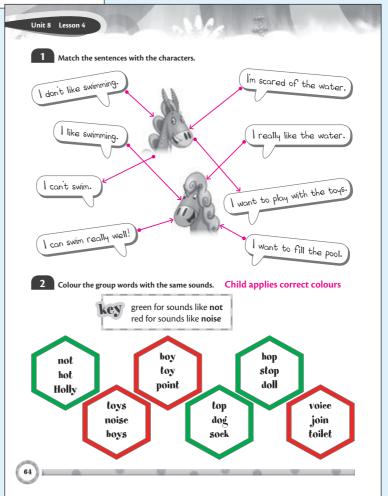
Unit 8 Lesson 1 · 2



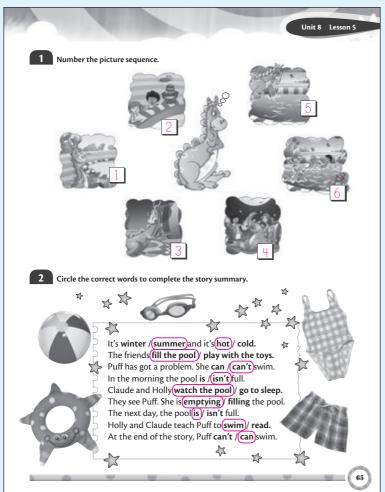


Unit 8 Lesson 3 · 4





Unit 8 Lesson 5 · 6





Listen and tick (\checkmark) or cross (X) the chart. Then, write the names.

Narrator: Tell me about your favourite activities.

Narrator: One.

Girl 1: I like riding, canoeing and cycling. I don't like swimming, snorkelling or sailing.

Narrator: Two.

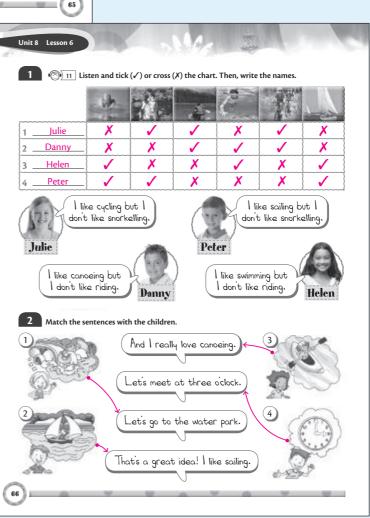
Boy 1: I like canoeing, snorkelling and cycling. I don't like swimming, riding or sailing.

Narrator: Three.

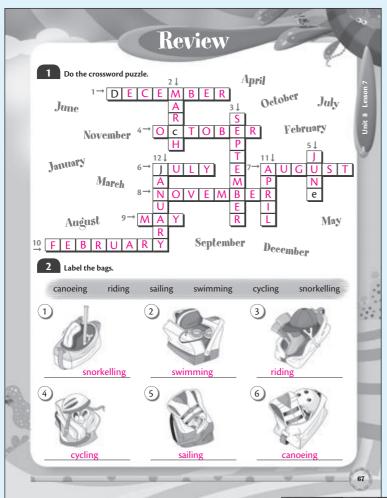
Girl 2: Well, I like swimming, snorkelling and sailing. I don't like riding, canoeing or cycling.

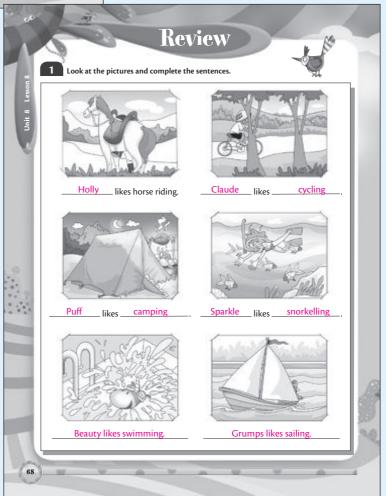
Narrator: Four.

Boy 2: And I like swimming, riding and sailing. I don't like canoeing, snorkelling or cycling.



Unit 8 Lesson 7 · 8











Children develop their vocabulary by learning some words related to Christmas.



Children develop their sense of rhythm while singing a song for fun.

Happy Christmas!

CLIL Objective

To become familiar with Christmas vocabulary.

Language Objectives

Christmas words: candle, Christmas pudding, crackers, present, star, turkey

To revise the preposition: under To revise the adjective: happy

Materials

- Teacher's i-book
- Christmas stickers
- CD 2

Lead-in

Talk about Christmas traditions in English speaking countries and the traditions of the children's country. Point out the similarities and differences.

