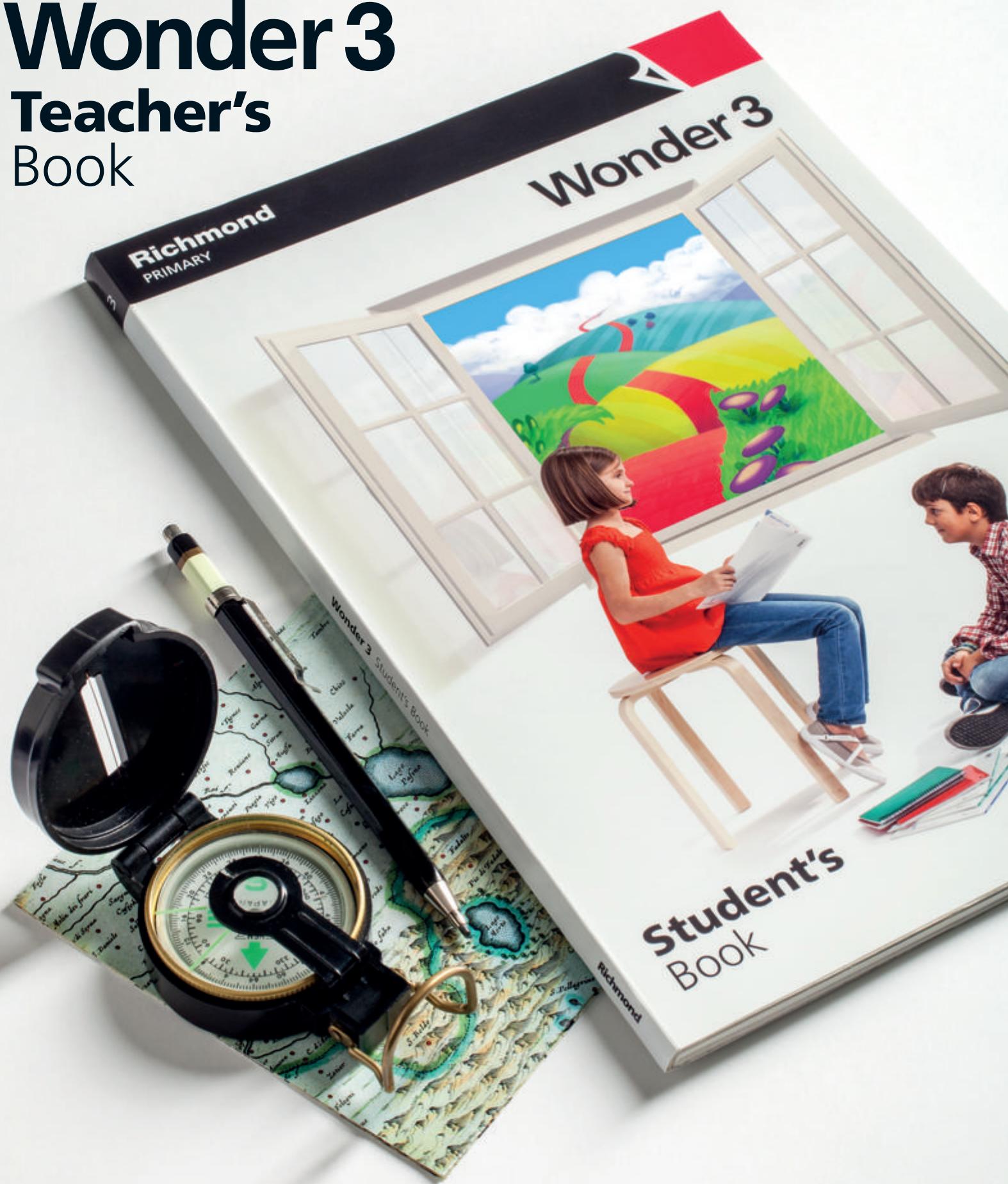


Wonder 3

Teacher's Book



Richmond ®
58 St Aldates
Oxford OX1 1ST
United Kingdom

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Writers: Brendan Dunne, Karen Garland,
Theresa Ana Kuettel, Micaela Fraguas Garrido,
Robin Newton, Inmaculada Romero Fanego

Recordings: EFS Television Production Ltd.

Publishing Director: María Lera
Managing Editor: Miranda Friel
Editorial Team: Grace Lloyd, Elsa Rivera Albacete, Silvia Ruiz Calvo,
Susana Sánchez González, Jason Small, Andrea Turner
Digital Managing Editor: Virginia Santidrián Ruiz

The editors would like to thank all those teachers and consultants who provided invaluable help and insight with their participation in this book.

Art Director: José Crespo
Cover Design: Manuel Estrada
Design: Colart Design S.C.
Layout: Fernando Calonge, Colart Design S.C.,
Marcela Grez, Ana Martínez Lasala, Pedro Valencia
Art Coordination: Rosa Marín, Javier Tejeda

Photo Researcher: Amparo Rodríguez
Technical Director: Ángel García Encinar
Technical Coordination: Rocío Lominchar Romero

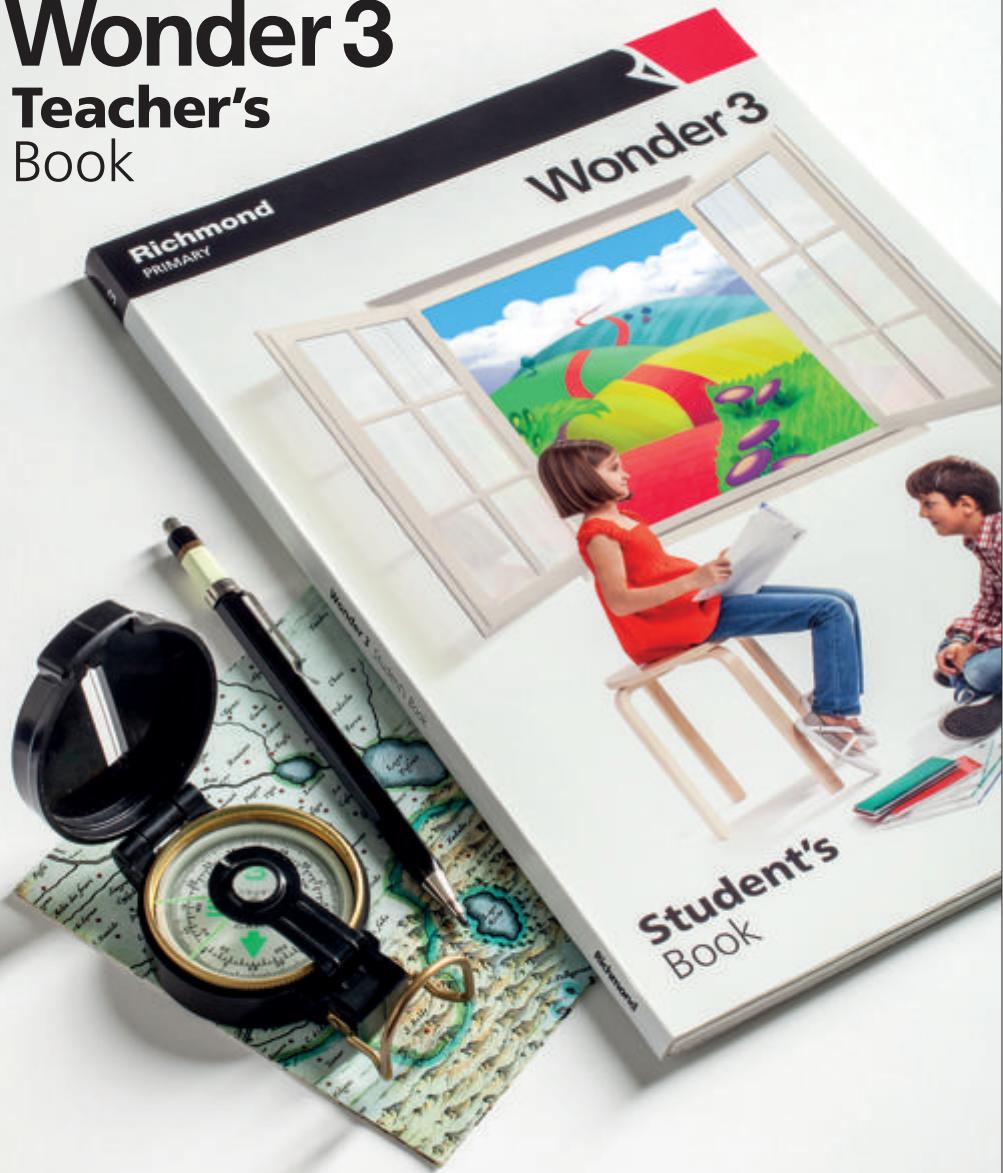
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Wonder 3

Teacher's Book



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Methodology and unit walk-through page 10

UNITS	CLIL	Key structures
	* Knowledge * Creativity * Literacy	Phonics
Welcome! page 25		<ul style="list-style-type: none"> • What's (her) name? How old is (she)?
New friends page 32	<ul style="list-style-type: none"> • People are the same and different • Drawing facial expressions • Characterization 	<ul style="list-style-type: none"> • (Kate) is a new friend. She's got (curly hair). She's (angry). • We/they don't do (PE) on (Tuesday). • Silent letters
Tasty food! page 56	<ul style="list-style-type: none"> • Identifying different tastes • Designing a package for a snack • Describing the setting of a story 	<ul style="list-style-type: none"> • Do you like (cheese)? Yes, I (love) cheese! • (Chocolate) is (sweet). I think it's (delicious). • I (don't) agree, I think it's for (crisps). • cake and cheese
In the snow page 80	<ul style="list-style-type: none"> • Identifying clothes and equipment for snow activities • Making cards • Matching actions with people and places 	<ul style="list-style-type: none"> • What am I doing? You're (playing ice hockey). • Is (he) skiing? (No, he isn't.) • Some children are (skiing). • Blends: sledge, snow, stop, ski
On stage page 104	<ul style="list-style-type: none"> • Identifying musical instruments • Miming actions and emotions • Situating actions in a story 	<ul style="list-style-type: none"> • Where is (Claude's guitar)? His guitar is (on the table). • Can you play the (piano)? Yes, I can. • How does he feel? • He feels (angry). • Look in and looking
On the farm page 128	<ul style="list-style-type: none"> • Tasks on a farm • Describing and making a collage • Sequencing events 	<ul style="list-style-type: none"> • How many (cows) are there on your farm? • Are there any (cows) in the field? Yes, there are (four) in the field. • Do they sell (eggs) in the green tent? • We get (honey) from (bees). • rocks, bees and horses
Tick, tock! page 152	<ul style="list-style-type: none"> • Understanding opening and closing times • Graphic designs: metro maps • Plotting changes through a story 	<ul style="list-style-type: none"> • Is it a quarter to one? • The (shoe shop) opens at nine o'clock. It doesn't close at a quarter past two. • What time does it close? • Does it start at (City farm)? • Syllable counting
Fairy tales page 176	<ul style="list-style-type: none"> • Identifying events in fairy tales • Designing props and costumes • Inferring details about likes and dislikes 	<ul style="list-style-type: none"> • My favourite character (lives) in a castle with (giants). • Does your character need a broomstick? • The (princess) is (scared) because • good and giant
At the beach page 200	<ul style="list-style-type: none"> • Identifying clothes and equipment for summer activities • Appreciating pointillism: the beach • Identifying fantastical elements 	<ul style="list-style-type: none"> • Don't (swim) near the (red flag). (Swim) near the (green flag). • He likes (swimming). He doesn't like (snorkelling). • Do you need (flippers) for your beach activity? • Are there any (pebbles) on your beach? • surf and shell
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Key Competences page 16

Activity Bank page 17

Go Digital! Bank page 22

Key vocabulary	Cultural focus
	Functional language
<ul style="list-style-type: none"> Numbers The alphabet 	<ul style="list-style-type: none"> Making friends I'm (eight). What about you? • Come in! This is a fantastic place!
<ul style="list-style-type: none"> Features and characteristics: <i>mouth, nose; curly, straight; braces, glasses</i> Feelings: <i>happy, angry, scared, sad</i> Clothes: <i>shorts, T-shirt</i> Groups: <i>classmates, family, friends</i> 	<ul style="list-style-type: none"> Street parties I'm new. Me too! Do you live on this street?
<ul style="list-style-type: none"> Food and meals: <i>biscuits, butter, cake, cheese, crisps, ham, ice cream, jam, lemon, olives, peanut, vinegar</i> <i>lunch, dinner</i> Taste: <i>sweet, sour, salty; delicious, good, horrible</i> Packages: <i>bag, box, packet, tin/can</i> 	<ul style="list-style-type: none"> Lunch time sandwiches I'm hungry, when's (lunch)? What's for (dinner)? We can have (bananas and ice cream) for (pudding).
<ul style="list-style-type: none"> Winter activities: <i>playing ice hockey, skating, skiing, sledging</i> Clothes: <i>anorak, boots, goggles, gloves, helmet</i> Actions: <i>making a snowball, throwing snowballs, flying, dancing</i> 	<ul style="list-style-type: none"> <i>The Snowman</i>, by Raymond Briggs It's cold today. My (hands) are freezing. Can we join in? Watch out!
<ul style="list-style-type: none"> Theatre props and costumes: <i>ballet shoes, juggling balls, leotard, script, score</i> Prepositions: <i>behind, under</i> Instruments: <i>drums, guitar, piano, recorder, tambourine, triangle</i> Adjectives: <i>hungry, late, scared, sleepy</i> 	<ul style="list-style-type: none"> School plays I can't find my (guitar). Can anybody see (Tom's bag)? Is this (Dan's book)?
<ul style="list-style-type: none"> Farm: <i>field, home, stables, yard</i> Farm animals and produce: <i>chicken, cow, dog, donkey, horse, sheep</i> <i>butter, cheese, eggs, honey, ice cream, milk, yoghurt</i> Actions: <i>feed, collect, milk, clean, move</i> 	<ul style="list-style-type: none"> Farmers' markets How much is the (yoghurt)? Can we have some (eggs)? Here's your change.
<ul style="list-style-type: none"> Times: <i>o'clock, a quarter past, half past, a quarter to</i> Places: <i>baker's, bank, chemist's, hairdresser's, restaurant, shoe shop, supermarket</i> Trains: <i>map, station, ticket, platform, line</i> 	<ul style="list-style-type: none"> London tourist attractions Do you want to come to my (birthday) party on (Tuesday)? Where is it? When does it start/finish?
<ul style="list-style-type: none"> Fairy tale characters: <i>dwarf, fairy, giant, princess, witch, wizard</i> Props and costumes: <i>beard, broomstick, cape, club, crown, dress, hat, wand</i> Actions: <i>kiss, sleep, live, grow, save</i> 	<ul style="list-style-type: none"> <i>Peter Pan</i>, by J. M. Barrie What are you reading? What's it about? What books do you like? I really like books about
<ul style="list-style-type: none"> Summer activities: <i>collecting shells, making sandcastles, snorkelling, swimming, water-skiing</i> Beach objects: <i>bucket, flippers, goggles, snorkel, spade, surfboard, swimsuit, trunks, wetsuit, towel, umbrella</i> On the beach: <i>crab, deck chair, pebbles, rock pool, shells</i> 	<ul style="list-style-type: none"> British beaches Do I need my (trunks)? Is there any room for my (swimsuit)? You don't need your (wetsuit).
<ul style="list-style-type: none"> Halloween: <i>bat, cat, fairy, ghost, lantern, monster, pumpkin, spider, witch, wolf</i> St. Patrick's Day: <i>Ireland, Irish, leprechaun, shamrock, stew</i> 	

For the Student

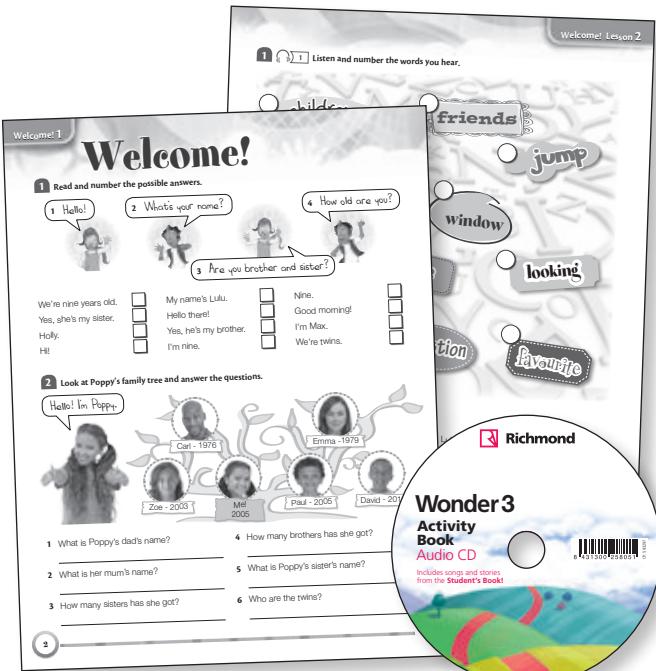
Student's Book

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



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**.



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.



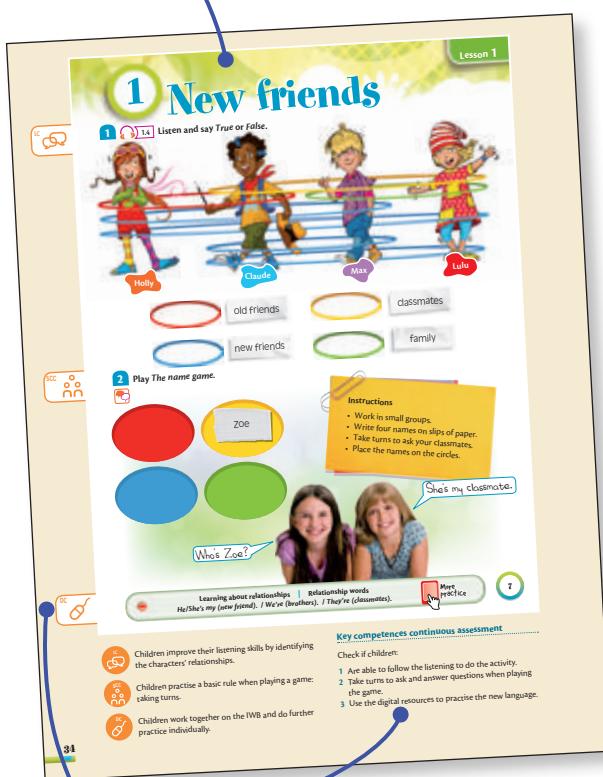
For the Teacher

Teacher's Book

The spiral bound guide contains step-by-step guidance to **Go Digital!** at your own pace, interleaved **Student's Book** reproductions, unit overviews for quick lesson plans and complete teaching notes plus extra suggestions for exploiting the course. It also provides the transcripts and answer keys, assessment guidance, cross references to support material and information about the Key Competences. A wonderful **Activity Bank** offers suggestions of how to make the most of all the course materials.

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

The full colour **Student's Book** pages provide easy visual reference.



The Key Competences are marked for each activity and continuous assessment guidance is provided.

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

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

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

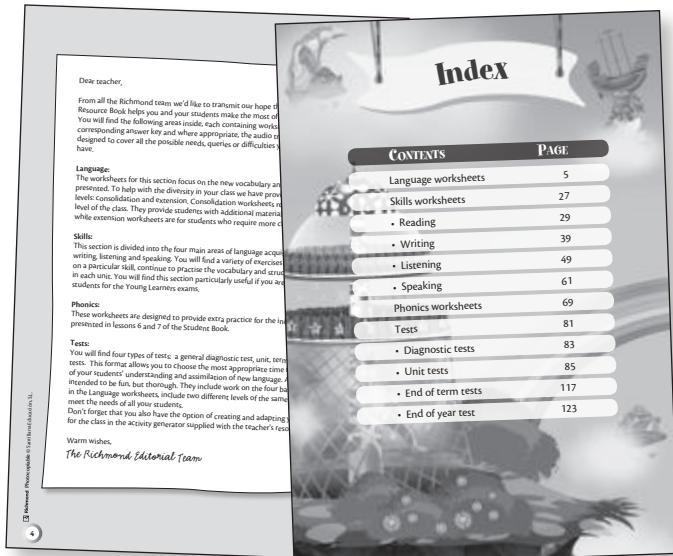
The support material for each lesson is referenced.

Assessment guidance is available in every lesson.

For the Teacher

Teacher's Resource Book

Packed with a wealth of optional photocopyable material, it is an ideal resource for providing extra practice for the **Student's Book** lessons. It includes: **Language worksheets**, **Skills worksheets**, **Phonics worksheets** and **Tests** for every unit. 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

65 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 18 of the **Teacher's Book**.



Story cards

The full colour **story cards** allow for whole class work interaction.



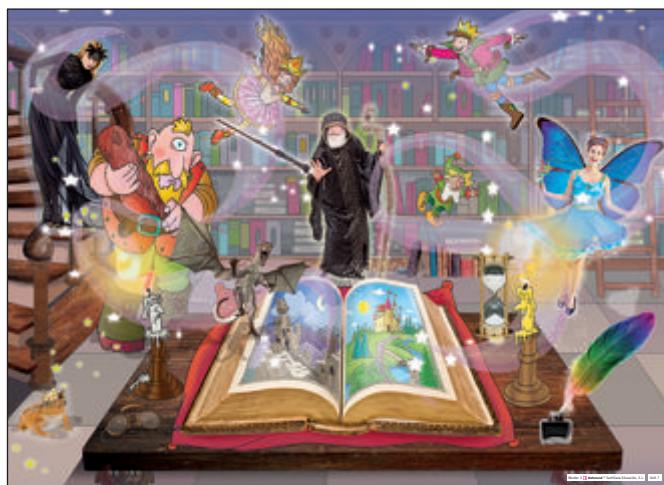
Teacher's Audio Material

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 19 of the **Teacher's Book**.



Go Digital!

How digital are you?

Tailor your digital teaching!

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

Teacher's Digital Solutions

The Wonder Teacher's i-solutions pack includes:

• **Teacher's i-book for IWB**

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



Teacher's i-book key features:

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

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

The screenshot shows two pages from the Teacher's i-book for Unit 2, Lesson 5, titled "Sandwiches".

Page 1: Features a woman in an apron smiling. A speech bubble says: "Many people eat sandwiches for lunch. There are lots of different types of sandwiches. Some of them are very..." Below are five numbered labels (a-e) pointing to different sandwich types: a) chips and vinegar sandwich, b) bacon, lettuce and tomato sandwich, c) banana sandwich, d) peanut butter and jam sandwich, e) cucumber sandwich. A large image shows several sandwiches on a tray. A numbered callout 1 points to a "Read the labels and find the sandwiches" activity. A numbered callout 2 points to a "Answer the questions" section with a list of four questions. A numbered callout 3 points to a "Read and listen for the missing words" activity with a video frame showing a kitchen scene where a man asks "What's for dinner?" and a child replies "Sandwiches". A numbered callout 4 points to a "Add words and act out the scene" activity with another video frame showing the same kitchen scene.

Page 2: Shows a "Functional language" section with a video frame of a man and a child in a kitchen. The man asks "Is hungry. When?". The child replies "In about minutes.". The man then says "Well, we can have ... for pudding." A numbered callout 1 points to a "Answer the questions" section with a list of four questions. A numbered callout 2 points to a "Read and listen for the missing words" section with a video frame showing the kitchen scene. A numbered callout 3 points to a "Teaching notes" section. A numbered callout 4 points to a "Language for writing short meals" section.

Go Digital!

› i-posters

Touch  to access.



› i-flashcards

Touch  to access.

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



› i-story cards

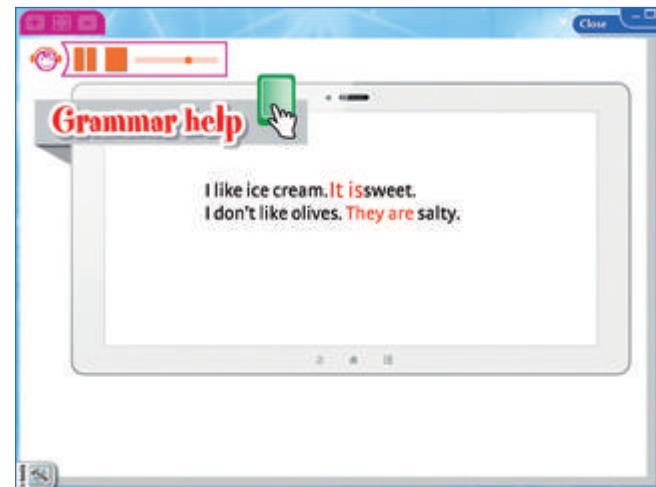
Touch the first picture on the **Student's Book** pages to access.

- 1 Listen to the story.
- 2 Show and hide text.
- 3 Change vignette.



► Visual grammar presentations

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



► Vocabulary Game Generator

Accessible from the main books' bottom menu. Use it to create your own IWB games at any time. See the **Go Digital! Bank** on pages 22-24 to learn more about this tool.

► Audiovisual material

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

- 1 Show and hide subtitles.



► The Richmond i-tools



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

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

• Activity Generator

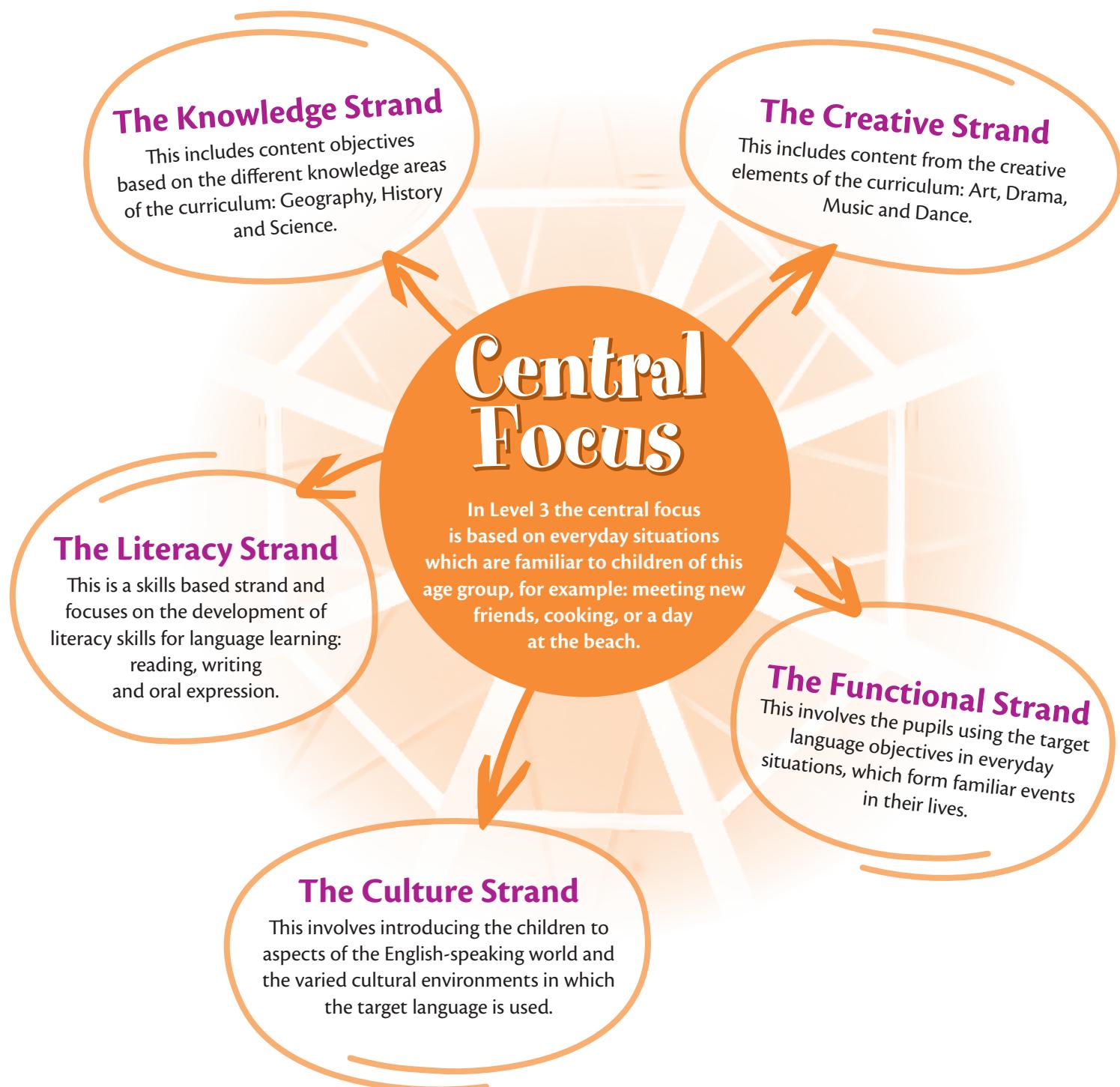


This is the solution for editing or creating your own personalised worksheets from the **Teacher's Resource Book**. Use an existing worksheet and edit it or create a worksheet from scratch using the images, texts and design elements from the **Teacher's Resource Book**.

Methodology

What it's all about...

Wonder 3 is set in an imaginary world, Wonderworld, full of colour and engaging characters. Children are familiar with Claude and Holly and come to know their new friends, Max and Lulu. The characters are present throughout the book and feature in the stories. Story-based learning is essential for young learners and a perfect vehicle to present language in a natural setting. The course is designed using *integrated learning webs*. Each unit is a *web* of different strands of learning objectives held together by a *central focus*.



A walk through the unit

Lessons 1 2 3

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



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

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

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



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

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



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

Extra interactive practice

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



A walk through the unit

Lessons 4 5

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.



Opening questions lead in to a context where the functional language is presented.

The chosen functional language is always relevant to the children's day-to-day experience.

Unit 2 Lesson 4

Culture

Many people eat sandwiches for lunch. There are lots of different types of sandwiches. Some of them are very unusual.

1 Read the labels and find the sandwiches.

- a chips and vinegar sandwich
- b bacon, lettuce and tomato sandwich
- c banana sandwich
- d peanut butter and jam sandwich
- e cucumber sandwich

2 Invent an unusual sandwich.

What's in your sandwich?

That sounds delicious!

Banana, chocolate and lettuce. It tastes sweet.

Sandwiches | What's in your sandwich? / It tastes (sweet). / That sounds (delicious).

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

The children have an opportunity to personalise the dialogues.

Functional language

Unit 2 Lesson 5

1 Answer the questions.

- 1 Do you have dinner at 8 o'clock in the evening?
- 2 Do you have dinner in the kitchen?
- 3 Do you have dinner with your family?
- 4 What's your favourite dinner?

Yes, I do.

No, I don't.

2 1.14 Read and listen for the missing words.

The image consists of four panels illustrating a conversation between a man in a green sweater and a young girl in a red dress in a kitchen. In the first panel, the girl says, "I'm hungry. Where's ... ?" The man replies, "In about ... minutes." In the second panel, the girl asks, "What's for dinner?" The man responds, "... and ... sandwiches." In the third panel, the man says, "Is that all?" and the girl replies, "Well, we can have ... for pudding." In the fourth panel, the man looks at a book and says, "That looks delicious! How many can I have?" The girl replies, "There are ... each."

3 Add words and act out the scene.

Language for talking about meals | I'm hungry. When's (lunch)?
What's for (dinner)? / We can have (ice cream) for (pudding).

More practice

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

Listen and answer the questions.



**Dinner is at 1 o'clock.
Lunch is at 1 o'clock.**

**There is ham, cheese and lettuce in the sandwiches.
There is ham, cheese and lettuce in the sandwiches.**

**She doesn't like broccoli.
She likes carrots.**



**Dinner is in 10 minutes.
Lunch is in 10 minutes.**

**There is bacon, lettuce and tomato in the sandwiches.
There is bacon, lettuce and chips in the sandwiches.**

**He doesn't like chocolate cake.
He likes chocolate cake.**

A walk through the unit

Lessons 6 7

The children listen to a story whilst following the pictures in their books or on the **story cards** (print or **interactive**).

The text is on the page to help with reading development. As the children move through the levels the amount of text increases.

The story is an ideal vehicle to practise the unit language and extend it in a natural, familiar context.

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

Unit 2 Lesson 6

The giant's kitchen

1 1.15 Listen and read the story.

1 The children are in the kitchen of a giant's castle.
Oh, dear! Max is in big trouble now.
Fe, fi, fo, fum! It's dinner time! Here I come!
Look at that lumpy soup! Yuk!
2 Oh, poor Max!
Help me with the glass, Lulu!
3 The friends have got an idea to save Max.
Who's there?
4 The children put salt in the giant's soup.
I can't watch this!
Cheese and chip soup, and chocolate cake! My favourite!

2 1.16 Listen and repeat the first sound. Then, read the words out loud.

cheese chips kitchen chocolate
cake castle

22 More phonics Comprehension of the story | Phonics: /c/ and /ch/ sounds

Unit 2 Lesson 7

5 YUK! This soup tastes salty!
Come on! Run!
The giant is very angry.
6 Jump on the spoon!
It's OK, Max! We're here!
7 The children fly across the kitchen.
Fe, fi, fo, fum! Who are you? Here I come!
Ahhh!
8 The children are back in the den.
I'm hungry. What's for dinner?
Oh no!
Soup!

1 Read the story again and answer the questions.

1 Look at picture 1 Who is in the kitchen with the children?
2 Look at picture 4 What has the giant got for dinner?
3 Look at picture 6 What do the children use to save Max?
4 Look at picture 8 What has Max got on his clothes?

Comprehension | Answering wh questions

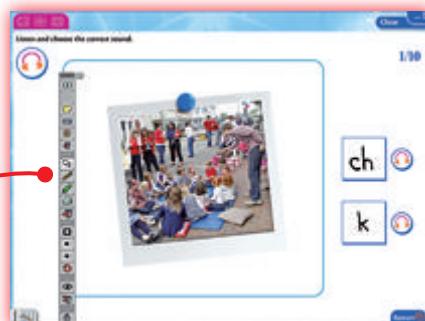
The children develop their phonics skills by focusing on specific sounds and letters. In the early levels they work with initial sounds but as their skills develop they move on to middle and end sounds.

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.

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.

Use the **Richmond i-tools** to make the most out of the activities.



A walk through the unit

Lesson 8

The vocabulary and structures presented in the story are reinforced.

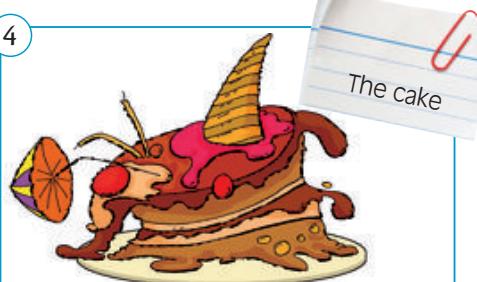
Unit 2 Lesson 8

1 Look at the pictures and find the word groups.

1  The castle

2  The kitchen

3  The soup

4  The cake

The follow-on activity works towards creating a model for the final writing objective.

a • hot, smelly, lumpy
• cheese and chips
• tastes salty

b • old, cold, big
• windows and doors
• looks scary

c • messy, big, smelly
• table and food
• looks dirty

d • brown, big, messy
• biscuits and ice cream
• tastes sweet

2 Choose and describe a picture.

 It's very big with a table and lots of food.

 Is it the kitchen?

3 Choose a picture and write a description.

 The giant's ... is

 Act out the story.

24  More practice

Describing the setting of a story | Key language from the story

A gap-fill writing model ensures that the children think about what they will write and don't simply copy.

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

A walk through the unit

Lessons 9 10

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

All the skills are reinforced in the Language Review section.

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

Language Review

Unit 2 Lesson 9

1 Make clues for the crossword and tell your classmates.

2 Make and play a language game.

Grammar help

I like ice cream. **It** is sweet.
I don't like olives. **They** are salty.

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A listening activity helps reinforce both vocabulary and structures covered.

The activities build towards the children personalising and presenting what they have learned in the unit.

Oral Review

Unit 2 Lesson 10

1 Listen and say True or False. Then, find and name the food.

Find the ...

- sweet food
- salty food
- sour food
- hot food
- cold food

The ice cream and the cake are sweet.

2 Invent a snack and tell your classmates.

3 Write a description of your snack and the package.

My new snack is called ... It tastes sweet and it's delicious. The package is ...

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The (crisps) and the (peanuts) are (salty).
The (ice cream) tastes (sweet) and (cold) and it's (delicious). / The package is a (bag).

The Teacher's i-book provides a **Visual grammar presentation** in this lesson.

The accompanying IWB activity provides further practice of the main grammar structures covered in the unit.



Interactive Answer key

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.



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.



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.



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.



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.



Digital Competence

This competence involves the confident use of computers and other technology for learning, communication and recreation. Through the integration of digital and multimedia 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.

Activity Bank

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 students 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 students 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 your students.

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 our students' 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 students 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 students 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 students 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.

Teacher as model

Children look to the teacher to set the tone for the class. It is important that we clearly model the kind of behaviour we want to encourage. If they see us being kind, patient and compassionate, they will be likely to copy that in their dealings with each other. Also, if they see that we won't tolerate name-calling, unkindness or any bullying behaviour, they will be more likely to do likewise too.

Grouping

Have a flexible approach to grouping. Although it's sometimes a good idea to group more able or less able children together so they can work at their level, it can be really demotivating if they feel they are in the less able group. Try to vary groups and pairs of students as much as possible. Always be conscious of dynamics within groups too. If children aren't happy together, this can seriously impede their learning.

Class rules

Your children are more likely to abide by class rules if they feel some ownership of them. They will be well aware of how they should behave in class. Drawing up a list of class rules is a great way to bring the class together and to get them to think about how it effects them as individuals when others don't respect each other or the space they're sharing. It's also a good reference point throughout the year and can be added to at any point.

Activity Bank

Assessment

Observation

Observing children in class and making regular notes on their development can complement more formal assessment techniques, and help build a more complete picture of each child. Keep on-going notes in a notebook with a page (or pages) for each child. During or after each lesson, make notes about childrens' comprehension, use of language, participation or behaviour. It is hard to observe all the children on a regular basis, so try focusing on two or three children each lesson or week. Alternatively, choose a specific area of language learning to observe each week.

Portfolios

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

Self-assessment

Self-assessment activities can give teachers useful information about how children learn best, how they feel about their progress and what they enjoy about learning English. Self-assessment can take many different forms. To look at learning strategies, why not prepare a questionnaire about the activities that help the children learn new words?

I learn new words by ...

1 Singing songs with the words	Yes	Sometimes	No
2 Playing games with the words	Yes	Sometimes	No
3 Writing the words in my notebook	Yes	Sometimes	No
4 Doing exercises in the Activity Book	Yes	Sometimes	No
5 Looking at a poster or pictures	Yes	Sometimes	No
6 Doing actions and mimes	Yes	Sometimes	No

Children can respond individually and then discuss as a class and so become more aware of different learning strategies. To make children more aware of what they are learning, ask them to recall what they have learned at the end of each lesson or unit. Asking them to rate how hard they have worked can also make them more conscious of how much effort they are putting into their learning. When self-grading, be aware that some children may be very self-critical and you might need to assure them that their work is better than they think. Another approach to self-assessment is to ask the children to set some simple goals for the next week's/unit's/term's work. Goals can include things like: *I want to speak English with my friends in class, I want to write new words in my notebook.* Ask children to write their goals down and at the end of the week or term, speak to each child individually to discuss whether they achieved their goals or not and why/why not.

Mixed Ability Teaching

Thinking time

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

Praise

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

Working in pairs and groups

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

Accessible learning

Make instructions and tasks accessible to all students.

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 wordsearches, a picture to label, a picture book to read. Alternatively, ask fast finishers to help other students with their work.

Flashcard Games

Can you remember?

Stick six to ten flashcards to the board in a row, point to each card in turn and chant the words with the children. Take one of the flashcards away and chant the words again, pointing to the blank space where the card was and saying the word. Then take another card away, point and chant again. Repeat until all the cards are gone.

Letter by letter

Stick some flashcards to the board and ask the children to have their notebooks ready. Choose one of the words, dictate letters that appear in the word but not in order. Ask the class to note them down. Invite volunteers to guess which word you're thinking of. Elicit the spelling from the class.

Activity Bank

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.

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 to the board. Ask: *What's missing?*

Posters

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).*

Memory quiz

The children study the poster for two minutes and try to remember as much as possible. Turn the poster away and ask questions about it: *How many ... are there? Where's the ... ? What colour is the ... ?* Award points to teams for correct answers.

Stand up, Sit down

Write Yes = *Stand up*, No = *Sit down*, on the board. Display the poster and make a sentence about it: *The girl is wearing green socks.* If the sentence is correct, the children stand up. If the sentence is wrong, the children sit down.

Up, down, left, right

Prepare word cards for items in the poster. Call a volunteer to the front and ask them to close their eyes. Give the volunteer a word card and ask the class to help the volunteer stick it to the correct place on the poster by calling out *up, down, left or right*.

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.

Who am I?

Choose one of the people in the poster and tell the children to ask questions to guess who you are: *Are you running? Have you got blue hair?*



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 developing this understanding for our students.

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 students 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. Students put their hands up if they know which story card you are describing.

Activity Bank



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 students the role of providing sound effects. Get the groups to practise the 'miniplay' and then perform for the rest of the class.

Making mistakes

Check your students' memory of the story by reading it out with deliberate mistakes. You can ask them to call out when they hear a mistake or count the number of mistakes they hear.

Stories that teach

There is an enormous wealth of children's books and stories that deal with a whole range of moral and social issues. If you don't have access to a library, why not start your own collection of edifying children's stories. If you include these in your lessons, you will give your children a much richer education and provide reference points when dealing with some of the issues that may come up.

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. Students race to the board and the first player to touch the correct character name wins the point.

Who am I?

Choose a volunteer. They are going to pretend to be a character from a story. The others have to guess who they are by asking yes/no questions. This works well as a team game. Write down the number of questions needed to guess for each turn. At the end, the team that asks the fewest questions are the winners.

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

Correct the mistakes

Write the song words on the board but include some mistakes substituting, adding or removing certain words. Play the track; students 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 ask them to invent a dance routine to accompany a song.

Disappearing lyrics

This is a good technique for memorising song words. Write the words of a verse on the board and sing through with the class. Then, using a piece of card, cover the first word or phrase of the song. Sing through the verse until they can sing it from memory.

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.

Match the rhymes

Rhymes are a great way to focus on pronunciation. This activity can be done as a lead-in to learning a song. Take all of the rhyming words out of a song and write them randomly on the board. Get students to match pairs of rhyming words. Even when spellings are not immediately obvious this works well as a discovery activity.

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.

Missing words

This activity works well once students are familiar with the song or chant. Sing the song first time through as normal. Then the second time through, substitute the first word or line for humming. At each repetition substitute more and more of the song for humming until the entire song is hummed. This works especially well where the song is accompanied by actions.

Predictions

As a lead-in to the song or chant, and with books closed, write up a few key words from the lyrics on the board and ask students to predict what the song is about. Also get them to suggest other words that might be in the song. Finally, listen to the song to see which predictions were correct.

Activity Bank

Running dictation

Print the words of a new song and pin it up outside the room or in a part of the room where it can't be easily accessed. Divide the class into groups. For each group, there are 'runners' who go up to the sheet of paper and memorise the first line (or as much as they can). They come back and whisper it to the rest of their team who write it down. The first team with the most correct version of the lyrics wins. Although the activity is called 'running' dictation, the idea is **not** to run but to train the children to move quietly and carefully around or in and out of the classroom. It also gets them to think about how dangerous it is to leave bags lying around on the floor!

Showtime!

Having a performance to work towards gives the children a real reason to practise and improve. You can also enhance the performance by adding dance routines, actions and dividing the song into parts (Answer back). The karaoke versions of the songs are great for accompaniment.

Transitions

Use song tracks to time events in the class, for example, when students 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

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.

Letter race

Divide the class into teams of three or four. Say a letter or sound and tell the teams they have one minute to write words with that letter in them. Award two points for each word that starts with the letter and one point for each word with the letter in.

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.

Sentence Hangman

Play hangman with a sentence drawing a line for each letter in the sentence and leaving spaces between the words.

Stop the bus!

Divide the class into teams and give each team a piece of paper. Write these category headings on the board: *Food, Animals, School*. Say a letter (P) and ask the teams to write a word for each category on their papers. The first team to write three words, calls *Stop the bus!* and wins a point.

Word tennis

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

Grammar Games

Have you got it?

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

Odd word out

Divide the class into teams. Say four words: *eagle, parrot, ostrich, owl*. Ask each team to choose the odd word out and give a reason to win a point: *Ostrich, because ostriches can't fly. Owl, because owls wake up at night.*

Sentence Pictionary

Write some sentences on pieces of paper: *I don't like spiders.* Divide the class into teams and invite a volunteer to the front. Give the volunteer a sentence and ask them to draw a picture of it. The teams try to guess the sentence for a point.

What's the missing word?

Divide the class into teams and give each team some pieces of paper. Write a sentence on the board with a missing word: *My sister ... like cheese.* Give the teams 20 seconds to decide the missing word and write it on the paper. Tell the teams to hold up their papers and give points to teams with the correct word.

Who am I?

Ask a volunteer to the front and ask them to think of another child in the class. The children ask the volunteer questions and the volunteer answers for the other student: *Are you a boy or a girl? Have you got long hair? Do you like Maths?* The class try to guess who the volunteer is. This game can also be played with famous people: *Are you a (footballer)? Have you got (dark hair)?*

Go Digital! Bank

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

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

Vocabulary Game Generator

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

How to create a game

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



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

STEP 1

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**.

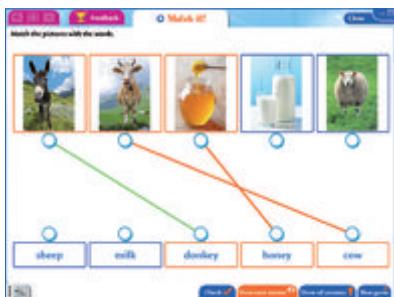
STEP 2

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

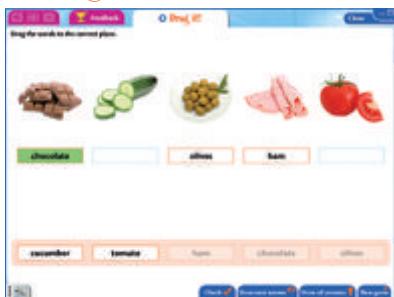
- 1 Touch **NEW GAME** to change the pictures in your game.

Types of games

Match it!

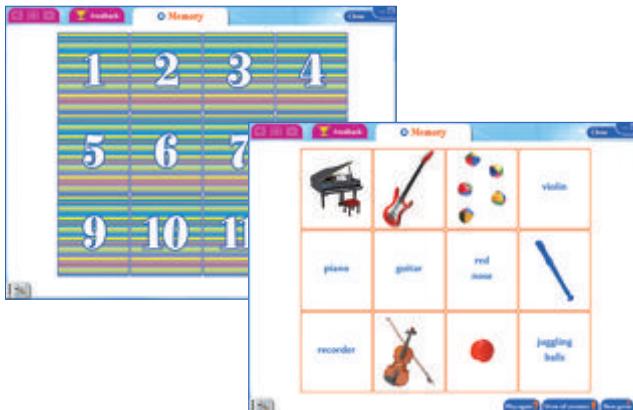


Drag it!



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



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

What's missing?



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

Simon says



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

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

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

Guess it!



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

Touch to start the game. As the

timer runs on, the picture is revealed. The children from Team A 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 B has a go. Touch again. Give a point to Team B if they answer correctly.

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

Richmond i-tools



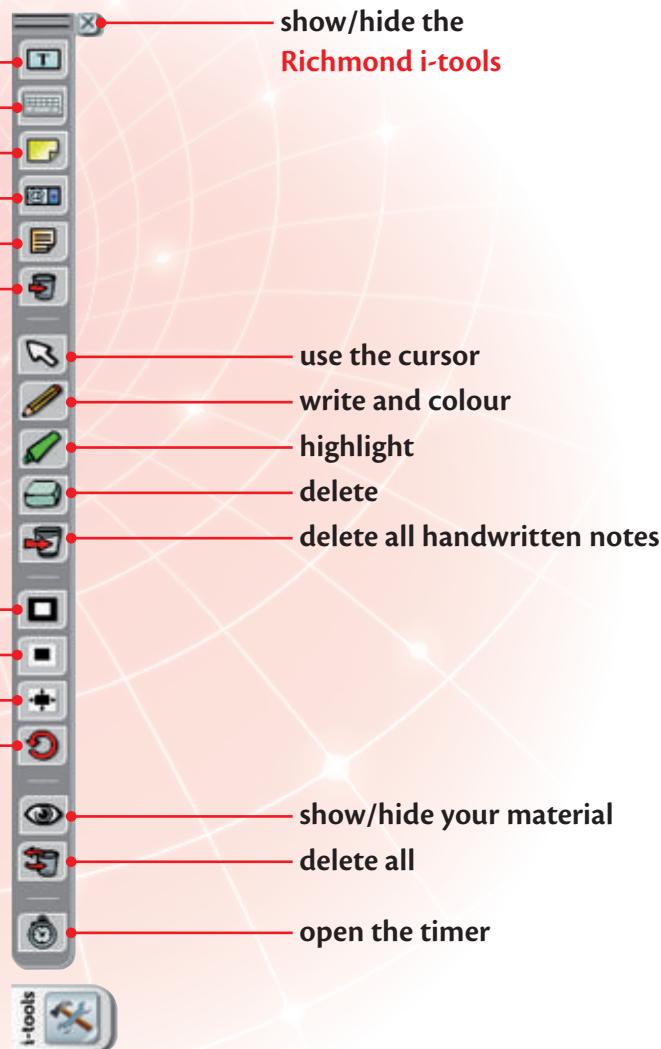
This feature allows you to take the **Teacher's i-book** and make it yours by **inserting notes, hyperlinks and external files**. It is also possible to **write or paint** on the i-book and in the zoom windows.

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

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

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

Touch on the bottom left-hand corner to:



My notes



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**.

Welcome! Overview

Vocabulary

The alphabet

Numbers: 1-100

den, friend, twin, window

Structures

Have you got a (sister)?
How old is (she)?
What's (his) name?
Is that your (favourite) number?

Recycled Language

What's your name? I'm

How old are you?

Numbers: 1-20

Skills Objectives

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

Reading: To read and follow the story.

Writing: To write numbers.

Speaking: To greet each other and introduce themselves. To ask and answer questions. To join in with a song. To spell simple names and words. To say numbers.

Assessment Criteria

- Children can greet each other and introduce themselves.
- Children can name the letters of the alphabet.
- Children can spell words out.
- Children can recognise and say the numbers from 1 to 100.

Optional Resources

Teacher's Resource Book Photocopies:

- Evaluation:** pages 83-84, Diagnostic test

Go Digital!

Teacher's i-book

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

Activities in  and  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 **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 17-24**.

Key Competences

Linguistic Competence:



Children acquire and apply increased oral and written skills to be able to talk about letters, greetings and introductions in the context of a story.

Social and Civic Competence:



Children acknowledge similarities and differences among classmates.

Competence in Maths, Science and Technology:



Children become familiar with the numbers up to 100.

Cultural Awareness and Expression:



Children develop their imagination and creative skills when reading about the magic of Wonderworld.

Digital Competence:



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

Learning to Learn:



Children value the use of songs when learning new language.

Sense of Initiative and Entrepreneurship:



Children show initiative in participating in the activities.

Welcome!


1 1.1 Listen and read the story.

Lulu and Max are in Wonderworld.


2 Talk about your family.

4
Greetings and introductions


Children improve their listening and pronunciation skills in the context of greetings and introductions through a story.



Children demonstrate skills to work in pairs to talk about their families.

Key competences continuous assessment

Check if children:

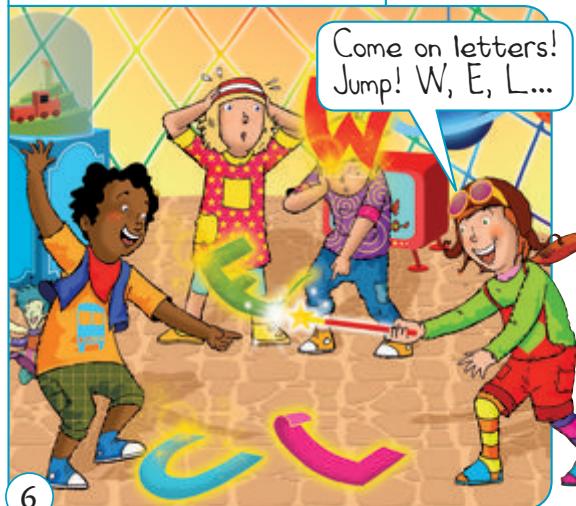
- 1 Are able to understand the listening activity.
- 2 Work well in pairs to talk about their families.

Wow! Is this your den?



5

There are magic letters in the den.



6

Come on letters!
Jump! A, X!



7

The magic letters spell a message.



8

It's time for new
adventures in Wonderworld.

1 Play The Letters game.



The letters in the
name are M, X, A.

That's ... !

The alphabet and spelling

5



Children increase their knowledge of the letters of the alphabet by playing a game.

Key competences continuous assessment

Check if children:

- 1 Can say the letters of the alphabet.

Welcome! Lesson 1

CLIL Objective

To introduce new Wonder characters.

Language Objectives

To learn and use vocabulary: brother, friend, sister, twin

To use the structures: What's (your) name? How old are you?
Have you got ... ?

Materials

- Teacher's i-book
- CD 1

Lead-in

Introduce yourself and lead greetings round the classroom.

Encourage everyone to ask and answer: *What's your name?*

1  **1.1 Listen and read the story.** Build up interest by telling the children that *Wonderworld* is a special, magic place. Ask them to remember the names of the characters.

The children listen and follow the story in their books.

2 Talk about your family. Ask some children the questions.

Review the difference between *his* and *her*. Then, tell the children to ask and answer the questions moving round the class.

Fast Finishers

The children write about their siblings.

Wrap-up

The children play oral snap. Arrange them in small groups and ask them to talk about their brothers and sisters. When a child has the same information they say: *Snap! I've got a sister. Snap! She's twelve.*

Transcript

1.1 Listen and read the story.

Narrator: Lulu and Max are in Wonderworld.

Holly: Hello! I'm Holly. What's your name?

Lulu: I'm Lulu.

Claude: Hi! I'm Claude. Are you brother and sister?

Max: Yes, we're twins. I'm Max.

Holly: How old are you?

Max and Lulu: Nine. What about you?

Claude: I'm nine and Holly's eight.

Narrator: Claude and Holly have got new friends now.

Lulu: This is a fantastic place!

Holly: This is Wonderworld! Come in!

Narrator: The four children go into the den.

Lulu: Wow! Is this your den?

Narrator: The den is very big. It's full of toys and books.

Narrator: There are magic letters in the den.

Holly: Come on letters, jump! W, E, L...

Claude: Come on letters, jump! A, X.

Narrator: The magic letters spell a message.

Lulu and Max: What's that?

Claude: That's the Magic Window. Come and see!

Narrator: It's time for new adventures in Wonderworld.

Anticipated Difficulties

There may be children with no siblings in the class.

If there are, get them to talk about friends or cousins.

Initial Evaluation

Check if the children can:

Greet each other.

Introduce themselves.

Ask and answer the questions.

Activity Book

Welcome!, page 2, Lesson 1. See page 228 for answer key.

Welcome! Lesson 2

CLIL Objective

To spell words.

Language Objective

To review the alphabet.

Materials

- Teacher's i-book
- CD 1
- **Optional realia:** 26 cards each with a letter of the alphabet written on

Lead-in

Revise the alphabet by writing the letters of the alphabet on the board and asking the children to say the letters with you. Then, give each child a card with a letter on it and ask them to stand in alphabetical order. Ask children to spell their own names out loud.

1 Play *The Letters game*. Remind the children of the story and the characters. Spell the name of one of the characters: H O L L Y. The children listen and say the name. They then spell and say the names in pairs.

Fast Finishers

The children spell other words to each other.

Wrap-up

Spell the names of the children or the characters and the children shout out the name when they think they know it.

Hand out the letter cards and ask the children to stand at the front to spell words.

Initial Evaluation

Check if the children can:
Say the letters of the alphabet.
Spell their own names out loud.

Activity Book

Welcome!, page 3, Lesson 2. See page 229 for answer key.



1 1.2 Listen and write the numbers. Then, sing the song.

Sing the numbers, clap in time!

Sing the numbers, jump in line!



2 Play Guess the number.



telephone number	house number	brothers and sisters	birthday

telephone number house number brothers and sisters birthday

number of pets favourite number number of windows in your house number of people in your house

Seventy-four. Is that
your favourite number?

No, it's my



6



More
practice

The numbers: 50-100



Children value the use of songs when learning new language.



Children become familiar with the numbers up to 100.

Key competences continuous assessment

Check if children:

- 1 Are able to learn from the song.
- 2 Can recognise and name the numbers to 100.

Welcome! Lesson 3

CLIL Objective

To learn numbers 10-100.

Language Objective

To introduce numbers 10-100.

Materials

- Teacher's i-book
- CD 1

– **Optional realia:** various numbers from 50-100 written on cards

Lead-in

Present the numbers 10-100 on the board using a decimal grid.

1 1.2 Listen and write the numbers. Then, sing the song.

The children write the numbers they hear. They then sing and clap in time with the song. Give out numbers from the song (give two children the same one if you have a large class) and ask them to arrange themselves in order. Play the song again and the children jump when they hear their number.

Answers

80: 82, 86, 88; **60:** 64, 67, 69; **70:** 71, 73; **90:** 93, 98, 99; **50:** 55, 58; **100**

 Touch  to open the activity. Play the individual numbers audio to focus the attention on what they have to sing. Play the complete song to demonstrate the activity. Then, play the activity song. Children sing the song saying the numbers as they are highlighted on the screen. Let the children write the complete numbers using the **Richmond i-tools** if they don't feel confident enough. Make different teams to make the activity more challenging.

2 Play Guess the number. The children choose six types of numbers from the chart. They write these numbers on slips of paper and place them on the corresponding square. They then take it in turns to talk and ask about their numbers.

Fast Finishers

The children write more numbers for the other two categories.

Wrap-up

Give some of your numbers and the children guess what they correspond to.

 **Play Bingo!** The children listen and touch the correct numbers to play bingo in line.

Transcript

 1.2 Listen and write the numbers. Then, sing the song: *Sing the numbers*.

Children: Sing the numbers, clap in time!
Sing the numbers, jump in line!

Girl: 82!

Boy: 86!

Boy: 88!

Children: Sing the numbers, clap in time!
Sing the numbers, jump in line!

Girl: 64!

Girl: 67!

Boy: 69!

Children: Sing the numbers, clap in time!
Sing the numbers, jump in line!

Boy: 71!

Boy: 73!

Children: Sing the numbers, clap in time!
Sing the numbers, jump in line!

Boy: 93!

Girl: 98!

Girl: 99!

Children: Sing the numbers, clap in time!
Sing the numbers, jump in line!

Boy: 55!

Girl: 58!

Children: Sing the numbers, clap in time!
Sing the numbers, jump in line!

Boy: I'm number 100!

Anticipated Difficulties

You will need quite a lot of space to have the children standing up and singing the song.

Initial Evaluation

Check if the children can:
Say and recognise the numbers to 100.

Activity Book

Welcome!, page 4, Lesson 3. See page 229 for answer key.

Unit 1 Overview

Vocabulary

Relationship words: brother, classmates, old/new friends, sister, twins

Parts of the face and body and characteristics: braces, eyes, glasses, hair, mouth, nose

Adjectives to describe parts of the body: big, black, blond, blue, brown, curly, green, long, red, small, short, straight

Adjectives to describe emotions: angry, happy, sad, scared, surprised

Street Party Lexis: balloons, chairs, flags, food, games, music, neighbours, tables

Clothes: dress, shirt, shorts, skirt, trousers, T-shirt

Structures

He's/she's my

We're/they're

My nose is

Verb have got: Has he got ... ?

Recycled Language

Family members: brother, sister

Adjectives: big, long, short, small

Colours: black, blue, brown, green, red

Feelings: happy, sad

Clothes: dress, shirt, skirt, trousers

Body parts: eyes, hair

Cultural Strand

Language Objective:
To learn some vocabulary related to street parties in Britain.

Creative Strand

CLIL Objective:
To draw facial expressions.
Language Objectives:
To ask for physical descriptions.
To describe physical appearance.
To describe emotions.

Functional Strand

Language Objective:
To learn how to introduce yourself and talk about where you live.

Literacy Strand

CLIL Objective:
To characterise.
Language Objectives:
To recognise silent letters h and k.
To listen to and read a story.

Knowledge Strand

CLIL Objective:
To distinguish similarities and differences of people.
Language Objective:
To learn adjectives to describe people.

Skills Objectives

Listening: To understand simple oral descriptions. To understand and enjoy a story and a song. To recognise silent letters *h* and *k*.

Reading: To read and match pictures to descriptions. To read a dialogue. To read a story.

Writing: To write simple descriptions.

Speaking: To describe themselves and their classmates. To ask and answer questions to find similarities or differences in appearance and facial expressions. To act out a scene.

Assessment Criteria

- Children can understand simple oral and written messages about physical appearance, clothes and facial expressions.
- Children can produce oral and written messages to describe physical appearance, clothes and facial expression using the structures and the vocabulary in the unit.
- Children can recognise silent letters *h* and *k*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 49, Listening
- Lesson 2: page 61, Speaking
- Lesson 3: page 29, Reading
- Lesson 6: page 71, Phonics
- Lesson 8: page 39, Writing
- Lesson 10: pages 7-8, Language
- Evaluation: pages 85-86 or 87-88, Unit 1 test

Teacher's i-book i-book

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

Activities in  and  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 8: activity 1
- Lesson 9: grammar

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

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

 Audiovisual material:

- Lesson 4: Street parties
- Lessons 6, 8 and 10: Animated story

 provides a visual grammar presentation:

- Lesson 9: review

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 17-24**.

Key Competences



Linguistic Competence:

Children acquire and apply increased reading, listening, oral and written skills to be able to describe classmates.



Competence in Maths, Science and Technology:

Children distinguish facial features and expressions. Using those features and expressions in order to describe people.



Digital Competence:

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



Social and Civic Competences:

Children acknowledge similarities and differences among classmates. They show awareness of different relationships among people.



Cultural Awareness and Expression:

Children develop drawing skills by making cartoon faces and illustrations of classmates. They become aware of and show respect for the celebrations of other countries.



Learning to Learn:

Children show awareness of how learning is positively affected by working in a small group and sharing knowledge and skills. They develop learning techniques by categorising vocabulary.



Sense of Initiative and Entrepreneurship:

Children show initiative in drawing a cartoon face that expresses feelings. They use it to interact with a classmate.

1

New friends



1 1.4 Listen and say True or False.



Holly

Claude

Max

Lulu



old friends



classmates



new friends



family

2 Play The name game.



Who's Zoe?



Instructions

- Work in small groups.
- Write four names on slips of paper.
- Take turns to ask your classmates.
- Place the names on the circles.

She's my classmate.

Learning about relationships | Relationship words
He/She's my (new friend). / We're (brothers). / They're (classmates).

More practice

7



Children improve their listening skills by identifying the characters' relationships.



Children practise a basic rule when playing a game: taking turns.



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

Key competences continuous assessment

Check if children:

- 1 Are able to follow the listening to do the activity.
- 2 Take turns to ask and answer questions when playing the game.
- 3 Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about new friends.

Language Objectives

To learn and use relationship vocabulary: *brother, classmate, friends, sister, twins*

To use the structure: *He's/she's my We're/they're*

Materials

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

Lead-in

Lead greetings round the classroom and distinguish between old and new friends.

i-book Open the **i-poster**. Point to different characters and ask the children if they think they are friends or family. Introduce the concept of *new friends* choosing a pair of people in the poster and acting out a short dialogue for introducing people. Introduce the concept of *old friends* choosing a pair of people and ask children if they think they are new friends. When they say they are not new friends, explain the concept *old friends*. Open the sample questions and prompt children to answer them. Ask some more questions if you have time.

1  **1.4 Listen and say True or False.** The children read the key. They listen to say whether the relationships are true or not and then correct the false statements.

(See transcript page 54.)

Answers

True, False, True, True, False, True, False, True

i-book Touch  to open the activity. Ask the children to look at their books and try to remember the relationships between the characters. Ask individual children to read the sentences aloud and then drag the words to the correct place.

2 Play The name game. The children write four names, one per category, on slips of paper. Divide them up into small groups and put all the slips in the middle of the group. They take it in turns to turn over a name and say: *Who's ... ?* The child who wrote the name answers: *He's/she's my (new friend)*, takes the slip and places it on the coloured oval. If a child takes a name they have written, they place it back in the pile and take another one. The first child to finish is the winner.

Fast Finishers

The children take it in turns to hold up the name slips used in Activity 2 and the others try to remember who it is.

Wrap-up

The children remember the relationships from Activity 1: *Holly and Claude are old friends.*

 **The children listen to the sentences about the characters in Activity 1 and use the circles in the game to make groups according to the information they hear.**

Initial Evaluation

Check if the children can:

Say if the relationships are true or false.

Talk about their relationships.

Activity Book

Unit 1, page 5, Lesson 1. See page 230 for answer key.



1 1.5 Listen and say the names. Then, sing the song.



2 Talk to your classmate.



big small long short

blue green blond brown red black

eyes nose mouth hair

I've got brown eyes and
you've got brown eyes.
We're the same.

I've got long hair and
you've got short hair.
We're different.



3 Write a description of yourself.



I've got ... eyes. I've got ... hair.
My nose is

8

More practice

People are the same and different | Facial features
I've got / She's got / He's got



Children develop awareness of how to pronounce names that are common in other countries.



Children become aware of physical similarities and differences in people by speaking about their classmates.



Children show autonomy by writing short sentences about themselves.

Key competences continuous assessment

Check if children:

- 1 Are able to pronounce the children's names.
- 2 Identify physical similarities and differences in people.
- 3 Work independently to write a description.

Knowledge Strand

Unit 1 Lesson 2

CLIL Objective

To give a physical description of classmates.

Language Objectives

To learn and use vocabulary to describe facial features:

eyes, glasses, hair, mouth, nose

To learn and use adjectives: big, blond, blue, brown, green, long, red, short

To learn and use the structure: I've got / she's / he's got

Materials

- Teacher's i-book
- CD 1

Lead-in

Invite two volunteers to the front of the class and review the vocabulary of facial features by describing them. Then, describe a child in the class and let the children guess who it is.

1 1.5 Listen and say the names. Then, sing the song.

Let the children look at the pictures and ask them to point at a *big nose*, a *small nose*, *short hair*, *long hair*, a *small mouth*, a *big mouth*, *glasses*, *blue eyes*, *brown eyes*.

The children listen to the song. Pause so they can name the characters.
(See transcript page 54.)

Answers

Maggie and Jim, Peter and Pippa, Sheila and Andrew

 Touch  to open the karaoke activity. Drag the physical characteristics to the corresponding child. Play the complete song to demonstrate the activity. Then, play the activity song and ask all the children to sing together or divide the class in three groups so each group sings a section of the song. The children sing the song saying the missing words as they are highlighted. Use the **Richmond i-tools** to circle the following adjectives: *small*, *short* and *brown* and tell the children the missing adjectives are their opposite.

2 Talk to your classmate. The children talk in pairs and compare themselves. They then summarise their findings and can sing their own version of the song comparing themselves to their classmates.

3 Write a description of yourself. The children write about themselves in their notebook.

Fast Finishers

The children write a description of a friend.

Wrap-up

Write a chart on the board and then say: *Stand up everyone with blue eyes*. The children count and write the number. Continue with other features using the language taught in the lesson.

 **Who's who?** The children listen to physical descriptions and touch the characters until only one is left on the screen.

Anticipated Difficulties

The children may find the song challenging to understand, so focus them clearly on the characters by mentioning key vocabulary and asking the children to point to this before they listen.

Optional Resources

Teacher's Resource Book page 61, Speaking.

Continuous Assessment

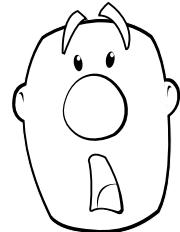
Check if the children can:
Identify the characters in the song.
Use the adjectives to describe people.
Use the target language.

Activity Book

Unit 1, page 6, Lesson 2. See page 230 for answer key.



1 Read and match the sentences with the pictures.

**1****2****3****4****a** He's got a big nose. **b** She's got curly hair. **c** He's got a small mouth. **d** She's got straight hair. **e** He's sad. **f** She's happy. **g** He's scared. **h** She's angry.

2 Draw a cartoon face. Then, ask your classmate for instructions.



3 Think of a name and write a description.



Charlie's got

He's



Drawing facial expressions

Feelings

Has he got (a big nose)? / Is he (sad)?

9



Children practise their reading skills by matching pictures and descriptions.



Children develop their creativity by drawing cartoon faces to represent different features and expressions.



Children improve their writing skills by describing a friend.

Key competences continuous assessment

Check if children:

- 1 Can read the sentences to complete the activity.
- 2 Draw cartoon faces which show the features and expressions they are learning.
- 3 Write correct sentences in their descriptions of a friend.

Creative Strand

CLIL Objective

To read and show comprehension of physical descriptions.

Language Objectives

To use adjectives to describe facial features: *big, long, short, small*

To learn and use adjectives to describe hair: *curly, straight*

To learn and use adjectives to describe emotions: *angry, happy, sad, scared*

To use the structures: *has got/hasn't got. Is he/she ... ?*

Materials

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

Lead-in

Introduce the vocabulary using the **flashcards** (print or **interactive**).

For each one teach the word and ask the children to make the same face.

i-book Open the **lead-in** activity. Introduce the *features* and *characteristics* vocabulary to the children. Listen to all the sentences on the screen, use the **Richmond i-tools** to highlight the key vocabulary and then drag the pictures to complete the face.

1 Read and match the sentences with the pictures. The children read the sentences and match them with the pictures. Tell them there are two sentences per drawing.

Answers

- 1 c, e 2 b, h 3 a, g 4 d, f

2 Draw a cartoon face. Then, ask your classmate

for instructions. Give the children each a piece of paper. The children each choose a facial expression and draw a cartoon face on the paper. They then add other features (*curly hair*, etc.) The children then work in pairs to ask and draw the face that their partner has. Make sure that they don't look at each other's drawings until they have finished the activity.

3 Think of a name and write a description. The children think of a name for the face they drew and write a description.

Fast Finishers

Children look back at the pictures in the book and practise describing.

Wrap-up

The children play *Guess the drawing*. One child describes one of the cartoon faces in the book/drawn by children while the other listens and points.



Open the **lead-in** activity again. Form two teams in the classroom and ask a child from each team to come to the IWB. Team 1 touches one sentence and team 2 drags the corresponding part of the face to build up the picture. Once the face is completed, use the shade from the **Richmond i-tools** to cover the sentences and colour the picture. Ask a different member from team 1 to describe the face to the rest of the class.

Optional Resources

Teacher's Resource Book page 29, Reading.

Continuous Assessment

Check if the children can:
Understand the vocabulary.
Use the adjectives to describe emotions.

Activity Book

Unit 1, page 7, Lesson 3. See page 231 for answer key.



Unit 1 Lesson 4



Culture

1 1.6 Listen and say True or False.

Street parties are very popular in Britain.



2 Look at Activity 1. Then, play a guessing game about the people in the photos.



I've got braces. She hasn't got braces.



short hair



trousers



glasses



hat



T-shirt



straight hair



Has she got glasses?

Yes, she has!



curly hair

10

Street parties / distinguishing features and clothes
Has he got (curly hair)? / Has he got (black trousers)?



Children reinforce the language with the video.



Children are introduced to a British cultural tradition: street parties.



Children show skills of observation by identifying people in photos.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Understand what a street party is.
- 3 Use the vocabulary to identify people in the photo.

Cultural Strand

CLIL Objective

To become aware of celebrations in another country.

Language Objectives

To introduce street party vocabulary: balloons, chairs, family, flags, food, games, music, neighbours, tables

To practise the structure: has he/she got ... ?

Materials

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

Continuous Assessment

Check if the children can:
Understand the audio.
Use the language to describe people.

Activity Book

Unit 1, page 8, Lesson 4. See page 231 for answer key.

Lead-in

Talk about parties. Ask the children questions like: *Do you have birthday parties / parties at school in your village?*

 1.3 Display the **poster** and ask the children what they can see. Explain that this is another type of party, it's a street party.

Play the audio and let the children point to the people and food as they hear them.

(See transcript page 54.)

 Open the **i-poster**. Ask the children to come to the IWB in turns to choose a character. They listen and answer the questions. Use the **Richmond i-tools** to help them find the correct answers. For further practice, use your own questions.

 1.6 Listen and say **True or False**. Play the audio and pause to allow the children to say true or false.

(See transcript page 54.)

Answers

False, True, True, False, True, False, True, True, False, True

2 Look at Activity 1. Then, play a guessing game about the people in the photos. Check the vocabulary with the children. The children take it in turns to describe a person in one of the pictures, while the others listen and ask a question when they think they have found the person.

Fast Finishers

The children draw an imaginary street party near where they live.

Wrap-up

Ask the children to imagine a street party near where they live.

Tell them to describe it by asking them questions, for example:

Have the children got hats?

  Watch the video **Street parties**. Complete the comprehension activity with the children.

Functional language

Unit 1 Lesson 5



1 Answer the questions.



- 1 Are all your friends from school?
- 2 Have you got friends on your street?
- 3 Have you got friends in your after-school activities?
- 4 Have you got new friends this year?

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

Yes, I have.
No, I haven't.



2 1.7 Read and listen for the missing words.



3 Add words and act out the scene.



Language for getting to know people | Do you live on this street / near here?
Yes, over there at number 7 / at the house with the red door.

More practice

11



Children demonstrate increased oral skills by giving short answers to questions.



Children show comprehension skills through reading and listening activities in the context of a conversation.



Children use creativity in acting out a conversation.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.
- 4 Use the digital resources to practise the new language.

Functional Strand

CLIL Objective

To act out a scene between friends.

Language Objective

To introduce and practise using functional language for getting to know people: Do you live in this street / near here? Yes over there at number 7 / at the house with the red door. I'm new. Me too!

Materials

- Teacher's i-book
- CD 1

Continuous Assessment

Check if the children can:
Answer the questions in Activity 1.
Recognise which words are missing from the dialogue.

Activity Book

Unit 1, page 9, Lesson 5. See page 232 for answer key.

Lead-in

Introduce the theme of friends by asking the children a couple of questions: *How many friends have you got? Who is your best friend?*

1 Answer the questions. Ask the children the questions and get answers encouraging the use of *Yes, they are.* / *No, they aren't.* *Yes, I have.* / *No, I haven't.* The children then ask and answer in pairs.

2  **1.7 Read and listen for the missing words.** First, tell the children to close their books and listen to the audio. Ask them a couple of easy questions: *How many people are speaking?* *Are they old friends?* Next, the children read and listen to the photo story. Tell them not to write in the gaps. (See transcript page 54.)

Answers

Picture 1: Tom, Lisa; **Picture 2:** street, five; **Picture 3:** green

3 Add words and act out the scene. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children can think of more questions they would ask in the same situation.

Wrap-up

Lead a discussion about what you want to find out about new friends (age, school, class, phone number...). Then, formulate and write the questions on the board. The children can then repeat the role play adding the new questions.

 **The children listen to different dialogues and answer true or false.**

The magic window

1 1.8 Listen and read the story.

In the den, Holly and Claude show their friends the magic window. It's glowing.

**1**

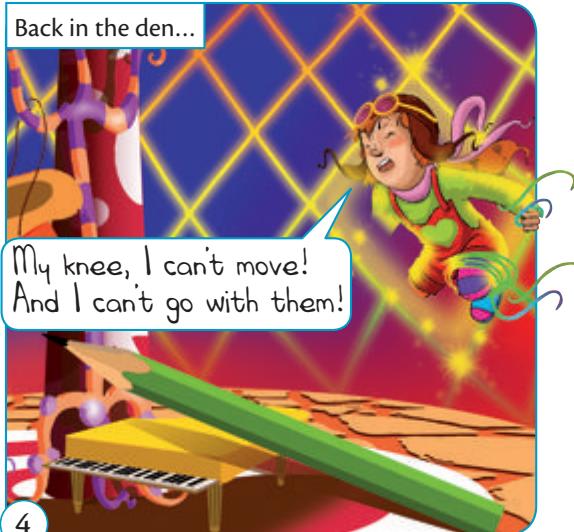
The children jump into the magic window.

**2**

They are in a big gallery. It's full of old statues.

**3**

Back in the den...

**4**
2 1.9 Listen and answer the questions.


Holly
Who

Knight

What
Where
knee

12

More
Phonics

Comprehension of the story | Phonics: silent letters



Children acquire increased enjoyment of listening to and reading a story.



Children learn to recognise silent letters.



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

Key competences continuous assessment

Check if children:

- 1 Enjoy listening to and reading the story.
- 2 Are able to answer the questions.
- 3 Use the digital resources to practise phonics.



In the gallery, the children look for Holly.



5

6

The magic window is glowing again.



The friends help Holly with the ropes.



7

8

1 Read the story again and answer the questions.



- 1 Is this Max and Lulu's first adventure in Wonderworld?
- 2 Do all the children jump into the magic window? Where do they go?
- 3 Is Holly's head stuck in the ropes?
- 4 Is there a statue of Holly in the gallery?
- 5 Has it got a left leg?
- 6 Is Max scared at the start of the story? And at the end?



Comprehension | Answering closed yes/no questions

13



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focusing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To recognise silent letters.

To listen to and to read a story.

Materials

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

Optional Resources

Teacher's Resource Book page 71, Phonics.

Continuous Assessment

Check if the children can:
Recognise and say the words without pronouncing the silent letters.
Suggest other words with silent letters.

Lead-in

Ask the children to remember the names of the characters. Use the **story cards** (print or **interactive**) to help.

1 **1.8 Listen and read the story.** The children follow the story in their books. (See transcript page 55.)

Then, listen to the whole story showing the **story cards** (print or **interactive**). Invite children out to point to different characters or items in the pictures. Let them follow again using their books.

2 **1.9 Listen and answer the questions.** The children listen and answer the questions to discover the silent letters. (See transcript page 55.)

Answers

where; K; what

Activity Book

Unit 1, page 10, Lesson 6. See page 232 for answer key.

Fast Finishers

The children silently mouth the words in Activity 2.

Wrap-up

Play a phonics game. *I spy with my little eye something beginning with the sound w.* The children have to name things in the classroom beginning with the sound to try to guess what the teacher's word is. Repeat with *n* and *h*.

Watch the animated story.

The children listen to the words and classify them according to their silent sound.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

To develop listening and reading skills.

Materials

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

Continuous Assessment

Check if the children can:
Understand the story.
Understand and answer questions.

Activity Book

Unit 1, page 11, Lesson 7. See page 233 for answer key.

Lead-in

Show the children the **story cards** (print or **interactive**) to review the story. Ask a few questions, for example: *Who jumps through the window? Who has a problem?*

1 Read the story again and answer the questions. Put the children into small groups to read and answer the questions. Then, go over each question as a class and ask children for the answer. Ask the children if they like the story.

Answers

- 1** Yes, it is; **2** Yes, they do, they go to a big gallery; **3** No, it isn't; **4** Yes, there is; **5** No, it hasn't; **6** Yes, he's scared at the start. No, he isn't scared at the end.

Fast Finishers

The children can write a question about the story to ask the rest of the class.

Wrap-up

Ask the children *Who says ... ?* questions. For example: *Who says Oooh I'm scared?*


1 Make True and False sentences for your classmate.


In picture 8, Lulu and Claude are happy.



True!

In picture

1 5
8 3
4 7
2 6



Holly



Claude



Max



Lulu

is

are



happy



scared



surprised



angry

2 Use the word groups to describe a character.


big short straight red blue

eyes hair nose mouth ears

happy sad scared surprised angry



Claude has got blue eyes. He hasn't got a big nose. In picture 8 he is



14

More practice

Characterisation

Key language from the story



Children demonstrate skills to work in pairs to describe the characters.



Children show individual responsibility in using word groups to describe a character.



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

Key competences continuous assessment

Check if children:

- 1 Work together in pairs to describe the characters.
- 2 Work independently to describe a character.
- 3 Use the digital resources to practise the language.

Literacy Strand

CLIL Objective

To practise writing character descriptions.

Language Objectives

To recycle language from the story.

Materials

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

Optional Resources

Teacher's Resource Book page 39, Writing.

Continuous Assessment

Check if the children can:

Describe a person.

Lead-in

Review the feelings adjectives with the **flashcards**. (print or **interactive**). Prompt the children to tell the story using the **story cards** (print or **interactive**).

1 Make True and False sentences for your classmate. The children use the format in the book to write sentences individually. They then read out the sentences and their partner has to say *true* or *false*.

  Touch  to open the activity. Ask the children to listen to the sentences and use the **Richmond i-tools** to write the missing words in the blanks. Alternatively, ask the children to write the missing words and use the audio to validate their answers. Use the feedback button at the top of the screen to give the children a round of applause when they get it right.

2 Use the word group to describe a character. The children write a description of a character from the story using the word groups. Monitor and help with language where necessary. Ask the children who their favourite character is and why.

Fast Finishers

The children write a description of another character.

 Use the **Vocabulary Game Generator** to review the feelings vocabulary. Use any game except for **Memory**.

See pages 22-24 for interactive games description and ideas.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

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

Activity Book

Unit 1, page 12, Lesson 8. See page 233 for answer key.

Language Review



1 Make word groups.



Clothes and characteristics

braces
trousers

The face

eyes
mouth

Feelings

happy
sad



2 Make and play a language game.



Play a language game.

Have Claude and Lulu got blue eyes?

Yes, they have.



Grammar help



I've got brown hair.
You've got curly hair.

He's got blue eyes.
They've got long hair.

Have you got ... ?

I haven't got red hair.
You haven't got straight hair.

She hasn't got blue eyes.
We haven't got long hair.

Has he got ... ?



Have you got (red hair)? Yes, I have. / Has she got (blue eyes)? No, she hasn't. / She's got (brown hair).

15



Children develop learning techniques by categorising vocabulary.



Children demonstrate their grammar knowledge to make and play a language game.

Key competences continuous assessment

Check if children:

- 1 Develop learning techniques by categorising vocabulary.
- 2 Demonstrate their knowledge to make and play a language game.

CLIL Objective

To use *have got* in questions and answers about story characters.

Language Objective

To review the unit language.

Materials

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

Lead-in

Divide the class into two teams. Write a mixed up word on the board, for example *htmuo* (*mouth*). The first team to say and write the word correctly wins a point. Continue with other words.

1 Make word groups. The children make word groups either as a whole group on the board or in smaller groups/pairs in their notebooks.

2 Make and play a language game. The children assemble the **pop-outs**. Point out the Grammar help box and get the children to work in pairs taking it in turns to ask and answer questions with their pop-outs.



Visual grammar presentation.

Touch to open the activity. Children play a fun game dragging the words to form correct sentences. Use the audio as a clue or to make the activity a dictation.

Fast Finishers

The children change partners.

Wrap-up

Divide the children into two teams and ask them to line up facing the board. Dictate a word from the unit and the two at the front run up to the board and spell the word correctly. The first team to do this correctly wins a point. Those two children then stand at the back of the line. Repeat the same procedure with two children who are at the front.



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

See pages 22-24 for interactive games description and ideas.

Continuous Assessment

Check if the children can:
Categorise adjectives.
Use *have got* correctly.

Activity Book

Unit 1, page 13, Lesson 9. See page 234 for answer key.

Oral Review



- 1 1.10 Listen and answer the questions.



- 2 Make a poster and tell your classmates.



- 3 Write a description of a friend in your notebook.



16

My new friend's got (brown) eyes and (short, curly) hair. He's got a (green) hat.



Children demonstrate comprehension in listening in order to answer questions.



Children use their imagination and artistic skills to make a poster of old and new friends.



Children show consolidation of structures and vocabulary by writing about their friends.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Use their imagination to make a poster.
- 3 Use the language learned to write about their friends.

Oral Review

Unit 1 Lesson 10

CLIL Objective

To consolidate structures and vocabulary describing friends.

Language Objective

To review the unit language.

Materials

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

Lead-in

Display the **poster** and describe one of the people until the children guess who it is. Let the children have turns to describe someone.

 Open the **i-poster**. Ask the children to drag the words to the correct place on the poster to review the key vocabulary covered in the unit. Then, listen to the descriptions and ask the children to use the **Richmond i-tools** to circle the correct person. Repeat with your own descriptions of the people in the party using the words at the bottom of the screen. Let some confident children make their own descriptions for their classmates.

1  **1.10 Listen and answer the questions.** Focus the children's attention on the photos. They then listen to identify the character and say their name.
(See transcript page 55.)

Answers

1 Harry, **2** Susie, **3** Tanya, **4** Ben

2 Make a poster and tell your classmates. The children make a poster with a drawing of an old friend and a new friend. They then present their posters to the rest of the class. The teacher then puts all the posters on the wall and holds a question and answer session.

3 Write a description of a friend in your notebook. The children write a description of one of the friends they have just described using the written speech model in their book as help.

Fast Finishers

The children write another description.

Wrap-up

Describe one of the drawings and the children say who is being described.

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

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 85-86 or 87-88 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Final Assessment

Check if the children can:
Use the unit language orally.
Describe someone both orally and in writing.

Activity Book

Unit 1, page 14, Lesson 9. See page 234 for answer key.

Transcripts



1.3 Poster, Unit 1. Listen and point.

Boy: Is John at the street party?

Girl: Who's John?

Boy: He lives at number 12.

Girl: Oh, yes, there he is. He's got blond hair, a red T-shirt and green trousers. He's talking to Karan.

Girl: Is Kate here?

Boy: Who's Kate?

Girl: My English teacher, she lives at number 23.

Boy: Oh, yes, there she is. She's got straight green hair!

Boy: It's a great party.

Girl: Yes! There's a lot of food: sandwiches, chips, crisps, sausages... and Indian food.

Boy: Yummy! I want some sandwiches and chips.

Girl: I want some Indian food.

Girl: Where are the cakes?

Boy: On that table.

Girl: Do you like chocolate cake?

Boy: Yes, I do. But I love strawberry cake.

Girl: Me too, it's my favourite.

Boy: How many balloons can you see?

Girl: Mmm... Twelve, there are twelve balloons.

Boy: Are you sure?

Girl: One, two, three, four, five, six, seven...

No, there are fourteen balloons!



1.4 Listen and say True or False.

Holly and Claude are old friends.

Lulu and Max are new friends.

Lulu and Holly are new friends.

Claude and Max are new friends.

Holly and Max are family.

Lulu and Max are family.

Holly, Claude and Max are classmates.

Claude, Max and Lulu are classmates.



1.5 Listen and say the names.

Then, sing the song: I've got a small nose.

Girl: I've got a small nose. He's got a big nose.

Boy: I've got blue eyes. She's got blue eyes,

Girl and boy: We are different. We are the same. Say our names!

Boy: I've got short hair. She's got long hair.

Girl: I've got glasses. He's got glasses,

Boy and girl: We are different. We are the same. Say our names!

Girl: I've got brown hair. He's got blond hair.

Boy: I've got a big mouth. She's got a big mouth,

Girl and boy: We are different. We are the same. Say our names!



1.6 Listen and say True or False.

It's a birthday party.

It's a party in a street.

There are blue, white and red flags.

There are red balloons.

There are tables and chairs in the street.

All the people in the photo are members of the same family.

All the people in the photo are neighbours.

The people are happy.

There are games at the party.

There's a TV at the party.

There's food at the party.



1.7 Read and listen for the missing words.

Boy: Hi! I'm Tom. I'm new here.

Girl: Me too! I'm Lisa.

Boy: Do you live on this street?

Girl: Yes, there, at number five.

Girl: How about you?

Boy: Yes, over there, at the house with the green door.



1.8 Listen and read the story: *The magic window*.

Narrator: In the den, Holly and Claude show their friends the magic window. It's glowing.

Holly: Jump!

Claude: Come on!

Max: Ooooh! I'm scared!

Lulu: I'm not!

Narrator: The children jump into the magic window.

Max: Where are we?

Lulu: Let's go and have a look!

Narrator: They are in a big gallery. It's full of old statues.

Max: Wow!

Lulu: Is he a knight?

Narrator: But where's Holly?

Narrator: Back in the den

Holly: My knee! I can't move! And I can't go with them!

Narrator: In the gallery, the children look for Holly.

Claude: Is that Holly?

Lulu: But she hasn't got a left leg.

Max: Or arm.

Lulu: Yes! It is Holly!

Max: I think she's stuck.

Claude: And she's angry!

Narrator: The magic window is glowing again.

Lulu: Let's go back!

Claude: Quick!

Narrator: The friends help Holly with the ropes.

Max: This place is amazing!

Lulu: Can we play again?

Holly: Yes! With me next time!



1.9 Listen and answer the questions.

Which word has got a silent *h*?

Holly, Holly.

Where, where.

What is the silent letter?

Knight, knight.

Knee, knee.

Which word has got a silent *h*?

What, what.

Who, who.



1.10 Listen and answer the questions.

Girl: My new friend has got short, brown hair. What's his name?

Boy: My sister has got long, blond hair. What's her name?

Girl: My classmate has got glasses. What's her name?

Boy: My old friend has got blond, curly hair. What's his name?

Unit 2 Overview

Vocabulary

Food words: bacon, banana, biscuit, butter, cake, cheese, chips, chocolate, crisps, cucumber, ham, ice cream, jam, lemon, lettuce, olive, peanut butter, sandwich, tomato, vinegar

Adjectives for describing food: delicious, disgusting, salty, sour, sweet

Words to describe packages: bag, box, packet, tin

Structures

Present Simple: I like / I don't like (crisps).

Do you like (crisps)?

That tastes salty. It looks scary.

Recycled Language

Present Simple

bag, box

cake, lemon, sandwich

Cultural Strand

Language Objective:
To learn vocabulary related to lunchtime and sandwiches.

Functional Strand

Language Objective:
To use language for talking about meals and food.

Literacy Strand

CLIL Objective:
To describe the setting of a story.
Language Objective:
To set a story.

Creative Strand

CLIL Objective:
To recognise types of packaging.
Language Objective:
To read and show comprehension of package types.

Tasty food!

Skills Objectives

Listening: To understand a conversation about meals. To understand and enjoy a story and a song. To distinguish between the sounds *c* and *ch*.

Reading: To understand and enjoy a story.

Writing: To write personal opinions about food. To describe a snack and a package for a snack. To describe the setting of a story.

Speaking: To ask for and give opinions about food. To act out a scene.

Assessment Criteria

- Children can understand oral and written messages to describe food.
- Children can produce oral and written messages to describe food using the unit language.
- Children can distinguish between the sounds *c* and *ch*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 50, Listening
- Lesson 2: page 62, Speaking
- Lesson 3: page 30, Reading
- Lesson 6: page 72, Phonics
- Lesson 8: page 40, Writing
- Lesson 10: pages 9-10, Language
- Evaluation: pages 89-90 or 91-92, Unit 2 test

Extras/Realia

- Lessons 1 and 2: pictures from magazines or flashcards from Wonder 1 and 2 of party food and fruit. Foods for tasting to get the tastes salty, sour and sweet

Teacher's i-book

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

Activities in  and  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 8: activity 1
- Lesson 9: grammar

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

Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

 Audiovisual material:

- Lesson 4: Party food
- Lessons 6, 8 and 10: Animated story

 provides a visual grammar presentation:

- Lesson 9: review

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 17-24**.

Key Competences



Linguistic Competence:

Children acquire and apply increased reading, listening, oral and written skills to be able to talk about different kinds of food and their tastes.



Competence in Maths, Science and Technology:

Children apply mathematical skills by taking a class survey related to food preferences and comparing the results.



Digital Competence:

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



Social and Civic Competences:

Children learn to respect and accept differences of opinion in a guessing game about snacks.



Cultural Awareness and Expression:

Children develop their imagination when they design a package for a snack. They become aware of the custom of sandwiches for lunch in Britain.



Learning to Learn:

Children develop learning techniques by classifying foods according to their tastes.



Sense of Initiative and Entrepreneurship:

Children show understanding of and value their personal opinions related to how different foods taste in a writing activity.

2

Tasty food!



1 Listen and say the names.

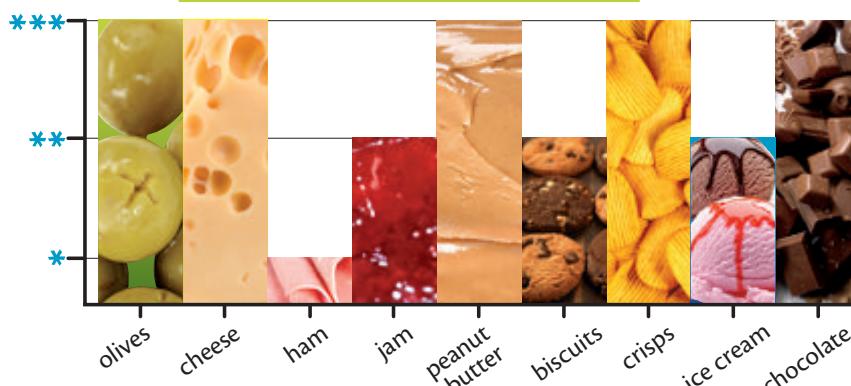


2 Do a food survey.



Key

* = I don't like ** = I like *** = I love



Do you like cheese?

Yes, I love cheese!



Talking about food preferences
I like (cheese). / I don't like (chocolate). / I love (crisps).

Food items



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Children improve their listening and pronunciation skills in the context of talking about food preferences.



Children apply mathematical skills by taking a class survey of food preferences and comparing the results.



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

Key competences continuous assessment

Check if children:

- Are able to understand the listening activity.
- Take turns to ask and answer questions when playing the game.
- Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about food.

Language Objectives

Food: biscuits, cheese, chocolate, crisps, ham, ice cream, jam, olives, peanut butter

To introduce the structure: Do you like ...? I like, I don't like I love

Materials

- Teacher's i-book
- Flashcards for Unit 2
- CD 1
- Poster for Unit 2
- Optional realia: pictures of food items that the children know

Lead-in

Bring in pictures of food that the children already know. Divide the class into teams and give them a minute to name them. The team with the most correctly named vocabulary wins.

1 **1.12 Listen and say the names.** Use the **flashcards** (print or **interactive**) to introduce the new vocabulary.

Then, play the audio and the children identify the characters.
(See transcript page 78.)

Answers

- 1 Holly, ice cream, ham
- 2 Max, peanut butter, crisps
- 3 Lulu, biscuits, cheese
- 4 Claude, jam, olives

2 Do a food survey. Practise how to ask the question *Do you like ...?* and the different answers *Yes, I love ...*, *Yes, I like ...*, and *No, I don't ...*.

The children carry out their food survey. Then they copy the results into their notebooks using a bar chart.

i-book Touch to open the activity. The children read the shopping list and drag the food items (pictures) to the correct basket. Not all the food items in the shopping list are presented as pictures. Once the activity is completed, ask the children to draw the missing items on the IWB using the **Richmond i-tools**.

For further practice, arrange the students into groups and have each make their own shopping list. Get them to pass their list to the group on their left. Encourage groups to volunteer to write the other group's list on the board and circle the selected items on the IWB using the **Richmond i-tools**. The whole group will then check that the selected items are correct.

Fast Finishers

The children draw a bar chart for their own tastes.

Wrap-up

Summarise the results of the survey by asking: *How many people (like) (chocolate)?*

The children listen and drag the food items to the correct children according to their food preferences (I like, I love or I don't like).

Optional Resources

Teacher's Resource Book page 50, Listening.

Initial Evaluation

Point to different food items and ask the children individually to name them.

Check if the children can:

Use the structure *Do you like ...?* and respond correctly.

Activity Book

Unit 2, page 15, Lesson 1. See page 235 for answer key.



1

1.13 Listen and find the food. Then, sing the song.



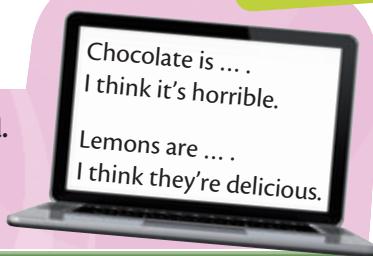
2

Taste and classify the food.



3

Give your opinion. Then, write about the food.



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More practice

Identifying different tastes
This food tastes (good). / Try this. / I think it's (horrible).

Types of tastes

|

|



Children increase their knowledge of vocabulary related to food through a song.



Children develop learning techniques by classifying foods according to their tastes.



Children show understanding of and value their personal opinions related to how different foods taste in a writing activity.

Key competences continuous assessment

Check if children:

- 1 Understand the new vocabulary from the song.
- 2 Are able to classify foods according to their tastes.
- 3 Are able to give their opinion about different foods.

Knowledge Strand

Unit 2 Lesson 2

CLIL Objective

To classify food according to its taste.

Language Objectives

Adjectives to describe taste: salty, sour, sweet

Adjectives to describe opinions: delicious, horrible

Food words: biscuit, cake, chocolate, crisps, ham, lemon, vinegar

To introduce the structures: It tastes I think Try this.

Materials

– Flashcards for Unit 2

– **Optional realia:** real foods to get the tastes salty, sour and sweet

Lead-in

Introduce the new food words by using the **flashcards** (print or **interactive**). Leave them on display for the song.

1 1.13 Listen and find the food. Then, sing the song.

The children listen and point to the food as it is mentioned in the song. They then join in and sing.
(See transcript page 78.)

Answers

Picture 1: chocolate

Picture 2: cake

Picture 3: lemon

Picture 4: vinegar

Picture 2: crisps

Picture 3: ham

Touch to open the karaoke activity. Children sing and drag the food items on the screen to *Mr Salty*, *Mrs Sweet* and *Mr Sour*. Stop the audio or listen to some parts again to help them get it right. For further practice, show the **i-flashcards** for *biscuits*, *chips*, *ice cream*, *olives*, *jam*, *peanut butter* and *cucumber* and ask the children to say who (*Mr Salty*, *Mrs Sweet* or *Mr Sour*) would eat these food items.

2 Taste and classify the food. The children can classify the **flashcards** into salty, sour and sweet if there is no food to test.

3 Give your opinion. Then, write about the food. The children follow the examples and give their opinions orally; then, they write about the food in their notebooks.

Fast Finishers

The children write about other kinds of food.

Wrap-up

The children sing the song again, but adding in *No*, *I don't* or *Yes*, *I do* to express their own preferences.

Open the **i-poster**. Children drag the circles to classify the different types of food according to their taste (salty, sour or sweet).

The children look at the chart and tick the type of taste for the food in the chart. Once the first part of the chart is completed, fill in the section *Your personal opinion* as a whole class activity and see what food item is the most popular in each category. This can also be done in groups, which can later present their findings to the rest of the class.

Optional Resources

Teacher's Resource Book page 62, Speaking.

Anticipated Difficulties

Be aware of any food allergies in the class before tasting the food!

Continuous Assessment

Check if the children can:

Name the three types of taste.

Name the food vocabulary.

Give an opinion about the taste of different food.

Activity Book

Unit 2, page 16, Lesson 2. See page 235 for answer key.



1 Play Guess the picture. Then, guess the snack.



Play Guess the picture. Then, guess the snack.

Key



can

bag

box

packet

2 Design and describe a package for a snack.



This is for ... It's got ... and ... letters.

Designing a package for a snack | Types of packages
I think the (bag) is for (crisps). / It's got (red and blue stripes).

19



Children learn to respect and accept differences of opinion in a guessing game about snacks.



Children develop their imagination and creative skills when they design a package for a snack.

Key competences continuous assessment

Check if children:

- 1 Respect and accept differences of opinion.
- 2 Use their imagination and creative skills to design a package for a snack.

Creative Strand

CLIL Objective

To read and show comprehension of package descriptions with different snacks.

Language Objectives

Words to describe patterns: circle, letter, star, stripe

Words for packages: bag, box, packet, tin

To practise the structure: This is for It's got

Materials

- Teacher's i-book
- **Optional realia:** paper for the children to draw their packages on; food packages including a bag, a box, a packet and a tin

Lead-in

Review shapes and patterns. Draw different shapes and patterns (circle, star, stripes and triangle) in different colours on the board and ask the children to come up and touch them: *Touch the blue circle.*

 Open the **i-flashcards** to review the vocabulary from previous lessons. Then open the **lead-in** activity. The children take turns to play a fun game matching snacks with their correct packages. Use the timer in the **Richmond i-tools** to make it more challenging for the children.