1 • 2.33 Listen and number the pictures. Talk about the pictures. Explain any item the children are not familiar with. Check that they have numbered the pictures correctly. Then, help them with ideas for Christmas cards.

<u>libook</u> Touch <u>to at the bottom of the page to open the activity. My Christmas card. The children drag the pictures to make a Christmas card. They use the **Richmond i-tools** in turns to decorate it. Make as many Christmas cards as you wish. Print them and give them to the children to take home.</u>

2 © 2.34 Sing the song. As the children sing the song they mime the actions mentioned. Write the words on the board if necessary.

Touch 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. Stop the audio if necessary.

Fast Finishers

The children invent their own verse of the song perhaps incorporating a Christmas tradition from their country.

Wrap-up

Sing the Christmas song again and include the children's new verses. All the children join in with the actions.

[i-book] 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.

Festivals Lesson 1

Transcripts



It's Christmas Day today! Oh, happy, happy day! The presents are under the Christmas tree. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The candles are on the Christmas tree. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The star is on the Christmas tree. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The turkey is on the Christmas table. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The crackers are on the Christmas table. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The Christmas pudding is on the Christmas table. Oh! It's Christmas Day today! Oh happy, happy day!

2.34 Sing the song: It's Christmas Day today.

It's Christmas Day today! Oh, happy, happy day! The presents are under the Christmas tree. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The candles are on the Christmas tree. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The star is on the Christmas tree. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The turkey is on the Christmas table. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The crackers are on the Christmas table. Oh! It's Christmas Day today!

It's Christmas Day today! Oh, happy, happy day! The Christmas pudding is on the Christmas table. Oh! It's Christmas Day today! Oh happy, happy day!

Activity Book

Happy Christmas!, page 77. See page 222 for answer key.





Children develop their speaking skills and reinforce their vocabulary by playing a game.

Happy Christmas!

Festivals Lesson 2

CLIL Objective

To speak about toys.

Language Objectives

Toy vocabulary: ball, board game, book, doll, picture, puzzle, racket, teddy bear, T-shirt

To revise the verb have got: I have got a (puzzle).

Materials

- Teacher's i-book

 Optional realia: paper clips and card circles to make spinners

Lead-in

Ask the children what they want for Christmas. Write the toys on the board.

1 Play the Christmas game. Spin the paperclip four times.

Make sure the children have a paperclip per couple. They spin the paperclip on the Christmas circle to see what letter, and what object, they land on.

Fast Finishers

The children draw their ideal Christmas present.

Wrap-up

Do a class survey with the nine toys in the game. Ask the class to choose three they would like to receive and make a list ranging from the most to the least popular presents.

Festivals Lesson 1

It's Carnival!





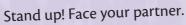


Kick your left leg. Kick your right leg.



Shake your body. Shake your head.







Jump to the left. Jump to the right.



2.36 Do the carnival dance and sing the song.





Children develop their reading and listening skills.



Children develop their sense of rhythm and self-expression through movement by dancing to the carnival song.

It's Carnival!

Festivals Lesson 1

CLIL Objective

To listen and dance to a carnival song.

Language Objectives

To revise parts of body: head, leg

To revise verbs: dance, jump, kick, shake, stand up

To introduce the verb: to face To revise adjectives: left, right

Materials

- Teacher's i-book
- CD 2

Lead-in

Ask if/how the children celebrate carnival. Ask them if they know any dances: Do you dance at parties? If anyone in the class knows a dance invite them to give a demonstration!

1 (2) 2.35 Listen and number the pictures. Remind the children about the different parts of the body and the left and right. Give instructions (always with your back to the class so as not to confuse them): Put your right hand up! Make sure they know the verbs of movement: dance, jump, kick, shake, stand up. Explain the verb to face by demonstration. After you have played the song make sure the children have numbered the pictures correctly.

2 (2) 2.36 Do the carnival dance and sing the song.

The children, either in groups or as a class, practise the dance and then, do it altogether along with the music.

[i-book] Touch 🚺 to open the activity. Play the complete song to demonstrate the activity. Ask the children to stand up and do the carnival dance as they listen. Then, play the activity song. The children listen, sing the song, do the carnival dance and say the missing words as they are highlighted. Stop the audio if necessary.

Fast Finishers

The children get into groups and make up variations on the Carnival dance.

Wrap-up

Play a game of Simon says using the verbs of movement learned in the lesson.