1 Play Guess the picture. Then, guess the snack. If possible, show children real food packages and name them. Point out the key and then ask the children to read the first dialogue. Let them play in small groups. Then, model the guessing snack activity and encourage the children to use discussion language: *I think ... I agree, I don't agree.*

2 Design and describe a package for a snack. Discuss with the children what kind of food is usually found in each kind of package and list the ideas on the board. Tell the children they are going to design a package for a snack and present it to the whole class. Give them a sheet of paper each.

The children work on designing their package and when they have finished they write a sentence describing it.

They all take it in turns to present their package to the whole class.

Fast Finishers

The children write a description of a snack package from Activity 1.

Wrap-up

Mount the packages on a wall display. Ask the children to describe them.

Optional Resources

Teacher's Resource Book page 30, Reading.

Continuous Assessment

Check if the children can:

Name the four types of packaging.

Describe a package.

Say what different packages are used for.

Activity Book

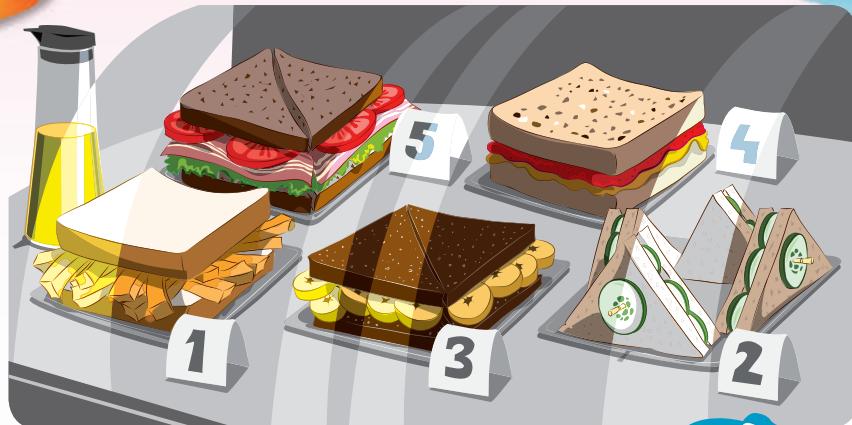
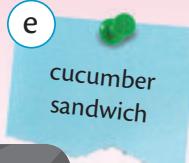
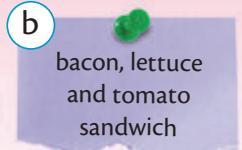
Unit 2, page 17, Lesson 3. See page 236 for answer key.



Many people eat sandwiches for lunch. There are lots of different types of sandwiches. Some of them are very unusual.



1 Read the labels and find the sandwiches.



2 Invent an unusual sandwich.



What's in your sandwich?



That sounds delicious!

Banana, chocolate and lettuce. **It tastes sweet.**

20

Sandwiches | What's in your sandwich? / It tastes (sweet). / That sounds (delicious).



Children reinforce the language with the video.



Children become aware of and learn to respect the custom of having different kinds of sandwiches for lunch in Britain.



Children take the initiative to invent an unusual sandwich and describe it to a classmate.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Recognise the custom of having different kinds of sandwiches for lunch in Britain.
- 3 Show initiative to invent an unusual sandwich.

Cultural Strand**CLIL Objective**

To become aware of the custom of having sandwiches for lunch in Britain.

Language Objectives

Food: bacon, banana, chips, cucumber, jam, lettuce, peanut butter, sandwich, tomato, vinegar

To practise the structure: That sounds delicious. It tastes sweet.
What's in your sandwich?

Materials

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

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask the children what they can see. Explain that this is a sandwich shop.

Play the audio and let the children point to the food as they hear it. (See transcript page 78.)

Talk about sandwiches. Ask the children different questions: *What's your favourite sandwich? Do you like hot sandwiches? And cold sandwiches? When do you eat sandwiches?*

 Open the **i-poster** and ask the children to drag the food words to the correct place in the sandwich shop. Then play the audio and ask the children to use the **Richmond i-tools** to circle the food as they hear it.

1 Read the labels and find the sandwiches. Review the food vocabulary by showing all the **flashcards** (print or **interactive**). Tell the children that many people eat sandwiches for lunch: there are lots of different types and some of them are very unusual.

The children read the labels to find the sandwiches.

Answers

a 1, b 5, c 3, d 4, e 2

2 Invent an unusual sandwich. The children invent an unusual sandwich and draw a picture of it. Monitor and provide food words where necessary. Model the dialogue with a child. Then, the children ask each other about their sandwiches.

Fast Finishers

The children write labels for their sandwiches.

Wrap-up

Ask the children questions: *Which sandwich sounds delicious? Which is your favourite sandwich?*

  Watch the video **Party food**. Complete the comprehension activity with the children.

Continuous Assessment

Check if the children can:
Name the new food items.
Match the sandwiches with the labels.
Describe their sandwich.

Activity Book

Unit 2, page 18, Lesson 4. See page 236 for answer key.



1 Answer the questions.



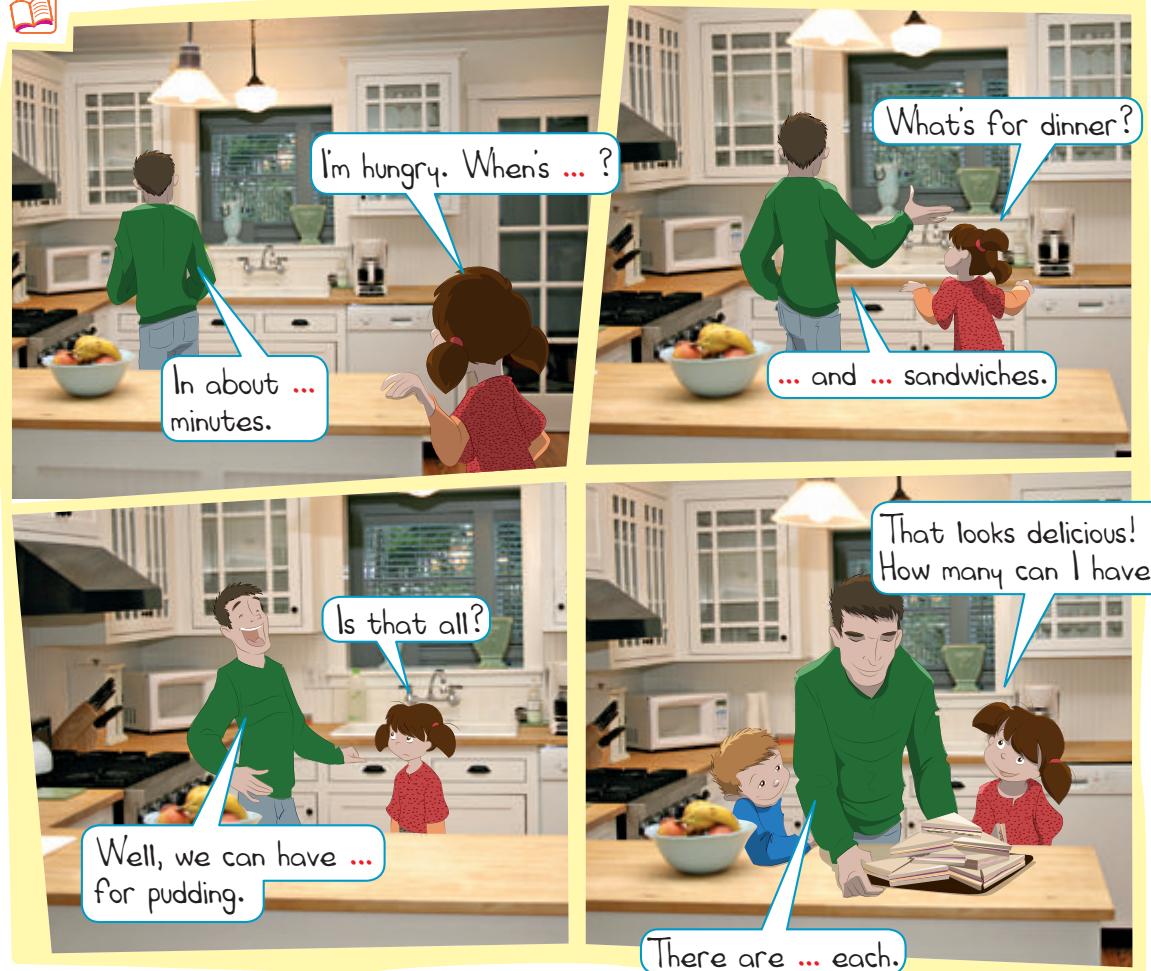
- 1 Do you have dinner at 8 o'clock in the evening?
- 2 Do you have dinner in the kitchen?
- 3 Do you have dinner with your family?
- 4 What's your favourite dinner?

Yes, I do.

No, I don't.



2 1.14 Read and listen for the missing words.



3 Add words and act out the scene.



Language for talking about meals | I'm hungry. When's (lunch)?
What's for (dinner)? / We can have (ice cream) for (pudding).



21



Children demonstrate increased oral skills by giving short answers to questions about family dinner customs.



Children show comprehension skills through reading and listening activities in the context of a family preparing dinner.



Children use creativity in acting out a conversation about dinner.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

Unit 2 Lesson 5

CLIL Objective

To act out a scene that takes place at dinnertime.

Language Objective

To introduce language for talking about meals.

Materials

– Teacher's i-book – CD 1

Lead-in

Divide the class into two teams. Write the letters *i e r n d n* on the board and ask the children to unscramble the letters to find the word, give clues if necessary. (*dinner*)

 Open the **lead-in** activity. Focus the children's attention on the chart. Then, read the questions aloud and explain the difference between the two types of questions: *What's for (dinner)? / What do you have for (dinner)?* Use the **Richmond i-tools** to highlight the subject (*you*) in the second question so they clearly see they need a full sentence to answer. Invite volunteers to drag the answers to the questions.

For further practice, some volunteers can act out the sentences as if it were an interview.

1 Answer the questions. Ask various children the questions and clarify meaning. The children then ask and answer in pairs.

2  **1.14 Read and listen for the missing words.** Play the audio all the way through. Play a second time pausing at each gap and elicit the missing word.

(See transcript page 78.)

Answers

Picture 1: dinner, five

Picture 2: ham, cheese

Picture 3: ice cream

Picture 4: three

3 Add words and act out the scene. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children swap roles in the acting out.

Wrap-up

Invite the groups to the front of the class and get them to act out the scene.

 **The children listen to the dialogues and choose the correct answers.**

Once the activity is completed, listen again and ask children to act out the dialogues.

Continuous Assessment

Check if the children can:

Answer the questions in Activity 1.

Recognise which words are missing from the dialogue.

Activity Book

Unit 2, page 19, Lesson 5. See page 237 for answer key.

The giant's kitchen



1 1.15 Listen and read the story.

The children are in the kitchen of a giant's castle.

Fe, fi, fo, fum! It's dinner time! Here I come!

Look at that lumpy soup! Yuk!

1

Oh, dear! Max is in big trouble now.

Oh, poor Max!

2

Help me with the glass, Lulu!

The friends have got an idea to save Max.

Who's there?

The children put salt in the giant's soup.

3

Cheese and chip soup, and chocolate cake! My favourite!

I can't watch this!

4

2 1.16 Listen and repeat the first sound. Then, read the words out loud.



cheese

chips

cake

chocolate

kitchen

castle

22

More Phonics

Comprehension of the story

Phonics: /c/ and /ch/ sounds



Children acquire increased enjoyment of listening to and reading a story.



Children develop knowledge of differentiating the pronunciation of words from the story with the initial sounds c and ch.



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

Key competences continuous assessment

Check if children:

- 1 Enjoy listening to and reading the story.
- 2 Are able to differentiate the pronunciation of words with the initial sounds c and ch.
- 3 Use the digital resources to practise phonics.



YUK! This soup tastes salty!



5

The children help Max.



6



7



8

1 Read the story again and answer the questions.



- 1 Look at picture 1. Who is in the kitchen with the children?
- 2 Look at picture 4. What has the giant got for dinner?
- 3 Look at picture 6. What do the children use to save Max?
- 4 Look at picture 8. What has Max got on his clothes?



23



LC
Children develop increased comprehension skills when focusing their attention on questions related to a story.



Children use the animated story to strengthen their understanding of the story.

Comprehension | Answering *wh* questions

Key competences continuous assessment

Check if children:

- 1 Are able to answer the questions about the story.
- 2 Enjoy watching the animated story and improve their understanding of it.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To recognise the sounds *c* and *ch*.

To listen to and to read a story.

Materials

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

Optional Resources

Teacher's Resource Book page 72, Phonics.

Continuous Assessment

Check if the children can:

Recognise and produce the sounds *c* and *ch*.

Suggest words with the sounds *c* and *ch*.

Lead-in

Show the children the first **story card** (print or **interactive**) and try to build up as much interest as possible by recapping on the characters, introducing the giant and asking them to make some predictions.

1 **1.15 Listen and read the story.** The children follow the story in their books.
(See transcript page 79.)

2 **1.16 Listen and repeat the first sound. Then, read the words out loud.** Review the meaning of the words. The children listen and repeat the first sound. Then, they read the words out loud. In pairs, the children take turns to read and point to the words.
(See transcript page 79.)

Fast Finishers

The children try to think of more words that begin with the sounds *c* and *ch*.

Wrap-up

Tell the children to close their books. Write *c* and *ch* on the board and ask them to remember the words from the story. Encourage them to add more words.

Watch the animated story.

The children listen to the words and choose the correct initial sound (*k*, *ch*).

Activity Book

Unit 2, page 20, Lesson 6. See page 237 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

To understand the setting of the story.

Materials

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

Continuous Assessment

Check if the children can:

Understand the story.

Understand and answer questions beginning with *What* and *Who*.

Activity Book

Unit 2, page 21, Lesson 7. See page 238 for answer key.

Lead-in

Retell the story with the **story cards** (print or **interactive**), asking the children to participate as much as possible.

1 Read the story again and answer the questions. Divide the children into groups and ask them to work together to answer the questions. When they have finished, check the answers with the whole class.

Ask the children if they like the story.

Answers

- 1 A giant.
- 2 Cheese and chip soup and chocolate cake.
- 3 The spoon.
- 4 Soup.

Fast Finishers

The children write another question about the story.

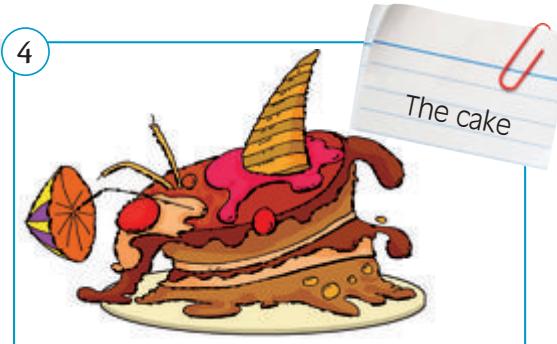
Wrap-up

Extend comprehension by asking the children to write a true or false statement based on the story.

Set this up by providing an example: *Lulu says I'm hungry*. The children then read out their sentences and the rest of the class answer *true* or *false*.



1 Look at the pictures and find the word groups.

**a**

- hot, smelly, lumpy
- cheese and chips
- tastes salty

b

- old, cold, big
- windows and doors
- looks scary

c

- messy, big, smelly
- table and food
- looks dirty

d

- brown, big, messy
- biscuits and ice cream
- tastes sweet



2 Choose and describe a picture.



It's very big with a table and lots of food.



Is it the kitchen?



3 Choose a picture and write a description.



The giant's ... is

**24**

More practice

Describing the setting of a story

Key language from the story



Children show initiative and perseverance in matching the pictures to the word groups.



Children demonstrate skills to work cooperatively in pairs to describe a picture.



Children show consolidation of structures and vocabulary by writing a description of a picture from the story.

Key competences continuous assessment

Check if children:

- Are able to work independently to match the pictures with the word groups.
- Work cooperatively in pairs.
- Apply their knowledge of the language to write a descriptive text.

Literacy Strand

CLIL Objective

To practise writing a description related to the story.

Language Objective

To recycle language from the story.

Materials

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

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Look at the pictures and find the word groups. Read through the descriptions first with the children and help out with difficult vocabulary.

Answers

1 b, 2 c, 3 a, 4 d

i-book Touch  to open the activity. The children listen to groups of words from the story and choose the correct picture. This activity can be done as a whole class activity or in two teams. Ask individuals from each team to come to the IWB. Play the audio, the one who touches the correct picture listens to the audio again and has to spell some words. They score for the team only if they get it right. For vocabulary review, ask the children to use the **Richmond i-tools** to circle the food items on the pictures and say the words.

2 Choose and describe a picture. Describe a picture and ask the children to guess which one you are describing. The children then work in pairs or small groups to describe and guess.

3 Choose a picture and write a description. The children write a description about one of the pictures. Monitor and help with language where necessary.

Fast Finishers

The children draw a picture to go with their description.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

i-book  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 **The children look at the pictures and read the descriptions.**
Then, they listen to sound effects from the story and drag the pictures and descriptions to the correct box.

Anticipated Difficulties

The descriptive language will probably not be familiar.

Optional Resources

Teacher's Resource Book page 40, Writing.

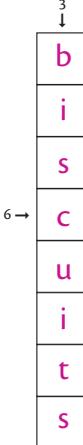
Continuous Assessment

Check if the children can:
Describe a picture both orally and in writing.

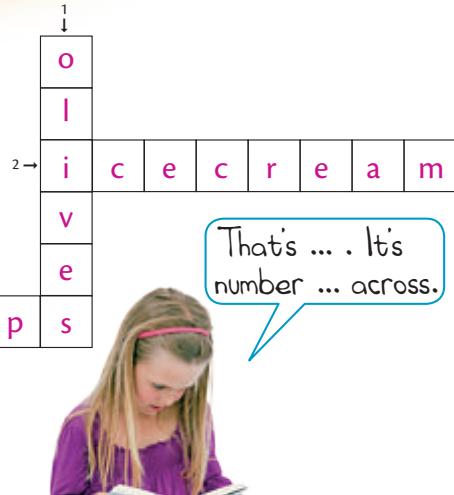
Activity Book

Unit 2, page 22, Lesson 8. See page 238 for answer key.

Language Review

1 Make clues for the crossword and tell your classmates.


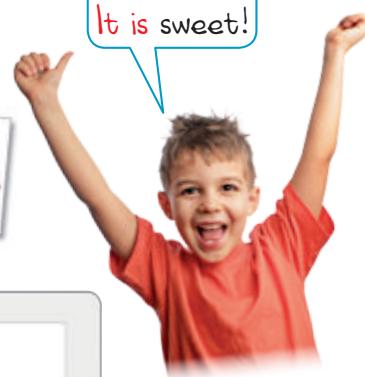
Guess the food. It's brown and it's sweet.



That's It's number ... across.

2 Make and play a language game.


Chocolate!
It is sweet!


Grammar help


I like ice cream. **It** is sweet.
I don't like olives. **They** are salty.

25

I like (biscuits). **They** are (sweet). / I don't like (soup). **It** is (hot and salty).



Children show individual initiative and perseverance to make clues for a crossword puzzle.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Use their initiative and perseverance to make clues for the crossword puzzle.
- 2 Use the unit language to play a game.

Language Review

Unit ② Lesson 9

CLIL Objective

To use the singular and plural forms *it* and *they* to talk about food.

Language Objective

To review the unit language.

Materials

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

Lead-in

Play a **flashcard** game. Divide the class into two teams who stand in line. Place all the flashcards at the back of the class behind the children. Whisper the name of one of the items to the two children who are standing at the front of the line. They have to whisper to the next in line, who does the same until the last child picks up the correct flashcard. The winners are the team who get the flashcard.

For more flashcard games see page 18.

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

See pages 22-24 for interactive games description and ideas.

1 Make clues for the crossword and tell your classmates.

Demonstrate the activity until the children understand what to do. They write their clues in their notebooks. Monitor to help and correct what the children write. They then do the activity in pairs.

2 Make and play a language game. Focus the children on the grammar help box. The children then play the game with their **pop-outs**.

Visual grammar presentation.

 Touch  to open the activity. The children give you instructions to drag the food words to the correct shopping trolley to create grammatically correct sentences with *It is* and *They are*. Alternatively, ask two volunteers to come to the IWB to do the activity. Give each one a trolley. As the sentences appear on the screen, encourage children to think of some criteria to classify the sentences into two groups. For further practice, open **My notes** and use the **Richmond i-tools** to write more sentences the children dictate.

Fast Finishers

The children think of more food and write clues.

Wrap-up

Divide the children into groups and dictate some items from the unit. Then, check the spelling as a whole group and award points for correctly written words.

Continuous Assessment

Check if the children can:
Make clues for food items.
Use *It is* / *They are* correctly.

Activity Book

Unit 2, page 23, Lesson 9. See page 239 for answer key.

Oral Review



1

1.17 Listen and say *True or False*. Then, find and name the food.

Find the ...

- sweet food
- hot food
- salty food
- cold food
- sour food



The ice cream and
the cake are sweet.



2

Invent a snack and tell your classmates.



This is my new snack. It has got bananas and cheese. It tastes sweet and salty. I think it's delicious. What do you think?



3

Write a description of your snack and the package.



My new snack is called It tastes sweet and it's delicious. The package is

26

*The (crisps) and the (peanuts) are (salty).
The (ice cream) tastes (sweet) and (cold) and it's (delicious). / The package is a (bag).*



Children improve listening skills by saying *true or false* while looking at different pictures of food.



Children use their imagination and creativity to invent a snack and describe it to a friend.



Children show consolidation of structures and vocabulary by writing a description of a snack and the package.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Use their imagination to invent a snack.
- 3 Use the language learned to write about a snack.

Oral Review

Unit 2 Lesson 10

CLIL Objective

To consolidate structures and vocabulary related to food.

Language Objective

To review unit language.

Materials

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

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask the children to name all the different food they can see.

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

See pages 22-24 for interactive games description and ideas.

1 1.17 Listen and say *True or False*. Then, find and name the food.

The children look at the picture of the giant's food; then, ask them a few questions. Play the audio and elicit *true* or *false*. The children then name the food and describe it.

(See transcript page 79.)

Answers

True, False, False, False, True, False, True, True

2 Invent a snack and tell your classmates. The children invent and draw their snack. The children present their snacks to their classmates using the speech model.

3 Write a description of your snack and the package. The children write a description of their snack and the package they would like for it.

Fast Finishers

The children write about the giant's food. *Banana ice cream. I think it's delicious.*

Wrap-up

Take a vote on all of the children's snacks. Let the children decide which is the best, or which ones they would like to try.

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

Optional Resources

Teacher's Resource Book pages 9-10, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 89-90 or 91-92 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Final Assessment

Check if the children can:
Recognise the food words.
Describe food and packaging both orally and in writing.

Activity Book

Unit 2, page 24, Lesson 10. See page 239 for answer key.

Transcripts



1.11 Poster, Unit 2. Listen and find the food.

Young man: What would you like?

Woman: Can I have some brown bread, please?

Young man: Yes, and what would you like on it?

Woman: Mmm... some peanut butter and some cheese and cucumber, please.

Young man: Here you are. Would you like anything to drink?

Woman: Yes, please, some orange juice.

Young man: Ok, anything else?

Woman: Oh, yes, a little green cake please.

Young man: Here you are.

Woman: Thank you!



1.12 Listen and say the names.

Narrator: Tell us about the food you like and the food you don't like.

Holly: Mmm... Let's see. I like ice cream, yum! I don't like ham, yuk!

Max: Well, I don't like peanut butter, yuk! I love crisps, yum!

Lulu: And I like biscuits, yum! I don't like cheese, yuk!

Claude: Well, I like jam, yum! But I don't like olives, yuk!



1.13 Listen and find the food.

Then, sing the song: *Salty, sour and sweet.*

Salty, sour and sweet!

Oh, this food tastes so good!

It's good enough to eat!

The chocolate tastes sweet.

Do you want to try some too?

Yes, I do! Yes, I do!

The cake tastes sweet.

Do you want to try some too?

Yes, I do! Yes, I do!

The lemon tastes sour.

Do you want to try some too?

Yes, I do! Yes, I do!

The vinegar tastes sour.

Do you want to try some too?

Yes, I do! Yes, I do!

The crisps taste salty.

Do you want to try some too?

Yes, I do! Yes, I do!

The ham tastes salty.

Do you want to try some too?

Yes, I do! Yes, I do!

Salty, sour and sweet!

Oh this food tastes so good!

It's good enough to eat!



1.14 Read and listen for the missing words.

Girl: I'm hungry. When's dinner?

Father: In about five minutes.

Girl: What's for dinner?

Father: Ham and cheese sandwiches.

Girl: Is that all?

Father: Well, we can have ice cream for pudding.

Girl: That looks delicious! How many can I have?

Father: There are three each.



1.15 Listen and read the story: *The giant's kitchen*.

Narrator: The children are in the kitchen of a giant's castle.

Giant: Fe, fi, fo, fum! It's dinner time! Here I come!

Claude: Look at that lumpy soup! Yuk!

Narrator: Oh, dear! Max is in big trouble now.

Lulu: Oh, poor Max!

Holly: Help me with the glass, Lulu!

Narrator: The friends have got an idea to save Max.

Giant: Who's there?

Narrator: The children put salt in the giant's soup.

Giant: Mmmmm! Cheese and chip soup, and chocolate cake!

My favourite!

Lulu: I can't watch this!

Giant: YUK! This soup tastes salty!

Holly: Come on! Run!

Narrator: The giant is very angry.

Narrator: The children help Max.

Holly: Jump on the spoon!

Lulu: It's OK, Max! We're here!

Narrator: The children fly across the kitchen.

Giant: Fe, fi, fo, fum! Who are you? Here I come!

All: Ahhhh!

Narrator: The children are back in the den.

Max: I'm hungry. What's for dinner?

Claude: Soup!

Lulu and Holly: Oh, no!



1.16 Listen and repeat the first sound. Then, read the words out loud.

Narrator: Cheese, ch, ch, ch, cheese.

Cake, k, k, k, cake.

Chips, ch, ch, ch, chips.

Kitchen, k, k, k, kitchen.

Chocolate, ch, ch, ch, chocolate.

Castle, k, k, k, castle.



1.17 Listen and say *True or False*. Then, find and name the food.

Giant: Fe, fi, fo, fum... I love food! Yum! Yum! Yum!
Now, what have I got in the kitchen? Let's see.

Mmmmm! Chocolate ice cream!

Mmmmm! Strawberry ice cream!

Mmmmm! Cucumber soup!

Mmmmm! Orange cake!

Mmmmm! Crisps!

Mmmmm! Jam sandwiches!

Mmmmm! Olives!

Mmmmm! Cheese!

Fe, fi, fo, fum. I love food! Yum! Yum! Yum!

Unit 3 Overview

Vocabulary

Snow activities: making a snowman, playing ice hockey, skating, skiing, sledging, throwing snowballs

Clothes: anorak, boots, gloves, goggles, hat, helmet, scarf

Actions: dancing, flying, jumping, running, sleeping, walking

Structures

Present Continuous: What am I doing?

You're sledging.

Is he/she skiing? No, he/she isn't.

Some children are skating.

Recycled Language

jump, run, walk

At first, then, at the end
hat

Cultural Strand

Language Objective:

To read a summary of a favourite story set in the snow:
The Snowman by Raymond Briggs.

Creative Strand

CLIL Objective:

To make cards.

Language Objective:

To describe actions.

Functional Strand

Language Objective:

To learn and use language for playing in the snow.

In the snow

Literacy Strand

CLIL Objective:

Matching actions with people and places.

Language Objectives:

To match actions, people and places.
To produce initial blends with s:
st, sn, sl, sk.

Knowledge Strand

CLIL Objective:

To identify clothes and equipment for snow activities.

Language Objective:

To learn vocabulary related to snow clothes and equipment for snow activities.

Skills Objectives

Listening: To understand simple descriptions of actions. To listen to a story and a song. To listen to a dialogue. To recognise blends: *sl, sn, st, sk*.

Reading: To read and match pictures with descriptions. To read a story. To read a dialogue.

Writing: To write descriptions of actions. To write descriptions of what people are wearing.

Speaking: To describe actions. To ask and answer questions using the Present Continuous. To act out a scene.

Assessment Criteria

- Children can understand oral and written messages which describe actions.
- Children can produce oral and written messages which describe actions.
- Children can use vocabulary related to winter activities and clothes.
- Children can recognise and produce the initial sounds: *sl, sn, st, sk*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 51, Listening
- Lesson 2: page 63, Speaking
- Lesson 3: page 31, Reading
- Lesson 6: page 73, Phonics
- Lesson 8: page 41, Writing
- Lesson 10: pages 11-12, Language
- Evaluation: pages 93-94 or 95-96, Unit 3 test

Extras/Realia

- Lesson 3: Christmas cards

Key Competences



Linguistic Competence:

Children acquire and apply increased reading, listening, oral and written skills to be able to talk about winter activities.



Competence in Maths, Science and Technology:

Children acquire listening and written skills to refer to changes due to weather conditions.



Digital Competence:

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



Social and Civic Competences:

Children practise taking turns to ask and answer questions by playing a game.



Cultural Awareness and Expression:

Children develop their imagination and creative skills when they make activity cards, and participate in a fashion show.



Learning to Learn:

Children apply previous knowledge to make sentences related to winter activities.



Sense of Initiative and Entrepreneurship:

Children show individual initiative to write a description of a character's actions in the story.

Teacher's i-book i-book

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

Activities in  and  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 8: activity 1
- Lesson 9: grammar

 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 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

 Audiovisual material:

- Lesson 4: Fun in the snow
- Lessons 6, 8 and 10: Animated story

 provides a visual grammar presentation:

- Lesson 9: review

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 17-24.

3

In the snow



1 1.19 Listen and say the number.

1



2



3



4



skiing



skating



sledging

throwing
snowballsmaking a
snowmanplaying
ice hockey

2 Play Mime and guess.



What am I doing?



You're throwing
a snowball.

Recognising snow activities | Winter activities
What am I doing? You're (skiing).

More practice

27



Children improve their listening skills by relating what they hear to pictures depicting winter activities.



Children practise taking turns to ask and answer questions by playing a game.



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

Key competences continuous assessment

Check if children:

- Are able to understand the listening activity.
- Take turns to ask and answer questions when playing the game.
- Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about winter activities.

Language Objectives

To learn and use snow activity vocabulary: making a snowman, playing ice hockey, skating, skiing, sledging, throwing snowballs

To learn and use the present continuous: He/she's skiing. What am I doing?

Materials

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

Lead-in

 1.18 Display the **poster** and ask what the weather is like. Ask if they know the names of any of the activities and teach them as necessary.

Play the audio and invite volunteers to find the children as they are described.

(See transcript page 102.)

 Open the **i-poster**. Use the shade in the **Richmond i-tools** to cover the words at the bottom of the screen. Ask what the weather is like. Ask if they know any of the winter activities presented in the poster. Remove the shade and ask a child to read one of the activities. Listen to validate the pronunciation. Ask them if they know the activity and explain what it is if necessary. Repeat with all the activities. Then, play the audio and ask the children to drag the activities to the correct children as they listen.

1  1.19 **Listen and say the number.** The children look at the different pictures and identify the activities. Then, they listen to and identify which picture is being described.

(See transcript page 102.)

Answers

2, 3, 1, 4

 Touch  to open the activity. Play *Guess it!* Divide the class in groups. Children look at the picture and guess the winter activity. When the children know the answer, they raise their hand. Stop the timer. If the answer is correct, give one point to the team. If it's not correct, restart the timer. Use the **Richmond i-tools** to write each team's score on the chart provided.

2 Play Mime and guess. Mime one of the actions to the children and ask: *What am I doing?* Insist on the full answer: *You're (playing ice hockey).* The children then do the activity in pairs or small groups.

Fast Finishers

The children cover up the snow activity words in the key with their finger and try to remember them.

Wrap-up

Invite a couple of children to come to the front of the class to mime and ask questions with the whole class.

Play a spelling game with the new vocabulary. Dictate the vocabulary letter by letter and the children have to write down the letters in their notebooks. When they think they know the word they can shout it out.

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

Optional Resources

Teacher's Resource Book page 51, Listening.

Initial Evaluation

Check if the children can:

Say the vocabulary by showing the **flashcards** (print or **interactive**) and asking individual children to tell you the name of the action.

Activity Book

Unit 3, page 25, Lesson 1. See page 240 for answer key.



1

1.20 Listen and find objects for the activities. Then, sing the song.



goggles



a helmet



a hat

When you're ... in the snow, wear

When you're ... in the snow, and it's very, very cold.

When you're ... in the snow, wear



boots



gloves



an anorak

2 Find the mistakes and guess the person.



He isn't wearing goggles.

Is he skiing?

Yes, he is.



She's ...
but she isn't wearing

3 Write about the mistakes in the picture.



28

More practice

Identifying clothes and equipment for snow

He isn't wearing (shoes). / Is she (skating)?

Winter clothes



Children increase their knowledge of vocabulary related to winter activities through a song.



Children show awareness of personal comfort and safety when taking part in outdoor winter activities.



Children show their individual understanding of the mistakes in the picture related to winter activities.

Key competences continuous assessment

Check if children:

- Understand the new vocabulary related to winter activities.
- Recognise the mistakes in the picture relating to personal comfort and safety.
- Are able to write about the mistakes in the picture.

Knowledge Strand

Unit 3 Lesson 2

CLIL Objective

To give a description of children doing winter activities.

Language Objectives

To learn and use outdoor clothes vocabulary: *anorak, boots, gloves, goggles, hat, helmet*

To learn and use the structure: *He/She is/isn't wearing Is he/she skiing?*

Materials

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

- **Optional realia:** pictures from magazines for the clothes vocabulary

Lead-in

Display the **flashcards** and ask the children to name the different activities. Then, shuffle the cards, take one out without the children seeing and display them again. Ask the children to tell you which one is missing. Repeat using different flashcards. For each picture point out the clothes that are being worn.

 Open the **i-flashcards** to review the vocabulary from the previous lesson. Then use the **Vocabulary Game Generator** to play a quick game.

See pages 22-24 for interactive games description and ideas.

1 1.20 Listen and find objects for the activities. Then, sing the song.

The song. The children listen to the song and touch the pictures in their book when they hear them mentioned. The children listen a second time. Tell the children to join in encouraging them to mime the actions and mime putting on the clothes.
(See transcript page 102.)

Answers

goggles, hat, boots, gloves, helmet, anorak

 Touch  to open the activity. Play the complete song to demonstrate the activity. Then, play the activity song and ask all the children to sing together or divide the class in three groups so each group sings a section of the song. The children sing the song saying the missing words as they are highlighted.

2 Find the mistakes and guess the person. Ask the children to look at the pictures. Tell them there are some problems. Indicate that some children in the pictures are missing something important. Point out the speech bubbles and then play the guessing game with the whole group.

3 Write about the mistakes in the picture. Point out the speech model in the book. The children write about the different children in the picture.

Fast Finishers

The children draw a picture of someone doing one of the activities with something missing.

Wrap-up

Divide the class into teams of about four children. Tell them they have five minutes to try to write clothes that begin with every letter of the alphabet, for example, A - *anorak*. They can write more than one item for each letter. They get a point for each item they write and the group with the most points is the winner.

 **What are the children wearing? Children look at the pictures and complete the chart.** For further speaking practice, ask the children to take turns to ask and answer questions about pictures: *How many hats are there? There are five! / What's Chloe wearing? She's wearing a hat, gloves and boots. / How many children are wearing a helmet? etc.* Encourage them to use full sentences to answer.

Optional Resources

Teacher's Resource Book page 63, Speaking.

Continuous Assessment

Check if the children can:
Name the clothes items.
Use the Present Continuous to describe people.

Activity Book

Unit 3, page 26, Lesson 2. See page 240 for answer key.



1 Read the sentences and find the cards.

1



2



a

Some children are skiing.

b

Some children are making a snowman.

c

Some children are sledging.

d

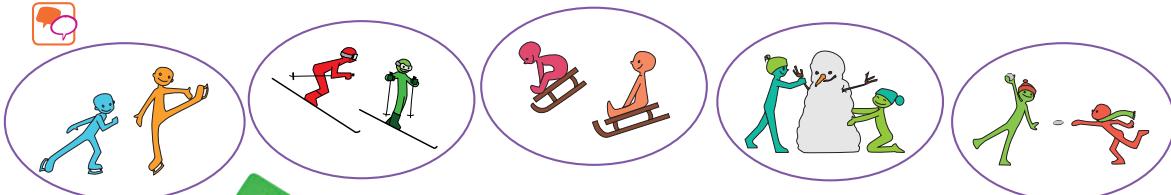
Three children are throwing snowballs.

e

Two children are skating.



2 Choose an activity. Then, make a card and play *My secret friend*.



On my card some
children **are skating**.



Making cards

| Winter activities

| Some children are (skiing).

29



Children develop their reading skills by matching pictures and descriptions.



Children develop their creativity by making a card.

Key competences continuous assessment

Check if children:

- 1 Are able to match the pictures and descriptions.
- 2 Use their creativity to make a card.

Creative Strand**CLIL Objective**

To read and show comprehension of children doing winter activities.

Language Objective

To practise the structure: *Some children are (skating).*

Materials

- Teacher's i-book
- CD 1
- **Optional realia:** Christmas cards or card

Lead-in

Show the children some Christmas cards and tell them about them: say that people send them to friends and family. Ask them if they or their families do the same. Bring up the idea of sending letters and cards through the post.

 Open the **lead-in** activity. Choose a card and touch it. The card will turn and show a picture. Use the **Richmond i-tools** to focus the children's attention on different aspects or items of the picture if necessary. Once you have shown all the cards, ask the children to write the sentences they listened to when the cards turned in their notebooks.

1 Read the sentences and find the cards. The children read the sentences to identify the correct card.

Answers

a 2, b 1, c 2, d 2, e 1

2 Choose an activity. Then, make a card and play My secret friend.

The children choose one of the five activities. Then, hand out the card and give the children simple instructions to make the card: *Fold the card, draw your picture on the front.* When they finish, tell them they are going to play a secret game so they must not speak or let anyone see what name they have or what they write. Hand out the names of all the children in the class on separate strips of paper (make sure no one gets their own name). They write inside their card:

To (name on slip of paper)

Happy Christmas!

From ???

Collect in the cards and give them out. The children then describe the picture on their card to discover who is their secret friend.

Fast Finishers

The children write sentences about their card.

Wrap-up

The children write their names in the card they made and say *Happy Christmas* to each other.

Optional Resources

Teacher's Resource Book page 31, Reading.

Continuous Assessment

Check if the children can:
Understand the sentences in Activity 1.

Activity Book

Unit 3, page 27, Lesson 3. See page 241 for answer key.



Unit 3 Lesson 4

Culture



The Snowman by Raymond Briggs is a favourite winter story.
It's a picture book about a snowman and a boy.



1



1.21

Read, listen and write the letters in order. Then, listen again and check.



W

The boy and the snowman are flying.

A

The boy is sleeping in his bed.

O

The snowman is walking.

M

The boy and the snowman are dancing.

S

A boy is making a snowman.

N

The boy is looking at the scarf. It's on the ground.

N

The boy is putting a scarf on the snowman.

The secret word is



2

Play Guess the picture.



1



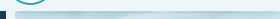
2



3



4



5



6



7



8



The boy is putting a
hat on the snowman.



That's picture number 2!



30

Learning about a favourite storybook: *The Snowman*, by Raymond Briggs
The snowman is (walking). / The boy is (dancing).



Children reinforce the language with the video.



Children develop their listening skills while reading sentences from a popular story.



Children are introduced to scenes from a popular winter story: *The Snowman*.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Are able to understand the sentences.
- 3 Enjoy the scenes from the story.

Cultural Strand

CLIL Objective

To become aware of a favourite winter story.

Language Objectives

Vocabulary: bed, dancing, flying, garden, ground, looking at, making, putting on, scarf, shining, sleeping, snowing, snowman

To practise the Present Continuous.

Materials

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

Anticipated Difficulties

The audio script is more complete than the summary in Activity 1.

Continuous Assessment

Check if the children can:
Understand and follow the audio.
Describe the pictures.

Lead-in

Show the children the **poster** and focus on the snowmen, ask: *What can you see? Do you build snowmen in the snow? Do you know any stories about snowmen?*

i-book Open the **i-poster**. Children listen and read some questions about the poster. Choose one of the audio icons to listen to the first question. Invite a volunteer to answer the question. If he/she gets it right, then chooses a different audio icon to listen to the next question. Use the **Richmond i-tools** to help them find the correct answers on the poster or to focus their attention on different aspects or items you wish to present or review. For further practice, ask your own questions and ask individual children to answer.

1 **1.21** **Read, listen and write the letters in order. Then, listen again and check.** Tell the children to look at the cover of *The Snowman* and explain to them that it is a story about a snowman and a boy. They read the summary and try to put them into a logical order. Play the audio so they can check their answers. (See transcript page 102.)

Answers

S, N, O, W, M, A, N

2 **Play Guess the picture.** Describe a couple of pictures in Activity 2. The children guess which picture you are describing: *That's picture number ...* The children do the activity in pairs. Encourage stronger ones to describe the scenes without looking back at the summaries.

Fast Finishers

The children write sentences about the pictures.

Wrap-up

The children act out the story in threes: one is the narrator, one is the boy and the other is the snowman. The narrator reads out the story and the other two mime. Invite a group to act out their story in front of the class. Ask the children if they like the story *The Snowman*.

i-book Watch the video **Fun in the snow**. Complete the comprehension activity with the children.

Activity Book

Unit 3, page 28, Lesson 4. See page 241 for answer key.


1 Answer the questions.


- 1 Is it cold today?
- 2 Is it snowing today?
- 3 Are you wearing clothes for snow activities?
- 4 What's your favourite snow activity?

Yes, it is.
No, it isn't.

Yes, I am.
No, I am not.


2 1.22 Read and listen for the missing words.

3 Add words and act out the scene.


Language for playing in the snow

It's (snowing) today. / She's (throwing a snowball). / My hands are freezing.



31



Children demonstrate increased oral skills by giving short answers to questions about a winter activity.



Children show comprehension skills through reading and listening activities in the context of playing in the snow.



Children use creativity in acting out a conversation about playing in the snow.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

CLIL Objective

To act out a scene about children playing in the snow.

Language Objectives

To introduce language for playing in the snow:

*Can we join in? My hands are freezing! Run! Watch out!
We need*

To revise body parts and snow activities.

Materials

– Teacher's i-book – CD 1

Continuous Assessment

Check if the children can:

Answer the questions in Activity 1.

Recognise which words are missing from the dialogue.

Activity Book

Unit 3, page 29, Lesson 5. See page 242 for answer key.

Lead-in

Ask the children about the weather today and ask them what their favourite weather is and why.

1 Answer the questions. Ask various children the questions and clarify the meaning. The children then ask and answer the questions in pairs. Tell the children who are answering to close their books; then, swap roles.

2  **1.22 Read and listen for the missing words.** Write a couple of easy questions on the board: *How many people are speaking? What is the weather like?* The children listen to answer the questions with their books closed. Play the audio again and the children listen for the missing words.
(See transcript page 102.)

Answers

Picture 1: Tim, hands are

Picture 2: Jenny, making snowballs

Picture 3: ten, snowballs

Picture 4: snowball

3 Add words and act out the scene. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children try to remember all the snow activities and snow clothes vocabulary they know.

Wrap-up

Invite the groups to the front of the class and tell them to act out the scene.

 **Children listen to a dialogue and choose the correct option**

to complete the sentences. Once the activity is completed, use the **Richmond i-tools** to highlight the verbs and review the Present Continuous.

Jack Frost, the snow elf



1 Listen and read the story.



1



2



3



4

2 Listen and repeat the first sound. Then, read the words out loud.



sledge

story

stop



snow

skate

ski



32

More
Phonics

Comprehension of the story

Phonics: /sl/ /sn/ /st/ and /sk/ sounds



Children acquire increased enjoyment of listening to and reading a story.



Children develop knowledge of differentiating the pronunciation of words from the story with the initial sounds sl, sn, st and sk.



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

Key competences continuous assessment

Check if children:

- Enjoy listening to and reading the story.
- Are able to differentiate the pronunciation of words with the initial sounds sl, sn, st and sk.
- Use the digital resources to practise phonics.



Normally, Jack Frost can make ice and snow but...



5 It isn't snowing and the ice is melting.

Then, Lulu has an idea.



6

Lulu can't see the snow wand.



7 Look! It's there.

Max and Lulu give Jack his snow wand.



8

1 Read the story again and answer the questions.



- 1 Look at picture 3. Who is shouting?
- 2 Look at picture 5. What is happening to the ice?
- 3 Look at picture 5. What is Jack Frost's special skill?
- 4 Look at picture 7. Who finds the snow wand?



Comprehension | Answering *wh* questions

33



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focussing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To recognise the s blends *sl*, *st*, *sk* and *sn*.

To listen to and to read a story.

Materials

- Teacher's i-book
- Story cards for Unit 3
- CD 1

Optional Resources

Teacher's Resource Book page 73, Phonics.

Continuous Assessment

Check if the children can:
Recognise and produce s blends.
Suggest words with s blends.

Lead-in

Tell the children briefly about *Jack Frost*, a character who is the personification of winter. Teach lexis which your children won't know by pointing at the different things in the **story card** (print or **interactive**).

1 1.23 Listen and read the story. The children listen and follow the story in their book.
(See transcript page 103.)

They then listen to the whole story showing the **story cards** (print or **interactive**). Invite children out to point to different characters or items in the pictures. Let them follow again using their books.

Watch the animated story.

2 1.24 Listen and repeat the first sound. Then, read the words out loud. Play the audio and stop after each word, allowing the children to repeat the first sound. Then, ask the children to read the words out loud.
(See transcript page 103.)

Write *sl*, *st*, *sk* and *sn* in four different columns on the board and divide the class into two teams. Read out one of the words from Activity 2 and a member from both teams has to run and touch the correct column on the board. The first one to do this gets a point for their team. Repeat the process so that all the children have a go at running up to the board.

Fast Finishers

The children try to think of more words that begin with the s blends.

Wrap-up

Drill the s blends with the whole class.

The children listen to the words and classify them according to their initial sound (*sl*, *sn*, *st*, *sk*). Once the activity is completed, ask the children to think of more words with these initial sounds. Open **My notes** and use the **Richmond i-tools** to write them on the IWB.

Activity Book

Unit 3, page 30, Lesson 6. See page 242 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

To match actions with people and places.

Materials

- Teacher's i-book
- CD 1
- Story cards for Unit 3
- **Optional realia:** slips of paper with one item of unit vocabulary written on each slip

Lead-in

Retell the story with the **story cards** (print or **interactive**), and ask the children to participate as much as possible.

1 Read the story again and answer the questions. Go over the questions with the class as a whole. The children then work individually to write short answers to the questions. Then, check their answers. Ask the children if they like the story.

Answers

- 1 Jack Frost is shouting.
- 2 It's melting.
- 3 He can make ice and snow.
- 4 Max finds the snow wand.

Fast Finishers

The children make up a *Wh-* question about the story.

Wrap-up

Play *Pictionary* using the unit language. Start off by taking one of the slips of paper and drawing on the board, the children guess what it is. Then, invite a volunteer to come up, give them another slip of paper and they draw their word until the other children have guessed it correctly.

Continuous Assessment

Check if the children can:

Understand the story.

Answer the questions.

Activity Book

Unit 3, page 31, Lesson 7. See page 243 for answer key.



1 Make True and False sentences for your classmate.



In picture 2 Holly is throwing snowballs.



Holly
Max
Lulu
Claude
The Four friends
Max and Claude
Holly and Lulu

is
isn't
are
aren't



True!

walking in the snow.
throwing snowballs.
talking to Jack Frost.
skiing.
looking for the snow wand.
going home.



2 Choose a character and describe the actions. Then, write a description.



skiing

playing in the snow

shouting



At first Jack Frost is
Then he
At the end of the story

sitting in a sledge

helping Jack

making snow



34

More practice

Matching actions with people and places

| Key language from the story.



Children demonstrate skills to work in pairs to answer true and false sentences about the story.



Children show individual initiative to write a description of a character's actions in the story.



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

Key competences continuous assessment

Check if children:

- 1 Work well in pairs to complete the activity.
- 2 Show initiative to write a description.
- 3 Use the digital resources to practise the language.

Literacy Strand

Unit ③ Lesson 8

CLIL Objective

To practise writing about children doing winter activities.

Language Objective

To match actions with people and places.

Materials

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

Optional Resources

Teacher's Resource Book page 41, Writing.

Continuous Assessment

Check if the children can:
Use and understand the language.
Describe a picture in writing.

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Make True and False sentences for your classmate. Focus the children on the names and the actions. Write *In picture 2, Holly is throwing snowballs.* on the board and invite the children to tell you if the sentence is true. The children write their own true or false sentences. They then work in pairs reading out and responding *true* or *false*.

  Touch  to open the activity. Ask two children to play the game on the IWB. The two children look at the pictures and decide if they are going to form a true or false sentence for their picture. They then drag the words to the blanks under the pictures to make correct sentences. The rest of the class say if the sentences are true or false and help correct any mistakes. Use the feedback button to give them a round of applause for their complete sentences. Ask other children to come to the IWB and play. There are two screens to play.

2 Choose a character and describe the actions. Then, write a description. The children individually choose a character and describe the actions, using the model in the book to help.

Divide the class into groups and give them a character from the story. The children rehearse and act out the story.

Fast Finishers

The children draw a picture to go with their description.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 Children read the descriptions and match them with the correct pictures from the story.

Activity Book

Unit 3, page 32, Lesson 8. See page 243 for answer key.

Language Review

1 Use the key and make sentences.



Key

~~red~~ snow activities
~~green~~ clothes

It's snowing and the children are playing outside.

Max and Lulu are ~~red~~. They are wearing ~~green~~.

Claude is ~~red~~. He's wearing ~~green~~.

Holly is ~~red~~. She's wearing ~~green~~.

2 Make and play a language game.



Grammar help



He's skating.

They're skating.

He isn't skating.

They aren't skating.

Is he skating?

Are they skating?



The children are wearing (boots) and (gloves). They're (sledging). / Max isn't (skating).

35



Children apply the learning technique of using a colour code and previous knowledge to make sentences related to winter activities and clothes children are wearing.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Are able to use the colour code to complete the activity.
- 2 Use the unit language to play a game.

Language Review

CLIL Objective

To use the Present Continuous in questions and answers about winter activities.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Pop-outs for Unit 3
- Flashcards for Unit 3

Continuous Assessment

Check if the children can:

Use the language correctly by monitoring the whole class when they are doing Activity 2.

Activity Book

Unit 3, page 33, Lesson 9. See page 244 for answer key.

Lead-in

Stick the **flashcards** face down on the board and in another group the word cards also face down. Play *Memory* by asking a child to come up and turn over one picture card and one word card. If the combination is correct they get a point, if not they put the cards back. Repeat the process with other children until all the pairs have been matched.

For more flashcard games see page 18.

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

See pages 22-24 for interactive games description and ideas.

1 Use the key and make sentences. The children read and complete the activity orally. They then make and write word groups in their notebooks.

2 Make and play a language game. Focus the children on the grammar help box. The children then play the game with their **pop-outs**.

They make three different piles of the cards facing down: one for the person, another for the verb *to be* and the other for the actions. They then take it in turns to turn over one card from each pile to form their sentence. If the sentence is correct they get a point.



Visual grammar presentation.

 Touch  to open the activity. Children look at the pictures and drag the words to complete the sentences. Listen to the sentences if the children need extra help to complete the activity.

Fast Finishers

The children write about the picture.

Wrap-up

Divide the children into groups and dictate some s blend words. Then, check the spelling as a whole group and award points for correctly written words.

Oral Review



- 1** 1.25 Listen and say True or False.



- 2** Have a winter fashion show with your classmates.



Chloe is wearing a yellow scarf,
David is wearing a red hat and Peter
is wearing a blue and grey anorak.



- 3** Write about the fashion show.



At the fashion show, three people are
wearing scarfs.

36

David is wearing (red boots) and a (blue anorak). He's (throwing snowballs).



Children improve listening skills by saying true or false while looking at pictures of children doing winter activities.



Children use their imagination and creativity to have a winter fashion show.



Children show consolidation of structures and vocabulary by writing about the fashion show.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Use their imagination to have a fashion show.
- 3 Use the language learned to write about the fashion show.

Oral Review

Unit 3 Lesson 10

CLIL Objective

To consolidate structures and vocabulary about winter activities.

Language Objective

To review the unit language.

Materials

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

Lead-in

Display the **poster** and play *I spy*. Say: *I spy someone playing ice hockey wearing a red hat*. The children then take over your role to describe people.

 Open the **lead-in** activity. Children listen to the descriptions and circle the correct children using the **Richmond i-tools**. For further practice, use your own descriptions or say words and ask the children to find them in the picture.

1  **1.25 Listen and say True or False.** Focus the children's attention on the pictures in their books. The children then listen to say *true* or *false*.

(See transcript page 103.)

Answers

Ethan: True; **Sam and Luke:** True, False;

Clare and Ryan: True; **John and Maya:** False, True;

Kate: False, True; **Hannah:** False, True

2 Have a winter fashion show with your classmates. Divide the class up into groups and tell the children to prepare a winter fashion show by putting on their outdoor clothes and describing what each other is wearing. Give them time to rehearse, and then ask them to present their show in front of the group.

3 Write about the fashion show. The children write about the fashion show they have just presented.

Fast Finishers

The children draw themselves in winter clothes and write a description.

Wrap-up

Invite a volunteer to the front. They decide on a winter activity and then mime putting on the necessary clothes and then doing the activity. The rest of the class guess what they are doing as they mime.

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

Anticipated Difficulties

The children will need their outdoor clothes for the fashion show.

Optional Resources

Teacher's Resource Book pages 11-12, Language.

Final Written Evaluation

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

Final Assessment

Check if the children can:
Recognise the clothes words.

Activity Book

Unit 3, page 34, Lesson 10. See page 244 for answer key.

Transcripts



1.18 Poster, Unit 3. Listen and find the children.

Boy: Someone is skiing. He's wearing blue trousers. Can you find him?
Girl: Someone is throwing snowballs. She's got black hair and she's wearing glasses. Can you find her?
Boy: Someone is playing hockey. She is wearing a yellow skirt and orange trousers. Can you find her?
Girl: Someone is making a snowman. He's wearing a yellow hat. Can you find him?
Boy: Someone is sledging. He is wearing red trousers. Can you find him?
Girl: Someone is skating. He's wearing brown trousers.



1.19 Listen and say the number.

Narrator: In this photo, Max is throwing a snowball and Lulu is sledging.
In this photo, Lulu is skating and Holly is skiing.
In this photo, Holly is skiing and Claude is making a snowman.
In this photo, Claude is sledging and Max is playing ice hockey.



1.20 Listen and find objects for the activities.

Then, sing the song: When you're skiing in the snow.

When you're skiing in the snow, wear goggles.
When you're skiing in the snow, wear goggles.
When you're skiing in the snow, and it's very, very cold.
When you're skiing in the snow, wear goggles.

Chorus repetition combinations:

Skating / a hat
Sledging / boots
Throwing snowballs / gloves
Playing ice hockey / a helmet
Making snowman / an anorak



1.21 Read, listen and write the letters in order.

Then, listen again and check.

Narrator: At the start of the story, it's snowing. A boy is making a snowman.
Later the boy is putting a scarf on the snowman.
At night, the boy goes into the garden. The snowman is walking.
Then, the boy and the snowman are flying in the night sky.
They go to a party. The boy and the snowman are dancing at the party.
At the end of the night, the boy is sleeping in his bed.
The next day, the sun is shining. The boy is in the garden.
He's looking at the scarf. It's on the ground but the snowman isn't there.



1.22 Read and listen for the missing words.

Luke: Hi, Tim. It's cold today.
Tim: Yes! My hands are freezing.
Luke: What's Jenny doing?
Tim: She's making snowballs.
Luke and Tim: Can we join in?
Jenny: Yes! We need ten more snowballs.
Tim: Watch out! Luke is throwing a snowball!
Jenny: Run!



1.23 Listen and read the story. Jack Frost, the snow elf

Narrator: It's a cold day in December and the magic window is glowing.

Lulu: Wow!

Holly: Look at the snow!

Narrator: The children are playing in the snow. Then...

Claude: Stop! I can hear a voice.

Narrator: Someone is shouting.

Claude: Look!

Holly: There's someone in the sledge!

Jack Frost: Help! Help! Help!

Narrator: The sledge is stuck in the middle of the lake.

Max: Who's that?

Holly: I think it's Jack Frost!

Jack Frost: Can you help me?

Narrator: Normally, Jack Frost can make ice and snow but ...

Holly: What's the matter?

Jack Frost: I can't find my snow wand.

Narrator: It isn't snowing and the ice is melting.

Narrator: Then Lulu has got an idea.

Lulu: I think your wand is hanging from a tree.

Jack: Quick! Go and get it!

Max: Let's use the skis. **Narrator:** Lulu can't see the snow wand.

Lulu: Oh! Where is it?

Max: Look! It's there!

Narrator: Max and Lulu give Jack his snow wand.

Jack: Hurray! It's snowing again!

Max: And it's cold!

Holly: Come on! Let's go home.



1.24 Listen and repeat the first sound. Then, read the words out loud.

Narrator: Sledge. Sl, sl, sl, sledge.

Snow. Sn, sn, sn, snow.

Story. St, st, st, story.

Skate. Sk, sk, sk, skate.

Stop. St, st, st, stop.

Ski. Sk, sk, sk, ski.

1.25 Listen and say True or False.

Narrator: It's a lovely winter's day and all the children are playing outside.

Ethan is skating.

Sam and Luke are playing ice hockey.

Sam and Luke are throwing snowballs.

Clare and Ryan are making a snowman.

John and Maya are skiing.

John and Maya are sledging.

Kate is skating.

Kate is throwing snowballs.

Hannah is playing ice hockey.

Hannah is skiing.

Unit 4 Overview

Vocabulary

Musical instruments: drum, guitar, piano, recorder, tambourine, triangle

Objects: ballet shoes, costume, juggling balls, leotard, music, red nose, music score, script

Activities: acting, dancing, miming, playing (instruments), singing

Prepositions of place: behind, in, on, under

Structures

Present Continuous: She's/He's dancing in the school play. He/She isn't acting.

Saxon Genitive: Holly's ballet shoes

Recycled Language

Present Continuous

Wh- questions: What are you doing?

Present Simple

The verb to be able to

dance, play, sing

music, juggling balls, red nose, shoes

in, on, under

angry, sad, scared

Cultural Strand

Language Objective:

To learn language related to school plays.

Creative Strand

CLIL Objective:

Miming actions and emotions.

Language Objective:

To use language to describe facial expressions and actions.

Functional Strand

CLIL Objective:

To act out a scene related to putting on a play.

Language Objective:

To learn and use language used for talking about tidying up.

On stage

Literacy Strand

CLIL Objective:

Situating actions in a story.

Language Objectives:

To listen to and read a story.
To distinguish between the sounds *n* and *ng*.

Knowledge Strand

CLIL Objective:

Identifying musical instruments.

Language Objective:

To learn musical instruments.

Skills Objectives

- Listening:** To understand descriptions of where things are. To understand and enjoy a story and a song. To understand descriptions of actions.
- Reading:** To read a story. To answer *Wh-* questions.
- Writing:** To describe a school play. To write a description of a scene from the story.
- Speaking:** To ask and answer questions about where things are. To ask for and give descriptions of facial expressions and actions. To describe a school play.

Assessment Criteria

- Children can understand simple oral and written messages about facial expressions, descriptions of actions and descriptions of where things are.
- Children can produce oral and written messages to say where things are, to describe facial expressions and actions and to describe a play using the structures and vocabulary in the unit.
- Children can recognise and produce *n* and *ng*.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 52, Listening
- Lesson 2: page 42, Writing
- Lesson 3: page 64, Speaking
- Lesson 4: page 32, Reading
- Lesson 6: page 74, Phonics
- Lesson 10: pages 13-14, Language
- Evaluation: pages 97-98 or 99-100, Unit 4 test

Extras/Realia

- Lessons 6 and 8: catalogues of children's clothes

Teacher's i-book i-book

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

Activities in and 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 2
- Lesson 2: activity 1
- Lesson 8: activity 2
- Lesson 9: grammar

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

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

Audiovisual material:

- Lesson 4: A school play
- Lessons 6, 8 and 10: Animated story

provides a visual grammar presentation:

- Lesson 9: review

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 17-24.

Key Competences

Linguistic Competence:



Children acquire and apply increased reading, listening, oral and written skills to be able to talk about the theatre and putting on a school play.

Competence in Maths, Science and Technology:



Children apply mathematical skills by taking a survey related to musical instruments.

Digital Competence:



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

Social and Civic Competence:



Children show understanding of and value individual abilities related to playing musical instruments in a writing activity.

Cultural Awareness and Expression:



Children use imagination, creativity and artistic skills to make a poster about a play and present it. They learn about school plays.

Learning to Learn:



Children develop skills in learning from their mistakes through self-assessment when doing a listening activity.

Sense of Initiative and Entrepreneurship:



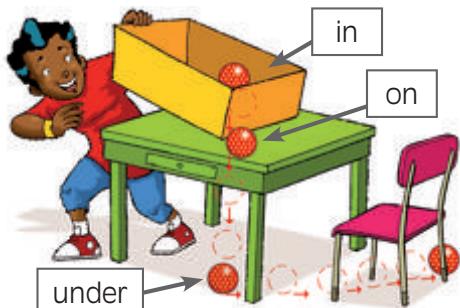
Children show individual initiative to write instructions and later participate in a game related to actions and feelings.

4 On stage

1 1.27 Listen and answer the questions.



2 Look at Activity 1. Then, make sentences and play True or false.



Max's red nose is under the table.

False!



Learning about performance arts | Theatre props / Prepositions
Lulu's (script) is (on the table).

More practice

37



Children improve their listening and pronunciation skills in the context of language related to theatre.



Children practise taking turns to ask and answer questions by playing a game.



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

Key competences continuous assessment

Check if children:

- Are able to understand the listening activity.
- Take turns to ask and answer questions when playing the game.
- Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about where objects are in the context of a school play.

Language Objectives

To learn and use performance arts vocabulary: *ballet, circus skills, drama, music*

Objects for performance arts vocabulary: *ballet shoes, costume, juggling balls, leotard, music score, recorder, red nose, script*

To learn and use the Saxon genitive: *'s*

To use prepositions: *behind, in, on, under*

Materials

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

Lead-in

Write *dance, drama, music* on the board. Use the **flashcards** (print or **interactive**) to introduce the vocabulary and ask the children which category they fit into.

1 **1.27 Listen and answer the questions.** Focus the children on the picture and elicit from them that Holly, Lulu, Max and Claude are looking for their things.

Play the recording and ask the children to tell you where the different objects are.

(See transcript page 126.)

Answers

Holly's ballet shoes are under the chair. Holly's leotard is on the sofa.

Lulu's costume and script are on the table.

Max's red nose is on the table. Max's juggling balls are behind the sofa.

Claude's recorder is in the box under the table. Claude's music score is behind the sofa.

2 Look at Activity 1. Then, make sentences and play True

or false. Write on the board: *True or false?* Then say: *Max's red nose is under the table.* The children say: *False.*

The children invent their own true or false sentences about the picture and play in pairs.

Touch to open the activity. Children look at the position of different items and then complete the sentences by dragging prepositions of place. Once the activity is completed, ask questions such as: *Which objects can we see on the floor? Which objects can you see in a box / in the cupboard? Which objects can you see under the table? Which objects can you see behind the sofa?* The children answer orally or use the **Richmond i-tools** to circle the items.

Fast Finishers

The children write sentences about the picture.

Wrap-up

Take different objects from the children and ask them who they belong to in order to get them to use the Saxon genitive: *It's Sara's watch.*

The children listen to the position of the items in the picture and drag them to the correct place. For further practice, give your own instructions for the children to drag the items to different positions. Do not use the *Check* button but the *Feedback* button at the top of the screen to validate.

Optional Resources

Teacher's Resource Book page 52, Listening.

Initial Evaluation

Check if the children can:

Remember the vocabulary by pointing to the **flashcards** (print or **interactive**) and asking individuals, then asking the others if they agree.

Use the Saxon genitive by pointing to possessions in the picture and asking individuals to tell you whose they are: *They are Holly's shoes.*

Activity Book

Unit 4, page 35, Lesson 1. See page 245 for answer key.



1 1.28 Listen and find the instruments. Then, sing the song.



2 Do a musical instrument survey.



3 Write the results of your survey.



38

More practice

Identifying musical instruments
Can you play the (piano)? / I can play the (guitar).

Musical instruments



Children increase their knowledge of vocabulary related to the theatre through a song.



Children apply mathematical skills by taking a survey related to musical instruments.



Children show understanding of and value individual abilities related to playing musical instruments in a writing activity.

Key competences continuous assessment

Check if children:

- Understand the new vocabulary related to the theatre.
- Use their maths skills when completing the survey.
- Are able to write about the survey.

Knowledge Strand

Unit 4 Lesson 2

CLIL Objective

To write a description of classmates' musical abilities.

Language Objectives

To learn and use musical instrument vocabulary: drum, guitar, recorder, piano, tambourine, triangle

To learn and use the structures: I can play, Can you play? I can't play.

Materials

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

Lead-in

Introduce the vocabulary using the **flashcards** (print or **interactive**) and ask the children: *Can you play the ... ?* Leave the flashcards on display for the song.

 Use the **i-flashcards** to introduce the new vocabulary. Then, open the **i-poster**. The children listen to the dialogues and touch the correct characters for each one. For further practice, ask them to act out the dialogues.

1 1.28 Listen and find the instruments. Then, sing the

song. The children listen to the song and point to the instruments as they hear them mentioned. The children listen a second time and sing along with the song.

(See transcript page 126.)

Answers

piano, guitar, tambourine, drum, triangle, recorder

 Touch  to open the karaoke activity. Before playing the song, point to the musical instruments and ask the children to name them. Invite volunteers to write the words under each picture using the **Richmond i-tools**. Let the rest of the class help by spelling the words to the volunteers. Play the complete song to demonstrate the activity. Then, play the activity song. The children sing the song saying the missing words as the musical instruments are highlighted.

2 Do a musical instrument survey. Practise the question with the children: *Can you play the ... ?* Divide the class into groups and let the children conduct the survey.

3 Write the results of your survey. The children write the results of the survey in their notebooks, using the speech model as a guide.

Fast Finishers

The children write about themselves.

Wrap-up

Mime playing one of the instruments and ask the children to guess what the instrument is. Then, tell different children to come to the front of the class to mime.

 Children listen to the musical instruments, find them in the picture and drag the words to the correct place.

Optional Resources

Teacher's Resource Book page 42, Writing.

Continuous Assessment

Check if the children can:
Name musical instruments.
Use *can* to ask and answer questions.

Activity Book

Unit 4, page 36, Lesson 2. See page 245 for answer key.



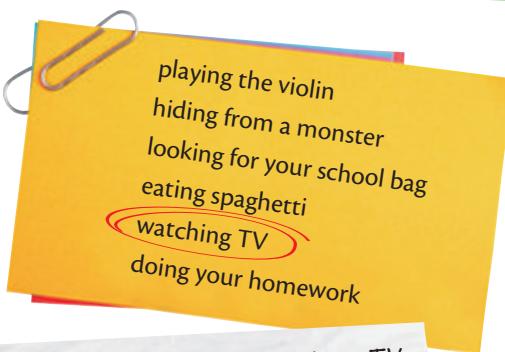
1 Talk about the pictures.



sleepy sad hungry angry surprised scared



2 Write instructions and play a miming game.



You are sleepy and you are watching TV.



Miming actions and emotions | Adjectives for emotions and feelings
You are (hungry) and (eating spaghetti).

39



Children improve their speaking skills by asking and answering questions related to how people feel.



Children show individual initiative by writing instructions and later participate in a game related to actions and feelings.

Key competences continuous assessment

Check if children:

- 1 Are able to ask and answer questions related to how people feel.
- 2 Show initiative by writing instructions for the game.

Creative Strand

CLIL Objective

To read and show comprehension of a story about an old theatre.

Language Objectives

To learn and use feelings adjectives: angry, bored, hungry, sad, scared, sleepy

To use the structures: How does he/she feel? He/she feels You are You are ... -ing.

Materials

– Teacher's i-book – **Extra material:** slips of paper

Lead-in

Mime the different emotions and elicit the words from the children. Write them on the board.

i-book Use the **i-flashcards** to introduce and practise the new vocabulary. Open the **lead-in** activity. The children classify the feelings pictures by dragging them to the correct place in the chart: Who's sad? Who's hungry? etc.

1 Talk about the pictures. Focus the children's attention on the picture and ask them to match the emotion with the picture. Set up the activity by asking: Look at picture 4. How does she feel? Elicit the response: She feels sleepy.

The children then work in pairs and ask and answer questions.

Answers

1 sad, **2** scared, **3** angry, **4** sleepy, **5** surprised, **6** hungry

2 Write instructions and play a miming game. Ask the children to read the list of activities and refer them back to the feelings words. Mime: You are hungry and you are eating spaghetti and ask the children to guess. The winner is the child who says the whole sentence correctly.

The children then write instructions on slips of paper. Collect and redistribute the slips of paper and tell the children to mime in front of the class.

Fast Finishers

The children write more miming instructions.

Wrap-up

Organise a class vote for the best mime performance.

Optional Resources

Teacher's Resource Book page 64, Speaking.

Continuous Assessment

Check if the children can:
Name the different feelings.
Use the structure: How does he/she feel? He/She feels

Activity Book

Unit 4, page 37, Lesson 3. See page 246 for answer key.

Sunnyhill School Play



1



1.29

Read and find the children. Then, listen and check.



1

I'm playing the drum and the tambourine.



Maya

2

I'm dancing in the play. I'm wearing a white leotard.



Tom

3

I'm acting the part of Cinderella. I'm wearing a blue dress.



Danny

4

I'm singing and I'm playing the triangle.



Helen

2

Look at the photo and answer the questions.



1 What's the title of the play?

- a Cinderella
- b Little Red Riding Hood

2 What is the girl with the white skirt doing?

- a dancing
- b playing the violin

3 What is the girl on the chair wearing?

- a a white hood
- b a white dress

4 What musical instruments are they playing?

- a violin and drums
- b triangle and guitar

3

Describe the school play.



The title of the play is They are playing
The girl in the pink dress is

40

School plays | What's the (girl) with the (black shirt) doing? She's (singing).



Children develop skills in learning from their mistakes through self-assessment when doing a listening activity that provides the correct answers.



Children increase their awareness of the custom of a school play.



Children demonstrate personal initiative by writing about a school play.

Key competences continuous assessment

Check if children:

- 1 Use the listening to check and correct their work.
- 2 Recognise the custom of a school play.
- 3 Demonstrate personal initiative by writing about a school play.

Cultural Strand

CLIL Objective

To become aware of the custom of putting on a school play.

Language Objectives

To learn and use vocabulary related to performance: *acting, dancing, playing the ..., singing, wearing*

To practise the Present Continuous: *I am acting in the play. They are playing the ...*

Materials

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

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask the children what they can see. Explain that this is a school stage and there are children doing different things.

1.26 Play the audio and let the class point to the children as they hear them.
(See transcript page 126.)

Open the **i-poster**. The children read the sentences and touch the correct people or items in the poster. Once the activity is completed, ask questions about other items, people or actions that haven't been mentioned yet. Open the **Richmond i-tools** for you or the children to circle them if needed.

1 1.29 **Read and find the children. Then, listen and check.**
Focus the children's attention on the heading: *Sunnyhill School Play* and ask them to read and find the children. Play the audio so they can check their answers.
(See transcript page 126.)

Answers

1 Danny, **2** Helen, **3** Maya, **4** Tom

2 **Look at the photo and answer the questions.** The children read and answer the questions by looking at the photo.

Answers

1 a, 2 b, 3 b, 4 a

3 **Describe the school play.** The children write about the school play using the speech model in their books.

Fast Finishers

The children write more about the school play.

Wrap-up

Tell the children you are going to test their memory and give them a minute to look at the photo of the school play again. Tell them to close their books and divide them into teams and ask them questions like: *What is the boy with the green T-shirt doing?* The team to give you the correct answer first gets a point.

Watch the video **A school play**. Complete the comprehension activity with the children.

Optional Resources

Teacher's Resource Book page 32, Reading.

Continuous Assessment

Check if the children can:
Identify and name activities related to performance.
Use the Present Continuous to ask and answer questions.

Activity Book

Unit 4, page 38, Lesson 4. See page 246 for answer key.



1 Answer the questions.



- 1 Do you keep your books in your school bag or on your desk?
- 2 Do you help to tidy your classroom?
- 3 What do you take home?

No, we don't.

I keep them in my

Yes, we do.



2

1.30 Read and listen for the missing words.



Are they Sally's ... ?



Is this Dan's ... ?



3 Add words and act out the scene.



Language for tidying up at school | *I can't find my (ball). / Is this your (book)? Are they Sally's (ballet shoes)? / Do you keep your (guitar) on your (desk)?*

More practice

41



Children demonstrate increased oral skills by giving short answers to questions related to tidying up at school.



Children show comprehension skills through reading and listening activities in the context of missing objects.



Children use creativity in acting out a conversation about theatre.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

CLIL Objective

To act out a scene related to putting on a play.

Language Objective

To introduce and practise language used for tidying up:

Miss! I can't find my guitar. Listen! Can anybody see Juan's guitar? Here it is! Under the table. Are they Ana's shoes? Is this Danny's recorder?

Materials

- Teacher's i-book
- CD 1

Continuous Assessment

Check if the children can:

Answer the questions in Activity 1.

Recognise which words are missing from the dialogue.

Activity Book

Unit 4, page 39, Lesson 5. See page 247 for answer key.

Lead-in

Take some objects from the children; then, ask them who they belong to using questions like: *Is this Patricia's pencil?*

1 Answer the questions. Ask various children the questions and clarify the meaning. The children then ask and answer the questions in pairs. Tell the children who are answering to close their books; then, swap roles.

2  **1.30 Read and listen for the missing words.** Play the audio all the way through. Play a second time pausing at each gap and elicit the missing word.
(See transcript page 127.)

Answers

Picture 1: guitar, guitar; **Picture 2:** under, table; **Picture 3:** ballet shoes; **Picture 4:** triangle

3 Add words and act out the scene. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children write about where some of their possessions are, for example, *My school bag is under the desk.*

Wrap-up

Invite the groups to the front of the class and ask them to act out the scene.

 **The children look at a picture, read and listen to the questions and choose the correct answers.**

The mystery of the theatre



1



1.31 Listen and read the story.



The children are in an old theatre.

What are you doing, Holly?

I'm going on stage.
Come on!

1

Now they are on stage.

Somebody's walking
behind there!

Let's follow her!

2

Wow! Look at all
these costumes!

Look at me!

I love Holly's dress
and shoes.

3

They are backstage and they are having lots of fun.

Where is she
going now?

4

2 Listen and repeat the final sounds. Then, read the words out loud.



1.32 Listen and repeat the final sounds. Then, read the words out loud.

**walking****falling****looking****walk in****fall in****look in**

42

More
Phonics

Comprehension of the story

Phonics: /ng/ and /n/ sounds



Children acquire increased enjoyment of listening to and reading a story.

Children develop knowledge of differentiating the pronunciation of the final sounds *ng* and *n* of words from the story.

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

Key competences continuous assessment

Check if children:

- 1 Enjoy listening to and reading the story.
- 2 Are able to differentiate the pronunciation of words with the final sounds *ng* and *n*.
- 3 Use the digital resources to practise phonics.



1 Read the sentences and say True or False.

- 1 The children go backstage first.
- 2 First Lulu is wearing wings and then Holly is wearing wings.
- 3 The children are dancing on stage.
- 4 Holly is wearing Claude's hat.
- 5 Max is playing Claude's drum.
- 6 Only Holly is in the poster.



Comprehension | Answering True / False

43



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focusing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To recognise the sounds *n* and *ng*.

To listen to and read a story.

Materials

- Teacher's i-book
- Story cards for Unit 4
- CD 1

Lead-in

Write the title of the story on the board and show the children the **story cards** (print or **interactive**) to teach *stage*, *backstage*, *wings* and *costumes*. Ask the children a couple of questions about the pictures to engage them and get them thinking of a possible mystery. *What do you think the mystery is? Can you see anything strange?*

1 **1.31 Listen and read the story.** The children follow the story in their books.
(See transcript page 127.)

Watch the animated story.

2 **1.32 Listen and repeat the final sounds. Then, read the words out loud.** Review the meaning of the words. The children listen and repeat the final sound. Then, they read the words out loud. In pairs, the children take turns to read and point to the words.
(See transcript page 127.)

Fast Finishers

The children try to think of more words that end with the sounds *n* and *ng*.

Wrap-up

Write the words and expressions from Activity 2 on the board. Divide the class into two teams who line up facing the board. Say one of the words or expressions and the two children at the front of the line run up and touch what they have heard. The first one to do this correctly wins a point. Repeat until all the children have had a go.

The children listen to and read different sentences from the story, each containing a key word. Children choose between the two possible sounds for the key words (*n*, *ng*).

Optional Resources

Teacher's Resource Book page 74, Phonics.

Continuous Assessment

Check if the children can:
Recognise and produce the sounds *n* and *ng*.
Suggest words with the sounds *n* and *ng*.

Activity Book

Unit 4, page 40, Lesson 6. See page 247 for answer key.

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

To situate actions in a story.

Materials

- Teacher's i-book
- Story cards for Unit 4
- CD 1

Continuous Assessment

Check if the children can:
Understand the story.
Answer and invent statements about the story.

Activity Book

Unit 4, page 41, Lesson 7. See page 248 for answer key.

Lead-in

Retell the story with the **story cards** (print or **interactive**), asking the children to participate as much as possible.

1 Read the sentences and say True or False. Ask the children to close their books and ask them the true and false questions. The children then do the same with a partner: one asks the questions and the other one answers. They then swap roles.

Ask the children if they like the story.

Answers

1 False, 2 False, 3 True, 4 True, 5 False, 6 False

Fast Finishers

The children write a true or false sentence.

Wrap-up

The children work in groups and make up four questions about the story together. Help out and correct as necessary. The children then close their books and ask each other their questions. The group to answer the most questions correctly is the winner.



1 Ask and answer the questions about the pictures.



What's Lulu **doing**?

Where is she, on stage or backstage?



She's ...

She's ...

3



4



2

Describe a picture from the story. Then, write the description.



In picture ... the children are backstage.
Holly is wearing Lulu is... .



44

More practice

Situating actions in a story

| Key language from the story



Children demonstrate skills to work in pairs to ask and answer questions about the pictures from the story.



Children show individual initiative writing a description of a character's actions in the story.



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

Key competences continuous assessment

Check if children:

- 1 Work well in pairs to complete the activity.
- 2 Show initiative by writing a description.
- 3 Use the digital resources to practise the language.

CLIL Objective

To practise writing about where children are and what they are doing in the context of the story.

Language Objective

To explain locations.

Materials

- Teacher's i-book
- Story cards for Unit 4

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Ask and answer the questions about the pictures. Focus the children's attention on the pictures in the book. Ask them some questions and elicit responses. The children then ask and answer questions about the pictures in pairs.

2 Describe a picture from the story. Then, write the description. The children write a description of a picture using the prompts in their books to guide them.

 Touch  to open the activity. The children look at the pictures from the story and read the three sentences. One of the sentences does not describe the picture. They have to choose the odd one out. For further oral practice, use the pictures from the story to ask the children to describe what they can see using the key vocabulary learned in the unit.

Fast Finishers

The children write a description of another picture.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 **The children look at a picture and choose the correct answers to complete the sentences.**

Continuous Assessment

Check if the children can:

Describe a picture both orally and in writing.

Activity Book

Unit 4, page 42, Lesson 8. See page 248 for answer key.

Language Review

1 Make word groups. Then, mime the words for your classmates.



After-school activities

dancing
playing violin

Musical instruments

guitar
recorder

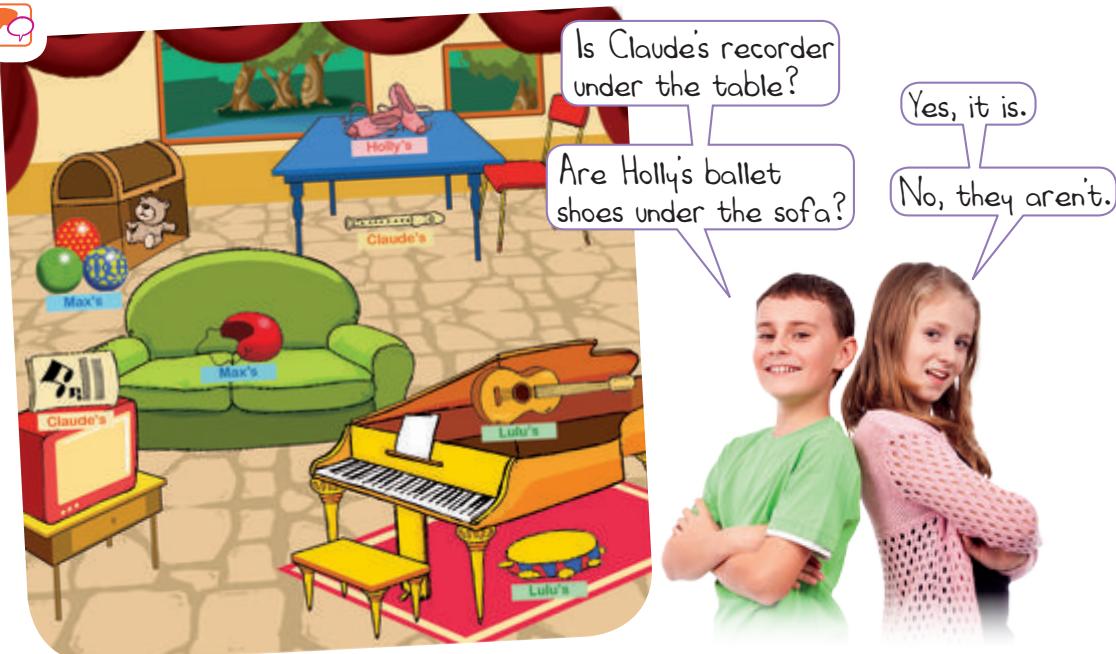
Emotions

scared
sad



It's a musical instrument.
You're playing guitar!

2 Make and play a language game.



Grammar help



Where is Claude's recorder? Where are Holly's ballet shoes?
His recorder is under the table. Her ballet shoes are on the table.



Where's Holly's (leotard)? Her (leotard) is (under the table). / Is Claude's (recorder) in the (box)?

45



Children develop learning techniques by categorising vocabulary.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Are able to categorise vocabulary.
- 2 Use the unit language to play a game.

CLIL Objective

To use the possessive pronoun and the possessive 's in questions and answers about where things are.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Pop-outs for Unit 4
- Flashcards for Unit 4

Lead-in

Play *Memory* with the class. Place the **flashcards** and word cards face down on the floor in two separate groups. Demonstrate the activity by turning over one picture card and one word card. If you have a match, keep the pair; if not put the cards back. Invite the children to play until all the pairs have been matched.

For more flashcard games see page 18.

1 Make word groups. Then, mime the words for your

classmates. The children individually make lists in their notebooks, show them how to look back in the unit for help. Then, put them into pairs and encourage them to mime and guess.

2 Make and play a language game. The children assemble the **pop-out**. Tell them to sit opposite each other so they can't see their partner's picture and ask and answer questions about where the objects are: *Is Claude's recorder under the table? Yes it is.*

Visual grammar presentation.

 Touch  to open the activity. The children play *Domino* to form four questions and their answers about the characters' possessions in the picture.

Fast Finishers

The children write about where the objects are in their pop-out.

Wrap-up

Divide the class into two teams and ask the children to line up in front of the board. Show them one of the **flashcards** (print or **interactive**), and the child at the front runs to the board and writes the word. The first one to do this correctly gets a point for their team. Another two children come to the front of the lines and repeat the process. Encourage children to shout out and help their team mates.

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

See pages 22-24 for interactive games description and ideas.

Continuous Assessment

Check if the children can:

Name after-school activities, instruments and emotions.

Understand and use the Saxon genitive.

Understand and use *his* and *her*.

Activity Book

Unit 4, page 43, Lesson 9. See page 249 for answer key.

Oral Review



- 1 1.33 Listen and say the names. Then, play a guessing game.



She's wearing red shoes.
What's she doing?



Millie



Sylvia



Nick



Lucy



David



Kim

She's ...



- 2 Make a play poster and present your play.



We are doing Cinderella. I am acting the role of Cinderella and Anna is dancing. I'm wearing a silver dress. Sam's playing the drums... .



- 3 Write about your talents.



I can play the ... and I can
I can't ... or

46

I am wearing a (red nose) and playing (guitar). / I can't play (piano).



Children improve their listening skills by saying children's names and guessing their actions.



Children use their imagination, creativity and artistic skills to make a poster about a play and present it.



Children show consolidation of structures and vocabulary by writing about their talents.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Use their imagination to make a poster about a play.
- 3 Use the language learned to write about their talents.

Oral Review

Unit 4 Lesson 10

CLIL Objective

To consolidate structures and vocabulary by writing about individual talents.

Language Objective

To review the unit language.

Materials

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

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and describe one of the children until the class guess who it is. Let the children have turns to describe someone.

 Open the **lead-in** activity. The children take turns to come to the IWB, listen to the sentences and choose the correct picture. These sentences describe the clothes the children are wearing and the actions taking place. The children use the **Richmond i-tools** to circle the key vocabulary they hear before they choose the picture.

1  **1.33 Listen and say the names. Then, play a guessing game.** Focus the children's attention on the pictures in the book and encourage them to tell you names of the characters doing the actions by pointing and asking: *Who is this?* The children then listen to the audio to answer the questions.
(See transcript page 127.)

Extend the activity by describing one of the characters and asking a question: *She's wearing red shoes. What's she doing?* The children continue asking and answering in pairs.

Answers

Millie, Lucy, Nick, Sylvia, David, Kim

2 Make a play poster and present your play. Tell the children they are going to make a poster for a play. Tell them to read the example in their book for some ideas. Then, divide them into small groups and give them a piece of paper. Circulate and help with ideas while the children prepare their poster. Give them time to rehearse their presentation; then, invite groups to the front of the class to present their play.

3 Write about your talents. The children write about what they can and can't do in their notebooks.

Fast Finishers

The children write about the characters in Activity 1.

Wrap-up

Invite four volunteers to the front and ask them to pose in a position of their choice, like in Activity 1. The rest of the class guesses what they are doing.

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

Optional Resources

Teacher's Resource Book pages 13-14, Language.

Final Written Evaluation

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

Final Assessment

Check if the children can:
Describe actions.
Write about roles in a play.

Activity Book

Unit 4, page 44, Lesson 10. See page 249 for answer key.

Transcripts



1.26 Poster, Unit 4. Listen and find the children.

Boy: Some of the children are playing instruments in the orchestra. Can you find them?
Girl: Some of the children are dancing in the play. Can you find them?
Girl: Some of the children are acting in the play. Can you find them?
Boy: The others are helping with the stage and the scenery. Can you find them?



1.27 Listen and answer the questions.

Claude: What's the matter, Holly?
Holly: I do ballet after school today and I need my ballet shoes and my leotard.
Claude: Look! There they are!
Holly: Where?
Narrator: Where are Holly's ballet shoes? Where is Holly's leotard?

Claude: What's the matter, Lulu?
Lulu: I do drama after school today and I need my costume and my script.
Claude: Look! There it is!
Lulu: Where?
Narrator: Where is Lulu's costume? Where is Lulu's script?

Claude: What's the matter, Max?
Max: I do circus practice after school today and I need my red nose and my juggling balls.
Claude: Look! There they are!
Max: Where?
Narrator: Where is Max's red nose? Where are Max's juggling balls?

All: What's the matter, Claude?
Claude: I do music after school today and I need my recorder and my music score.
All: Look! There it is!
Claude: Where?
Narrator: Where is Claude's recorder? Where is Claude's music score?



1.28 Listen and find the instruments. Then, sing the song: *I am a musician*.

Girl: I am a musician. I come from Music Land. I can play the piano and I travel all around.

Chorus: Pia, pia, piano, piano, piano! Pia, pia, piano! I come from Music Land!

Girl: I am a musician. I come from Music Land. I can play the guitar and I travel all around.

Chorus: Twang, twang, twang, twang, twang, twang! I come from Music Land!

Boy: I am a musician. I come from Music Land. I can play the tambourine and I travel all around.

Chorus: Shh, Shh, Shh, Shh, Shh, Shh! Shh, Shh, Shh, Shh, Shh, Shh! I come from Music Land!

Girl: I am a musician. I come from Music Land. I can play the drums and I travel all around.

Chorus: Boom, boom, boom, boom, boom, boom, boom, boom! Boom, boom, boom, boom, boom, boom! I come from Music Land.

Boy: I am a musician. I come from Music Land. I can play the triangle and I travel all around.

Chorus: Tria, tria, triangle, triangle! Tria, tria, triangle! I come from Music Land.

Boy: I am a musician. I come from Music Land. I can play the recorder and I travel all around.

Chorus: Peep, peep, peep, peep, peep, peep, peep! Peep, peep, peep, peep, peep! I come from Music Land.

1.29 Read and find the children. Then, listen and check.

Narrator: What are you doing in the play this year, Helen?

Helen: I'm a fairy and I'm dancing in the play. I'm wearing a white leotard.

Narrator: What about you, Tom? Are you in the school play, too?

Tom: Yes, I am. I'm a pirate! I'm singing and I'm playing the triangle. It's really good fun!

Narrator: Danny, are you in the play too?

Danny: Yes. I'm playing in the orchestra. I'm playing the drum and the tambourine.

Narrator: I see. And what about Cinderella? Who is playing the part of Cinderella?

Tom, Danny and Helen: Maya!

Narrator: Is that right, Maya?

Maya: Yes. I'm acting the part of Cinderella. I'm wearing a blue dress at the beginning and then...

1.30 Read and listen for the missing words.

Tom: Miss! I can't find my guitar.

Teacher: Listen! Can anybody see Tom's guitar?

Sally: Here it is! It's under the table.

Tom: Thanks!

Teacher: Are they Sally's ballet shoes?

Dan: No, they aren't.

Girl: Is this Dan's triangle?

Tom: Yes, it is.

1.31 Listen and read the story: *The mystery of the theatre*.

Narrator: The children are in an old theatre.

Lulu: What are you doing, Holly?

Holly: I'm going on stage. Come on!

Narrator: Now they are on stage.

Max: Somebody's walking behind there!

Holly: Let's follow her!

Max: Wow! Look at all these costumes!

Holly: Look at me!

Lulu: I love Holly's dress and shoes.

Narrator: They are backstage and they are having lots of fun.

Lulu: Where is she going now?

Narrator: The children are on stage again.

Holly: What's she doing?

Claude: She's conducting the orchestra.

Narrator: The children are dancing on the stage now.

Lulu: I'm wearing Holly's wings.

Holly: I'm wearing Claude's hat!

Claude: And I'm playing Max's drum.

Lulu: Help! I'm falling!

Claude: Me too!

Narrator: Oh, dear! What's happening now?

Narrator: The children are looking at an old poster from the theatre.

Holly: That's me!

Max: We are all there!

Narrator: Now, this is a mystery!

1.32 Listen and repeat the final sounds.

Then, read the words out loud.

Narrator: Walking, ng, ng, ng.

Walk in, n, n, n.

Falling, ng, ng, ng.

Fall in, n, n, n.

Looking, ng, ng, ng.

Look in, n, n, n.

1.33 Listen and say the names. Then, play a guessing game.

Narrator: She's eating spaghetti. What's her name?

She's singing. What's her name?

He's watching TV. What's his name?

She's dancing. What's her name?

He's playing the violin. What's his name?

She's looking for a ball. What's her name?

Unit 5 Overview

Vocabulary

Animals: bee, chicken, cow, dog, donkey, horse, sheep

Places: field, stable, yard

Farm produce food: apples, cheese, eggs, honey, ice cream, jam, milk, potatoes, yoghurt

Farm related verbs: clean, collect, feed, get from, make, milk, move, sell, work

Structures

Present Simple:

There is a/an There are some

How many (cows) are there?

We/They get ... from

I (clean the yard).

Do you (milk the cows)? Do they (sell) ... ?

Recycled Language

There is / There are

cheese, ice cream, milk

dog

home

Cultural Strand

Language Objective:

To learn vocabulary related to a farmers' fair.

Creative Strand

CLIL Objective:

Describing and making a collage.

Language Objective:

To use the Present Simple to describe where food comes from.

Functional Strand

Language Objective:

To learn and use language for buying.

On the farm

Literacy Strand

CLIL Objective:

Sequencing events.

Language Objectives:

To sequence events in a story.

To recognise and produce final s: s, z and iz.

Knowledge Strand

CLIL Objective:

Learning about tasks on a farm.

Language Objective:

To learn and use language related to farm tasks.

Skills Objectives

- Listening:** To understand a description of locations. To understand questions about a poster. To understand people talking about what they do. To recognise final s sounds s, z and iz.
- Reading:** To read and match pictures with descriptions. To read a story.
- Writing:** To write about farm produce. To write clues for a crossword. To write about a farm.
- Speaking:** To ask and answer questions about location. To ask and answer questions about tasks. To use language for buying. To act out a scene.

Assessment Criteria

- Children can understand oral and written messages about tasks and location.
- Children can describe what they can see in a scene and talk about tasks using the structures in the unit.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 43, Writing
- Lesson 2: page 53, Listening
- Lesson 4: page 33, Reading
- Lesson 6: page 75, Phonics
- Lesson 9: page 65, Speaking
- Lesson 10: pages 15-16, Language
- Evaluation: pages 101-102 or 103-104, Unit 5 test

Extras/Realia

- Lesson 1: some pictures of wild animals (bird, snake, rabbit, frog)
- Lesson 3: magazine pictures of the different food
- Lesson 5: real money: coins and notes

Key Competences



Linguistic Competence:

Children acquire and apply increased reading, listening, oral and written skills to be able to talk about farm life.



Competence in Maths, Science and Technology:

Children apply mathematical skills by using a key to plan and participate in a game related to the farm.



Digital Competence:

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



Social and Civic Competence:

Children improve their artistic techniques by using different resources to make a card game related to farm life and produce. They become aware of the lifestyle on a farm.



Cultural Awareness and Expression:

Children use their initiative to write a list of farm tasks.



Learning to Learn:

Children develop their learning techniques by combining words in columns to make sentences about the farm.



Sense of Initiative and Entrepreneurship:

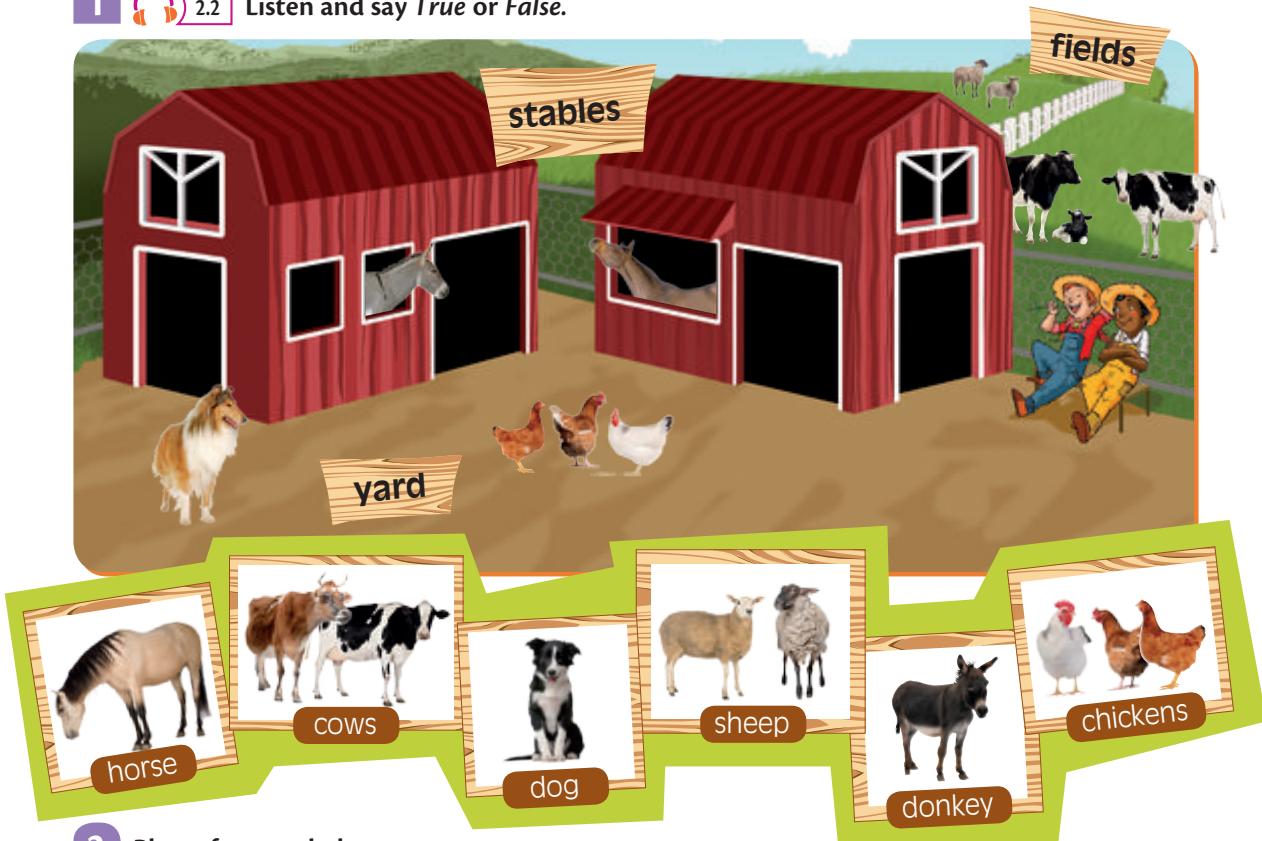
Children practise taking turns to ask and answer questions about a farmers' market.

5

On the farm



- 1 2.2 Listen and say True or False.



- 2 Plan a farm and play a game.



Key

C = cow H = horse S = sheep D = dog Dk = donkey Ch = chicken

How many cows are there on your farm?

Are there any cows in the big field?

My farm

field	C C	field	S S
C C			
yard		stable	
Ch	Ch	Ch	Ch
Ch		Dk	Ch

There are four.

Yes, there are.

Locating animals at a farm | Parts of a farm / Farm animals
How many (sheep) are there in the (big field)? There are (three) sheep

47



Children improve their listening and pronunciation skills in the context of talking about a farm.



Children apply mathematical skills by using a key to plan and participate in a game related to the farm.



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

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Apply their mathematical knowledge to plan and participate in the game.
- 3 Use the digital resources to practise the new language.

CLIL Objective

To use **there is** and **there are** with vocabulary related to farm animals.

Language Objectives

To learn and use farm related vocabulary: Animals:

chickens, cows, dog, donkey, horse, sheep

Places: field, stable, yard

To learn and use the structures: How many (cows) are there?

There are (four). Are there any (horses)? Yes, there are.

Materials

- Teacher's i-book
- Poster for Unit 5
- CD 2

Lead-in

2.1 Display the **poster** and ask the children what they can see. Encourage them to name any animals or food they know.

Play the audio and let the children point to and count the animals as they hear them.

(See transcript page 150.)

Open the **i-poster**. Cover the words at the bottom of the screen with the shade in the **Richmond i-tools** and ask the children to name the animals they know. Remove the shade and invite volunteers to read the animal words and drag them to the correct place in the poster as they make the animal sounds: *The dog goes woof, woof!* Then, listen and ask the children to count the animals. Stop the audio to give them time to count if necessary. Use the **Richmond i-tools** to write the numbers on the IWB.

1 **2.2 Listen and say True or False.** Focus the children on the picture in their book. Tell them that Holly and Claude have made a toy farm and point out the names of the places. The children listen and answer the questions.

(See transcript page 150.)

Answers

- 1 True, 2 False, 3 True, 4 False, 5 True, 6 False, 7 True, 8 True,
9 False, 10 True

Touch to open the activity. Ask two children to come to the IWB to do the activity. You can make the two children represent their teams in the classroom or ask different children to play the game in turns. Children have to read the sentences on the screen and drag them to the correct box. Some sentences don't match any of the pictures. Once the activity is completed, ask the children to read the sentences aloud. Correct pronunciation.

2 Plan a farm and play a game. Point out the farm plan and tell the children this is your farm. Ask them a few questions about it: *Are there any cows on my farm?* Draw the children's attention to the key.

Then, ask the children to copy the farm plan into their notebooks and fill their farm as they please using the letters in the key.

Point out the speech model and tell the children to ask each other about their farms in pairs or small groups.

Fast Finishers

The children practise writing the names of the farm animals.

Wrap-up

Ask the children to describe their farms to the whole class to try to find who has got the same animals in the same place.

The children listen and drag the animals to their correct place in the farm.