Transcripts

2.35 Listen and number the pictures.

Narrator: One.

Stand up! Stand up for the carnival dance.

Stand up! Face your partner.

Come on, do the dance.

And dance, and dance, and dance. Oh!

Narrator: Two.

Ready! Now, kick your left leg.

And then kick your right leg.

Come on, do the dance.

And kick, and kick, and kick. Oh!

Narrator: Three.

Ready! Now, jump to the left.

And then jump to the right.

Come on, do the dance.

And jump, and jump, and jump. Oh!

Narrator: Four.

Ready! Now, shake your body.

And then shake your head.

Come on, do the dance.

And shake, and shake, and shake. Oh!

2.35 Do the carnival dance and sing the song: The Carnival dance.

Narrator: One.

Stand up! Stand up for the carnival dance.

Stand up! Face your partner.

Come on, do the dance.

And dance, and dance, and dance, Oh!

Narrator: Two.

Ready! Now, kick your left leg.

And then kick your right leg.

Come on, do the dance.

And kick, and kick, and kick. Oh!

Narrator: Three.

Ready! Now, jump to the left.

And then jump to the right.

Come on, do the dance.

And jump, and jump, and jump. Oh!

Narrator: Four.

Ready! Now, shake your body.

And then shake your head.

Come on, do the dance.

And shake, and shake. Oh!

Activity Book

It's Carnival!, page 78. See page 222 for answer key.



Read the sentences and write the names. Then, play a guessing game.









Sparkle's costume has got claws, a fin and wings.

Holly's costume has got a tail, claws and a fin.

Claude's costume has got wings, a tail and claws.

Beauty's costume has got a fin, wings and a tail.

Has the costume got claws?

Yes, it has.

2 Use the stickers and design a carnival costume.

My costume has got a tail and wings.



75





Children develop initiative and autonomy choosing stickers to make their own carnival costume.

It's Carnival!

Festivals Lesson 2

CLIL Objective

To read about and describe costumes.

Language Objectives

To revise the vocabulary: costume, claw, fin, wing To practise the verb have got.

Materials

– Teacher's i-book

- Carnival stickers

Lead-in

Ask about their carnival costumes: Has your costume got (wings?) (No, it hasn't.)

- 1 Read the sentences and write the names. Then, play a guessing game. Talk about the fantasy animal costumes on the line. Remind the children of the animal part vocabulary: What colour are the claws in picture one? Check that the children have the correct name by asking individuals. Then, they get into groups and play a guessing game where each child chooses a costume and the others ask yes/no questions to guess which one it is.
- **2** Use the stickers and design a carnival costume. The children draw a picture of themselves and add on the stickers to make fantasy animal costumes. They show their pictures to the class and describe them. Make a carnival display with the results.

Touch the activity *My carnival costume*. The children drag the pictures and use the **Richmond i-tools** to design a carnival costume. Then, they describe it to the class. Design as many carnival costumes as you wish. Print them and give them to the children to take home and show their parents.

Fast Finishers

The children draw carnival themed pictures to add to the class display.

Wrap-up

Talk about their local carnival activities and carnival around the world.





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Children develop their cultural awareness learning about a festival from the UK.

May Day

CLIL Objective

To read a text with the aim of learning cultural aspects.

Language Objectives

To introduce the word: Maypole

To introduce the structure for saying the date: It's the first

To revise the verbs of movement: dance, hop, jump To introduce the verb hold hands.

Materials

- Teacher's i-book
- CD 2
- May Day stickers
- Optional realia: wooden broom handle and coloured ribbon to make a Maypole

Lead-in

Ask if they know about May Day. Tell them about the English celebrations. Explain that it marks the arrival of summer, of good weather and flowers blooming. Explain about the Maypole (a tall pole decorated with flowers and ribbons) and Morris dancing (an English folk dance). Explain by demonstration what it is to hold hands and get the children to hold hands.

- 1 (2.37 Listen and read. Then, add the stickers. Check that the children remember the action verbs, dance, hop and jump by asking for demonstrations. When they have listened and read the song and stuck the stickers make sure they have done it correctly.
- 2 (2) 2.38 Sing the song. Make a basic Maypole using a wooden broom handle and coloured ribbons. If you don't have the material the children sing and dance around an imaginary Maypole!

[i-book] Touch 🚺 to open the activity. Play the complete song to demonstrate the activity. Ask the children to stand up and do the actions as they listen. Then, play the activity song. The children listen, sing the song, do the actions and say the missing words as they see them. Stop the audio if necessary.