Anticipated Difficulties

The children might only put one animal on the farm, so remind them of the structure *There's* instead of *There are*.

Optional Resources

Teacher's Resource Book page 43, Writing.

Initial Evaluation

Check if the children can:

Name all the farm animals by pointing at the **poster** (print or **interactive**) and asking individuals to say the names.

Use the structures *How many (cows) are there? There are (four). Are there any (chickens)? Yes, there are. / No, there aren't.*

Activity Book

Unit 5, page 45, Lesson 1. See page 250 for answer key.



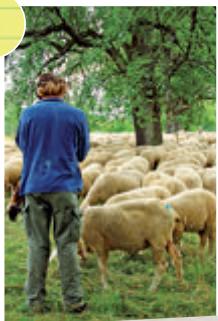
1



2.3 Listen and write the letters in order. Then, sing the song.



r



I move the sheep.

a



I feed the chickens.

m



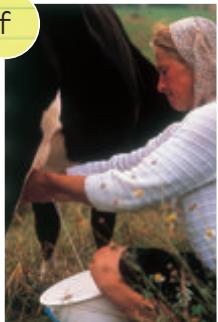
I clean the stables.

r



I collect the eggs.

f



I milk the cows.

e



I collect the honey.

Down at the farm.
I work hard at the farm.
I ... all year long.
Down at the farm.

The secret word is



2

Imagine you are a farmer and choose four tasks. Then, ask a classmate.



Do you clean
the yard?



Yes, I do.



3

Write a list of farm tasks.



I clean the I feed the
I collect the I move the

48

More practice

Tasks on a farm | move, feed, collect, clean, milk
Do you (feed) the cows? / I collect the (eggs).



Children increase their knowledge of vocabulary related to farms through a song.



Children become aware of the lifestyle on a farm.



Children use their initiative to write a list of farm tasks.

Key competences continuous assessment

Check if children:

- 1 Learn the new vocabulary through the song.
- 2 Understand the lifestyle on a farm.
- 3 Use their initiative to write a list of farm tasks.

Knowledge Strand

Unit 5 Lesson 2

CLIL Objective

To understand what tasks farmers do.

Language Objectives

To learn and use farm related vocabulary: *clean, collect, feed, milk, move*

To learn and use the Present Simple to talk about tasks:

I (feed the chickens). Do you (milk the cows)? Yes, I do. / No, I don't.

Materials

- Teacher's i-book
- CD 2

Lead-in

Focus the children on the picture in their book and tell them today they will be learning about what people do on farms. Mime the different farm tasks and tell the children to point to the relevant picture. Then, say the expressions and ask the children to mime. Finally drill all the new vocabulary.

1 2.3 Listen and write the letters in order. Then, sing the song.

The song. The children listen to the song and write down the letters to discover the secret word (*farmer*).

Play the song again and the children sing and mime the actions.
(See transcript page 150.)

 Touch  to open the karaoke activity. Play the complete song to demonstrate the activity. Then, play the activity song. The children sing the song saying the missing words as they appear on the screen. You can ask the whole group to sing together or make up to six teams to sing the sections of the song. Pause the song and use the **Richmond i-tools** to score points as each section is completed.

Answer

f, a, r, m, e, r

2 Imagine you are a farmer and choose four tasks. Then, ask a classmate. The children choose four tasks. Model the activity with the children to check they can all ask *Do you ... ?* and answer *Yes, I do. / No, I don't.* They then ask and answer questions in pairs.

3 Write a list of farm tasks. The children write a list of their four farm tasks.

Fast Finishers

The children draw a picture of themselves doing a farm task and write a sentence to say what they are doing.

Wrap-up

Play *Find your partner.* The children stand up and mingle round the classroom reading out their farm tasks to try to find someone who has the same list of tasks.

 The children match the pictures with the farm tasks.

Optional Resources

Teacher's Resource Book page 53, Listening.

Continuous Assessment

Check if the children can:

Name the farm tasks.

Understand the song by stopping and asking individuals to give you the letter or point at the picture.

Ask and answer questions by monitoring the pair work activity.

Activity Book

Unit 5, page 46, Lesson 2. See page 250 for answer key.



1 2.4 Listen and answer the questions.



2 Make sentences about the farm.



3 Make a farm collage and write about it.



We make ... from
We get ... from

Describing and making a collage

They make (cheese) from (cows' milk) / They get (eggs) from (chickens).

49



Children improve their listening skills by answering questions related to food we get from farm animals.



Children develop learning techniques by combining words in columns to make sentences about the farm.



Children improve their writing skills by describing farm produce.

Key competences continuous assessment

Check if children:

- 1 Are able to understand and answer the questions.
- 2 Realise that by using the columns they can create sentences.
- 3 Improve in their ability to write in English.

Creative Strand**CLIL Objective**

To read and show comprehension of food from a farm.

Language Objectives

Farm produce vocabulary: butter, cheese, eggs, honey, ice cream, milk, yoghurt

To use the structure: Is there a ... ? / Are there any ... ?

To use the Present Simple: We get (milk) from (cows).

Materials

- Teacher's i-book
- Flashcards for Unit 5
- CD 2
- **Optional realia:** food magazine

Lead-in

The children match the **flashcards** of food with the animal that produces it. Teach the food vocabulary and check they can remember the animal vocabulary by pointing and asking them to remember the words.

i-book Open the **lead-in** activity. Touch, or ask a child to touch, the different food items in the picture and listen. Then, open the sample questions and ask the children to think about the correct answers in pairs. Use your own questions if necessary. Then, use the **Richmond i-tools** to draw lines between the animals and the food they produce. Later on in the lesson the children will have the opportunity to see the correct relationship between food and animals using the pictures and activities in the book.

1 **2.4 Listen and answer the questions.** Focus the children's attention on the picture in their book. Then, play the audio. Tell the children to shout out Yes or No.
(See transcript page 150.)

Answers

1 Yes, **2** Yes, **3** Yes, **4** No, **5** Yes, **6** No, **7** Yes, **8** No,

9 Yes, **10** No, **11** Yes, **12** Yes, **13** No, **14** Yes, **15** Yes

2 Make sentences about the farm. Put the children into pairs and tell them to take it in turns to make sentences about the farm.

3 Make a farm collage and write about it. Divide the class into groups of four or five and hand out paper and magazine pictures of food (if you haven't got pictures, children can draw their own). The children together make a farm collage.

They then write about the food in their notebooks, using the text in their book for help.

Fast Finishers

The children write the names of the animals in the picture.

Wrap-up

The children present their collage to the whole class.

i-book Use the **Vocabulary Game Generator** to check if the children know the vocabulary from the lesson.

See pages 22-24 for interactive games description and ideas.

Continuous Assessment

Check if the children can:

Name the farm products.

Answer the questions.

Make sentences about the farm.

Remember the vocabulary by pointing at the **flashcards** (print or **interactive**) and asking individuals to tell you the words.

Activity Book

Unit 5, page 47, Lesson 3. See page 251 for answer key.



1 Read and find the field.



a



b

- 1 There are two black horses.
- 2 There's a sheep dog competition.
- 3 There's a horse jumping competition.
- 4 There are two black and white cows.
- 5 There are five sheep.
- 6 There's a farmer and a dog.
- 7 There's a grey donkey.
- 8 There are two farmers in the field.

c

2 Write labels for the Farmers' Market. Then, ask a classmate.



Yes, they do.

- | | |
|---------|-----------|
| eggs | cheese |
| yoghurt | butter |
| honey | ice cream |

Do they sell eggs in the green tent?



50

A Farmers' Fair | There are two (cows) in the field.
There's a (jumping competition). / Do they sell (butter) in the (blue) tent?



Children reinforce the language with the video.



Children develop their reading skills.



Children become aware of farmers' markets and the products available.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Understand the sentences they read.
- 3 Recognise the products.

Cultural Strand

CLIL Objective

To become aware of the custom of a Farmers' Market.

Language Objective

To learn and use farmers' fair related vocabulary: *farmer, horse jumping competition, sell, sheep dog competition, tent*

Materials

- Teacher's i-book
- Poster for Unit 5
- Extra material: three strips of paper per child

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask questions: *What animals can you see? Are there people selling food? What is happening?*

Explain to the children that this is a *Farmers' Fair* and ask them if they have ever been to one.

 Open the **i-poster**. Some of the items have been cut out from the poster. Ask individual children to come to the IWB, choose an item and listen. They drag the picture to the correct place in the poster. Alternatively, listen and drag the items yourself and ask the children to tell you the place to drop them by saying *to the top, to the right, etc.* For further practice, repeat the activity using your own instructions.

1 Read and find the field. Focus the children's attention on the picture in their book and point out the three different fields.

The children then read the descriptions and match them to the correct field.

Answers

1 a, 2 c, 3 a, 4 b, 5 c, 6 c, 7 a, 8 b

2 Write labels for the Farmers' Market. Then, ask a classmate.

Hand out three little strips of paper to each child. Tell them to label the tents with one of the products.

Model the activity by asking some children: *Do they sell eggs in the green tent? Yes, they do. Do they sell honey in the red tent? No, they don't.*

The children then work in pairs asking and answering questions about their tents.

Fast Finishers

The children write the name of the animal that the food in Activity 2 comes from.

Wrap-up

Tell the children you are going to do a dictation activity. Dictate one of the unit vocabulary words slowly letter by letter. The children write this down and also try to guess the word. When they think they know they put up their hand and come and write it on the board. Repeat with different words.

  Watch the video **Making yoghurt**. Complete the comprehension activity with the children.

Optional Resources

Teacher's Resource Book page 33, Reading.

Continuous Assessment

Check if the children can:

Read to identify the correct field.

Ask and answer questions in the Present Simple: *Do they sell ... ? Yes, they do. / No, they don't.*

Activity Book

Unit 5, page 48, Lesson 4. See page 251 for answer key.


1 Answer the questions.


- 1 Is there a farm near your house?
- 2 Is there a market near your house?
- 3 Are there any shops near your house?
- 4 What do they sell?

Yes, there is.

No, there isn't.

Yes, there are.

No, there aren't.


2 2.5 Read and listen for the missing words.

3 Add words and act out the scene.


6 eggs	€1.50	jam	€3.60
6 apples	€2.50	milk	€1.50
10 potatoes	€2.00	yoghurt	€2.00
		ice cream	€4.70
		cheese	€6.00
		honey	€4.80

Language for buying

How much is the (honey)? / Can we have some (eggs), please?

More practice

51



Children demonstrate increased oral skills by giving short answers to questions about markets and shops.



Children show comprehension skills through reading and listening activities in the context of buying farm produce.



Children become aware of farmers' markets and the products available.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

CLIL Objective

To act out a scene at a market.

Language Objectives

To introduce and practise language used for buying.

Lexis: apples, cheese, eggs, honey, ice cream, jam, milk, potatoes, yoghurt

Functional language: Can we have some ... please?

Here's your change. How much is/are the ... ?

Materials

- Teacher's i-book
- CD 2

- **Optional realia:** money (coins and notes)

Lead-in

Show the children the money and ask them to say how much a coin or a note is worth. Then, write *15 euros* on the board and ask a volunteer to come to the front to make this combination using the money. Tell another volunteer to come up and do the same, but using a different combination.

i-book Open the **lead-in** activity. Ask the children in turns to choose a food item and listen. They listen to the food price and drag as many coins as they need to pay for the product. If they forget the price, they listen as many times as they need.

1 Answer the questions. Ask different individuals the questions and make sure the children answer using *Yes, there is; Yes, there are; No, there isn't; No, there aren't*, and that they all understand the grammar. The children then ask and answer the questions in pairs.

2 2.5 Read and listen for the missing words. Ask the children to look at the picture and elicit or tell them that it is a farmers' market. Ask them to name the different products on the table. The children then listen to the recording. Play it a second time and stop at each gap to elicit the answer.
(See transcript page 150.)

Answers

Picture 1: ten; **Picture 2:** jam, eggs; **Picture 3:** eggs, yoghurt, 5 euros and 10 cents

3 Add words and act out the scene. Tell the children to look at the list of produce and prices and check if they know how to say the prices by asking: *How much is the (jam)? How much are the (eggs)?* Point out that the first list has plural nouns and the second one has singular. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children look at the list of food and find examples in the picture.

Wrap-up

The children act out their role play in front of the group.

 **The children listen to the dialogue and choose the correct items (food and objects) in the market.** For further practice, ask the children to act out the dialogue. They can invent parts of the dialogue by changing the food items they buy, etc.

Continuous Assessment

Check if the children can:

Ask and answer the questions.

Recognise which words are missing from the dialogue.

Activity Book

Unit 5, page 49, Lesson 5. See page 252 for answer key.

The dirty stables



1



2.6 Listen and read the story.



The children are following some magic bees.



1

The bees are flying around a very big man. His name is Hercules.



2



3

Then Claude has an idea.



4



2



2.7 Listen and repeat the final sounds. Then, read the words out loud.

**bees****cows****ditches****rocks****horses****gates**

52

More Phonics

Comprehension of the story

Phonics: /s/ /z/ and /iz/ sounds



Children acquire increased enjoyment of listening to and reading a story.



Children develop knowledge of differentiating the pronunciation of words from the story with the final sounds s, z and iz.



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

Key competences continuous assessment

Check if children:

- 1 Enjoy listening to and reading the story.
- 2 Are able to differentiate the pronunciation of words with the final sounds s, z and iz.
- 3 Use the digital resources to practise phonics.



The children dig a long, wide ditch.

This is hard work!



5

At last, the ditch is ready.

Put the rocks in the water!



6

Holly and Max open the gates.

The children change the direction of the river.
Now it's in the yard!



7

Hurray!

The river is cleaning
the yard!

At last, the stables and the yard are clean.
The magic window is glowing...



8

Thanks for your help!

Goodbye!

...and the children go home.



1 Read the story again and answer the questions.



- 1 Look at picture 2. What's the problem with the farm?
- 2 Look at picture 3. Is there any water in the yard?
- 3 Look at picture 6. Where do the children find the water?
- 4 Look at picture 7. Where is the river now?



Comprehension | Answering open questions

53



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focusing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To recognise the sounds s, z and iz at the end of words.
To listen to and to read a story.

Materials

- Teacher's i-book
- Story cards for Unit 5
- CD 2

Lead-in

Show the children the **story cards** (print or **interactive**) and preteach and check the lexis by pointing and asking children to name what they see. Build up interest by asking them what they think is going to happen in the story.

1 **2.6 Listen and read the story.** The children follow the story in their books.
(See transcript page 151.)

Then, listen to the whole story showing the **story cards** (print or **interactive**). Invite children out to point to different characters or items in the pictures. Let them follow again using their books.

Watch the animated story.

2 **2.7 Listen and repeat the final sounds. Then, read the words out loud.** The children listen and repeat the final sounds s, z and iz. They then read out the words.
(See transcript page 151.)

Fast Finishers

The children find the words in Activity 2 in the pictures of the story.

Wrap-up

Write s, z, iz on the board. Divide the class into two groups and ask them to stand up in two lines facing the board. Read out one of the words in Activity 2 and the two children at the front of the line run up and touch the correct ending.

The children listen and read different sentences from the story, each containing a key word. Children choose between the three possible final sounds for the key words (s, z, iz).

Anticipated Difficulties

There is quite a lot of new vocabulary, so spend time on this before the children listen to and read the story.

Optional Resources

Teacher's Resource Book page 75, Phonics.

Continuous Assessment

Check if the children can:
Pronounce the final s endings.
Suggest other words with the final s endings.

Activity Book

Unit 5, page 50, Lesson 6. See page 252 for answer key.

CLIL Objective

To understand a fictional story.

Language Objective

To reinforce listening and reading skills.

Materials

- Teacher's i-book
- Story cards for Unit 5
- CD 2

Lead-in

Retell the story with the **story cards** (print or **interactive**), and ask the children to participate as much as possible.

1 Read the story again and answer the questions. The children read the story and answer the questions. They then write the answers in their notebooks.

Answers

- 1 It is dirty. / He can't clean it in a day.
- 2 No, there isn't.
- 3 In the river.
- 4 In the yard/farm.

Fast Finishers

The children read the story silently to themselves.

Wrap-up

The children work in small groups to make up two questions about the story. Then, they ask their questions to the other groups.

Anticipated Difficulties

Some children will need help when making up their own questions.

Continuous Assessment

Check if the children can:
Understand the story.
Understand and answer questions.

Activity Book

Unit 5, page 51, Lesson 7. See page 253 for answer key.



1 Sequence the sentences.



L They put rocks in the river.

S They change the direction of the river.

U They dig a ditch.

E They see a very big man and a dirty farmyard.

R They try to clean the farmyard.

H The children follow some bees.

C They need some water.

E They open the stable doors.

What do the letters spell?



2 Write five questions about the story. Then, ask a classmate.



Do they



see
work
clean

Hercules
the bees
in the yard
with spades
the yard
the stables

in picture

1?
2?
3?
4?
5?
6?
7?
8?



Do they clean the yard in picture 5?

No, they don't.

54

More practice

Sequencing events

Key language from the story



Act out the story.



Children show initiative in sequencing the sentences.



Children demonstrate skills to work in pairs to ask and answer questions about the story.



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

Key competences continuous assessment

Check if children:

- 1 Are able to sequence the sentences.
- 2 Work well in pairs to complete the activity.
- 3 Use the digital resources to practise the language.

CLIL Objective

To practise writing questions about the story.

Language Objective

To sequence events using *before* and *after*.

Materials

- Teacher's i-book
- Story cards for Unit 5

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Sequence the sentences. Tell the children to read the first two sentences and ask: *What happens first? What happens second?*

Then, teach *before* and *after* by showing the time sequencing. The children read the sentences and work together to put them into the correct order.

Answer

H-E-R-C-U-L-E-S

 Touch  to open the activity. Children take turns to go to the IWB and read some questions about different events in the story. They touch and drag the answers to the correct questions. Once the activity is completed, the children can work in pairs asking and answering questions based on the information in the activity:
Does Hercules help the farmer? No, he doesn't.

2 Write five questions about the story. Then, ask a classmate.

The children individually write five questions using the columns. They then work in pairs to ask and answer the questions.

Fast Finishers

The children write more *Do they ... ?* questions.

Wrap-up

Divide the children up into groups, let them choose characters from the story and ask them to rehearse and act out the story. Invite groups to the front to act out scenes in front of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 **The children read the information about the story and answer true or false.**

Continuous Assessment

Check if the children can:

Sequence the events.

Ask and answer using *Do they ... ?* questions correctly.

Activity Book

Unit 5, page 52, Lesson 8. See page 253 for answer key.

Language Review

1 Make clues for the crossword and tell your classmates.



Key

- animals
- food

			1 ↓		2 ↓	
3 →	c	h	e	e	s	e
	h				t	
	i				a	
5 →	c	o	w		b	e
7 →	m	i	l	k	l	g
9 →	h	o	n	e	e	g
10 →	f	i	e	l	s	s
					r	
						d

We get [redacted] from this animal.

A food we get from [redacted].

A place at a farm for [redacted].

2 Make and play a card game.



These two make a pair.



An egg!



Grammar help

There is **a** horse.
There is **an** egg.
There are **some** cows.

We get (honey) from (bees). / There is a place at a farm for (horses).
There is an (egg). / There is a (dog).

55

Children use their initiative to invent clues for the crossword puzzle.

Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Are able to create clues for the crossword.
- 2 Use the unit language to play a game.

Language Review

Unit 5 Lesson 9

CLIL Objective

To use **there is / there are** in sentences related to farm animals and produce.

Language Objective

To review the vocabulary and structures of the unit.

Materials

- Teacher's i-book
- Pop-outs for Unit 5
- Flashcards for Unit 5

Lead-in

Show the **flashcards** and review the vocabulary by first asking the children to match the animal with the food where possible. Then, play *What's missing?* Remove one of the **flashcards** and ask the children: *What's missing?*

1 Make clues for the crossword and tell your classmates.

Make sure that the children understand the key and do a couple of examples with the whole group. Then, ask them to make clues in pairs. Form new pairs and they take it in turns to give clues and guess the answers.

2 Make and play a card game.

Focus the children on the Grammar help box and highlight the use of *a, an, some; there is, there are*.

The children then use the **pop-outs** to play *Memory* in pairs: they put the cards face down and take it in turns to turn over two to try to make a grammatically correct combination.



Visual grammar presentation.

i-book Touch to open the activity. This activity can be done as a whole class activity or in teams. The children read the sentences and agree on the correct answers. Then, ask individual children or a member from each team to come to the IWB and complete the sentences by dragging the missing words (*a, an, some* and *food vocabulary*). Check their answers and give a point for each correct answer. Touch the *Try again* button for the wrong answers to disappear. Members from the other teams complete the sentences this time.

Fast Finishers

The children write sentences for Activity 1.

Wrap-up

Ask the children to close their books. Divide them into groups and show them the flashcards and word cards again. Give them one minute to remember, then remove them. The children have to write down all the words they can remember in their groups. The groups with the most correctly spelt words is the winner.

i-book Use the **Vocabulary Game Generator** to review the vocabulary covered in the unit.

See pages 22-24 for interactive games description and ideas.

Optional Resources

Teacher's Resource Book page 65, Speaking.

Continuous Assessment

Check if the children can:

Use the Present Simple correctly.

Use *There is / are* and *a, an, some* correctly.

Activity Book

Unit 5, page 53, Lesson 9. See page 254 for answer key.

Oral Review

- 1** 2.8 Listen and say the names.

City Farm Volunteer Timetable		Mary	Bill	Tina	Jack
feed the chickens		✓		✓	
collect the eggs					✓
clean the stables		✓			✓
feed the horse					
collect the honey			✓	✓	
clean the yard			✓	✓	

- 2** Invent a farm and make a poster.



Instructions

- Describe the farm.
- Choose some animals.
- Choose two farm products.

On my farm, there are three stables and two fields. There are some cows, some chickens and a donkey. I sell eggs and cheese at the market.



- 3** Write about your work on the farm.



On my farm there are two (fields) and one (stable). There are some (chickens). We sell (honey) and (eggs) at the market.

56

Children improve their listening skills by relating names to farm tasks.

Children use their imagination, creativity and artistic skills to make a poster of a farm.

Children show consolidation of structures and vocabulary by writing about their work on the farm.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Use their imagination to make a poster about a farm.
- 3 Use the language learned to write about their work on a farm.

Oral Review

Unit 5 Lesson 10

CLIL Objective

To consolidate structures and vocabulary related to a farm.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 5
- **Extra material:** paper to make a poster

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and let the children make sentences about it: *This man collects the honey. Bees make honey. I can see two donkeys.*

1  **2.8 Listen and say the names.** Focus the children's attention on the chart in their book and explain that it is a volunteer rota. Ask them a few questions, for example: *Who (collects the eggs)?* They then listen to the audio to identify who is speaking. (See transcript page 151.)

Answers

Mary, Jack, Bill, Tina

2 Invent a farm and make a poster. Distribute paper. Then, the children decide on a name, choose some animals and two farm products. They make a poster and then plan how to about their farm using the model in the speech bubble in Activity 2.

The children then take it in turns to present their farms to their classmates.

3 Write about your work on the farm. Remind children of the language to describe tasks. The children then write about what they do on their farm in their notebooks.

Fast Finishers

The children write a description of their farm.

Wrap-up

Invite volunteers to read out their descriptions of their farm work.

  The children watch the animated version of the story again and join in.

Optional Resources

Teacher's Resource Book pages 15-16, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 101-102 or 103-104 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Final Assessment

Check if the children can:
Identify the speakers on the audio.
Describe a farm both orally and in writing.

Activity Book

Unit 5, page 54, Lesson 10. See page 254 for answer key.

Transcripts



2.1 Poster, Unit 5. Find the animal.

Narrator: How many cows can you see?
How many sheep can you see?
How many horses can you see?
How many dogs can you see?
How many donkeys can you see?
How many chickens can you see?
How many cats can you see?



2.2 Listen and say True or False.

Narrator:

- 1 There are some cows in a field.
- 2 There's a horse in a field.
- 3 There's a horse in the stables.
- 4 There's a donkey in the yard.
- 5 There's a donkey in a stable.
- 6 There are some chickens in the field.
- 7 There are some chickens in the yard.
- 8 There are some sheep in a field.
- 9 There's a dog in a field.
- 10 There's a dog in the yard.



2.3 Listen and write the letters in order.

Then, sing the song: Down at the farm.

Down at the farm. I work hard at the farm.
I milk the cows all year long.
Down at the farm.

Down at the farm. I work hard at the farm.
I milk the cows, then I feed the chickens, all year long.
Down at the farm.

Down at the farm. I work hard at the farm.
I milk the cows, I feed the chickens, then I collect the eggs,
all year long.
Down at the farm.

Down at the farm. I work hard at the farm.
I milk the cows, I feed the chickens, I collect the eggs, then I clean
the stables, all year long.
Down at the farm.

Down at the farm. I work hard at the farm.
I milk the cows, I feed the chickens, I collect the eggs, I clean
the stables, then I collect the honey, all year long.
Down at the farm.

Down at the farm. I work hard at the farm.
I milk the cows, I feed the chickens, I collect the eggs, I clean the
stables, I collect the honey, then I move the sheep, all year long.
Down at the farm.



2.4 Listen and answer the questions.

Narrator: Look at the collage with pictures from Home Farm.
What can you see?

- 1 Are there any cows?
- 2 Is there any milk?
- 3 Is there any ice cream?
- 4 Are there any chips?
- 5 Is there any yoghurt?
- 6 Are there any horses?
- 7 Are there any sheep?
- 8 Is there any jam?
- 9 Is there any cheese?
- 10 Are there any pigs?
- 11 Are there any chickens?
- 12 Are there any eggs?
- 13 Are there any dogs?
- 14 Are there any bees?
- 15 Is there any honey?



2.5 Read and listen for the missing words.

Boy: How much money have you got?

Girl: I've got 10 euros.

Boy: How much is the jam?

Girl: How much are the eggs?

Girl: Can we have some eggs and some yoghurt, please?

Shop keeper: Yes, that's 5 euros and 10 cents.

Girl: Here you are.

Shop keeper: Thanks, and here's your change.



2.6 Listen and read the story: *The dirty stables*.

Narrator: The children are following some magic bees.

Max: Look at the farm!

Claude: And the sea!

Holly: Follow the bees!

Narrator: The bees are flying around a very big man.

His name is Hercules.

Hercules: Oh! It's impossible!

Claude: What is?

Hercules: I can't clean the farm in a day!

Narrator: The children help...

Max: There are lots of cows!

Holly: And horses!

Claude: And dogs!

Lulu: We need some water.

Narrator: ...but the stables and the yard are very, very dirty.

Narrator: Then Claude has an idea.

Claude: Have you got any spades?

Hercules: Yes, I have.

Narrator: The children dig a long, wide ditch.

Max: This is hard work!

Narrator: At last the ditch is ready.

Claude: Put the rocks in the water!

Narrator: Holly and Max open the gates.

Narrator: The children change the direction of the river. Now it's in the yard!

Max: The river is cleaning the yard!

Holly: Hurrah!

Narrator: At last the stables and the yard are clean. The magic window is glowing...

Hercules: Thanks for your help!

Children: Goodbye!

Narrator: ...and the children go home.



2.7 Listen and repeat the final sounds. Then, read the words out loud.

Narrator: Bees. z, z, z, bees.

Rocks. s, s, s, rocks.

Cows. z, z, z cows.

Horses. iz, iz, iz, horses.

Ditches. iz, iz, iz, ditches.

Gates. s, s, s, gates



2.8 Listen and say the names.

Girl 1: Hi! I work as a volunteer at City Farm. I go every week.

I feed the chickens and clean the stables.

Boy 1: I work as a volunteer as well. I collect the eggs and clean the stables.

Boy 2: I'm a volunteer. I collect the honey and I clean the yard.

Girl 2: Hi! I feed the chickens at City Farm. I collect the honey and clean the yard as well.

Unit 6 Overview

Vocabulary

Places in a town: baker's, bank, chemist's,

hairdresser's, restaurant, shoe shop

Times: a quarter past, a quarter to,
half past, o'clock

Verbs: close, finish, go, open, start

Structures

Present Simple: 3rd person singular (affirmative,
negative, interrogative)

The chemist's opens at three o'clock.

The supermarket doesn't open in the afternoon.

What time does it open?

Recycled Language

The time: o'clock, half past

Present Simple

restaurant

Cultural Strand

Language Objective:

To use language related to talking
about what time places open and
close.

Creative Strand

CLIL Objective:

To ask and answer questions about
metro maps.

Language Objectives:

To understand a description
of a metro map.
To use language related to describing
metro maps.

Functional Strand

Language Objective:

To learn language used for
asking when things happen.

Tick, tock!

Literacy Strand

CLIL Objective:

To practise writing sequential
sentences about the story.

Language Objectives:

To listen to and read a story.
To plot changes in a story.
To recognise syllables in a word.

Knowledge Strand

CLIL Objective:

To understand opening and
closing times.

Language Objective:

To learn language used for opening
and closing times.

Skills Objectives

Listening: To understand people talking about opening and closing times. To understand and enjoy a story. To understand descriptions of school timetables. To recognise and count syllables.

Reading: To read and understand a dialogue. To read a story.

Writing: To write about shops and closing times. To write about a metro line. To plot changes in a story.

Speaking: To talk about the time. To ask and answer questions about when places open and close. To describe simple routines.

Assessment Criteria

- Children can understand oral messages about times and routines.
- Children can produce oral and written messages to talk about times and routines.
- Children can recognise syllables.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 54, Listening
- Lesson 2: page 44, Writing
- Lesson 3: page 34, Reading
- Lesson 5: page 66, Speaking
- Lesson 6: page 76, Phonics
- Lesson 10: pages 17-18, Language
- Evaluation: pages 105-106 or 107-108, Unit 6 test

Extras/Realia

- Lesson 1: an analogical clock (or homemade clock with face and hands)
- Lesson 3: a metro map
- Lesson 4: images and souvenirs from London
- Lesson 10: card and split pins to make a clock

Teacher's i-book i-book

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

Activities in  and  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 8: activity 1
- Lesson 9: grammar
- Lesson 10: activity 2

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

Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

 Audiovisual material:

- Lesson 4: Visit London
- Lessons 6, 8 and 10: Animated story

 provides a visual grammar presentation:

- Lesson 9: review

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 17-24.

Key Competences

Linguistic Competence:



Children acquire and apply increased reading, listening, oral and written skills to be able to talk about shops and telling the time.

Social and Civic Competence:



Children practise taking turns to ask and answer questions by playing a game.

Competence in Maths, Science and Technology:



Children apply mathematical skills to understand a metro map to get to different shops.

Cultural Awareness and Expression:



Children develop their creative skills by making a clock. They become aware of famous places to visit in London.

Digital Competence:



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

Learning to Learn:



Children develop their learning strategies by using a key to sequence events.

Sense of Initiative and Entrepreneurship:



Children use their initiative to ask a classmate about famous places to visit in London.

6

Tick, tock!



- 1 2.10 Listen and say the colour of the clocks.



- 2 Play Guess the clock.



It's a quarter past
It's half past
It's a quarter to
It's ... o'clock.

It's half past

Yes, it is!

Is it half past twelve?

It's the orange clock!



Telling the time | *a quarter past / to, half past, o'clock*
It's (a quarter to three).

More practice

57



Children improve their listening skills through identifying the colour of clocks.



Children practise taking turns to ask and answer questions by playing a game.



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

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Take turns when playing the game.
- 3 Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about telling time.

Language Objective

To learn language to tell the time: *a quarter past, a quarter to, half past, o'clock; What's the time?*

Materials

- Teacher's i-book
- **Optional realia:** a clock
- CD 2

Optional Resources

Teacher's Resource Book page 54, Listening.

Initial Evaluation

Check if the children can:

Tell the time.

Understand people talking about the time.

Lead-in

Teach *a quarter past, half past, a quarter to* and *o'clock* by either using a clock or drawing on the board.

1 **2.10 Listen and say the colour of the clocks.** Focus the children's attention on the clocks and check they all know how to say the times shown. The children then listen to the recording to identify the correct clock.
(See transcript page 174.)

Answers

purple, pink, orange, green

Touch to open the activity. The children listen to different times and touch the correct clock.

2 Play Guess the clock. Tell the children to look at the clocks and then draw their attention to the dialogue in their book. Model this by asking different children and telling them to answer. The children then do the activity in pairs.

Fast Finishers

The children write the times of the clocks in the picture.

Wrap-up

Draw two clock faces without hands on the board. Divide the class into two teams and ask them to line up facing the board. Dictate a time and the two children at the front of the line run up and draw the hands on the clock. The first child to do this correctly gets a point for their team. Repeat the process until all the children have had a turn.

The children listen to the dialogues and drag the correct clock. For further practice, use your own sentences and ask individual children to use the **Richmond i-tools** to draw the hands of the clock on the screen. Use the *Feedback* button at the top of the screen to validate.

Activity Book

Unit 6, page 55, Lesson 1. See page 255 for answer key.



1 2.11 Listen and say *True* or *False*. Then, choose a shop and say the chant.



2 Play *Find the shop*.



It opens at a quarter past eight. It doesn't close at half past five.



3 Write about a street near your house.



On ... street there is a
It opens at ... and it closes at

58

More practice

Understanding opening and closing times | Shops and places |



Children increase their knowledge of vocabulary related to shops through a song.



Children demonstrate their ability to read times and recognise digital times and how to say them.



Children show autonomy by writing sentences about shops.

Key competences continuous assessment

Check if children:

- 1 Learn the new vocabulary through the song.
- 2 Can say the times.
- 3 Work independently to write sentences about shops.

Knowledge Strand

CLIL Objective

To write sentences about the times shops open and close.

Language Objectives

Places in town: baker's, bank, chemist's, hairdresser's, restaurant, shoe shop

To learn and use the structure: (The chemist's) opens at (six o'clock). (The supermarket) doesn't close (in the afternoon).

Materials

- Teacher's i-book
- Flashcards for Unit 6
- CD 2
- **Optional realia:** a clock

Lead-in

Teach the children the names of the different places by using the **flashcards** (print or **interactive**). Then, personalise the language by asking the children: *Is there a (chemist's) near your house / the school?*

1 **2.11 Listen and say True or False. Then, choose a shop and say the chant.** Focus on the pictures and ask the children to read the times. Practise with a real clock so they can see how the analogue times match with the digital format. Then, they listen to the audio to say *true* or *false*.
(See transcript page 174.)

Answers

Bank: True, False; **Shoe shop:** False, True; **Chemist's:** False, False;

Restaurant: False, True; **Baker's:** False, True;

Hairdresser's: True, False

i-book Touch to open the activity. The children listen to the chant and order the clocks as they hear the opening and closing times of the shops. Stop the audio if needed.

2 Play Find the shop. Write: *It opens at a quarter past eight. It doesn't close at half past five.* on the board and ask the children to tell you which shop it is. Highlight the affirmative and negative forms. Then, the children do the activity in pairs.

3 Write about a street near your house. The children write about a street near them.

Fast Finishers

The children write about the shops in their book.

Wrap-up

Give the children each a name of a shop and tell them to think of the time the shop opens and closes.

Ask them first to stand in line according to the order of opening times. Repeat for closing times.

The children listen to two children talking about opening and closing times in Madrid and in Edinburgh and drag the opening and closing times to complete the schedules.

Anticipated Difficulties

If you have a big class divide them into two groups for the *Wrap-up* activity.

Optional Resources

Teacher's Resource Book page 44, Writing.

Continuous Assessment

Check if the children can:

Remember the shop vocabulary by pointing at a **flashcard** (print or **interactive**) and asking individuals to tell you the word.

Recognise and say times.

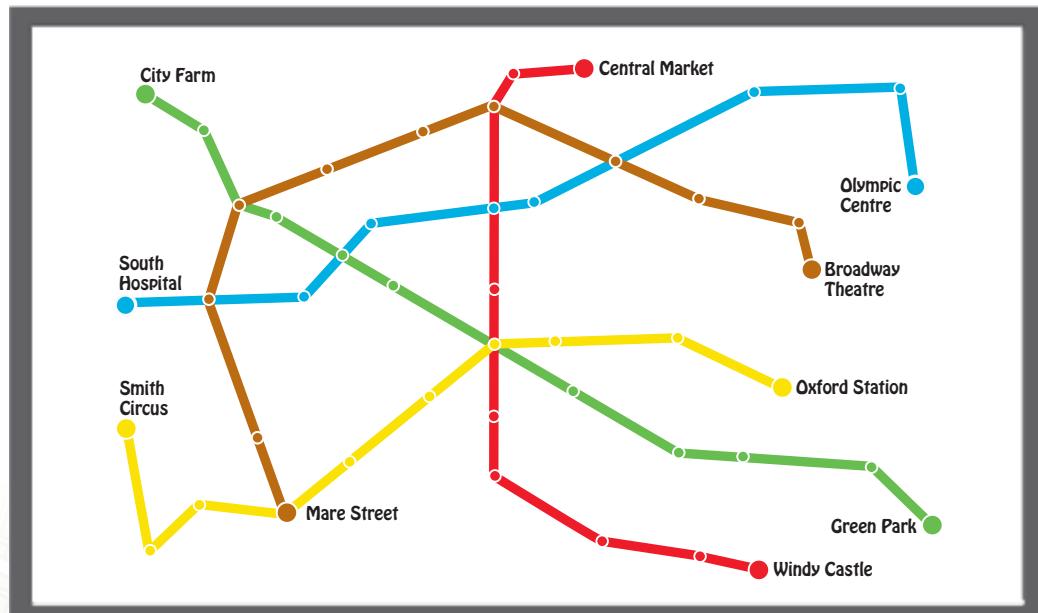
Use the Present Simple *It opens / It doesn't open* correctly.

Activity Book

Unit 6, page 56, Lesson 2. See page 255 for answer key.



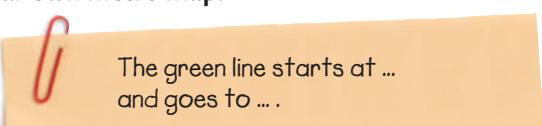
1 2.12 Listen and answer the questions.



2 Play Guess the line.



3 Make and describe your own metro map.



Graphic designs: metro maps | Stations and place names | Does the (green) line start at (Oxford Street)? / Does it go to (Green Park)? / The (red) line starts at (Mare Street) and goes to (City Farm).

59



Children apply mathematical skills to understand a metro map to get to different shops.



Children demonstrate social skills by working together to play a game related to a metro map.



Children use their creativity and logic to make a metro map.

Key competences continuous assessment

Check if children:

- 1 Understand how the metro map works.
- 2 Work well together to play the game.
- 3 Make a logical metro map.

CLIL Objective

To ask and answer questions about metro maps.

Language Objectives

To review place names: castle, centre, circus, farm, hospital, market, park, street, theatre

To learn and use the structure: Does the (green line) go to ... ?

Yes, it does. / No, it doesn't.

Materials

- Teacher's i-book
- CD 2

- **Optional realia:** metro map

Lead-in

Ask: *How do you come to school? Do you come by bus?* Then, show the children a map of the metro, preferably of the city where they live or near where they live. If not, use the picture in the book. Ask: *What is this? Is it a map, a photo or a drawing? What kind of map? Does it show countries?*

1 **2.12 Listen and answer the questions.** Focus the children on the map: check they can say the place names. The children then listen to answer Lizzy's questions.
(See transcript page 174.)

Answers

Green line: yes; **Brown line:** no; **Yellow line:** yes; **Red line:** yes;

Blue line: no, yes

Touch to open the activity. The children look at the map, read the sentences and drag the missing information about the metro lines to the correct place.

2 Play Guess the line. Ask questions about the map: *Does it start at City Farm? Yes, it does. / No, it doesn't. Does it go to Oxford Station?* Then, tell the children they have to guess the line you are thinking of by asking you questions. The children then do the activity in pairs, choosing and guessing the metro line.

3 Make and describe your own metro map. Tell the children that the place where they live is going to have a metro and there is a competition to see who can design the best one. The children design and draw their metro maps in their notebooks. They then write a couple of sentences about their metro maps.

Fast Finishers

The children write more about their metro maps.

Wrap-up

The children present their metro maps and then vote on the best one.

Optional Resources

Teacher's Resource Book page 34, Reading.

Continuous Assessment

Check if the children can:

Answer the questions about the metro map.

Ask and answer questions using the Present Simple.

Describe their map.

Activity Book

Unit 6, page 57, Lesson 3. See page 256 for answer key.



1 2.13 Listen and find the tickets.

a

Opens at: 10.00 am
Closes at: 9.30 pm
Tickets are: £19
Station: South Bank

b

Opens at: 9.00 am
Closes at: 5.30 pm
Tickets are: £11.50
Station: Tower Hill

c

Opens at: 10.00 am
Closes at: 5.30 pm
Tickets are: Free
Station: Russell Square

d

Opens at: 9.30 am
Closes at: 5.30 pm
Tickets are: £25
Station: Baker Street

1

Madame Tussauds

2

The British Museum

3

The London Eye

4

The Tower of London



2 Choose a place and ask your classmate.



What time does it open?

What time does it close?

That's the British Museum!

At ten o'clock.

At half past five.



3 Plan and write about a visit to London.



The ... is in London. It opens at ... and it closes at
The tickets cost Go to ... station.

A day out in London

What time does the (London Eye) open? It opens at (two o'clock).
What time does it close? It closes at (half past five).

60**61**

Children develop their listening skills while finding the correct tickets to famous places.



Children become aware of famous places to visit in London.



Children take the initiative to plan a visit to London.

Key competences continuous assessment

Check if children:

- Understand the listening activity.
- Recognise the places to visit in London.
- Create a suitable plan to visit London.

Cultural Strand

CLIL Objective

To become aware of famous places in London.

Language Objectives

To use the Present Simple to ask and answer questions about opening times: What time does it open? What time does it close? At ten o'clock.

To learn and use language to talk about a day out in London: The tickets cost . . . The . . . is in London. Go to . . . Station.

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 6
- Optional realia: images of London or any souvenirs you might have

Lead-in

Ask the children if they have ever been to London and ask them what they know about it.

 **2.9** Display the **poster** (print or **interactive**) and ask them what they can see. Explain that these are all places in London. Play the audio and let the children point to the places or ask them to use the **Richmond i-tools** to circle and number the places as they hear them. Then, the children take turns to come to the IWB to play *Simon says* with places in London.

(See transcript page 174.)

 **2.13** **Listen and find the tickets.** Make sure the children can recognise the times and prices on the tickets and notice the name of the station. They then listen to match the place to the correct ticket.

(See transcript page 175.)

Answers

1 d, 2 c, 3 a, 4 b

2 Choose a place and ask your classmate. Tell the children you are thinking of a place and tell them to ask questions to guess which it is. The children then do the activity in pairs taking it in turns to ask and answer.

3 Plan and write about a visit to London. The children choose two places they would like to visit and write about them, using the model in their book.

Fast Finishers

The children write about the other two places in London.

Wrap-up

The children stand up and mingle round the classroom telling their classmates about their visit to try to find as many children as possible who have the same visit.

  Watch the video **Visit London**. Complete the comprehension activity with the children.

Continuous Assessment

Check if the children can:
Match the tickets with the places.
Ask and answer questions using the Present Simple.
Talk about a visit to London.

Activity Book

Unit 6, page 58, Lesson 4. See page 256 for answer key.



1 Answer the questions.



- 1 When is your birthday?
- 2 Do you have a birthday party every year?
- 3 Do you have a special cake?
- 4 Do you play games at your party?

No, I don't.
Yes, I do.
It's



2 2.14 Read and listen for the missing words.



3 Add words and act out the scene.



Language for arranging times and places | *Do you want to come to my birthday party? / When is it? / Where is it? / When does it start / finish?*



61



Children demonstrate their increased oral skills by giving short answers to questions about birthdays.



Children show comprehension skills through reading and listening activities in the context of the details of a party.



Children use creativity in acting out a conversation about the details of a party.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

CLIL Objective

To act out a scene related to the details of a party.

Language Objective

To introduce and practise functional language for arranging times and places: *Do you want to come to my birthday party? That sounds great! Where is it? When does it finish?*

Materials

- Teacher's i-book
- CD 2

Lead-in

Tell the children today's lesson is about birthday parties. Ask a couple of children when their birthday is and revise the months of the year. Tell the children to stand up and order themselves into birthday date order.

1 Answer the questions. Ask various children the questions and clarify meaning. The children then ask and answer the questions in pairs. Tell the children who are answering to close their books.

2  **2.14 Read and listen for the missing words.** Focus the children on the picture and ask them what they think is happening in the conversation. The children read and listen for the missing words.
(See transcript page 175.)

Answers

Picture 1: birthday, Thursday; **Picture 2:** park; **Picture 3:** five o'clock;
Picture 4: ten, Thursday

3 Add words and act out the scene. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children write an invitation for their birthday party.

Wrap-up

The children act out their dialogues in front of the class.

 **The children listen and drag the sentences to order the dialogue.** For further practice, the children work in pairs acting out the dialogue or inventing a similar one.

Optional Resources

Teacher's Resource Book page 66, Speaking.

Continuous Assessment

Check if the children can:

Answer the questions in Activity 1.

Recognise which words are missing from the dialogue.

Activity Book

Unit 6, page 59, Lesson 5. See page 257 for answer key.

The Metro Challenge



1



2.15

Listen and read the story.



1

Claude has got the first piece.

1, 2, 3, green!
1, 2, 3, brown!

2

Find a door and go round and round!

3

That's the next clue!

4

The children run to find the last piece.

Wait for us, Holly!

Put in some money and get a drink.



2



2.16

Listen and clap. Then, read and clap out loud.



3



4



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Max solves the clue and puts some money in the machine.



5

Claude puts all the pieces together.

The key flies away.



6

But, what does it open?

The key opens a door on a special train.



7

Get on! Quick!



8

The children are the champions of the Metro Challenge. But only just!



1 Read the questions and choose the correct answers.



- 1 Where are the children?
a in a game b at the shops
- 3 What is weird on the platform?
a the number b the people

- 2 Where is the second clue?
a in the baker's b in the bank
- 4 What does the key open?
a the den b the train

Comprehension | Answering multiple choice questions

63



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focusing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To count syllables.

To listen to and to read a story.

Materials

- Teacher's i-book
- Story cards for Unit 6
- CD 2

Optional Resources

Teacher's Resource Book page 76, Phonics.

Continuous Assessment

Check if the children can:

Recognise and clap syllables.

Suggest words with different numbered syllables.

Lead-in

Show the children the **story cards** (print or **interactive**) and tell them to name different things in the pictures. Create interest by asking them to say what they think is happening. Check the children understand the word *clue*.

1 2.15 Listen and read the story. The children listen and follow the story in their book.
(See transcript page 175.)

Watch the animated story.

2 2.16 Listen and clap. Then, read and clap out loud.

Play the audio and demonstrate the clapping – one clap per syllable. Play it again and the children clap the syllables. The children then read and clap.
(See transcript page 175.)

Fast Finishers

The children look back at the story and find more one and two syllable words.

Wrap-up

Divide the children into two groups and tell them they have to listen and clap the number of syllables. Dictate words which have one or two syllables (use the ones in Activity 2, then choose other known words) and take it in turns to ask each team to clap the syllables.

The children listen to the words and classify the pictures according to the number of syllables they hear. Encourage them to clap as they listen to help them count. For further practice, ask the children to think about other words they can add to the activity. They then take turns to come to the IWB to say the word. The rest of the class repeats the word clapping to count the syllables. Use the **Richmond i-tools** to write the words on the IWB.

Activity Book

Unit 6, page 60, Lesson 6. See page 257 for answer key.

CLIL Objective

To understand a fictional story.

Language Objectives

To comprehend a story.

To answer multiple choice questions.

Materials

- Teacher's i-book
- Story cards for Unit 6

Continuous Assessment

Check if the children can:
Understand the story.
Understand and answer the questions.

Activity Book

Unit 6, page 61, Lesson 7. See page 258 for answer key.

Lead-in

Retell the story with the **story cards** (print or **interactive**), and ask the children to participate as much as possible.

1 Read the questions and choose the correct answers.

The children read the story again and answer the questions individually. They then compare and justify their answers by pointing to the part of the story that gives them the information.

Answers

1 a, 2 b, 3 a, 4 b

Fast Finishers

The children write a multiple choice question.

Wrap-up

Play *Pictionary* with the class: divide the board in half and divide the class into two lines facing the board. Show the first child in each line the same word card and they run to the board and draw the word.

The first team to guess wins a point. Repeat.



1 Complete the sentences. Then, sequence the events.

Key

- ★ = K
- = I
- = C
- ◆ = T
- * = O



- 1 ...pushes the door in the bank ★
- 2 ...opens the door on the train ●
- 3 ...sees the shoe shop ■
- 4 ...sees the den ★
- 5 ...makes the key *
- 6 ...pushes the button on the metro map ◆
- 7 ...finds the first puzzle piece ●
- 8 ...puts some money in the machine ◆

Solve the final clue.



2 Make sentences about the story.



<p>At first In the end</p>	<p>Max Lulu Holly Claude</p>	<p>knows doesn't know</p>	<p>what the puzzle pieces make. what the clue means. what the key opens. where the train goes.</p>
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Act out the story.



64

More practice

Plotting changes through a story

Key language from the story



Children show learning strategies by using a key and by sequencing events.



Children show individual initiative and perseverance in making sentences about the story.



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

Key competences continuous assessment

Check if children:

- 1 Are able to use a key and sequence events.
- 2 Are able to make sentences about the story.
- 3 Use the digital resources to practise the language.

CLIL Objective

To practise writing sequential sentences about the story.

Language Objective

To plot changes through a story.

Materials

- Teacher's i-book
- Story cards for Unit 6

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Complete the sentences. Then, sequence the events. The children first fill in the names for each action. They then put the sentences in order and solve the puzzle using the key.

Answers

1 Holly, **2** Lulu, **3** Lulu, **4**, Max, **5** Claude, **6** Holly, **7** Claude, **8** Max

Sequence of sentences: 6, 3, 7, 1, 8, 5, 2, 4

Final clue: TICK TOCK

  Touch  to open the activity. The children drag the numbers to the correct pictures to sequence the story events. Use the audio provided as a clue if needed.

2 Make sentences about the story. The children make sentences about the story and then write them in their notebooks.

Fast Finishers

The children write two sentences of their own using *at first* and *in the end*.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 **The children read the sentences about the story and drag the correct words to the pictograms.**

Continuous Assessment

Check if the children can:
Sequence the events in the story.
Use and understand the language.

Activity Book

Unit 6, page 62, Lesson 8. See page 258 for answer key.

Language Review

1 Find and explain the odd one out.



1 half past ten, a quarter past three, twenty minutes, six o'clock



2 chemist's, bank, baker's, hairdresser's

3 train, station, platform, park



The word ... is the odd one out. All the other words are

shops

times

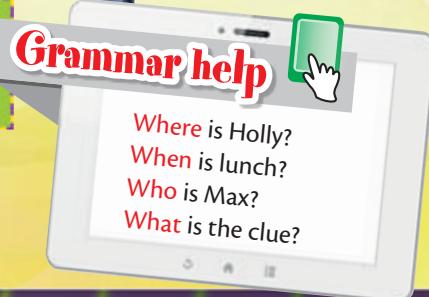
the metro

questions

2 Make and play a language game.



At the supermarket.
That's the answer to
the question *where*.



Where is (David)? / Who is (your friend)? / What is (the time)? / When is (lunch)?

65



Children demonstrate their language skills to discover and explain the odd one out.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Are able to explain which is the odd one out.
- 2 Use the unit language to play a game.

Language Review

Unit 6 Lesson 9

CLIL Objective

To use the *Wh-* questions to play a game.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Pop-outs for Unit 6

Lead-in

Play *Chinese Whispers* with the class: draw different clock faces on the board showing different times and quickly revise how to say them. Then, divide the class into two lines and whisper the time of one of the clocks to the child at the top of each line. The children whisper to each other and the last child runs to the board and touches the correct clock. The first child to do this correctly gets a point for their team.

1 Find and explain the odd one out. Look at the first list with the class, show the children how to explain the odd one out using the model in their books.

The children do the activity individually, and then they work in pairs to explain to each other.

Answers

- 1 twenty minutes (the others are all times, not amounts of time)
- 2 bank (the others are all shops)
- 3 park (the others are all parts of the metro)
- 4 we (the others are all question words)

2 Make and play a language game. Revise *where*, *who*, *when* and *what* and focus the children's attention on the *Grammar help* section in their book.

The children assemble their **pop-out** and put the cards in a pile face down. Demonstrate the activity by taking a card and explaining where it goes: *At the supermarket. That's the answer to the question "where".* The children play in pairs, taking it in turns to take a card, explain the answer and put it in the correct place on the board.

Visual grammar presentation.

  Touch  to open the activity. The children play a fun game choosing *what*, *where*, *when* or *who* to complete the sentences. This activity is better done in two or more teams. The children take turns to come to the IWB and play. Open the timer in the **Richmond i-tools** to make it more challenging and use *My notes* to write down the score and time of each team.

Fast Finishers

The children write questions with the questions words.

Wrap-up

Draw a table with two columns on the board and the headings: 1 syllable, 2 syllables. The children then look back at Unit 6 and copy in words with one or two syllables.

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

See pages 22-24 for interactive games description and ideas.

Continuous Assessment

Check if the children can:
Explain the odd one out.
Recognise the different question words.

Activity Book

Unit 6, page 63, Lesson 9. See page 259 for answer key.

Oral Review



- 1 2.17 Listen and find the children.

Penny

Adele

Jenny

Timetable	
English	9.15 - 10.00
Art	10.00 - 11.45
PE	12.00 - 12.30

Timetable	
PE	1.30 - 2.15
English	2.30 - 3.00
Art	3.00 - 4.00

Timetable	
Art	11.30 - 12.15
PE	12.15 - 1.00
English	2.00 - 2.45



- 2 Make a clock and talk about your classes.



On Monday, my English class starts at half past ten.



On Friday, it doesn't start at half past ten. It starts at a quarter to three.



- 3 Write about your classes.



On Monday my ... class starts at ... and finishes at

66

On (Tuesday), my (PE) class starts at (half past three) and it finishes at (a quarter to five).



Children improve their listening skills by matching the children with their timetables.



Children develop their creative skills by making a clock to talk about the school timetable.



Children show consolidation of structures and vocabulary by writing about their classes.

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Use their imagination to make a clock.
- 3 Use the language learned to write about their school week.

Oral Review

Unit 6 Lesson 10

CLIL Objective

To consolidate structures and vocabulary by talking about timetables.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 6

– **Extra material:** card and split pins to make a clock

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and name one of the places; a child comes and points to it. Let the children have turns to name a place.

 Open the **i-poster**. Give the children some time to look at it and remember the names of the places in London. Tell them that a girl called Susan is visiting a friend in London, and is going to give her a timetable for the day. Invite volunteers out to the IWB. Play the audio, and the children touch the places Susan's friend talks about.

1  **2.17 Listen and find the children.** Focus the children's attention on the different timetables and check they understand PE (Physical Education). The children listen to identify who is speaking. (See transcript page 175.)

Answers

1 Adele, 2 Penny, 3 Jenny

2 Make a clock and talk about your classes. The children make a clock using the card and split pins. They then talk in pairs about their different classes and show the times on their clock.

 Touch  to open the activity. Use this activity as a warmer for the oral activity in the book. The children listen and drag the items (clocks and words) to the correct place in the timetable. For the oral activity, open *My notes* and use the **Richmond i-tools** to draw a clock so the children can talk about their classes.

3 Write about your classes. The children write about their classes using the model as a guide.

Fast Finishers

The children write about their timetable with another subject.

Wrap-up

Call out different activities and ask the children to show the time of it on their clocks. For example: *What time do you go to bed? What time do we start school?*

  The children watch the animated version of the story again and join in.

Optional Resources

Teacher's Resource Book pages 17-18, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 105-106 or 107-108 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Final Assessment

Check if the children can:
Recognise who is speaking.
Say the times of some of their classes.
Understand how to tell the time.

Activity Book

Unit 6, page 64, Lesson 10. See page 259 for answer key.

Transcripts



2.9 Poster, Unit 6. Listen and follow the route.

Teacher: OK, listen carefully, this is our plan for today on the underground.

Our first stop is the London Eye. That's the big wheel and we can see all of London.

The next stop is the Houses of Parliament and Big Ben. People think Big Ben is the tower, but it's the big bell inside.

The next stop is Trafalgar Square. There's a fountain and statues of lions in this square.

The next stop is Buckingham Palace. The Queen of England lives here. When the flag is up, the Queen is in the palace!

The next stop is the Madame Tussauds museum. It's a wax museum and we can see a lot of famous people, all made of wax!

The next stop is the British Museum. We can learn a lot about human history and culture there.

The next stop is the Tower of London. It was a famous prison.

And finally, the last stop is the Greenwich Meridian; it's the place where east meets west!



2.10 Listen and say the colour of the clocks.

Lulu: When's lunch, Holly?

Holly: Soon, Lulu, soon.

Lulu: It's twelve o'clock now.

Narrator: What colour is the clock?

Claude: Oh, no, it isn't!

Lulu: So what time is it, Claude?

Claude: It's a quarter past twelve.

Narrator: What colour is the clock?

Max: Oh, no, it isn't!

Claude: So what time is it, Max?

Max: It's half past twelve.

Narrator: What time is the clock?

Holly: Oh, no, it isn't!

Max: So what time is it, Holly?

Holly: It's a quarter to one.

Narrator: What colour is the clock?

Holly: And it's lunch time!

Lulu, Max and Claude: Good! I'm hungry!



2.11 Listen and say True or False. Then, choose a shop and say the chant: *Opening and closing times*.

The bank opens at a quarter past eight.
At a quarter past eight in the morning.

The bank closes at a quarter to seven.
At a quarter to seven in the evening.

The shoe shop opens at half past nine.
At half past nine in the morning.

The shoe shop closes at half past six.
At half past six in the evening.

The chemist's opens at a quarter to nine.
At a quarter to nine in the morning.

The chemist's closes at seven o'clock.
At seven o'clock in the evening.

The restaurant opens at half past eight.
At half past eight in the morning.

The restaurant closes at seven o'clock.
At seven o'clock in the evening.

The baker's opens at a quarter to five.
At a quarter to five in the morning.

The baker's closes at half past seven.
At half past seven in the evening.

The hairdresser's opens at a quarter to nine.
At a quarter to nine in the morning.

The hairdresser's closes at half past six.
At half past six in the evening.

2.12 Listen and answer the questions.

Lizzy: Hi, Martin! Are you at the metro station?

Martin: Yes. I'm looking at the map now.

Lizzy: Does the green line go to City Farm?

Lizzy: Ok. And what about the brown line? Does it go to Oxford Station?

Lizzy: Thanks. So, does the yellow line go to Oxford Station?

Lizzy: Good. Now, does the red line go to Windy Castle?

Lizzy: Ok. And what about the blue line? Does it go to Green Park?

Lizzy: Does it go to the Olympic Centre?

Lizzy: OK, that's great. I think I know the route now. First, we...



2.13 Listen and find the tickets.

Woman: Can I help you?

Man: Yes, please. What station do I go to for Madam Tussauds?

Woman: Baker Street.

Man: And what time does it close?

Woman: At half past five.

Man: Thank you.

Woman 1: Can I help you?

Woman 2: Yes, please. What time does the British Museum close?

Woman 1: At half past five in the afternoon.

Woman 2: And how much do the tickets cost?

Woman 1: It's free.

Woman 2: Thank you.

Woman: Excuse me, what time does the London Eye open?

Man: At ten o'clock in the morning.

Woman: How much do the tickets cost?

Man: £19.

Woman: Thanks.

Girl: Excuse me, how much are the tickets for the Tower of London?

Woman: £11.50 for children.

Girl: OK, and what station do I go to?

Woman: Tower Hill.

Girl: Thank you very much.



2.14 Read and listen for the missing words.

Boy: Do you want to come to my birthday party on Thursday?

Girl: Oh yes, please. That sounds great!

Girl: Where is it?

Boy: At the park.

Girl: When does it start?

Boy: At five o'clock.

Girl: When does it finish?

Boy: At ten. See you on Thursday. Bye!



2.15 Listen and read the story: *The Metro challenge*.

Narrator: The children are playing a computer game.

Loudspeaker: One, two, three, red! One, two, three, blue! Find a piece inside a shoe!

Holly: What does the clue mean?

Claude: I know! Let's get on the train.

Narrator: Five minutes later, the children are at the station.

Lulu: There's a shoe shop.

Claude: Let's look inside.

Narrator: Claude has got the first piece.

Loudspeaker: One, two, three, green! One, two, three, brown! Find a door and go round and round!

Lulu: That's the next clue!

Claude: Wait for us, Holly!

Loudspeaker: One, two, three, orange! One, two, three, pink! Put in some money and get a drink.

Narrator: The children run to find the last piece.

Narrator: Max solves the clue and puts some money in the machine.

Claude: Ah! Now I see! It's a key!

Narrator: Claude puts all the pieces together.

Narrator: The key flies away.

Claude: I think it's going to a platform!

Lulu: But what does it open?

Narrator: The key opens a door on a special train.

Holly: Get on. Quick!

Max: I can see the den.

Holly: Yes!

Narrator: The children are the champions of the Metro Challenge. But only just!



2.16 Listen and clap. Then, read and clap out loud.

Narrator: Opens, opens.

Shoe, shoe.

Children, children.

There, there.

Station, station.

Pieces, pieces.

Puts, puts.

Clue, clue.



2.17 Listen and find the children.

Girl 1: My PE class starts at half past one. Then, my English class starts at half past two and my Art class finishes at four o'clock. What's my name?

Girl 2: My English class finishes at ten o'clock. My Art class finishes at a quarter to twelve and my PE class starts at twelve o'clock. What's my name?

Girl 3: My Art class starts at half past eleven. My PE class finishes at one o'clock and my English class finishes at a quarter to three. What's my name?

Unit 7 Overview

Vocabulary

Fairy tale characters: dwarf, fairy, giant, prince, princess, witch, wizard
Fairy tale stories: Jack and the Beanstalk, Rapunzel, Sleeping Beauty, Snow White
Fairy tale related vocabulary: apple, brother, castle, forest, girl, mother, poison, sword
Props and costumes: beard, broomstick, cape, club, crown, dress, hat, wand
Everyday verbs: drink, eat, go, have, like, live, sleep, stay, wear
Action verbs: fight, fly, jump

Structures

Present Simple: He/She needs
He/She doesn't need
Does he/she need ... ?
He/She has got / hasn't got

Recycled Language

Present Simple
Have got
My favourite
witch
beard, broomstick, club, dress, hat, wand

Cultural Strand

Language Objective:
To ask and answer questions about a famous fairy tale using the Present Simple.

Creative Strand

CLIL Objective:
To design props and costumes.
Language Objective:
To use the Present Simple to ask and say what things different characters in a story need.

Functional Strand

Language Objective:
To learn and use language to talk about reading books.

Fairy tales

Literacy Strand

CLIL Objective:
To infer details about likes and dislikes.
Language Objectives:
To infer a character's likes and dislikes.
To distinguish between initial *g* and *dj* sounds.

Knowledge Strand

CLIL Objective:
To identify events in fairy tales.
Language Objective:
To use the Present Simple to talk about different fairy tale characters.

Skills Objectives

- Listening:** To understand people talking about a fairy story. To understand, read and enjoy a song.
- Reading:** To read and match events to a fairy tale. To read about and identify a character. To read and understand a dialogue. To read a story.
- Writing:** To write about and describe the characters in a favourite fairy tale. To infer likes and dislikes. To write about an invented fairy tale character.
- Speaking:** To talk about favourite and invented fairy tale characters. To describe events in favourite fairy tales.

Assessment Criteria

- Children can understand oral and written messages describing characteristics and events.
- Children can produce oral and written messages to describe characters and what they do.
- Children can differentiate between and produce initial *g* and *dʒ* sounds.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 55, Listening
- Lesson 3: page 67, Speaking
- Lesson 6: page 77, Phonics
- Lesson 7: page 35, Reading
- Lesson 8: page 45, Writing
- Lesson 10: pages 19-20, Language
- Evaluation: pages 109-110 or 111-112, Unit 7 test

Extras/Realia

- Lesson 4: images from the Peter Pan story
- Lesson 5: a copy of a book you like
- Lesson 7: strips of paper with an item of Unit 7 vocabulary written on each one

Teacher's i-book

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

Activities in and 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 8: activity 2
- Lesson 9: grammar

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

Alternatively, it can be used as homework:

- Lesson 1: vocabulary
- Lesson 2: creativity
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

Audiovisual material:

- Lesson 4: Fairy tale characters
- Lessons 6, 8 and 10: Animated story

provides a visual grammar presentation:

- Lesson 9: review

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 17-24.

Key Competences



Linguistic Competence:

Children acquire and apply increased reading, listening, oral and written skills to be able to talk about fairy tales.



Digital Competence:

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



Social and Civic Competence:

Children practise taking turns to ask and answer questions by playing a game. They demonstrate social skills by working in groups to answer questions about a famous fairy tale.



Cultural Awareness and Expression:

Children develop their imagination and artistic skills to draw a fairy tale character.



Learning to Learn:

Children develop skills in learning from their mistakes through self-assessment when doing a listening activity that provides the correct answers.



Sense of Initiative and Entrepreneurship:

Children show individual initiative to design and write a description of a character's costume related to fairy tales.

7 Fairy tales

1 2.19 Listen and say the favourite stories.



2 Talk about your favourite characters in the stories.



My favourite character is the witch in Snow White.



Identifying characters in popular fairy tales | Fairy tale characters
My favourite character is the (princess) in (Sleeping Beauty).

More practice

67



Children improve their listening and pronunciation skills in the context of favourite stories.



Children show their independence and initiative by talking about their favourite story.



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

Key competences continuous assessment

Check if children:

- 1 Are able to understand the listening activity.
- 2 Are able to say which is their favourite story.
- 3 Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about favourite stories.

Language Objectives

To learn and use fairy tale character vocabulary: dwarf, fairy, giant, princess, witch, wizard

To learn fairy tale story titles: Jack and the Beanstalk, Rapunzel, Sleeping Beauty, Snow White

To learn and use language to talk about a favourite character: My favourite character is ... in

Materials

- Teacher's i-book
- Flashcards for Unit 7
- CD 2
- Poster for Unit 7

Lead-in

Use the **flashcards** (print or **interactive**) to teach the vocabulary and elicit if the character is good (tell the children to cheer) or bad (tell the children to boo).

 **2.18** Display the **poster** and ask the children what they can see. Encourage them to cheer or boo the different characters.

Play the audio and let the children point to the characters as they hear them.

(See transcript page 198.)

 Then open the **i-poster**. Use the shade in the **Richmond i-tools** to cover the words on the screen. The children take turns to come to the IWB and classify the characters into goodies (circle in green) or baddies (circle in red). The class cheers or boos to help. Then, remove the shade. The children listen and drag the words to the correct characters. Pause the audio if necessary.

 **2.19** Listen and say the favourite stories. Focus the children on the different titles and check they recognise and know the stories.

The children listen to the recording to identify the favourite stories. Make sure you pause and ask the class to guess before letting them hear the answer.

(See transcript page 198.)

Answers

Max: Snow White; **Holly:** Jack and the Beanstalk;

Claude: The Wizard of Oz; **Lulu:** Sleeping Beauty

 Touch  to open the activity. Ask children to listen to what each book is about. The children drag the title, characters and corresponding words to the books to complete them. Let the children listen to the book descriptions as many times as they need. The activity can be done as a whole class activity or in teams.

2 Talk about your favourite characters in the stories. Tell the children who your favourite character is. The children decide who their favourite character is (provide them with vocabulary if they want to choose a different one). The children then mingle and tell each other.

Fast Finishers

The children look at the poster and write down the different characters they can see.

Wrap-up

Ask the children about their favourite fairy tale character and collate the information on the board to find out who is the most popular character in the class.

 Use the **Vocabulary Game Generator** to check if the children know the vocabulary from the lesson.

See pages 22-24 for interactive games description and ideas.

 **The children listen and match the children on the screen with their favourite fairy tale characters.**

Anticipated Difficulties

Some of the children may not be familiar with all the popular stories, so spend time before the listening asking them what they know and if necessary telling them a little about the stories.

Optional Resources

Teacher's Resource Book page 55, Listening.

Initial Evaluation

Check if the children can:

Name the vocabulary.

Talk about their favourite characters.

Activity Book

Unit 7, page 65, Lesson 1. See page 260 for answer key.

CLIL Objective

To write a description of a character's costume.

Language Objectives

To learn and use vocabulary to describe fairy tale characters' props and costumes: *beard, broomstick, cape, club, crown, dress, hat, wand*

To use the Present Simple: *He/She needs Does your character need ... ?*

Materials

- Teacher's i-book
- Poster for Unit 7
- CD 2

Lead-in

Revise the vocabulary from the previous lesson by showing the children the **poster** (print or **interactive**) and asking them to say the words. Teach *beard, broomstick, cape, club, crown, dress, hat, wand* by eliciting and miming or using the pictures.

1 **2.20 Listen and find the props and costumes. Then, sing the song.**

Focus the children's attention on the characters and the objects. Then, they listen for what each character is missing. Play the audio again and get the children to sing the song.
(See transcript page 198.)

Answers

Princess: crown, dress; **Wizard:** wand, cape; **Witch:** broomstick, hat;
Giant: club, beard

i-book Touch to open the activity. Invite a volunteer out to dress the character with the correct props and costumes. Then ask a confident child to drag the words to complete the song. Play the song to validate and sing the first verses of the song with the class. Move to the next screen and repeat the procedure.

2 Choose a character and ask your classmate. Choose one of the characters and tell the children to guess by asking you: *Does your character need a ... ?* Reply using: *Yes, he/she does, No, he/she doesn't* until the children guess your character.

The children then work in pairs and take it in turns to ask and answer questions to guess the character.

3 Design and describe a character's costume. The children draw a character and then write a description using the model as a guide.

Fast Finishers

The children cover up the names of the objects and try to remember how to spell them by writing them down, then checking.

Wrap-up

Invite volunteers to the front of the class to mime their characters and ask the rest of the group to guess who they are.



The children listen and drag the words (props and costumes) to the correct characters.

Continuous Assessment

Check if the children can:

Name the new vocabulary.

Identify what props and costumes the characters need.

Ask questions using the Present Simple.

Activity Book

Unit 7, page 66, Lesson 2. See page 260 for answer key.



1

Match the sentences with the two stories.



1

Sleeping Beauty

2

Snow White

- a The princess sleeps for 100 years.
- b The princess lives with three fairies.
- c The princess lives with seven dwarves.
- d Plants grow around the castle.
- e The princess eats an apple.
- f The princess dances at her birthday party.



2

Choose a fairy tale and make sentences.



My favourite fairy tale is
In this story ...



the witch
the princess
the dwarf
the giant
the wizard
the fairy

lives
doesn't live

wears
doesn't wear

has got
hasn't got

in a castle.
in the forest.
with dwarves.
with fairies.

a crown.
a black hat.
a cape.
boots.
a gold dress.

a beard.
a wand.
a broomstick.
a club.

My favourite fairy
tale is about a ...
and
The ... wears



3

Choose a fairy tale and describe the characters.



Identifying events in favourite fairy tales

In (Snow White) the (witch) lives in a (castle).

live, wear, sleep, grow

69



Children demonstrate their increased reading skills by matching the sentences with two stories.



Children show autonomy by choosing groups of words to make sentences about their favourite fairy tales.



Children show an increasing level of understanding the language by writing a descriptive text.

Key competences continuous assessment

Check if children:

- 1 Understand the sentences to complete the activity.
- 2 Are able to make sentences using the blocks of information.
- 3 Can write a description using the language they have learned.

CLIL Objective

To read and show comprehension of sentences about fairy tales.

Language Objectives

To learn and use vocabulary related to fairy tales: *apple, castle, forest, party*

To use common verbs: *dances, eats, goes, has got, lives, sleeps, wears*

To practise 3rd person singular Present Simple: *The princess doesn't live in the castle. The princess eats an apple.*

Materials

– Teacher's i-book

Lead-in

Ask the children to name some famous fairy tales. Encourage them to do this in English, help with unknown words. Then, ask them to name typical characters in fairy tales and where they live.

 Open the **lead-in** activity. Make up a story with the children to introduce the new vocabulary in the lesson and review what they have learned in previous lessons. Demonstrate by choosing the pictures for your story and dragging them to the text. Once you have completed your story, read it to the class. Restart the activity. Now, ask a child to drag the pictures to the story. All the children participate to make up the story. Ask the class to read the story.

1 Match the sentences with the two stories. Quickly recap what happens in *Sleeping Beauty* and *Snow White*. The children then match the sentences with the correct story.

Answers

a 1, b 1, c 2, d 1, e 2, f 1

2 Choose a fairy tale and make sentences. Model the activity by telling the children about your favourite fairy tale and choosing from the different alternatives in the three columns. The children work in groups to talk about their favourite fairy tale.

3 Choose a fairy tale and describe the characters. The children write about the characters in their favourite fairy tale.

Fast Finishers

The children write more sentences about different fairy tales.

Wrap-up

Describe a fairy tale and the children listen and try to name it. Invite volunteers to the front of the class to do the same.

 Use the **Vocabulary Game Generator** to check if the children know the vocabulary already learned.

See pages 22-24 for interactive games description and ideas.

Optional Resources

Teacher's Resource Book page 67, Speaking.

Continuous Assessment

Check if the children can:

Match sentences with the correct story.

Make, speak and write about a fairy tale.

Activity Book

Unit 7, page 67, Lesson 3. See page 261 for answer key.



1



2.21 Read and identify the character. Then, listen and check.



Peter Pan lives in a cave underground in Never Never Land.

He really likes Wendy's stories. **Wendy** lives in London. She flies to Never Never Land with her brothers. **Tinkerbell** is Peter's friend but she doesn't like Wendy. **Captain Hook** is a pirate and he lives on a ship. He doesn't like Peter Pan at all. Tinkerbell saves Peter from Captain Hook.

... lives underground.
... doesn't like Wendy.
... likes Wendy's stories.
... flies to Never Never Land with her brothers.

... lives on a ship.
... saves Peter.
... lives in London.
... doesn't like Peter Pan.

2

Get into groups. Then, make and answer the questions.



Does

Wendy
Captain Hook
Tinkerbell
Peter Pan

Do the Peter Pan quiz!

save Peter?
drink poison?
save Wendy?
go home to London?
stay in Never Never Land?
have a sword fight?

Yes, he does.
No, she doesn't.

70

A famous English fairy tale: *Peter Pan*, by John Barrie
Does (Wendy) (live on a ship)? No, she doesn't.



Children reinforce the language with the video.



Children develop skills in learning from their mistakes through self-assessment when doing a listening activity that provides the correct answers.



Children demonstrate their knowledge and learn about a famous English fairy tale.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Check and correct their work through the listening.
- 3 Are familiar with the story of Peter Pan.

Culture Strand**CLIL Objective**

To become aware of a famous British fairy tale.

Language Objectives

To use the Present Simple 3rd person singular: *Tinkerbell doesn't like Wendy. Peter lives in Never Never Land. Does Captain Hook drink poison?*

To use vocabulary related to Peter Pan: *boy, brother, London, mother, Never Never Land, poison, ship, sword fight*

Materials

- Teacher's i-book
- CD 2

Anticipated Difficulties

You will need to spend a little time checking or telling the children about the story.

Continuous Assessment

Check if the children can:
Identify the characters.
Form questions using the columns.
Answer the questions.

Lead-in

Ask children if they know the story of Peter Pan. Elicit the names of the characters and the main events.

 Open the **i-poster**. The children listen and find the characters. Stop the audio after each question to ask for the answer. Use the **Richmond i-tools** to circle the correct character and to write their names below. If you have time, open the sample questions provided to introduce the story of Peter Pan.

1  2.21 Read and identify the character. Then, listen and check.

The children read the text and do the activity. Let them check in pairs and finally play the recording for them to check their answers.

(See transcript page 198.)

Answers

Peter Pan, Tinkerbell, Peter Pan, Wendy, Captain Hook, Tinkerbell, Wendy, Captain Hook

2 Get into groups. Then, make and answer the questions.

Divide the class into groups and get the children to ask and answer questions using the columns as a guide.

Fast Finishers

The children choose one of the characters and write sentences about them.

Wrap-up

Play *Guess who I am*. Choose one of the characters and tell the children they have three questions to try to guess who it is. The children use the columns to formulate questions like: *Does this person save Wendy? And you answer: Yes, he/she does. No, he/she doesn't.*

Repeat the process, inviting different children to think of a character and telling the others to ask questions.

  Watch the video **Fairy tale characters**. Complete the comprehension activity with the children.

Activity Book

Unit 7, page 68, Lesson 4. See page 261 for answer key.



1 Answer the questions.



- 1 Do you like reading?
- 2 Do you like fairy tales?
- 3 Do you like comic books?
- 4 What's your favourite book?

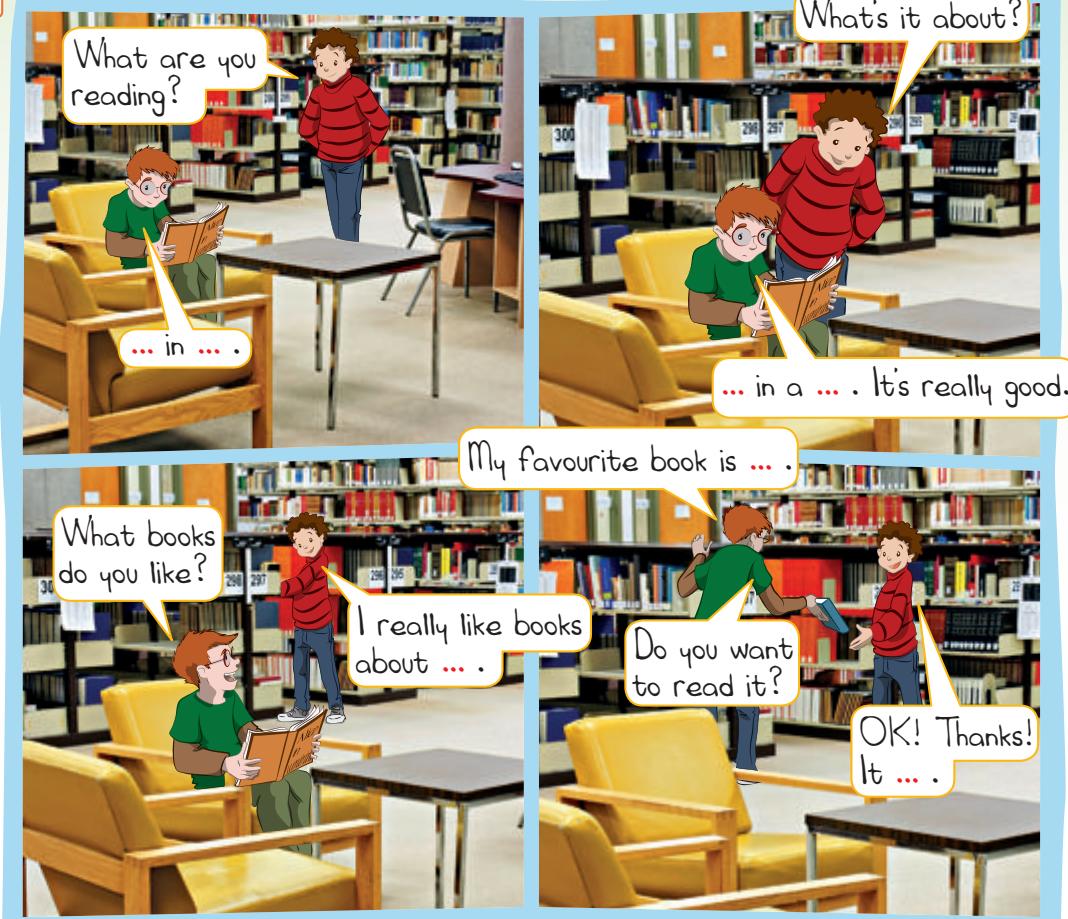
Yes, I do.

No, I don't.

My favourite book is



2 2.22 Read and listen for the missing words.



3 Add words and act out the scene.



Language for recommending books | What are you reading? / What's it about?
What books do you like? / Do you want to read it? / I really like books about (dragons).

More practice

71



Children demonstrate their increased oral skills by giving short answers to questions related to their favourite books.



Children show comprehension skills through reading and listening activities in the context of a library.



Children use creativity in acting out a conversation about books at the library.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

CLIL Objective

To act out a scene related to reading at the library.

Language Objective

To introduce and practise functional language for recommending books: *What are you reading? What's it about? What books do you like?*

Materials

- Teacher's i-book
- CD 2
- **Optional realia:** a copy of your favourite book

Lead-in

Show the children your favourite book and tell them about it. Tell them about how often you read. Ask the children questions about their reading habits: *How many books do you read a term? Do you read every day? What are you reading now?*

 Open the **lead-in** activity. Focus the children's attention on the picture and ask them what they can see. Point to the different items and ask the children to say their names. Introduce the words *comic books* by pointing to the picture and reading the words below. Then play the audio and use the **Richmond i-tools** to match the boy and the girl with their favourite books and characters. Pause the audio after each sentence to give them time to match. There is a question at the end of the recording that addresses the children directly asking them about their favourite books and characters.

1 Answer the questions. The children work in pairs to ask and answer the questions.

2  **Read and listen for the missing words.** Focus the children's attention on the pictures and get the children to tell you they are in a library. The children read and listen to the dialogue for the missing words.

(See transcript page 198.)

Answers

Picture 1: Alice, Wonderland; **Picture 2:** A girl, fairy tale land;

Picture 3: magic; **Picture 4:** Charlie and the Chocolate Factory, looks good

3 Add words and act out the scene. The children act out the scene either using the words from the story or using words which are true for them.

Fast Finishers

The children write about their favourite book.

Wrap-up

The children act out their conversations in front of the class.

 **The children listen to the dialogues and choose the correct books.** For further practice, the children work in pairs acting out the dialogue or inventing a similar one.

Continuous Assessment

Check if the children can:

Ask and answer the questions.

Recognise which words are missing from the dialogue.

Activity Book

Unit 7, page 69, Lesson 5. See page 262 for answer key.

The angry princess



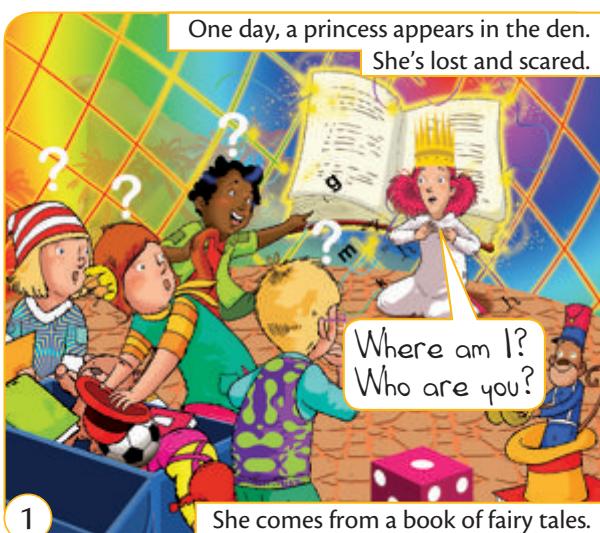
1



2.23 Listen and read the story.



One day, a princess appears in the den.
She's lost and scared.



1

She comes from a book of fairy tales.

What's your name?

I'm Princess... I'm...
Oh! I can't remember!

2

The children and the
princess jump into the book.

First they try Sleeping Beauty.

Is this your story?

No, it isn't.
I don't like this!The princess doesn't
want to sleep for 100 years.

3

The children try another story.

So what do
I do here?Well... you clean
this house.

No way!

The princess isn't happy.
She doesn't like the story.

4



2



2.24 Listen and repeat the first sounds. Then, read the words out loud.



go

girl

jump

good

giant

joke



72

More
Phonics

Comprehension of the story

Phonics: initial sounds /g/ and /dʒ/



Children acquire increased enjoyment of listening to and reading a story.



Children develop knowledge of differentiating the pronunciation of words from the story with the initial sounds g and dj.



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

Key competences continuous assessment

Check if children:

- 1 Enjoy listening to and reading the story.
- 2 Are able to differentiate the pronunciation of words with the initial sounds g and dj.
- 3 Use the digital resources to practise phonics.



And she doesn't like the story about the frog prince.



5

The princess is angry.



6

The princess wants adventures.

Claude looks at the index page.



7

At last, the princess finds a good story!



8

1 Read the story again and answer the questions.



- 1 How do we know the girl is a princess?
a Because she's got a crown. b Because she's got a dress.
- 2 Why is the princess angry?
a Because she doesn't like the children. b Because she doesn't like the stories.
- 3 What stories does the princess like?



Comprehension | Answering questions

73



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focussing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To distinguish between and produce initial *g* and *dj* sounds.
To listen to and to read a story.

Materials

- Teacher's i-book
- Story cards for Unit 7
- CD 2

Optional Resources

Teacher's Resource Book page 77, Phonics.

Continuous Assessment

Check if the children can:

Pronounce the *g* and *dj* sounds.

Suggest other words with the *g* and *dj* sounds.

Activity Book

Unit 7, page 70, Lesson 6. See page 262 for answer key.

1 **2.23 Listen and read the story.** The children follow the story in their books.
(See transcript page 199.)

Watch the animated story.

2 **2.24 Listen and repeat the first sounds. Then, read the words out loud.** Play the audio and tell the children to repeat the first sounds. Then, ask the children to read out the words.
(See transcript page 199.)

Fast Finishers

The children think of more words that start with the sounds *g* or *dj*.

Wrap-up

The children copy two columns into their notebooks.

At the top of one they write *g* and at the top of the other *dj*. Dictate the words from Activity 2; the children write them into the correct column.

The children listen and read different sentences from the story, each containing a key word. The children choose between the two possible initial sounds for the key words (*g*, *dj*).

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

To understand the sequence and the setting of a story.

Materials

- Teacher's i-book
- Story cards for Unit 7
- **Extra material:** strips of paper with an item of Unit 7 vocabulary on each one

Lead-in

Retell the story with the **story cards** (print or **interactive**), asking the children to participate as much as possible.

1 Read the story again and answer the questions. The children read the story and answer the questions. They then write the answers in their notebooks.

Answers

1 a, 2 b, 3 adventure stories / stories about giants and dragons

Fast Finishers

The children write a sentence about the type of stories they like.

Wrap-up

Prepare strips of paper with an item of unit vocabulary on each strip, for example: *princess, frog, crown, giant*. Take one yourself and mime until the children guess your word. Then, give them a strip each and they mingle miming and guessing.

Optional Resources

Teacher's Resource Book page 35, Reading.

Continuous Assessment

Check if the children can:
Understand the story.
Understand and answer the questions.

Activity Book

Unit 7, page 71, Lesson 7. See page 263 for answer key.



1 Talk about the princess.



The princess likes

The princess doesn't like

giants

Sleeping Beauty

horses

Snow White

adventures

gold dresses

swords

frogs

dragons

broomsticks



I think the princess
likes dragons but she
doesn't like frogs.

2 Make sentences and sequence the story. Then, write a summary.



At first

Then

Later

In the end

- the princess is scared
- the princess is happy
- the princess is sad
- the princess is angry

because

she finds a story with a giant.
she's lost.
she doesn't like the stories.
she can't remember her name.



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More practice

Inferring details about likes and dislikes

Key language from the story



Children demonstrate their speaking skills to talk about the fairy tale character.



Children use the model language to learn about summarising a story.



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

Key competences continuous assessment

Check if children:

- 1 Are able to talk about the princess' likes and dislikes.
- 2 Are able to summarise the story.
- 3 Use the digital resources to practise the language.

CLIL Objective

To practise writing about the likes and dislikes of fairy tale characters.

Language Objective

To infer details about a character's likes, dislikes and emotions.

Materials

- Teacher's i-book
- Story cards for Unit 7

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Talk about the princess. Check that the children can remember the vocabulary. Then, model by saying and pointing out the speech bubble: *I think the princess likes dragons but she doesn't like frogs.* The children then talk about the princess in pairs.

2 Make sentences and sequence the story. Then, write

a summary. The children work in pairs and make sentences. They then write the summary of the story in their notebooks.

  Touch  to open the activity. Ask individual children in turns to come to the IWB to drag the words (*but, because, and*) to complete the sentences. Once the activity is completed, the children work in groups to order the sentences to sequence the story.

Fast Finishers

The children look at the items in Activity 1 and write about what they like and don't like.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 The children listen to the story and choose the correct answers to complete the sentences.

Optional Resources

Teacher's Resource Book page 45, Writing.

Continuous Assessment

Check if the children can:
Talk about likes and dislikes.
Sequence the story.

Activity Book

Unit 7, page 72, Lesson 8. See page 263 for answer key.

Language Review

1 Make word groups for each character.



LL

key

1

key

CLIL Objective

To use the Present Simple to ask questions and give answers about favourite books.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Pop-outs for Unit 7

Continuous Assessment

Check if the children can:
Remember the unit vocabulary.
Use the Present Simple 3rd person forms correctly.

Activity Book

Unit 7, page 73, Lesson 9. See page 264 for answer key.

Lead-in

Divide the children into pairs and give them a minute to write as many words as possible related to fairy stories. The pair with the most correct words is the winner.

1 Make word groups for each character. Divide the class into groups of four or five children. The children work together and produce word groups for each of the characters which they then copy into their notebooks.

2 Make and play a language game. The children put the word cards face down in a pile. Point out and highlight the language in the Grammar help section.

The children then play the game in pairs, taking it in turns to turn over and place cards in the correct place on the palette.

Visual grammar presentation.

  Touch  to open the activity. Children play a fun game dragging words to form correct sentences with the Present Simple.

Fast Finishers

The children write about what they like or don't like.

Wrap-up

Divide the class into two teams and get them to line up facing the board. Say one of the unit vocabulary words and the first child in each group runs up and writes the word. The first one to write the word correctly gets a point.

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

See pages 22-24 for interactive games description and ideas.

Oral Review



1



2.25 Listen and say True or False. Then, answer the questions.



2



3



4



5



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163



164

Oral Review

Unit 7 Lesson 10

CLIL Objective

To consolidate structures and vocabulary by writing about an invented fairy tale character.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Poster for Unit 7
- CD 2

Lead-in

Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and let the children make sentences about it: *The giant has got a club. The witch is bad, boo!*

1  **2.25** Listen and say **True or False**. Then, answer the **questions**. Focus the children's attention on the picture in the book. Let them describe the character. Then, they listen to the statements and answer *true or false*. Finally, they answer the questions. (See transcript page 199.)

Answers

1 False, **2** True, **3** True, **4** False, **5** True, **6** False, **7** False, **8** True

- 1** He lives in the forest.
- 2** He wears a hat, a T-shirt and shorts.
- 3** He's got red hair and a beard.
- 4** He plays the drums.

2 Invent a fairy tale character. Then, tell your classmates.

The children reflect on the unit language and invent a fairy tale character. Divide the children into small groups and get them to present their character using the speech bubble as a guide.

3 Write a description of your character. The children write about their character in their notebooks.

Fast Finishers

The children invent and draw another character.

Wrap-up

Divide the class into two teams. Describe a character and the first team to guess who it is wins a point.

  The children watch the animated version of the story again and join in.

Optional Resources

Teacher's Resource Book pages 19-20, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 109-110 or 111-112 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Final Assessment

Check if the children can:
Answer the questions about the invented character.
Describe a character both orally and in writing.

Activity Book

Unit 7, page 74, Lesson 10. See page 264 for answer key.

Transcripts



2.18 Poster, Unit 7. Listen and find the characters.

Narrator: Once upon a time, there was a witch. She was very, very bad.
Children: Boo, boo!

Narrator: Once upon a time, there was a fairy. She was very, very good.
Children: Wehey!

Narrator: Once upon a time, there was a prince. He was very, very good.
Children: Wehey!

Narrator: Once upon a time, there was a dragon. It was very, very bad.
Children: Boo, boo!

Narrator: Once upon a time, there was a princess. She was very, very good.
Children: Wehey!

Narrator: Once upon a time, there was a dwarf. He was very, very good.
Children: Wehey!

Narrator: Once upon a time, there was a giant. He was very, very bad.
Children: Boo, boo!

Narrator: Once upon a time, there was a wizard. He was very, very good.
Children: Wehey!

2.19 Listen and say the favourite stories.

Max: Guess my favourite fairy tale.

Holly: OK, Max.

Max: Well... It's about a princess and a witch.

Claude: Is it *Sleeping Beauty*?

Max: No, it isn't.

Lulu: Are there any dwarves in the story?

Max: Yes, there are lots!

Holly, Claude and Lulu: Oooh... Can you help us?

Holly: ...Oh! It's *Snow White*.

Max: Of course.

Holly: Now, guess my favourite fairy tale.

Lulu: OK, Holly.

Holly: Well... It's about a giant and a boy.

Max, Claude and Lulu: Oooh... Can you help us?

Max: It's *Jack and the beanstalk*.

Holly: Yes, that's right!

Claude: Guess my favourite!

Holly: All right, Claude.

Claude: It's about a fairy, a wizard and a witch.

Max, Holly and Lulu: Oooh... Can you help us?

Holly: It's *The wizard of Oz*.

Claude: Yes, it is!

Lulu: Now, it's my turn.

Max: All right, Lulu. What's your favourite fairy tale?

Lulu: Well... there's a princess and a witch and lots of fairies.

Max, Holly and Claude: Oooh... Can you help us, please?

Claude: It's *Sleeping Beauty*.

Lulu: That's right!



2.20 Listen and find the props and costumes.

Then, sing the song: *The costume song*.

What's wrong with the princess in my picture, in my picture?
What's wrong with the princess in my fairy tale picture?
Well, the princess needs a crown in your picture, in your picture.
And the princess needs a dress in your fairy tale picture.

What's wrong with the wizard in my picture, in my picture?
What's wrong with the wizard in my fairy tale picture?
Well, the wizard needs a wand in your picture, in your picture.
And the wizard needs a cape in your fairy tale picture.

What's wrong with the witch in my picture, in my picture?
What's wrong with the witch in my fairy tale picture?
Well, the witch needs a broomstick in your picture, in your picture.
And the witch needs a hat in your fairy tale picture.

What's wrong with the giant in my picture, in my picture?
What's wrong with the giant in my fairy tale picture?
Well, the giant needs a club in your picture, in your picture.
And the giant needs a beard in your fairy tale picture.

2.21 Read and identify the character.

Then, listen and check.

Narrator: Peter Pan lives underground.

Tinkerbell doesn't like Wendy.

Peter Pan likes Wendy's stories.

Wendy flies to Never Never Land with her brothers.

Captain Hook lives on a ship.

Tinkerbell saves Peter.

Wendy lives in London.

Captain Hook doesn't like Peter Pan.

2.22 Read and listen for the missing words.

Boy 1: What are you reading?

Boy 2: *Alice in Wonderland*.

Boy 1: What's it about?

Boy 2: A girl in a fairy tale land. It's really good.

Boy 1: What books do you like?

Boy 2: I really like books about magic.

Boy 1: My favourite book is *Charlie and the Chocolate Factory*.

Do you want to read it?

Boy 2: Ok. Thanks! It looks good.



2.23 Listen and read the story: *The angry princess*.

Narrator: One day, a princess appears in the den. She's lost and scared.

Princess: Where am I? Who are you?

Narrator: She comes from a book of fairy tales.

Holly: What's your name?

Princess: I'm Princess... I'm... Oh! I can't remember!

Claude: Let's find your story!

Narrator: The children and the princess jump into the book.

Narrator: First they try *Sleeping Beauty*.

Lulu: Is this your story?

Princess: No, it isn't. I don't like this!

Narrator: The princess doesn't want to sleep for 100 years.

Narrator: The children try another story.

Princess: So what do I do here?

Holly: Well... you clean this house.

Princess: No way!

Narrator: The princess isn't happy. She doesn't like the story.

Narrator: And she doesn't like the story about the frog prince.

Claude: Kiss the frog.

Princess: Are you joking?

Narrator: The princess is angry.

Princess: Your stories are horrible.

Holly: What stories do you like?

Princess: I like stories about giants and dragons.

Narrator: The princess wants adventures.

Narrator: Claude looks at the index page.

Claude: How about *The Princess and the Giant*?

Princess: That sounds good!

Max: It's on page 103. Let's go!

Narrator: At last, the princess finds a good story!

Lulu: She's a happy girl now!

Holly: And it's my favourite story.

Princess: This is brilliant!



2.24 Listen and repeat the first sounds. Then, read the words out loud.

Narrator: Go. g. g. go.

Good. g. g. g. good.

Girl. g. g. g. girl.

Giant. dj. dj. dj. giant.

Jump. dj. dj. dj. jump.

Joke. dj. dj. dj. joke.



2.25 Listen and say True or False. Then, answer the questions.

Narrator: The main character in this story is a wizard.

He lives in a forest.

He's got red hair.

He hasn't got a beard.

He doesn't wear shoes.

He doesn't wear a hat.

The giant sleeps at night.

The giant likes the drums.

Unit 8 Overview

Vocabulary

Beach activities: collecting shells, making sandcastles, snorkelling, surfing, swimming, water-skiing

Beach equipment: bucket, flippers, goggles, snorkel, spade, surfboard, swimsuit, trunks, wetsuit

At the beach: car park, crab, deck chair, flags, pebble, pool, seaside, shell, shop, towel, umbrella

Activities: use the bins, walk the dog

Structures

Present Simple: I like (surfing). You need (goggles) for (snorkelling). Do you need (flippers)?

Imperatives: Don't swim at high tide. Swim at low tide.

There is a / There are some Is there a (towel)? Are there any (crabs)? There isn't a (deck chair). There aren't any (shells).

Recycled Language

Present Simple Imperatives

There is/are
colours
snorkelling, surfing, swimming

Cultural Strand

Language Objective:
To learn and use imperatives
to talk about beach rules.

Creative Strand

CLIL Objective:
To draw and describe the perfect
beach holiday.
Language Objective:
To describe what is on a beach
using *There is* and *There are*.

Functional Strand

Language Objective:
To learn and use language
for packing a suitcase.

At the beach

Literacy Strand

CLIL Objective:
To identify fantastical elements in a story.
Language Objectives:
To listen to and read a story.
To comprehend a fictional story.
To distinguish between and produce
the sounds s and sh.

Knowledge Strand

CLIL Objective:
To write a description of equipment
for beach activities.
Language Objective:
To use *You need* and *You don't need*
to relate beach equipment to activities.

Skills Objectives

Listening: To understand descriptions of people doing different beach activities. To understand people talking about clothes and equipment for different beach activities. To understand and enjoy a song. To understand and enjoy a story.

Reading: To read a text about a beach and find mistakes. To read a dialogue. To read a story.

Writing: To write about equipment you need for beach holidays. To write about a suitcase for a beach holiday.

Speaking: To conduct a survey about favourite beach activities. To describe a beach scene. To talk about beach rules. To describe a perfect beach holiday picture.

Assessment Criteria

- Children can understand oral and written messages describing different activities and the equipment needed, descriptions of different places and rules.
- Children can describe a scene, different activities and the equipment needed, and express likes and dislikes.

Optional Resources

Teacher's Resource Book Photocopies:

- Lesson 1: page 46, Writing
- Lesson 2: page 56, Listening
- Lesson 3: page 68, Speaking
- Lesson 5: page 36, Reading
- Lesson 6: page 78, Phonics
- Lesson 10: pages 21-22, Language
- Final Evaluation: pages 113-114 or 115-116, Unit 8 test

Extras/Realia

- Lesson 3: slips of paper
- Lesson 10: A3 paper, small pieces of paper, scissors and glue

Teacher's i-book

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

Activities in and 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 2
- Lesson 3: activity 1
- Lesson 8: activity 2
- Lesson 9: grammar

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

- Lesson 1: vocabulary
- Lesson 2: knowledge
- Lesson 5: functional language
- Lesson 6: phonics
- Lesson 8: literacy

Audiovisual material:

- Lesson 4: Brighton Beach
- Lessons 6, 7 and 10: Animated story

provides a visual grammar presentation:

- Lesson 9: review

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 17-24.

Key Competences



Linguistic Competence:

Children acquire and apply increased reading, listening, oral and written skills to be able to talk about a beach holiday.



Competence in Maths, Science and Technology:

Children apply mathematical skills in a class survey related to beach activities. They discover the natural environment of British beaches.



Digital Competence:

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



Social and Civic Competence:

Children acquire skills in cooperation by making compound words and playing a guessing game.



Cultural Awareness and Expression:

Children develop their drawing skills when they illustrate a perfect beach holiday with three friends.



Learning to Learn:

Children acquire learning strategies when they classify the text into two categories.