Fast Finishers

Copy the first verse of the song in their notebooks.

Wrap-up

Talk about local festivities to mark the beginning of summer.

Transcripts



2.37 Listen and read. Then, add the stickers.

Festivals Lesson 1

Good morning, boys and girls. It is the first of May. Please come and look at the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's hold hands around the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's jump around the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's hop around the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's dance around the Maypole that we have here today. Because it is the first of May.

2.38 Sing the song; It's the first of May.

Good morning, boys and girls. It is the first of May. Please come and look at the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's hold hands around the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's jump around the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's hop around the Maypole that we have here today.

Good morning, boys and girls. It is the first of May. Let's dance around the Maypole that we have here today. Because it is the first of May.

Activity Book

May Day, page 79. See page 223 for answer key.





Read and underline the mistakes. Then, correct the mistakes.

- 2 dancing
- 3 The girls
- **4** The boys



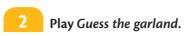


The boys and girls are sitting around the Maypole.

The boys are wearing flowers in their hair.

The girls are carrying ribbons.

There isn't a Maypole in the classroom. It's in the playground.









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Children develop their attention skills and the ability to check and correct a text.



Children develop cooperation skills to play a game.

Festivals Lesson 2

May Day

CLIL Objective

To make oral descriptions.

Language Objectives

To practise the preposition of movement: around

To introduce the word garland.
To introduce the verb: carry
To revise the verbs: sit, wear

To revise the Present Continuous: The girls are carrying

ribbons.

To revise the colours: blue, pink, purple, red, yellow

Materials

- Teacher's i-book

Lead-in

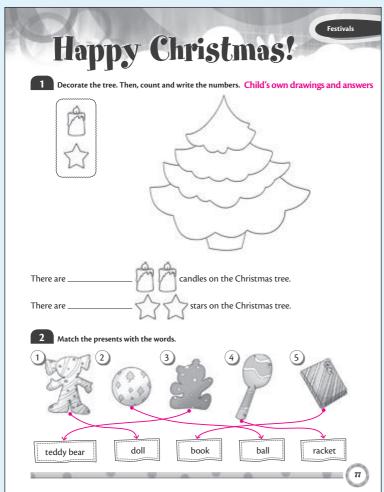
Ask if they remember what the Maypole is and what is celebrated in England on May Day. Tell them about the tradition of the girls wearing garlands of flowers in their hair.

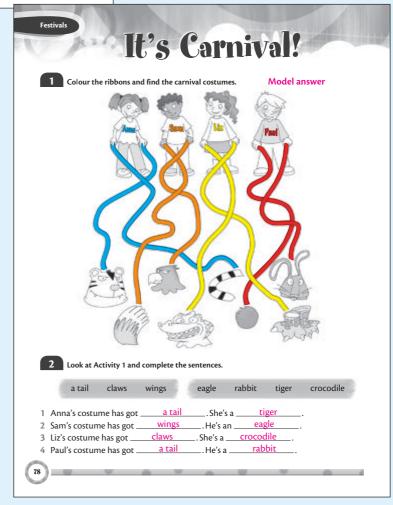
- **1** Read and underline the mistakes. Then correct the mistakes. Before reading the sentences discuss the picture in the **Student's Book:** How many girls are dancing around the Maypole? What are the boys carrying? When the children have underlined the mistakes they correct them orally around the class.
- **2** Play Guess the garland. First explain what a garland is (in this case a crown of flowers). The children describe the three garlands in the **Student's Book:** Number one has got purple, pink, yellow and blue flowers. They play the guessing game in pairs.

Wrap-up

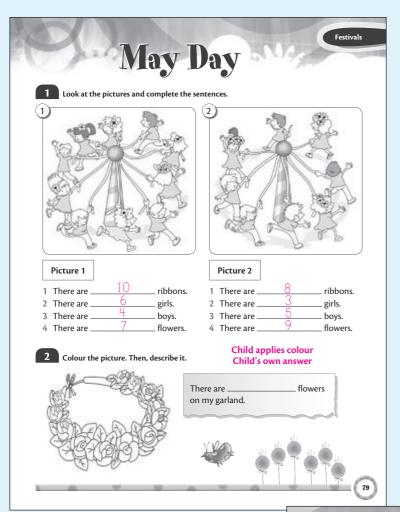
The children draw a May Day picture based on the Maypole picture in the lesson.

Festivals





Festivals





Richmond Wonders

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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.

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