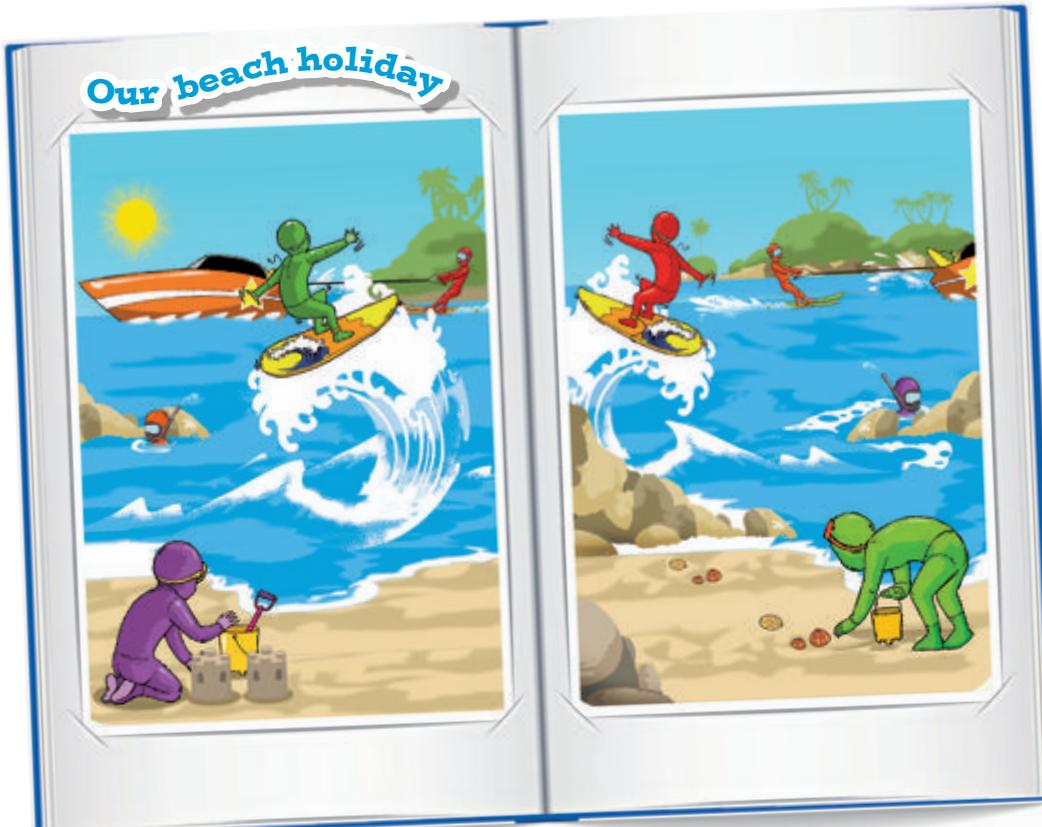
Sense of Initiative and Entrepreneurship:

Children show individual initiative and perseverance in writing sentences to analyse the story.

8 At the beach



1 2.27 Listen and say the characters' colours.



Key



2 Choose three activities and do a class survey.



	Anna	David
swimming		
snorkelling		
water-skiing		
surfing		
collecting shells		
making sandcastles		

What activities
do you like best?



Identifying favourite beach activities | Summer activities
I like (surfing) and (swimming) best. / I don't like (snorkelling).

More practice

77



Children improve their listening and pronunciation skills in the context of a beach holiday.



Children apply mathematical skills by taking a class survey related to beach activities.



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

Key competences continuous assessment

Check if children:

- Are able to understand the listening activity.
- Use their mathematical skills to complete the survey.
- Use the digital resources to practise the new language.

CLIL Objective

To understand a listening activity about holidays at the beach.

Language Objectives

To learn and use beach activity vocabulary: collecting shells, making sandcastles, snorkelling, surfing, swimming, water-skiing

To use the structure: Do you like ... ?

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 8
- Flashcards for Unit 8 and Unit 3

Lead-in

 2.26 Display the **poster** (or open the **i-poster** on the **Teacher's i-book**) and ask the children what they can see. Teach any vocabulary they do not know. Play the audio and let the children point to the people as they hear them. (See transcript page 222.)

Mix Unit 8 and Unit 3 **flashcards** up and ask the children: *Is snorkelling a beach activity?* If the answer is yes, all the children lean to one side. *Is skiing a beach activity?* If the answer is no, all the children lean the other way. Continue, getting the children to answer and lean in the correct direction.

 2.27 **Listen and say the characters' colours.** Focus the children's attention on the picture and tell them to identify the different beach activities. Then, the children listen to identify the characters.

(See transcript page 222.)

Answers

Claude: green; **Max:** purple; **Lulu:** orange; **Holly:** red

2 Choose three activities and do a class survey. Set this up by asking a couple of children the question in the speech bubble and telling them to answer using *I like ... -ing*. Highlight this on the board.

The children choose three activities from the list and then mingle round the class asking and answering questions.

 Touch  to open the activity. The children listen to the sentences and match the happy and sad faces (*I like / I don't like*) with the beach activities.

Fast Finishers

The children write a list of beach activities they like.

Wrap-up

Dictate different activities letter by letter. When a child thinks they know what it is they shout it out and then come and write it on the board.

 Use the **Vocabulary Game Generator** to check if the children know the vocabulary from the lesson.

See pages 22-24 for interactive games description and ideas.

 **The children look at the pictures, then read and drag the words to complete the text about the summer activities shown in the pictures.**

Optional Resources

Teacher's Resource Book page 46, Writing.

Initial Evaluation

Check if the children can:

Name the beach activities.

Identify the speakers in the recording.

Use *I like (surfing) / I don't like (swimming)*.

Remember the vocabulary by pointing to the **flashcards** (print or **interactive**) and asking individuals to say the word.

Activity Book

Unit 8, page 75, Lesson 1. See page 265 for answer key.



2.28 Listen and say True or False.



Knowledge Strand

Unit 8 Lesson 2

CLIL Objective

To write a description of equipment for beach activities.

Language Objectives

To learn and use beach activity equipment vocabulary:
bucket, flippers, goggles, snorkel, spade, surfboard,
swimsuit, trunks

To use the structure: You need a (surfboard) for (surfing).
Do you need a ... ?

Materials

- Teacher's i-book
- Flashcards for Unit 8
- CD 2

Lead-in

Show the children the **flashcards** (print or **interactive**) and tell them to say the words. Ask them what equipment you need to do these different activities. (Use the book for pictures.)

i-book Open the **lead-in** activity. Introduce the equipment for beach activities by pointing to the pictures and ask the children to guess the words. Listen to validate. Then, read the sentences and use the **Richmond i-tools** to highlight the beach activities. Ask a volunteer to come and drag the words to complete the sentences. Check and ask the rest of the children to help out with the wrong answers. For further practice, restart the activity and ask the children to spell the words. It is also possible to do a word dictation and check the children's short-term spelling memory.

1  **2.28** **Listen and say True or False.** Focus the children's attention on the chart. Ask them what you need for the different activities. The children then listen and answer *true* or *false*. (See transcript page 222.)

Answers

1 True, **2** False, **3** True, **4** False, **5** True, **6** True, **7** False, **8** False, **9** True, **10** False, **11** True

2 Play Guess the activity. Demonstrate by asking a child to think of an activity; then, ask them questions to guess it: *Do you need (goggles) for your activity?* The children play in pairs, taking it in turns to ask and answer.

3 Write about the equipment for beach activities. The children write sentences in their notebooks using the template.

Fast Finishers

The children draw themselves doing a beach activity and label the equipment.

Wrap-up

Divide the class into two groups. The children in one group individually choose and write down one piece of equipment. The children in the other group do the same but with an activity. They then mingle to find a partner.

 **The children read the clues about the clothes and equipment for beach activities and drag the words to the correct place.**

Optional Resources

Teacher's Resource Book page 56, Listening.

Continuous Assessment

Check if the children can:
Identify the equipment for beach activities.
Ask questions correctly.
Write about the equipment needed for different activities.

Activity Book

Unit 8, page 76, Lesson 2. See page 265 for answer key.



1 2.29 Listen and write the letters in order. Then, sing the song.

There are ... and there's a ... on the beach, on my favourite beach.
I love playing on the beach by the seaside.

**S**

a rock pool

**e**

shells

**i**

an umbrella

**d**

a deck chair

**s**

pebbles

**a**

a crab

**e**

towels

The secret word is

2 Place four beach words on the picture. Then, ask a classmate.

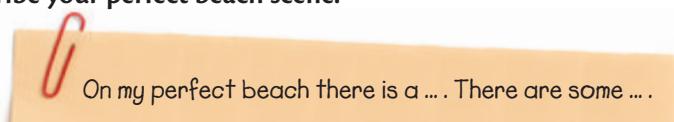


towel

Is there a towel on your beach?

Are there any pebbles?

3 Draw and describe your perfect beach scene.



On my perfect beach there is a There are some



Appreciating pointillism: the beach

Is there a (towel) on your beach? / Are there any shells? / There are rock pools on the beach.

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Children increase their knowledge of vocabulary related to the beach through a song.



Children demonstrate skills to work in pairs to describe a beach scene.



Children show their creativity by drawing and describing a beach.

Key competences continuous assessment

Check if children:

- 1 Understand the new words from the song.
- 2 Work well together to describe a beach scene.
- 3 Can draw a beach and describe it.

CLIL Objective

To talk about perfect beach holidays.

Language Objectives

To learn and use beach related vocabulary: crab, deck chair, pebble, rock pool, seaside, shell, towel, umbrella

To use the structures: There is a There are some
Is there a ... ? Are there any ... ?

Materials

- Teacher's i-book
- Poster for Unit 8
- CD 2
- Extra material: slips of paper

Lead-in

Show the children the **poster** (print or **interactive**) and elicit the beach related vocabulary.

i-book Open the **lead-in** activity. The children look at the pictures and choose the beach related vocabulary. Once the activity is completed, ask the children to use the **Richmond i-tools** to write the words for each item on the IWB.

1 **2.29 Listen and write the letters in order. Then, sing the song.**

The children listen to the song and put the letters in order.

Play the audio again and ask the children to sing along.

(See transcript page 222.)

Answer

s, e, a, s, i, d, e

i-book Touch to open the activity. The children listen to the song and order the verses as they listen. Once the activity is completed, ask the children to match the pictures with the correct words in the verse.

2 Place four beach words on the picture. Then, ask a classmate.

Hand out four slips of paper to each child. The children choose four of the beach words and write one on each slip of paper. They then place them on the beach scene without the children near them seeing. Ask some children questions to demonstrate the activity. The children then ask and answer questions to discover what their partner has in their picture.

3 Draw and describe your perfect beach scene. The children draw their perfect beach scene in their notebooks and then write a description using the template in the book.

Fast Finishers

The children close their books and try to remember and write the eight beach items in Activity 1.

Wrap-up

Invite volunteers to come to the front of the class and present their perfect beach scene.

Optional Resources

Teacher's Resource Book page 68, Speaking.

Continuous Assessment

Check if the children can:

Order the objects.

Ask questions correctly.

Describe a beach scene.

Activity Book

Unit 8, page 77, Lesson 3. See page 266 for answer key.



1 Read and find the mistakes.

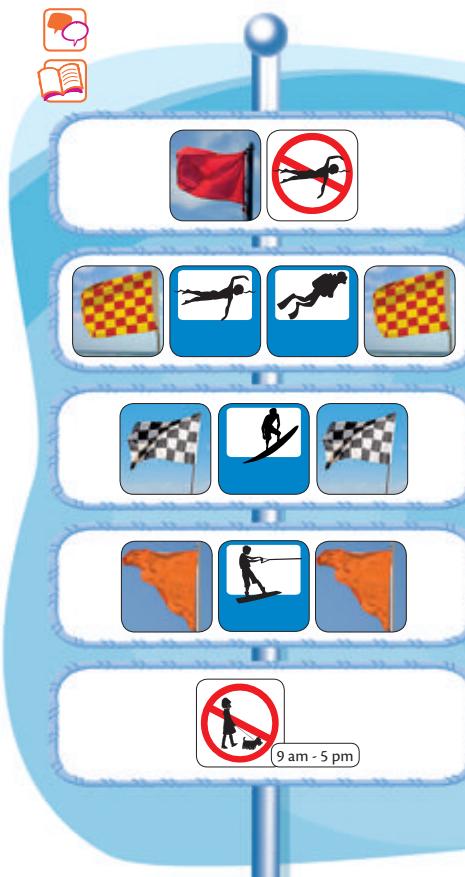


English Beaches

Kynance Cove beach is in Cornwall. It's very popular for family picnics. There are rock pools on the beach and there's a lot of sand. There aren't any rocks in the sea but there are lots of rocks on the beach. There are some houses near the beach and there's a big road. There's a car park and there are some shops on the beach.



2 Look at the pictures and talk about the beach rules.



- 1 Don't swim
- 2 Swim
- 3 Snorkel
- 4 Surf
- 5 Water-ski
- 6 Walk your dog
- 7 Don't walk your dog

- a between the yellow and red flags.
- b between the black and white flags.
- c with a red flag.
- d between the orange flags.
- e between 9 am and 5 pm.
- f between 5 pm and 9 am.



Don't swim with
a red flag.

80

British beaches

Don't (surf) with a (red) flag. (Walk your dog) between (8 pm) and (6 am).



Children reinforce the language with the video.



Children demonstrate their reading skills to find mistakes in a text based on a photo.



Children are introduced to signs representing beach rules.

Key competences continuous assessment

Check if children:

- 1 Use the video to reinforce language learning.
- 2 Are able to understand the reading to complete the activity.
- 3 Can interpret the beach rules.

Cultural Strand**CLIL Objective**

To become aware of typical English beaches.

Language Objectives

To introduce the vocabulary: *between, car park, flag*

To use imperatives: *(don't) snorkel, swim, surf, walk your dog, water-ski*

Materials

- Teacher's i-book
- Poster for Unit 8

Lead-in

Show the children the **poster** (print or **interactive**). Point to the beach in the middle and ask them: *Is this Spain? Does it look like a Spanish beach? Why / Why not? What are the people wearing? What are the people doing?* Introduce the idea of tides by pointing to the tide line and saying: *Sometimes the water is here and the beach is small.*

 Open the **i-poster**. Introduce the beach rules concept to the children. Then, listen to nine beach rules and ask the children to tell you where to drag a tick **✓**, when the rules or activities are positive, or a cross **X**, when the rules are negative. For further oral practice, once the activity is completed, the children change the rules to give opposite messages: they turn the positive rules into negative and the negative into positive rules.

1 Read and find the mistakes. Focus the children's attention on the photo. Ask them to describe what they can see before they read. Then, they read to find the mistakes in the text.

Model answers

There aren't any families.
There isn't a lot of sand.
There are rocks in the sea.
There isn't a big road.
There isn't a car park.
There aren't any shops on the beach.

2 Look at the pictures and talk about the beach rules. Point out the flags and icons and ask the children what they represent. The children work in pairs and talk about beach rules. Elicit the answers as a class.

Answers

1 c, 2 a, 3 a, 4 b, 5 d, 6 f, 7 e

Fast Finishers

The children write some of the beach rules.

Wrap-up

The children name their favourite beach, describe it and say what they do there.

  Watch the video **Brighton Beach**. Complete the comprehension activity with the children.

Continuous Assessment

Check if the children can:

Find the mistakes in the text.

Understand and use the imperatives.

Activity Book

Unit 8, page 78, Lesson 4. See page 266 for answer key.

Functional language

Unit 8 Lesson 5



1 Answer the questions.



- 1 Have you got a suitcase?
- 2 Do you pack your suitcase?
- 3 Do you take a game?
- 4 What do you take for your summer holidays?

No, I haven't.
Yes, I have.
Yes, I do.
No, I don't.
I take



2 2.30 Read and listen for the missing words.



3 Add words and act out the scene.



Language for packing a suitcase. | Do I need my (coat)? / Have you got your (towel)?
/ Is there room for my (game)? / You don't need your (trunks).

More practice

81



Children demonstrate increased oral skills by giving short answers to questions about packing a suitcase.



Children show comprehension skills through reading and listening activities in the context of packing a suitcase.



Children use creativity in acting out a conversation about packing a suitcase.

Key competences continuous assessment

Check if children:

- 1 Can give appropriate short answers to questions.
- 2 Discover the missing words.
- 3 Use their creativity to act out a conversation.

Functional Strand

CLIL Objective

To act out a scene related to packing a suitcase.

Language Objective

To introduce and practise functional language for packing a suitcase: Do I need my ... ? Have you got your ... ? Is there room for my ... ? I can't close it! Take out your You don't need

Materials

- Teacher's i-book
- CD 2

Lead-in

Draw a suitcase on the board and ask the children what they put in their suitcases when they go on a beach holiday.

1 Answer the questions. Focus the children on the questions and their possible answers. The children then work in pairs asking and answering the questions.

2 **2.30 Read and listen for the missing words.** The children read and listen for the missing words.
(See transcript page 222.)

Answers

Picture 1: pyjamas, **Picture 2:** toothbrush, **Picture 3:** flippers,

Picture 4: coat, coat

3 Add words and act out the scene. The children act out the scene either using the words from the story or using others of their choice.

Fast Finishers

The children draw a suitcase and different items that they will take with them on their next holiday.

Wrap-up

The children act out their dialogues in front of the class.

The children listen to the dialogues and drag the accessories to the correct suitcases. Ask the children to write the key vocabulary they hear in each dialogue before dragging the items to the correct suitcase. Spell the words if necessary.

Optional Resources

Teacher's Resource Book page 36, Reading.

Continuous Assessment

Check if the children can:
Answer the questions in Activity 1.
Recognise which words are missing from the dialogue.

Activity Book

Unit 8, page 79, Lesson 5. See page 267 for answer key.

A sea adventure



1



2.31 Listen and read the story.



Hurray! The sea!

One day, the children go to the beach in Wonderworld.

1

Let's go swimming!

All the rock pools at the beach are dry.

Where's the water?

We don't know.

2

Something strange is happening.

The children walk into the sea.

Look at the seahorses!

Come with us!

Wow!

3

The children ride the seahorses underwater.

What's that?

It looks like a hole.

4

2



2.32 Listen and repeat the sounds. Then, read the words out loud.

**sea****summer****shark****surfing****shell****fish**

82

More Phonics

Comprehension of the story

Phonics: /s/ and /sh/ sounds



Children acquire increased enjoyment from listening to and reading a story.



Children develop knowledge of differentiating the pronunciation of words from the story with the s and sh sounds.



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

Key competences continuous assessment

Check if children:

- 1 Enjoy listening to and reading the story.
- 2 Are able to differentiate the pronunciation of words with the sounds s and sh.
- 3 Use the digital resources to practise phonics.



1 Read the story again and answer the questions.



- 1 Look at picture 2. What's the problem at the beach?
- 2 Look at picture 4. What do the children see at the bottom of the sea?
- 3 Look at picture 7. Where do the sharks put the shell?
- 4 Look at picture 8. What are the children doing?



Comprehension | Answering *wh* questions

83



Children use the animated story to strengthen their understanding of the story.



Children develop increased comprehension skills when focusing their attention on questions related to a story.

Key competences continuous assessment

Check if children:

- 1 Enjoy watching the animated story and improve their understanding of it.
- 2 Are able to answer the questions about the story.

CLIL Objective

To acquire skills in phonics while reading a fictional story.

Language Objectives

To distinguish between and produce the sounds s and sh.
To listen to and read a story.

Materials

- Teacher's i-book
- Story cards for Unit 8
- CD 2

Optional Resources

Teacher's Resource Book page 78, Phonics.

Continuous Assessment

Check if the children can:
Pronounce the s and sh sounds.
Suggest other words with the s and sh sounds.

Activity Book

Unit 8, page 80, Lesson 6. See page 267 for answer key.

Lead-in

Show the children the **story cards** (print or **interactive**) and ask them to name different things in the pictures. Make sure you teach *seahorse, hole, plug*. Ask the children to tell you what they think happens in the story.

1 **2.31 Listen and read the story.** The children listen and follow the story in their book.
(See transcript page 223.)

Watch the animated story.

2 **2.32 Listen and repeat the sounds. Then, read the words out loud.** The children listen and repeat the sounds and then read out the words.
(See transcript page 223.)

Fast Finishers

The children think of other words with s or sh.

Wrap-up

Write s and sh on the board and tell the children to copy this and write the words in Activity 3 under the correct sound. The children then work in pairs taking it in turns to read out a word and asking their partner to say the correct sound.

The children listen and read some dialogues from the story, each containing a key word. The children choose between the two possible sounds for the key words (s, sh).

Literacy Strand

CLIL Objective

To understand a fictional story.

Language Objective

To comprehend the story.

Materials

- Teacher's i-book
- Story cards for Unit 8
- CD 2

Lead-in

Retell the story using the **story cards** (print or **interactive**), asking the children to participate as much as possible.

1 Read the story again and answer the questions. The children read the story again and answer the questions individually. Then, ask them to compare their answers in pairs.

Answers

- 1 All the rock pools are dry.
- 2 They see a hole.
- 3 They put it on the hole.
- 4 They are surfing on dolphins.

Fast Finishers

The children label all the sea creatures in the story.

Wrap-up

Play *Bingo!* Elicit and write 15 vocabulary items from Unit 8 on the board. Draw a 3×2 grid and tell the children to copy it into their notebooks.

The children then choose six items and draw pictures in the grid. Read out the words in random order, and the children cross them out if they have them. The first child to cross out all the objects shouts out *Bingo!* Repeat, but asking the winner to call out different words the following time.



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

Continuous Assessment

Check if the children can:
Understand the story.
Understand and answer the questions.

Activity Book

Unit 8, page 81, Lesson 7. See page 268 for answer key.



1 Classify the text and find the pictures in the story.

Key

- ✓ = in the story
- ✗ = not in the story

1 a hole at the bottom of the sea 

2 a giant shell 

3 surfboard 

4 flippers 

5 talking seahorses 

6 umbrella 

7 snorkels 

8 friendly sharks 

There is a hole at the bottom of the sea in the story. Look at picture 5.



2 Make sentences and analyse the story.

In Wonderworld ...
In the real world ...

there is
there isn't
there are some
there aren't any
can
can't

Act out the story.



84



More
practice

Identifying fantastical elements

Key language from the story



Children acquire learning strategies when they classify the text into two categories.



Children show individual initiative and perseverance in writing sentences to analyse the story.



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

Key competences continuous assessment

Check if children:

- 1 Are able to classify the text into two categories.
- 2 Work independently to write sentences to analyse the story.
- 3 Use the digital resources to practise the language.

CLIL Objective

To practise writing about the fantastical elements of a story.

Language Objective

To identify fantastical elements in a story.

Materials

- Teacher's i-book
- Story cards for Unit 8

Lead-in

Use the **story cards** (print or **interactive**) to prompt the children to retell the story.

1 Classify the text and find the pictures in the story. The children look at the different pictures and decide if the element is from the story or not.

They then find the pictures in the story and compare their answers in pairs using the language in the speech bubble.

2 Make sentences and analyse the story. Demonstrate the activity by making a sentence using the two columns: *In the real world there isn't a hole in the bottom of the sea. In Wonderworld you can talk to seahorses.*

The children try to make as many true sentences as possible.

 Touch  to open the activity. The children order words to form correct sentences. Once the activity is completed, use the **Richmond i-tools** to match the sentences with the pictures.

For further practice, encourage the children to make sentences related to other pictures in the book using the same structures from the activity.

Fast Finishers

The children write a list of things you can find at the beach in the real world.

Wrap-up

Divide the class into small groups and let them assign characters. Give them some time to rehearse and then ask them to act out the story for the rest of the class.

  Watch the animated story again with no audio. Stop at different parts to help the children retell the story in their own words. They will need help and prompts.

 **The children read the sentences about Wonderworld and the real world and drag the answers to the correct place.**

Continuous Assessment

Check if the children can:
Classify and find the pictures in the story.
Make sentences and analyse the story.

Activity Book

Unit 8, page 82, Lesson 8. See page 268 for answer key.

Language Review



1 Make compound words and play a guessing game.



The first half is **suit**.



suit	cream
rock	board
sand	case
sea	pool
deck	suit
swim	side
ice	skiing
water	chair
surf	castle

Is the second half **case**?

Suitcase**?**



2 Play *Three in a row* and invent rules for the beach.



Have a picnic.



Don't walk your dog.

Grammar help



Don't swim near the green flag. **Swim** near the blue flag.



Don't throw pebbles. / Use flippers.

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Children acquire skills in cooperation by making compound words and playing a guessing game.



Children apply their newly acquired knowledge in a language game.

Key competences continuous assessment

Check if children:

- 1 Work cooperatively to make compound words and play the game.
- 2 Use the unit language to play a game.

CLIL Objective

To use the imperative to invent rules for the beach.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- Pop-outs for Unit 8

Lead-in

Play *Back to the board*. Put a chair facing the children with its back to the board and invite one child to sit on the chair. Write an item of unit vocabulary on the board so that everyone except the child on the chair can see it. The children then describe and define it without mentioning the word to try to get the child to say it.

1 Make compound words and play a guessing game.

The children make compound nouns from the lists.

Give the children one minute to memorise the compound words, and then ask them to close their books. Demonstrate the activity by saying: *The first half is suit* and eliciting: *Is the second half case?* Suitcase. The children then play in pairs, they can have their books open or closed depending on their ability.

Answers

suitcase, rock pool, sandcastle, seaside, deck chair, swimsuit, ice cream, water-skiing, surfboard

2 Play Three in a row and invent rules for the beach.

The children assemble their **pop-out**. They play *Three in a row* in pairs with one board and with three discs (Stones represent noughts. Shells represent crosses.) The winner then describes his or her line using the speech bubbles as a guide.

Visual grammar presentation.



i-book Touch to open the activity. Look at the icons and ask the children what they think the icons mean. Ask two volunteers to come to the IWB to take turns to listen to the rules and choose the correct icons. They use the **Richmond i-tools** to write the complete rule. Ask them to highlight the key structures as they write.

Fast Finishers

The children write some beach rules.

Wrap-up

Divide the class into two teams in lines facing the board. Say a word and the two children at the front run up and write the word on the board. The first one to do this correctly gets a point for their team.

i-book Use the **Vocabulary Game Generator** to review the vocabulary covered in the unit.

See pages 22-24 for interactive games description and ideas.

Continuous Assessment

Check if the children can:

Make compound nouns.

Use imperatives.

Activity Book

Unit 8, page 83, Lesson 9. See page 269 for answer key.

Oral Review



2.33 Listen and find the characters' suitcases.



2 Make a perfect beach holiday picture with three friends.



I like surfing. For a perfect beach holiday, I need my swimsuit, a surfboard and a towel!



3 Write about your suitcase for a perfect beach holiday.



I like ... on the beach. I don't like

In my holiday suitcase there's There are

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I like / don't like (swimming). / On the beach there are (crabs).
For a perfect beach holiday I need a (towel) and a (swimsuit).



Children improve their listening skills by finding the right suitcase.



Children develop their drawing skills when they illustrate a perfect beach holiday with three friends.



Children show consolidation of structures and vocabulary by writing about their suitcase for a beach holiday.

Key competences continuous assessment

Check if children:

- Are able to understand the listening activity.
- Use their imagination to make a beach holiday picture.
- Use the language learned to write about their suitcase for a holiday.

Oral Review

Unit 8 Lesson 10

CLIL Objective

To consolidate structures and vocabulary by writing about beach activities and holidays.

Language Objective

To review the unit language.

Materials

- Teacher's i-book
- CD 2
- Poster for Unit 8
- Extra material: A3 paper, small pieces of paper for children to draw on, scissors

Lead-in

Display the **poster** and name one of the activities, a child comes and points to it. Let the children have turns to name an activity.

 Open the **i-poster**. Use the shade in the **Richmond i-tools** to cover the bottom of the screen. Name one of the activities, a child comes to the IWB and circles it. Let the children have turns to name an activity and circle it. Then, remove the shade and divide the class into four teams. Open the timer to make the activity more challenging. The first team reads the first sentences, highlights the key vocabulary in the text (clothes and equipment for beach activities) using the **Richmond i-tools** and touches the key items on the poster. Continue with the rest of the teams until the six parts of the activity are completed.

1  **2.33 Listen and find the characters' suitcases.** Focus the children's attention on the different suitcases and ask them to read the list of contents. Explain that each suitcase belongs to one of the Wonderworld characters. The children listen to find each character's suitcase.

(See transcript page 223.)

Answers

Holly's suitcase is red.
Claude's suitcase is green.
Lulu's suitcase is yellow.
Max's suitcase is purple.

2 Make a perfect beach holiday picture with three friends.

Divide the class into groups of four. Hand out one piece of A3 paper per group and ask them to draw a beach similar to the one in their book. Give them each a small piece of paper and ask them to draw their favourite beach activity. They then put their pictures on the beach scene and explain to each other what they need to take using the speech bubble as a guide.

3 Write about your suitcase for a perfect beach holiday.

The children use the template in the book to write about their suitcase.

Fast Finishers

The children draw pictures of the different items in the lists in Activity 1.

Wrap-up

Invite volunteers out to read their description and say where they like to go.



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

Optional Resources

Teacher's Resource Book pages 21-22, Language.

Final Written Evaluation

In the next lesson give the children the tests from the **Teacher's Resource Book** pages 113-114 or 115-116 depending on each child's ability. Give as much support as necessary for them to understand the structure of the tests.

Final Assessment

Check if the children can:

Understand people talking about beach holidays.
Talk about a favourite beach activity and the necessary equipment.

Activity Book

Unit 8, page 84, Lesson 10. See page 269 for answer key.

Transcripts



2.26 Poster, Unit 8. Listen and find the children.

Find a boy wearing goggles. He's swimming.
Find a girl underwater. She's snorkelling.
Find a girl with her friend. They're making a sandcastle.
Find a girl with skis. She's water-skiing.
Find a boy on the water. He's surfing.
Find a girl with her mum and dad. They're collecting shells.
Find a girl with white trousers. She's walking her dog.
Find a boy and a girl with their dad. They're reading a book.



2.27 Listen and say the characters' colours.

Narrator: Are these photos from your summer holidays?
Children: Yes! We're all in them!
Narrator: Yes, but... Who is who?
Max: Let's see if you can guess.
Narrator: OK. You first, Claude.
Claude: Well, I like surfing and collecting shells. What colour is my wetsuit?
Narrator: Now you, Max.
Max: I like making sandcastles and I like snorkelling. What colour is my wetsuit?
Narrator: How about you, Lulu?
Lulu: I like snorkelling but I don't like surfing, and I really like water-skiing. What colour is my wetsuit?
Narrator: It's your turn now, Holly.
Holly: I really like water-skiing but I don't like collecting shells, and I love surfing. What colour is my wetsuit?



2.28 Listen and say True or False.

- 1 You need a swimsuit or trunks for surfing.
- 2 You need goggles for surfing.
- 3 You need goggles for snorkelling.
- 4 You need a surfboard for snorkelling.
- 5 You need a snorkel for snorkelling.
- 6 You need a swimsuit or trunks for swimming.
- 7 You need flippers for swimming.
- 8 You need a swimsuit or trunks for making a sandcastle.
- 9 You need a bucket and a spade for making a sandcastle.
- 10 You need a spade for collecting shells.
- 11 You need a bucket for collecting shells.



2.29 Listen and write the letters in order.

Then, sing the song: There are pebbles on the beach.

There are pebbles on the beach, on my favourite beach.
I love playing on the beach by the seaside.

There are pebbles and there are shells on the beach, on my favourite beach.

I love playing on the beach by the seaside.

There are pebbles, there are shells and there's a crab on the beach, on my favourite beach.

I love playing on the beach by the seaside.

There are pebbles, there are shells and there's a crab and there's a rock pool on the beach, on my favourite beach.

I love playing on the beach by the seaside.

There are pebbles, there are shells and there's a crab, there's a rock pool and there's an umbrella on the beach, on my favourite beach.

I love playing on the beach by the seaside.

There are pebbles, there are shells and there's a crab, there's a rock pool, there's an umbrella and there's a deck chair on the beach, on my favourite beach.

I love playing on the beach by the seaside.

There are pebbles, there are shells and there's a crab, there's a rock pool, there's an umbrella, there's a deck chair and there are some towels on the beach, on my favourite beach.

I love playing on the beach by the seaside.



2.30 Read and listen for the missing words.

Girl: Do I need my pyjamas?

Boy: Yes, you do.

Boy: Have you got your toothbrush?

Girl: Yes, I have.

Girl: Is there any room for my flippers?

Boy: No, there isn't.

Boy: I can't close it!

Girl: Well, take out your coat. You don't need a coat!



2.31 Listen and read the story: A sea adventure.

Narrator: One day, the children go to the beach in Wonderworld.

Max: Hurray! The sea!

Holly: Let's go swimming!

Narrator: All the rock pools at the beach are dry.

Max: Where's the water?

Crab: We don't know.

Narrator: Something strange is happening.

Narrator: The children walk into the sea.

Lulu: Look at the seahorses!

Seahorses: Come with us!

Children: Wow!

Narrator: The children ride the seahorses underwater.

Holly: What's that?

Max: It looks like a hole.

Narrator: The sea water is going down the hole and it's taking everything with it.

Claude: We need a plug.

Narrator: Then, the children see a big shell.

Lulu: Let's use that!

Holly: Is it empty?

Fish: Yes, it is.

Narrator: The sharks carry the shell to the hole.

Claude: Is it the right size?

Sharks: Yes. It's perfect. The water isn't going down now.

Narrator: At last, the rock pools are full of water.

Lulu: I love surfing now.



2.32 Listen and repeat the sounds. Then, read the words out loud.

Narrator: Sea. s, s, s, sea.

Surfing. s, s, s, surfing.

Summer. s, s, s, summer.

Shell. sh, sh, sh, shell.

Shark. sh, sh, sh, shark.

Fish. sh, sh, sh, fish.



2.33 Listen and find the characters' suitcases.

Narrator: Is your suitcase ready, Holly?

Holly: Yes, it is.

Narrator: What's in it?

Holly: Hmm... I've got my towel and my swimsuit.

Narrator: Is that all?

Holly: Well, I need flippers because I really like swimming. I don't need a surfboard because I don't like surfing.

Narrator: Do you need goggles?

Holly: Yes, I do.

Narrator: Are you ready, Claude?

Claude: Nearly. I need a snorkel and goggles because I like snorkelling.

Narrator: Is that all?

Claude: Well, I need my trunks and I need a towel. I don't need a wetsuit because it isn't cold.

Narrator: What about you, Lulu? Are you ready?

Lulu: No! My suitcase is empty!

Narrator: What do you need?

Lulu: Well, I need my swimsuit and a towel, of course.

Narrator: What do you like doing on the beach?

Lulu: I like surfing. Oh! I need my surfboard and I need a wetsuit.

Narrator: Is your suitcase ready, Max. What do you need?

Max: I need a bucket and I need a spade. I love collecting pebbles and shells.

Narrator: And, do you need your trunks?

Max: Of course, I do! I love swimming! I need a towel as well.

Happy Halloween!

1



2.34

Listen and find the pictures and words. Then, sing the song.



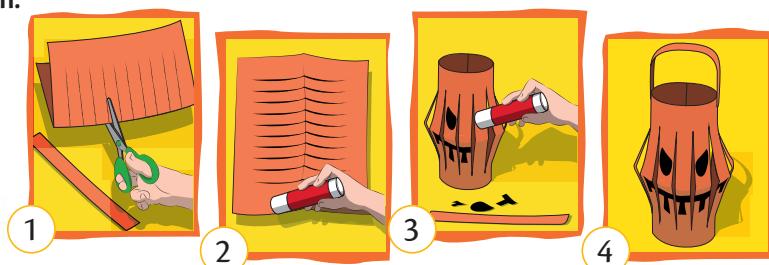
cat
monster
fairy
skeleton
ghost
spider
witch
wolf
pumpkin
bat

2

Make a Halloween lantern.

You need ...

- orange and black card
- glue
- scissors
- string



bat, cat, fairy, ghost, lantern, monster, pumpkin, spider, witch, wolf

More practice

87



Children improve their listening and pronunciation skills in the context of Halloween.



Children develop their artistic skills when making crafts related to Halloween.



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

Happy Halloween!

Language Objective

To learn and use some Halloween vocabulary: bat, cat, fairy, ghost, monster, pumpkin, skeleton, spider, witch, wolf

Materials

- Teacher's i-book
- CD 2
- Extra material: orange and black card, glue, scissors, string

Lead-in

Write *Halloween* on the board and ask the children questions:
Do you celebrate Halloween? What do you do? What do you wear?

1 2.34 Listen and find the pictures and words. Then, sing the song.

Look at the picture and ask the children to name any words they know. Teach any vocabulary they do not know. The children listen to the song and point to the different things as they hear them mentioned. Ask the children to stand up and play the song a second time and tell them to mime, dance and sing along.

Answers

spider, cat, wolf, bat, witch, monster, ghost, skeleton, pumpkin, fairy

Touch to open the activity. The children listen to the song and order the words as they hear them. Stop the audio if needed. Once the words are in the correct order, ask the children to use the **Richmond i-tools** to match the words with the pictures. Then, sing the song again.

2 Make a Halloween lantern. Give the children the necessary materials and let them work in groups to follow the picture instructions.

Fast Finishers

The children try to remember the vocabulary by covering up the words and looking at the picture.

Wrap-up

The children stand up with their lanterns and move round the class singing and miming to the song.

The children practise the Halloween vocabulary matching the words with the correct pictures.

Transcript

2.34 Listen and find the pictures and words. Then, sing the song: *Celebrating Halloween*.

Halloween! Halloween!
Celebrating Halloween!
Trick and treating all the night.
Giving you a fright!

Spiders and cats.
Wolves and bats.
Witches with their pointy hats,
Flying though the dark black night.
Giving you a fright!

Halloween! Halloween!
Celebrating Halloween!
Trick and treating all the night.
Giving you a fright!

Monster moans.
Ghostly groans.
Skeletons with their noisy bones,
And pumpkins and fairies in the dark black night.
Giving you a fright!

Halloween! Halloween!
Celebrating Halloween!
Trick and treating all the night.
Giving you a fright!

Final Evaluation

Check if the children can:
Name the Halloween vocabulary.

Activity Book

Happy Halloween!, page 93. See page 270 for answer key.

Happy St Patrick's Day!

1



2.35

Listen and write the symbols in order. Then, find the message.

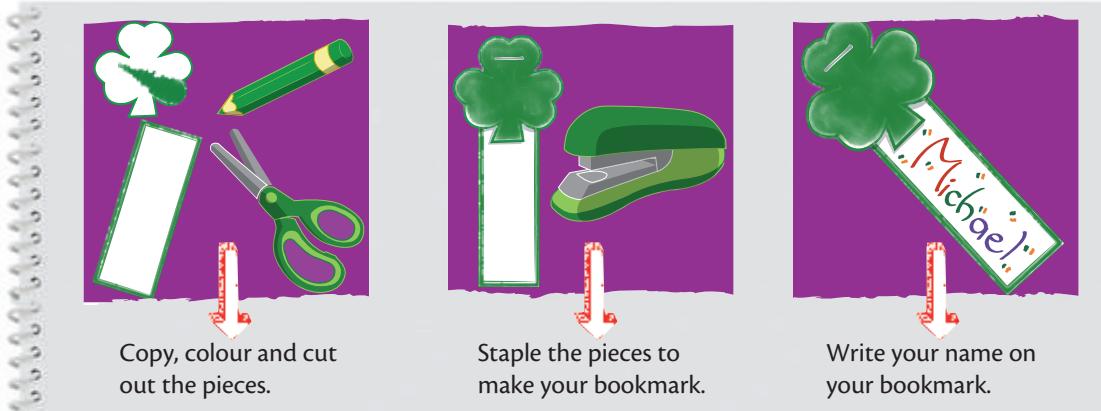
Key

◆ = A	▽ = I	★ = P	● = S
* = C	+ = K	D = R	◆ = T

The message is

2

Make a shamrock bookmark.



88

[More practice](#)

Ireland, Irish, leprechaun, shamrock, stew



Children increase their knowledge of vocabulary related to St Patrick's Day through a surprise message.



Children develop their artistic skills when making crafts related to St Patrick's Day.



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

Happy St Patrick's Day!

Language Objective

To introduce the vocabulary: Ireland, Irish, leprechaun, pot of gold, shamrock

Materials

- Teacher's i-book
- CD 2
- Extra material: white card, green crayons, a stapler

Lead-in

Write *Ireland* on the board and ask the children: *What do you know about Ireland? Who is the patron saint of Ireland? What colour is associated with it?*

Let them look at the photos in their book and name the different things. Teach key vocabulary and write it on the board: *leprechaun, shamrock, pot of gold.*

1 2.35 Listen and write the symbols in order. Then, find the message. The children listen and order the pictures by using the key. Let them compare in pairs, then ask them to listen again. The children work in pairs to find the message.

Answers

The calendar, the map, the musician, the dancing girls, the people wearing green, the shamrock, the leprechaun, the pot of gold, the meat and vegetables.

The message is: St Patrick

Touch to open the activity. Play a memory game. The children take turns to match the words with the pictures on the IWB.

2 Make a shamrock bookmark. The children assemble their bookmarks using the white card and following the instructions in their book.

Fast Finishers

The children decorate the back of their bookmark.

Wrap-up

The children wish each other a Happy St Patrick's Day by standing up and mingling round the classroom.

The children listen and choose the correct answers to complete the sentences about St Patrick's Day.

Transcript

2.35 Listen and write the symbols in order. Then, find the message.

17th of March is a special day in Ireland.
People play Irish music.
They do a special dance called a jig.
They wear green clothes.
The shamrock has got three leaves and it is an important symbol.
There are stories about fantasy characters called leprechauns.
They are small creatures and they have got pots full of gold.
The traditional food on this day is meat and vegetables.

Final Evaluation

Check if the children can:
Identify the pictures.

Activity Book

Happy St Patrick's Day!, page 94. See page 270 for answer key.

Welcome! Lesson 1

Welcome! 1

Welcome!

1 Read and number the possible answers.

1 Hello!



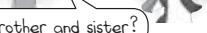
2 What's your name?



4 How old are you?



3 Are you brother and sister?



We're nine years old.

4 My name's Lulu.

Yes, she's my sister.

3 Hello there!

Holly.

2 Yes, he's my brother.

Hi!

1 I'm nine.

2 Nine.

1 Good morning!

I'm Max.

4 We're twins.

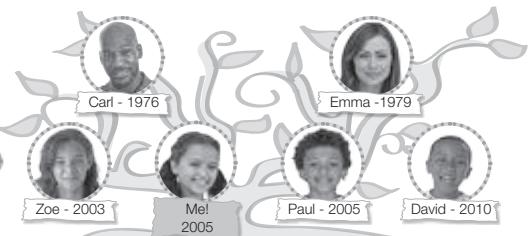
1

2

3

2 Look at Poppy's family tree and answer the questions.

Hello! I'm Poppy.



1 What is Poppy's dad's name?

It's Carl.

2 What is her mum's name?

It's Emma.

3 How many sisters has she got?

She's got one sister.

4 How many brothers has she got?

She's got two brothers.

5 What is Poppy's sister's name?

It's Zoe.

6 Who are the twins?

Poppy and Paul.

2

Welcome! Lesson 2 • 3

Welcome! Lesson 2

1 Listen and number the words you hear.

2 Read and circle the correct words.

1 Holly and Claude are ...
a friends. b sisters.
2 Lulu and Max are ...
a brothers. b twins.
3 The children are ...
a at school. b in Wonderworld.
4 Lulu and Max are the same age as ...
a Claude. b Holly.
5 In the den, there are ...
a magic numbers. b magic letters.
6 In the den, there is a ...
a magic window. b magic table.

3

Transcript

1 Listen and number the words you hear.

- 1** T-W-I-N-S T-W-I-N-S
- 2** J-U-M-P J-U-M-P
- 3** C-H-I-L-D-R-E-N C-H-I-L-D-R-E-N
- 4** B-R-O-T-H-E-R B-R-O-T-H-E-R
- 5** M-A-X M-A-X
- 6** Q-U-E-S-T-I-O-N Q-U-E-S-T-I-O-N
- 7** F-A-V-O-U-R-I-T-E F-A-V-O-U-R-I-T-E
- 8** H-O-double L-Y H-O-double L-Y
- 9** L-double O-K-I-N-G L-double O-K-I-N-G
- 10** Z-O-E Z-O-E

Welcome! Lesson 3

1 Do the sums. Then, colour the correct answers.

0	10	20	30	40	50	60	70	80	90
1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99



$1+4+11 = 16$
Colour the answer blue.

$19-4 = 15$
Colour the answer red.

$10+10+15+2 = 37$
Colour the answer green.

$52-12+3 = 43$
Colour the answer orange.

$23+17+12 = 52$
Colour the answer pink.

$75-10+3 = 68$
Colour the answer brown.

$64+20-8 = 76$
Colour the answer yellow.

$50+40-1 = 89$
Colour the answer purple.

$100-20+11 = 91$
Colour the answer grey.

2 Read and write the numbers. Then, look at Activity 1 and circle the numbers in the chart.

- 1 The number of children in the story.
- 2 The number of letters in the alphabet.
- 3 The number of children in your class.
- 4 The sum of Holly, Claude, Max and Lulu's ages.
- 5 The sum of all the letters in the children's names.
- 6 The sum of the numbers in your telephone number.

four
twenty-six
child's own answer
thirty-five
eighteen
child's own answer

4

Unit 1 Lesson 1 • 2

Lesson 1

1 New friends

1 Label the pictures.

family old friends classmates new friends	 old friends	 new friends	 family
			 classmates

2 Complete the chart with names. **Child's own answers**

old friends	new friends	classmates	family
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3 Write about your relationships. **Child's own answers**

1 _____ is my old friend and my classmate.
 2 _____ is my new friend but isn't my classmate.
 3 _____
 4 _____
 5 _____
 6 _____

5

Unit 1 Lesson 2

1 Read the sentences and complete the chart. Then, label the pictures.

- 1 One of the girls has got brown eyes and glasses, but not Tina.
- 2 One of the boys has got blue eyes, but not Tom.
- 3 Tina's eyes are the same colour as Dan's and she hasn't got glasses.
- 4 The girl with blue eyes has got brown hair.
- 5 Tom's hair is the same colour as Tina's.
- 6 The other girl has got red hair.
- 7 The boy with green eyes has got glasses.
- 8 The boy with blond hair hasn't got glasses.
- 9 The girl with glasses has got a big mouth and a big nose.
- 10 The girl with brown hair has got a small mouth and a small nose.
- 11 Tom's nose is the same as Tina's and his mouth is the same as Mary's.
- 12 Dan's nose is the same as Mary's and his mouth is the same as Tina's.

	eyes	glasses	mouth	nose	hair
Tom	green	yes	big	small	brown
Tina	blue	no	small	small	brown
Dan	blue	no	small	big	blond
Mary	brown	yes	big	big	red



2 Complete the sentences. **Child's own answers**

- 1 I _____ blue eyes.
- 2 I _____ brown hair.
- 3 I _____ glasses.
- 4 My friend, _____, _____ red hair.
- 5 My classmate, _____, _____ brown eyes.

6

Unit 1 Lesson 3 • 4

Unit 1 Lesson 3

1 Listen and number the faces.

2 Label the pictures.

angry sad scared happy

7

Transcript

2 Listen and number the faces.

1 Boy: This person has got big eyes and a small nose, a big mouth and short curly hair. He's happy.

2 Girl: This person has got small eyes and a big nose, a big mouth and long straight hair. She's angry.

3 Boy: This person has got small eyes and a big nose, a small mouth and long curly hair. She's sad.

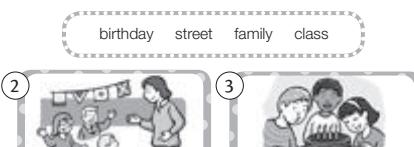
4 Girl: This person has got big eyes and a big nose, a small mouth and short straight hair. He's scared.

Unit 1 Lesson 4

1 Look at the pictures and label the parties.



street party.



class party. birthday party.
family party.

2 Circle the correct words and complete the sentences for picture 1.

In the party, ...

There **are** aren't flags.

There **is** isn't music.

1 There **aren't** aren't balloons.

5 There **isn't** isn't anybody dancing.

2 There **aren't** aren't chairs.

6 There **is** is food.

3 There **are** are tables.

7 There **isn't** isn't a girl with curly hair.

4 There **aren't** aren't cars.

8 There **isn't** isn't a man with glasses.

3 Write some sentences about the other pictures. **Child's own answers**

In picture _____

Unit 1 Lesson 5 • 6

Unit 1 Lesson 5

1 Read and write the names in the houses. Then, colour the doors.

Jessica, Anthony, Krishna and Jake all live on the same street. Anthony's house is the first house and Krishna's house is the last house. Jake's house is between Jessica's house and Krishna's house. Number 3 has got a blue door and Jake's house has got a red door. One of the houses has got a yellow door but not Anthony's and another house has got a green door.

2 Look at Activity 1 and complete the sentences.

- 1 Anthony's house has got a green door.
- 2 Jessica's house is number 3.
- 3 Krishna's house hasn't got a red door.
- 4 Jake's house isn't number 1.

3 Answer the questions. **Child's own answers**

- 1 What's the name of your street? _____
- 2 What's the number of your house? _____
- 3 What colour is your door? _____
- 4 Who do you live with? _____
- 5 Who are your neighbours? _____

9

Transcript

3 Use the key and colour the squares. Then, listen and check.

Narrator: What, what. The *h* is silent.
Knee, knee. The *k* is silent.
Talk, talk. The *l* is silent.
When, when. The *h* is silent.
Knight, knight. The *k* is silent.
Why, why. The *h* is silent.
Wednesday, Wednesday. The *d* is silent.
Half, half. The *l* is silent.
Listen, listen. The *t* is silent.
Who, who. The *w* is silent.
Answer, answer. The *w* is silent.
Where, where. The *h* is silent.
Know, know. The *k* is silent.
Write, write. The *w* is silent.
Walk, walk. The *l* is silent.
Two, two. The *w* is silent.

Unit 1 Lesson 6

1 Use the key and colour the squares. Then, listen and check.

Key

red = silent **w**
blue = silent **h**
yellow = silent **l**
green = silent **t**
pink = silent **d**
purple = silent **k**

Write words with silent letters on the stones and make a route. You can move left and right, up and down, and diagonally. Write other words without silent letters on the other stones.

10

Unit 1 Lesson 7 • 8

Unit 1 Lesson 7

1 Read and circle the correct words.

1 This story is about ...

- a a magic window.
- b the den.
- c a statue gallery.

3 In the story the knight is a ...

- a real person.
- b a statue of a man.
- c a statue of a woman.

2 Holly is angry because she is ...

- a waiting for Claude.
- b stuck in the ropes.
- c last into the gallery.

4 The window is magic because you can ...

- a travel to different places.
- b see old statues.
- c make new friends.

2 Tick eight sentences to summarise the story. Then, sequence the sentences in the story wheel.

Model answer

The magic window

Holly is angry.

The magic window is glowing.

They help Holly get out of the ropes.

They see a statue of an angry knight.

(1) The magic window is glowing.

(2) They help Holly get out of the ropes.

(3) Claude, Max and Lulu jump into the magic window.

(4) Claude, Max and Lulu jump into the magic window.

Claude, Max and Lulu are in a statue gallery.

Claude, Max and Lulu are in a statue gallery.

Claude, Max and Lulu go back to the den.

The four friends are in the den.

The gallery is very long.

Holly is stuck in the magic window.

Claude, Max and Lulu are in a statue gallery.

11

Unit 1 Lesson 8

1 Match the pictures with the characters.

The image shows four characters at the bottom: Holly (girl with aviator goggles), Claude (boy with curly hair), Max (boy with glasses), and Lulu (girl with striped cap). Above them are four items: a striped hat, a smiling mouth, a ponytail labeled 'red hair', and a pair of shorts. Pink arrows connect the characters to the items: Holly to the hat and dress; Claude to the mouth and T-shirt; Max to the red hair and glasses; and Lulu to the shorts and blue eyes.

2 Look at the pictures and number the sentences.

The image shows five numbered circles with cartoon faces: 1. Holly smiling; 2. Holly with a surprised expression; 3. Holly with a very angry expression; 4. Holly looking scared; and 5. Holly smiling again.

The others come back to help and Holly is very happy again.

Holly can't get out and now she is very angry.

Claude, Lulu and Max jump into the magic window and Holly is surprised.

Holly is stuck in the ropes and she is scared.

The magic window is glowing and Holly is happy.

1
4
2
3
5

12

Unit 1 Lesson 9 • 10

Unit 1 Lesson 9

Review

1 Read the clues and complete the word pyramids.

1 The opposite of happy.
 2 You have got two on your face.
 3 You have got one on your face.
 4 You have got one on your face.
 5 The opposite of sad.
 6 You wear them in the summer.
 7 You wear them on your eyes.

(a)

S	A	D				
E	Y	E	S			
N	O	S				
M	O	U	T	H		
H	A	P	P	Y		
S	H	O	R	T	S	
G	L	A	S	S	E	S



1 You have got this on your head.
 2 Girls and women wear this.
 3 You wear it in the summer.
 4 An emotion.
 5 People you like, old and new
 6 The opposite of curly.
 7 You wear them on your legs.

(b)

H	A	I	R				
D	R	E	S				
T	-	S	H	I	R		
S	C	A	R	E	D		
F	R	I	E	N	D	S	
S	T	R	A	I	G	H	T
T	R	O	U	S	E	R	S



2 Answer the questions. Child's own answers

1 Have you got blue eyes?

2 Has your mum got brown hair?

3 Has your dad got glasses?

4 Have two of your classmates got curly hair?

5 Has your teacher got straight hair?

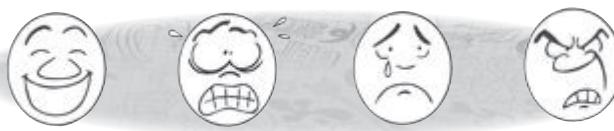
13

Unit 1 Lesson 10

Review

1 Label the faces. Then, choose different eyes, noses and mouths and draw funny faces.

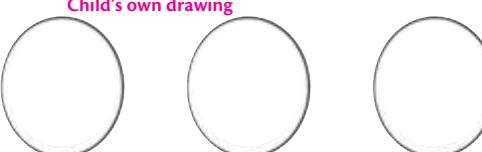
happy sad angry scared



happy scared sad angry

eyes	noses	mouths
:-)	o	:-)
~	-	~
;	-	o
o	o	o

Child's own drawing



14

Lesson 1

2 Tasty food!

1 Read and match the characters with the food.

I like crisps and ice cream. I don't like peanut butter or jam.	I like biscuits and olives. I don't like cheese or ham.
I like ice cream and biscuits. I don't like olives or cheese.	I like jam and peanut butter. I don't like ham or crisps.

2 Use the key and classify the food. Then, complete the sentences. **Child's own answers**

Key

- = I love
- = I like
- = I don't like

1 I love _____
 2 I like _____
 3 I don't like _____

15

Unit 2 Lesson 2

1 Look at the pictures and write the numbers in the Venn diagram.

1 jam and chocolate sandwiches 2 olive and vinegar cake	3 lemon and vinegar ice cream 4 vinegar, cheese and jam biscuits	5 cheese and crisps ice cream 6 jam and lemon biscuit	7 jam and ham cake 8 jam and vinegar biscuits
--	---	--	--

2 Look at Activity 1. Then, complete the sentences and circle the correct words.

1 The jam and chocolate sandwiches is / are sweet.
 2 The lemon and vinegar ice cream is / are sour.
 3 The cheese and crisps ice cream is / are salty.
 4 The jam and ham cake is / are sweet and salty.
 5 The olive and vinegar cake is / are salty and sour.
 6 The vinegar, cheese and jam biscuits is / are sweet, sour and salty.
 7 The jam and lemon biscuit and the jam and vinegar biscuits is / are sweet and sour.

16

Unit 2 Lesson 3 • 4

Unit 2 Lesson 3

1 Listen and match the packages with the snacks.

2 Look at Activity 1 and complete the sentences.

bag tin box packet

1 There is a box for biscuits and for chocolates.
 2 There is a bag for crisps and for olives.
 3 There is a packet for chocolates and for crisps.
 4 There is a tin for olives and for biscuits.

17

Transcript

4 Listen and match the packages with the snacks.

Narrator: The packet with the triangles is for crisps.
 The box with the stripes is for biscuits.
 The box with the spots is for chocolates.
 The bag with the stripes is for crisps.
 The bag with the triangles is for olives.
 The tin with the spots is for olives.
 The tin with the stars is for biscuits.
 The packet with the stars is for chocolates.

Unit 2 Lesson 4

Transcript

4 Listen and tick the ingredients.

Then, write the names.

1 Man: Hello, Andy. What do you want in your sandwich?

Andy: Mmm. Some cucumber, some cheese and ham and some olives, please.

Man: Here you are.

Andy: Thanks!

2 Man: Hi, Karen. And what do you want in your sandwich?

Karen: Mmm. Some lettuce, some tomato, some bacon and some cheese, please.

Man: Here you are.

Karen: Thank you!

3 Man: Good morning, Bobby. What do you want in your sandwich?

Bobby: Mmm. Some lettuce, some ham, some chips and some cucumber, please.

Man: Here you are.

Bobby: Thank you very much!

4 Man: And you Maria, what do you want in your sandwich?

Maria: Mmm. Some tomato, some bacon, some chips and some olives, please.

Man: Here you are.

Maria: That looks delicious. Thanks!

1 Listen and tick (✓) the ingredients. Then, write the names.

	lettuce	cucumber	cheese	ham	olives	bacon	chips	tomato	lettuce
1 Andy					✓	✓	✓		✓
2 Karen	✓	✓	✓					✓	
3 Bobby	✓			✓	✓	✓			✓
4 Maria		✓	✓				✓	✓	✓



2 Match the sentences with the children.



Unit 2 Lesson 5 • 6

Unit 2 Lesson 5

1 Look at the picture and answer the questions.

Charlie, Joe and Molly are hungry. They have lunch at half past one in the afternoon.

1 When is lunch?
In about fifteen minutes.

2 What's for lunch?
There are sandwiches.

3 What shape are they?
They are triangles.

4 How many are there?
There are nine.

5 How many can they have each?
They can have three each.

6 What's for pudding?
There are cakes.

7 How many are there?
There are six.

8 How many can they have each?
They can have two each.

2 Read and solve the puzzles.

(1) Divide the cake into even pieces. Molly has got two more pieces than Joe and one more piece than Charlie.

(2) Divide the sandwich into even pieces. Charlie has got three more pieces than Joe and Molly.

19

Unit 2 Lesson 6

1 Use the picture clues and complete the word wheels.

2 Read and write the words.

1 The sound is ch and they taste sweet.
cherries and chocolate.

2 The sound is k and they are people.
cook and Claude.

3 The sound is ch and they taste salty.
chips and cheese.

4 The sound is k and they don't taste sweet.
cucumber and crisps.

20

Unit 2 Lesson 7 • 8

Unit 2 Lesson 7

1 Read and circle True or False.

- | | | |
|--|------|-------|
| 1 The children are in the giant's kitchen. | True | False |
| 2 The giant is very friendly. | True | False |
| 3 The giant has got sandwiches and cake for his lunch. | True | False |
| 4 Lulu and Holly push the glass off the table. | True | False |
| 5 The giant's soup tastes very salty. | True | False |
| 6 The children jump on the spoon to save Max. | True | False |
| 7 The giant is scared of the children. | True | False |
| 8 At the end of the story, the children are in the giant's soup. | True | False |

2 Sequence the sentences.

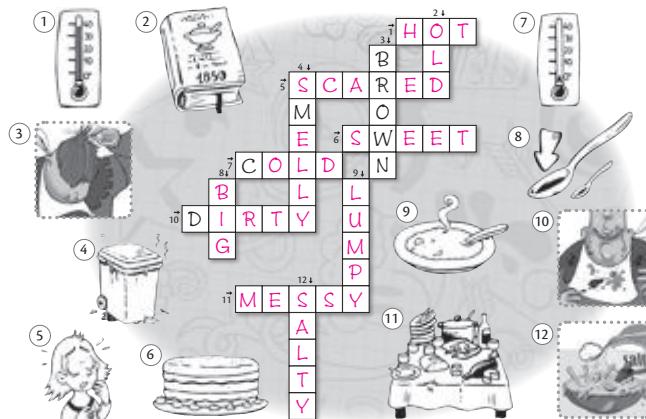
One day in the giant's castle...



21

Unit 2 Lesson 8

1 Use the picture clues and do the crossword puzzle.



2 Look at Activity 1 and classify the words.

It looks

It tastes / smells

- 1 hot
3 brown
7 cold
9 lumpy
10 dirty

- 2 old
5 scared
8 big
11 messy

- 4 smelly
6 sweet
12 salty

22

Unit 2 Lesson 9 • 10

Review

Unit 2 Lesson 9

1 Unscramble the words. Then, number the pictures.

1 maj	jam
2 nutape turbe	peanut butter
3 arnh	ham
4 shcip	chips
5 acke	cake
6 sawinhdchse	sandwiches
7 stecumcur	cucumbers
8 sandaban	bananas

12 numbered items in the kitchen scene:

- 1: Peanut butter jar
- 2: Banana
- 3: Cucumber
- 4: Ham
- 5: Chips
- 6: Cake
- 7: Jam jar
- 8: Sandwiches
- 9: Bacon
- 10: Tomatoes
- 11: Lettuce
- 12: Vinegar bottle

2 Write sentences about the giant's food.

they it It is in a tin.
is are They are in a bag.
bag tin packet box It is in a packet.
They are in a box.
They are in a box.
They are in a box.
They are in a box.

23

Unit 2 Lesson 10

Review

1 Find and number the snacks in the snack shop.

Key

1 = sour and cold	2 = sour and salty	3 = sweet and hot
4 = salty and hot	5 = sweet and salty	6 = sweet and cold
7 = sweet and sour	8 = sour and hot	9 = salty and cold

9 numbered items in the snack shop:

- 1: Vinegar and cucumber sandwiches
- 2: Salt and vinegar crisps
- 3: Chocolate pudding
- 4: Chips
- 5: Jam and peanut sandwich
- 6: Banana ice cream
- 7: Lemon cake
- 8: Lemon soup
- 9: Cheese and olive sandwiches

24

Unit 3 Lesson 1 • 2

Lesson 1

3 In the snow

1 Find the six activities. Then, label the pictures.

1 skiing

2 skating

3 sledging

4 making a snowman

5 throwing snowballs

6 playing ice hockey

2 Finish the pictures and answer the questions.

1 What is Anna doing? She's skiing.
 2 What is Bob doing? He's skating.
 3 What is Fred doing? He's sledging.
 4 What is Kate doing? She's throwing snowballs.

3 Complete the sentence. Child's own answer

My favourite snow activity is _____.

25

Unit 3 Lesson 2

1 Look and complete the sentences.

- When you're skiing in the snow, wear goggles.
- When you're skating in the snow, wear a hat.
- When you're sledding in the snow, wear boots.
- When you're throwing snowballs in the snow, wear gloves.
- When you're playing ice hockey in the snow, wear a helmet.
- When you're making a snowball in the snow, wear an anorak.

2 Describe the pictures. Model answer



1 John's wearing goggles and a hat.
 He isn't wearing a helmet.

2 Kim is wearing gloves and a helmet.
 She isn't wearing an anorak.

Unit 3 Lesson 3 • 4

Unit 3 Lesson 3

1 Listen and match the cards with the children.

Jenny
Ben
Helen

2 Look at Activity 1. Then, read and correct the mistakes. **Model answer**

- In picture 1, there are some children skating on the river. Two girls are wearing hats.
They aren't skating. They're making a snowman.
- The girls aren't wearing hats. They're wearing anoraks.
- In picture 2, the children are playing ice hockey. They aren't wearing gloves.
They aren't playing ice hockey. They're skiing.
- They are wearing gloves.
- In picture 3, the children are making a snowman. A boy and a girl are wearing helmets.
They aren't making a snowman. They're skating.
- They aren't wearing helmets. They are wearing hats.

27

Transcript

6 Listen and match the cards with the children.

Adult: Have you got a card Jenny?
Jenny: Yes, I have. Some kids are making a snowman and some others are skiing.
Adult: Ah. It's this one! How about you, Ben?
Have you got a card?
Ben: Yeah! There it is! On my card some kids are throwing snowballs and some other kids are making a snowman.
Girl: And that's my card, there. Some kids are throwing snowballs and others are skating on the river.

Unit 3 Lesson 4

1 Read and colour the clothes. Then, number the snowmen and women. **Child applies colours**

2 Colour the rest of the clothes in Activity 1. Then, describe the picture. **Child's own answers**

	is wearing a _____ scarf and a _____ hat.
	Two snowmen are wearing _____.

3 Complete the sentences about your favourite picture book. **Child's own answers**

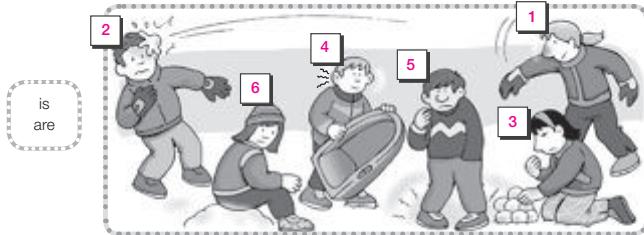
My favourite picture book is _____.
It's by _____.
It's about _____.

Unit 3 Lesson 5 • 6

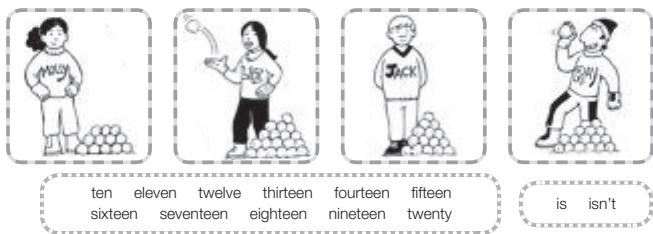
Unit 3 Lesson 5

1 Complete the sentences. Then, number the pictures.

- 1 My nose is freezing.
- 2 My head is freezing.
- 3 My hands are freezing.
- 4 My ears are freezing.
- 5 My feet are freezing.
- 6 My bottom is freezing.



2 Count the snowballs and complete the sentences.



- 1 Molly has got twelve snowballs. She isn't throwing a snowball.
- 2 Liz has got twenty snowballs. She is throwing a snowball.
- 3 Jack has got fifteen snowballs. He isn't throwing a snowball.
- 4 Ray has got seventeen snowballs. He is throwing a snowball.

29

Unit 3 Lesson 6

1 7 Complete the tongue twisters. Then, listen and check.

1 There's a snake and a snail
 in the snow.

2 I can ski and skate
 in my school with a skirt and a scarf

3 Can you spell the words
 sports and spoon ?

2 Write and draw a tongue twister. Child's own answer and drawings

There's a _____ and _____
a _____ in the _____

30

Unit 3 Lesson 7 • 8

Unit 3 Lesson 7

1 Sequence the sentences.

The ice is melting. (3)
It's snowing. (8)
The children are talking to Jack Frost. (2)
Lulu and Max are skiing. (5)
The children are throwing snowballs. (1)
Jack Frost hasn't got his snow wand. (4)
Jack Frost has got his snow wand. (7)
Lulu is looking at a tree. (6)

2 Complete the story summary.

is melting snow wand isn't find

Title: Jack Frost, the snow elf
Main characters: Max, Lulu, Holly, Claude and Jack Frost

Problem
Jack Frost can't find his snow wand.
It isn't snowing. The ice is melting.

Solution
Lulu and Max find the snow wand.

At the end of the story...
It is snowing.

31

Unit 3 Lesson 8

1 Read the questions and imagine a new scene in the story. Then, answer the questions.

Child's own answers

Yes, he is. No, he isn't. Yes, they are. No, they aren't.

Lulu and Max are looking for the snow wand.

What are Claude and Holly doing? What is Jack Frost doing?

Is Jack Frost making ice? _____

Is he sledging on the snow? _____

Is he crying? _____

Are Holly and Claude skiing? _____

Are they making a snowman? _____

Are they skating on the lake? _____

2 Draw your scene. Then, add some speech bubbles. **Child's own drawing**

32

- I love ...
- This is fun!
- Don't worry!
- Boo hoo!
- We are ...

Unit 3 Lesson 9 • 10

Review

Unit 3 Lesson 9

1 Do the crossword puzzle.

1 You can sit in these and travel over the snow. 5 SKIS 7 SCARF
 2 Birds can ... in the sky. L
 3 You can put these on your feet and travel over snow. E
 4 You wear this around your neck. D E
 5 You wear this on your head for safety. G O G G L E S
 6 A team sport on ice. L E M N
 7 You wear these on your hands. B O O T S
 8 A figure made of snow. V T W
 9 These protect your eyes. S K A T E S
 10 You wear these on your feet in winter. S A N O R A K
 11 You wear these on your feet and travel over ice. N
 12 A very warm coat.



2 Circle the contracted words. Then, write the full forms.

is is not are are not

1 It's snowing today and everyone's outside. is is
 2 Look at Max and Claude! They're making a snowman and they're throwing snowballs. are are
 3 They aren't wearing gloves and they aren't wearing boots! are not are not
 4 Where's Holly? is
 5 Oh there she is! She's wearing a blue anorak and she's sitting in a sledge. is is
 6 Lu is pushing her. She isn't wearing an anorak. She's wearing goggles! is is not

33

Review

Unit 3 Lesson 10

1 Find and count the equipment.



eight skis twelve skates five sledges
 two scarves four anoraks three goggles

34

Lesson 1

4 On stage

1 Label the pictures. Then, number the definitions.

ballet shoes music score costume
juggling balls recorder leotard script red nose

1 leotard
2 juggling balls
3 music score
4 script
5 ballet shoes
6 recorder
7 red nose
8 costume

Something you play. **6**
Something you wear on your body for ballet. **1**
Something you read when you play an instrument. **3**
Something you wear for circus practice. **7**
Something you read when you do drama. **4**
Something you throw in the air. **2**
Something you wear on your feet for ballet. **5**
Something you wear when you do drama. **8**

2 Complete and write sentences about the pictures in Activity 1.

I do ballet after school.
I do music after school.
I do circus practice.
I do drama after school.

1 They're Holly's leotard and ballet shoes.
2 They're Claude's music score and recorder.
3 They're Max's red nose and juggling balls.
4 They're Lulu's script and costume.

35

Unit 4 Lesson 2

1 Read the sentences and write Yes or No in the chart.

All the children can play two instruments. Two of the girls can play the guitar, but not Kate. Two of the boys can play the drums but not Jack. The girl that can't play the guitar can play the piano, and so can Peter. The boy that can't play the drums can play the recorder; and so can Sarah. Two of the girls can play the tambourine. Two of the boys can play the triangle.

	drums	tambourine	guitar	triangle	piano	recorder
Jack	No	No	No	Yes	No	Yes
Sarah	No	No	Yes	No	No	Yes
Peter	Yes	No	No	No	Yes	No
Andrea	No	Yes	Yes	No	No	No
Harry	Yes	No	No	Yes	No	No
Kate	No	Yes	No	No	Yes	No

2 Answer the questions.

- Can Kate play the tambourine?
Yes, she can.
- Can Harry play the guitar?
No, he can't.
- Can Sarah play the same instruments as Kate?
No, she can't.
- Can Jack play the same instruments as Peter?
No, he can't.
- What two instruments can both a boy and a girl play?
The piano and the recorder.
- What two instruments can't any of the girls play?
The drums and the triangle.
- What two instruments can't any of the boys play?
The tambourine and the guitar.
- What can you play?
Child's own answer.



Unit 4 Lesson 3 • 4

Unit 4 Lesson 3

1 Listen and number the pictures.

2 Label the mimes.

scared sad angry hungry sleepy late

I'm <u>sad</u> .	I'm <u>late</u> .	I'm <u>scared</u> .

I'm <u>hungry</u> .	I'm <u>angry</u> .	I'm <u>sleepy</u> .

37

Transcript

8 Listen and number the pictures.

1 Boy: Look at the mime artist! What's he doing?

Girl: Mmm, I think he's playing the piano.
Boy: Oh, he's very good!

2 Girl: What's she doing?

Boy: Oh, she's eating an ice cream!

3 Boy: What's she doing?

Girl: She's reading, I think.

4 Girl: What's he doing?

Boy: He's looking for his bag.

5 Boy: What's she doing?

Girl: That's easy! She's hiding from a scary animal!

Unit 4 Lesson 4

Child's own answer
Child applies colour

1 Colour and describe the costumes for the school play.

Costumes – Little Red Riding Hood
In the school play, Little Red Riding Hood is wearing _____



The mother _____

The grandmother _____

The wolf _____

The hunter _____

2 Look at the picture. Then, write the names to answer the questions.



Who is ...

painting the scenery? Nirmala

making the costumes? Will

doing the lights? Ellie

writing the music? Claire

building the house? Richard

drawing the poster? Alex



Unit 4 Lesson 5 • 6

Unit 4 Lesson 5

1 Read the instructions and match the objects to the places.

Put ...

- Mike's guitar on the table.
- Mike's costume in the box.
- Joe's triangle on the table.
- Joe's music score on the shelf.
- Sally's ballet shoes in the bag.
- Sally's leotard in the bag.
- The teacher's script on the shelf.
- The teacher's tambourine in the box.

2 Use the words to complete the dialogue.

Nadira's Dan's
drums juggling balls
juggling balls script
under table

Nadira: Miss! I can't find my juggling balls.

Miss Beckett: Can anybody see Nadira's juggling balls?

Eddie: Here they are! Under the table.

Nadira: Thanks!

Miss Beckett: Are they Dan's drums?

Eddie: No, they aren't.

Nadira: Is that your script?

Eddie: Yes, it is. Thanks, Miss!

39

Unit 4 Lesson 6

1 Choose letters and complete the words. Then, read the words out loud.

w <u>a</u> lk <u>i</u> n <u>g</u>	t <u>i</u> n	h <u>u</u> n <u>g</u> ry	l <u>o</u> k <u>i</u> n <u>g</u>	d <u>u</u> n <u>n</u> er	w <u>i</u> n <u>d</u> ow
n <u>ag</u> li	g <u>ni</u> st	ny <u>e</u> ga	m <u>og</u> gi	n <u>go</u> in	i <u>wg</u> no

t <u>w</u> i <u>n</u>	f <u>a</u> ll <u>i</u> n <u>g</u>	w <u>i</u> n <u>t</u> e <u>r</u>	w <u>i</u> n <u>g</u> s	a <u>n</u> g <u>ri</u> y	m <u>i</u> n <u>u</u> te
n <u>w</u> g <u>il</u>	m <u>il</u> it	n <u>te</u> g <u>ra</u>	b <u>h</u> u <u>g</u> o	a <u>ng</u> on	i <u>fg</u> na

2 Do the actions quiz.

The action quiz!

Things you can do ...

on stage.	acting	with spaghetti.	eating
in ballet shoes and a leotard.	dancing	with the TV.	watching
with a musical instrument.	playing	with a book.	reading
with balls in the circus.	juggling	with a song.	singing

40

Unit 4 Lesson 7 • 8

Unit 4 Lesson 7

1 Read and tick (✓) the sentences you agree with. **Child's own answers**

The ghosts aren't real. They are just in the children's imagination.

The children are surprised when they see the poster.

The theatre isn't real. It is just in the children's imagination.

The ghosts are the actors and musicians from the past.

The theatre is old and abandoned.

The ghosts are angry with the children's visit.

The children are scared of the ghosts.

2 Number the picture sequence. Then, match the pictures with the sentences.

a I can hear children! Good, we can have some fun!

b They are having lots of fun with the costumes and make up.

c Ready! One, two, three! Music!

d They can follow me to the make up and costume room.

e It's time to go on stage!

f They're falling through the trap door. No, don't go!

41

Unit 4 Lesson 8

1 Underline the places in the theatre where the story takes place.

dressing room auditorium stage backstage

trap room orchestra pit make up room entrance hall

2 Answer the question and write the names of the places.

Where is the action happening?

The children are following the ghost.
backstage

The ghosts are playing musical instruments.
orchestra pit

Claude and Lulu are putting on make up.
make up room

The children are trying on the costumes.
dressing room

The children are dancing and playing music.
stage

The children are falling.
trap room

42

Review

Unit 4 Lesson 9

1 Follow the maze and collect the objects for the characters. Then, complete the lists.

Holly's things. guitar ballet shoes leotard	Max's things. costume hat juggling balls	Lulu's things drum script costume	Claude's things recorder violin music score
--	---	--	--

2 Add the apostrophe (') where necessary and draw the picture. Child's own drawing

Holly's ballet shoes are under the chair and Claude's recorder and music score are on the table. Max's juggling balls are in the boxes and Lulu's costume is in the bag. The teacher's books are on the shelf.

43

Unit 4 Lesson 10

Review

1 Match the instruments with the musicians.

44

Unit 5 Lesson 1 • 2

5 On the farm

1 Find and classify 12 animals.

Wild animals

- tiger
- eagle
- crocodile
- giraffe
- zebra
- snake



h	s	g	x	b	z	w	z	g
c	h	i	c	k	e	n	l	p
r	e	r	w	c	b	d	c	h
o	e	a	h	o	r	s	e	a
c	p	f	z	w	a	n	b	k
o	q	f	b	r	d	a	q	a
d	c	e	d	s	g	k	d	e
i	f	d	o	n	k	e	y	v
l	t	i	g	e	r	w	r	t
e	a	g	l	e	y	u	p	l

Farm animals

- chicken
- horse
- donkey
- sheep
- dog
- cow



2 Choose animals and describe a farm. Child's own answer

there is a there are some

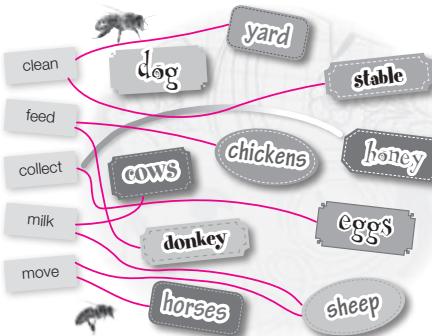
On my farm,

- in the fields.
- in the stables.
- in the yard.

45

Unit 5 Lesson 2

1 Match the words and make ten sentences. Model answer



- I collect the honey.
I clean the stable.
I milk the cows.
I move the sheep.
I feed the chickens.
I collect the eggs.
I feed the donkey.
I move the horses.
I clean the yard.
I milk the sheep.

2 Read and complete the chart.

Three people work at Foscote Farm. Everyday they do four different tasks.

I don't collect the eggs or the honey.
I milk the sheep. I feed the chickens.

I don't clean the yard or the stables.
I collect the honey. I feed the donkey.



Rebecca



Andy



Chris

	milks the ...	feeds the ...	cleans the ...	moves the ...	collects the ...
Rebecca	sheep	chickens	stables	donkey	
Andy		dog	yard	horses	eggs
Chris	cows	donkey		sheep	honey

46

Unit 5 Lesson 3

1 Listen and match the farms and the food.

2 Write the words in order. Then, answer the questions.

1 there / Is / a / at Hill Farm?
Is there a donkey at Hill Farm? _____ No, there isn't.

2 any / at Home Farm? / chickens / there / Are
Are there any chickens at Home Farm? _____ Yes, there are.

3 horse / there / at Hill Farm? / a / Is
Is there a horse at Hill Farm? _____ Yes, there is.

4 at Home Farm? / bees / Are / any / there
Are there any bees at Home Farm? _____ No, there aren't.

5 sheep / there / Are / at Hill Farm? / any
Are there any sheep at Hill Farm? _____ Yes, there are.

6 a / there / at Home Farm? / dog / Is
Is there a dog at Home Farm? _____ No, there isn't.

47

Transcript

9 Listen and match the farms and the food.

Narrator 1: At Home Farm we make cheese from sheep's milk. We make ice cream from cow's milk and we get honey from our bees.

Narrator 2: At Hill Farm we make yoghurt from sheep's milk. We make butter from cow's milk and we get fresh eggs from our chickens.

Unit 5 Lesson 4

1 Listen and circle the correct information.

2 Look at the picture and complete the sentences.

is isn't are aren't cows dog chickens donkeys

At the Farmer's Fair ...

- There are two black and white cows.
- There is a girl with two chickens.
- There is a dog next to the girl.
- There are two donkeys.
- There isn't a horse.
- There aren't any sheep.
- There are three tents.
- There aren't any bees.

48

Unit 5 Lesson 5 • 6

Unit 5 Lesson 5

1 Use the key and colour the money you need.

Key

€ 20.50	€ 7.10
red	green
€ 11.00	€ 0.25
yellow	blue
€ 2.22	€ 1.51
orange	pink

2 Complete and answer the questions.

is	are
----	-----

6 eggs	€ 1.50	jam	€ 3.50
6 apples	€ 2.50	honey	€ 4.50
10 potatoes	€ 2.00	yoghurt	€ 2.00
cheese	€ 6.00	ice cream	€ 4.50

1 How much is the jam? It's € 3.50.
 2 How much are three eggs? They're 75 c.
 3 How much is the honey? It's € 4.50.
 4 How much are five potatoes? They're € 1.00.
 5 How much is the cheese? It's € 6.00.
 6 How much is the ice cream? It's € 4.50.
 7 How much are three apples? They're € 1.25.
 8 How much is the yoghurt? It's € 2.00.

49

Unit 5 Lesson 6

1 11 Use the key and match the words. Then, listen and check.

Key

same last sound as bees	RED same last sound as rocks	GREEN same last sound as horses
-------------------------	------------------------------	---------------------------------

2 Complete the rhymes.

1 There is a donkey with big eyes and some bees with the first prize.

2 The foxes have got their noses in the boxes of roses.

3 The cats in the stables have got hats on the tables.

50

Unit 5 Lesson 7 • 8

Unit 5 Lesson 7

1 Label the picture.

yard stables field ditch river rocks gate

① stables
② yard
③ gate
④ field
⑤ river
⑥ ditch
⑦ rocks

2 Complete the story summary.

one ditch dirty yard water direction rocks

Title: The dirty stables
Main characters: the children and Hercules

Problem
The stable and yard are very dirty.
Hercules can't clean it in one day.
He needs some water.

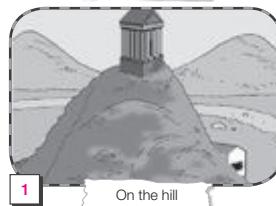
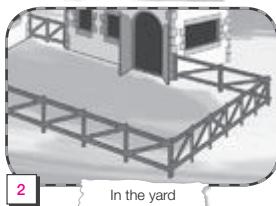
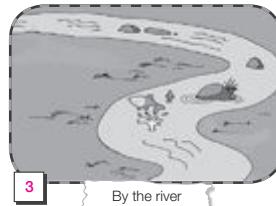
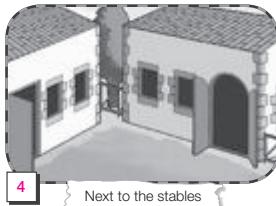
Solution
The children dig a ditch.
They put rocks in the riverbed.
They change the direction of the river.

At the end of the story...
The river is cleaning the yard.

51

Unit 5 Lesson 8

1 Number the picture sequence.



2 Choose three pictures and complete the cards. Child's own answers

Place: _____
People: _____
Actions: _____

Place: _____
People: _____
Actions: _____

Place: _____
People: _____
Actions: _____



Unit 5 Lesson 9 • 10

Review

Unit 5 Lesson 9

1 Complete the word lists. **Model answer**

Farm animals	Places on a farm	Tasks on a farm	Farm produce
cows	stable	clean yard	honey
chickens	yard	collect eggs	eggs
sheep	field	milk cows	milk
donkeys	farmhouse	move sheep	butter
horses		collect honey	cheese
bees			yoghurt

2 Complete the language rules. **Model answer**

a an some

- We use an with words that start with a vowel sound.
Examples: egg, apple, orange
- We use a with words that start with a consonant sound.
Examples: horse, cat, stable
- We use some with plurals.
Examples: cows, chickens, bees

3 Label the pictures.

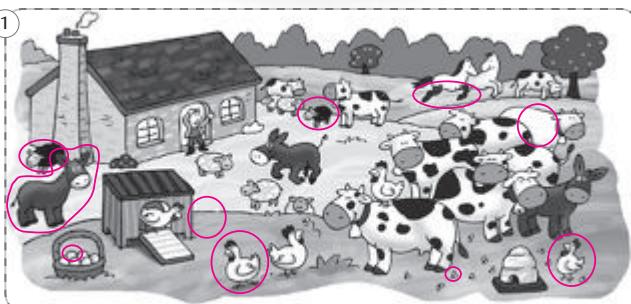
an eagle	an orange	some chickens	a cow	a dog
some cats	an apple	a donkey	some rabbits	

53

Unit 5 Lesson 10

Review

1 Find and circle ten differences in picture 1. Then, write.

1 

2 

In picture 1, **Child's own answer**

there is _____

There are _____

There isn't _____

54

Lesson 1

6 Tick, tock!

1 Do the clock sums.

① + 15 minutes =

④ - 45 minutes =

② + 30 minutes =

⑤ - 30 minutes =

③ + 30 minutes =

⑥ - 60 minutes =

2 Read and complete the clocks.

I have breakfast at a quarter past eight.

I have breakfast thirty minutes before Holly.

I have breakfast fifteen minutes before Holly.

I have breakfast fifteen minutes after Holly.

55

Unit 6 Lesson 2

1 Match the pictures with the notices. Then, answer the questions.



- What time does the bank open? At 8.00.
- What time does the restaurant close? At 11.00.
- Which two places open at the same time? The chemist's and the baker's.
- Which two places close at the same time? The shoe shop and the hairdresser's.
- Which opens first, the bank or the baker's? The bank.
- Which closes last, the chemist's or the hairdresser's? The hairdresser's.

2 Read and write the name of the shop.

The shoe shop opens before the hairdresser's but after the baker's, and it closes before the restaurant but after the chemist's.

The hairdresser's opens before the restaurant but after the chemist's, and it closes after the baker's, at the same time as the shoe shop.

3 Write your own riddle. **Child's own answer**

The opens after the
but before the , and it closes after the
 but before the .

Unit 6 Lesson 3 • 4

Unit 6 Lesson 3

1 Listen and colour the metro lines.

The City Metro

Key

- Line 1 Green station ★ Oxford Market
- Line 2 Smith Farm ★ Broadway Park
- Line 3 Liverpool Theatre ★ Mare Castle
- Line 4 Westfield Centre ★ City Circus
- Line 5 Central Hospital ★ Tower Street

2 Read and number the answers. Then, check with your teacher.

The metro network in London is called the London Underground.

1 How old is the London Underground?
 2 How many lines are there?
 3 How many stations are there?
 4 How many people travel on the London Underground every day?
 5 How long is the network?

4 More than 3 million

2 11 **3** 270 **1** 150 years **5** 402 kilometres

57

Transcript

12 Listen and colour the metro lines.

Woman: Does the green line go to Broadway Park?
Man: No, it doesn't. The green line goes to Mare Castle.

Woman: Does the red line start at Smith Farm?
Man: Yes, it does.

Woman: Does the brown line start at Central Hospital?

Man: No, it doesn't. The brown line starts at the Westfield Centre.

Woman: Does the blue line go to Oxford Market?
Man: No, it doesn't. It goes to Tower Street.

Woman: Oh, I see! So the orange line goes to Oxford Market.

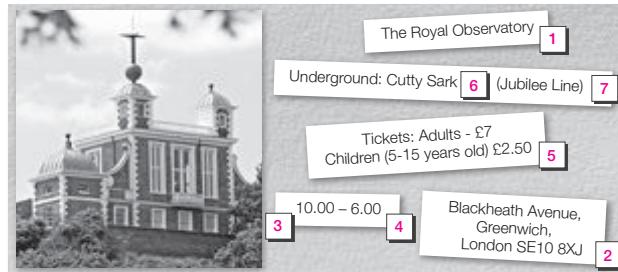
Man: Yes, that's right.

Unit 6 Lesson 4

1 Find and number the information.

Key

- | | |
|-----------------------------|-------------------------------|
| 1 = The name of the museum. | 5 = The price of the tickets. |
| 2 = The address. | 6 = The nearest station. |
| 3 = The opening time. | 7 = The Underground line. |
| 4 = The closing time. | |



2 Write the words in order. Then, answer the questions.

1 Royal / for / much / How / ? / the / do / the / tickets / Observatory / cost

How much do the tickets for the Royal Observatory cost?

£7 for adults and £2.50 for children.

2 time / What / ? / does / open / it

What time does it open?

It opens at 10.00.

3 ? / to / What / you / do / go / station

What station do you go to?

Cutty Sark.

4 What / ? / does / time / close / it

What time does it close?

It closes at 6.00.

Unit 6 Lesson 5 • 6

Unit 6 Lesson 5

1 Read the sentences. Then, complete the language rules and add your own examples.

My birthday is **in** April. It's **on** 19th of April. It's **ON** Friday this year.

My party is **in** the Play Centre. The Play Centre is **on** Holbrook Street.

It starts **at** five o'clock in the afternoon. It finishes **at** half past seven.

Child's own answers

in on at

in + month of the year, for example _____
on + day of the week, for example _____
on + date, for example _____
on + name of the street, for example _____
in + place, for example _____
at + time, for example _____

2 Design an invitation for your birthday party.

Instructions

- Choose a phrase for the cover.
- Draw a picture on the cover.
- Complete the information.

You are invited to my birthday party!

To _____

It's my birthday on _____.
The party is in _____, on _____.
The party starts at _____ and finishes at _____.
See you then!

Please come to my birthday party!

I'm having a party for my birthday!

From _____

59

Unit 6 Lesson 6

1 Listen and classify the words.

round minutes drink hairdresser's money five
computer train together machine platform museum

1 syllable	2 syllables	3 syllables
round drink five train	minutes money machine platform	hairdresser's computer together museum

2 Follow the instructions and make a word path. **Child's own answer**

Instructions

- Write words with two syllables to make a connecting path from the start to the finish. The path must connect all the words already on the maze.
- Write words with one syllable in the other shapes.

Start

station
puzzle
pieces
children
opens

Finish

60

Transcript

13 Listen and classify the words.

Narrator: Round, round
Minutes, minutes
Drink, drink
Hairdresser's, hairdresser's
Money, money
Five, five
Computer, computer
Train, train
Together, together
Machine, machine
Platform, platform
Museum, museum

Unit 6 Lesson 7 • 8

Unit 6 Lesson 7

1 Match the sentences and pictures to complete the clues.

Clue 1

One, two, three, green!
One, two, three, brown!

3 Put in some money
and get a drink.



Clue 2

One, two, three, red!
One, two, three, blue!

2 Find a puzzle piece
inside a shoe!



Clue 3

One, two, three, orange!
One, two, three, pink!

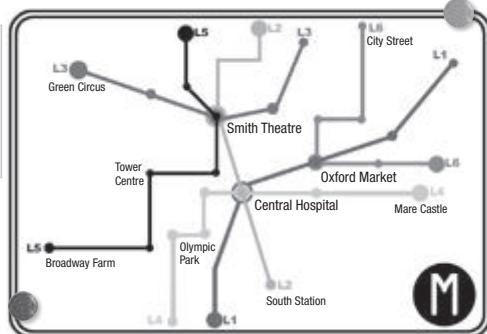
1 Find a door and go
round and round!



2 Look at the clues in Activity 1. Find where the lines meet and complete the sentences.

Key

Line 1 = orange
Line 2 = green
Line 3 = red
Line 4 = brown
Line 5 = blue
Line 6 = pink



The children find clue number 1 at **Central Hospital** station.

They find clue number 2 at **Smith Theatre** station.

They find clue number 3 at **Oxford Market** station.

61

Unit 6 Lesson 8

1 Classify and write about the events in the story.

In the story, the children do two things each to win the Metro Challenge.

... sees the ...
bank - Holly
den - Max
shoe shop - Lulu

... gets the ...
first piece - Claude
second piece - Holly
third piece - Claude

... solves the ...
last clue - Max

... opens the ...
train door - Lulu

Holly sees the bank and she gets the second piece.

Claude gets the first piece and he gets the third piece.

Max solves the last clue and he sees the den.

Lulu sees the shoe shop and she opens the train door.

2 Sequence the sentences and complete the clocks.



02:00 Lulu opens the door with the key.

05:00 Claude makes a key with the pieces.

00:00 The children are the champions of the Metro Challenge.

04:00 The children follow the key to platform 7½.

62

Review

Unit 6 Lesson 9

1 Look at the picture and write T (true) or F (false).

There is a ...

- 1 train at platform 3.
- 2 restaurant on the train.
- 3 bank on platform 8.
- 4 baker's on platform 8.
- 5 school next to the baker's.
- 6 hairdresser's in the station.
- 7 shoe shop next to the bank.
- 8 ticket office next to the chemist's.

F
T
T
F
F
T
T
F

2 Look at the pictures. Then, complete and write questions and answers. **Model answer**

1

- a Where is Holly?
She's at the shoe shop.
- b What time is it?
It's half past four.
- c Who is she with?
She is with her mum.

2

- a Where is Claude?
He's at the hairdresser's.
- b What time is it?
It's eleven o'clock.
- c Who is he with?
He is with his dad.

63

Unit 6 Lesson 10

Review

1 Read and use your imagination to complete the Wonder Train timetable.

The trains have all got funny names!
The tickets are very expensive!
It takes fifteen minutes from one station to the next.
The trains are all different colours!
The stations are names of famous people!
The trains travel back in time!

Child's own answers
Child applies colour

Wonder Train Service
timetable

Trains	Stations	9.00	11.00	2.00
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
Ticket prices	€	€	€	

64

Unit 7 Lesson 1 • 2

Lesson 1

7 Fairy tales

1 Complete the cards.

witch princess fairy wizard giant dwarf

Sleeping Beauty

Characters: princess
fairy

Snow White

Characters: princess
dwarf
witch

The Wizard of Oz

Characters: wizard
witch

Jack and the Beanstalk

Characters: giant

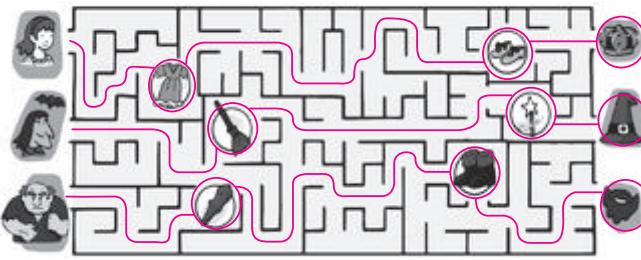
2 Write about your favourite characters in the stories. **Child's own answers**

1 My favourite character in _____ is _____.
 2 My favourite character in _____ is _____.
 3 My favourite character in _____ is _____.
 4 My favourite character in _____ is _____.

65

Unit 7 Lesson 2

- 1** Collect the props and costumes and complete the sentences.



crown beard wand broomstick dress hat boots club shoes

- 1 The princess needs a dress, shoes and a crown.
 2 The witch needs a broomstick, a wand and a hat.
 3 The giant needs a club, boots and a beard.

- 2** Write the words in order. Then, answer the questions.

- 1 the wizard / Does / need / a wand / ?
 Does the wizard need a wand? ✓ Yes, he does.
- 2 need / he / Does / a beard / ?
 Does he need a beard? ✓ Yes, he does.
- 3 a crown / ? / the giant / need / Does
 Does the giant need a crown? ✗ No, he doesn't.
- 4 he / a club / ? / Does / need
 Does he need a club? ✓ Yes, he does.
- 5 a cape / ? / Does / need / the fairy
 Does the fairy need a cape? ✗ No, she doesn't.
- 6 she / need / wings / ? / Does
 Does she need wings? ✓ Yes, she does.

Unit 7 Lesson 3

1 Listen and tick (✓) the photos.

2 Complete the sentences.

lives wears doesn't live doesn't wear
doesn't go doesn't live with goes lives with

- 1 Princess Trixie lives with her mum and dad.
- 2 She doesn't live with a witch.
- 3 Princess Trixie doesn't live in a castle.
- 4 She lives in a small house.
- 5 Princess Trixie wears jeans and a T-shirt.
- 6 She doesn't wear a crown or a dress.
- 7 One day, Princess Trixie goes to a party.
- 8 She doesn't go to school.

3 Choose words and complete the sentences. **Child's own answers**

Key

1 = a fairy tale character
2 = a place
3 = He / She
4 = fairy tale costumes

_____ (1) lives in a _____ (2).
_____ (3) wears _____ (4).
_____ (3) doesn't wear _____ (4).
_____ (3) lives with _____ (1).

67

Transcript

 14 Listen and tick the photos.

Narrator: Princess Trixie lives with her mum and dad. She doesn't live in a castle. She lives in a small house in the middle of a city. Princess Trixie wears ordinary jeans and T-shirts. She doesn't look like a princess. Then one day she goes to a special party...

Unit 7 Lesson 4

1 Label the characters.

Peter Pan

Captain Hook

Tinkerbell

Wendy

2 Read and circle True or False.

- 1 Captain Hook flies to London.
- 2 Wendy flies to Never Never Land.
- 3 Peter Pan doesn't fly to London.
- 4 Captain Hook fights Peter Pan.
- 5 Tinkerbell doesn't like Peter Pan.
- 6 Peter Pan lives on a ship.

True	False

3 Look at the pictures and sequence the sentences.

4 Wendy goes back to London with her brothers and the lost boys. Peter stays in Never Never Land.

1 Tinkerbell helps Captain Hook and the pirates capture Wendy and the lost boys.

2 Tinkerbell is sorry and she drinks poison. Peter Pan saves her.

3 Peter Pan pushes Captain Hook into the sea and he saves Wendy.

68

Unit 7 Lesson 5 • 6

Unit 7 Lesson 5

1 Match the books with the children.

I really like books about animals.
I really like books about science.
I really like books about magic.
I really like books about adventures.
I really like books about history.
I really like books about funny people.

2 Answer the questions. Child's own answers

- What are you reading now? _____
- What's the book about? _____
- What books do you like? _____
- What's your favourite book? _____
- Who are the main characters? _____

69

Unit 7 Lesson 6

1 15 Use the key and match the words. Then, listen and check.

Key same sound as girl same sound as giant

2 Complete the tongue twisters.

giraffe girl goggles giant jumps guitar

Jack the giraffe jumps into the giant jelly.

The good girl's got goggles and a great guitar.

70

Transcript

15 Use the key and match the words. Then, listen and check.

Narrator: Girl. g, g, g, girl.
Green. g, g, g, green.
Gold. g, g, g, gold.
Goggles. g, g, g, goggles.
Gloves. g, g, g, gloves.
Go. g, g, g, go.
Guitar. g, g, g, guitar.

Giant. dj, dj, dj, giant.
Jam. dj, dj, dj, jam.
Jump. dj, dj, dj, jump.
Jelly. dj, dj, dj, jelly.
Jeans. dj, dj, dj, jeans.
Jack. dj, dj, dj, jack.
Giraffe. dj, dj, dj, giraffe.

Unit 7 Lesson 7 • 8

Unit 7 Lesson 7

1 Read and circle the correct words.

- 1 The princess knows doesn't know her name.
- 2 The friends help / don't help the princess.
- 3 The princess likes doesn't like *Sleeping Beauty*.
- 4 She doesn't want / wants to sleep for 100 years.
- 5 The princess likes doesn't like *Snow White*.
- 6 She doesn't want / wants to clean a house.
- 7 The princess likes doesn't like *The Frog Prince*.
- 8 She wants doesn't want to kiss a frog.
- 9 The princess likes / doesn't like *The Princess and the Giant*.
- 10 She wants / doesn't want to have adventures.

2 Complete the story summary.

happy children The Frog Prince The Princess and the Giant
Snow White princess giants and adventures scared

Title: _____ *The angry princess*
Main characters: _____ the children and the princess

At the beginning of the story...

The _____ princess _____ can't remember her name or her story.
She's very _____ scared _____.
The _____ children _____ look for her story.

Princess' opinions

She doesn't like _____ Snow White _____ and _____ The Frog Prince _____.
She likes stories about _____ giants and adventures _____.

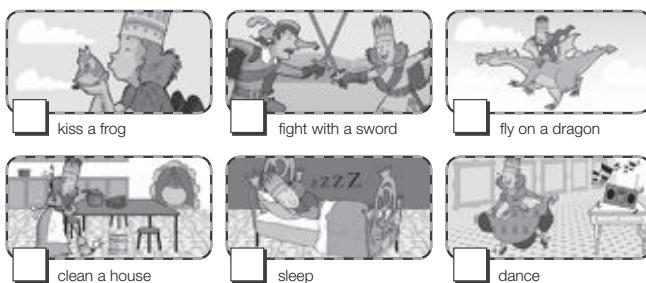
At the end of the story...

The princess finds a story. It's called _____ *The Princess and the Giant* _____.
She's _____ happy _____ in the end.

71

Unit 7 Lesson 8

Child's own
answers



2 Complete the sentences. Child's own answer

In a perfect story ...
The princess fights with a _____.
She _____.
She doesn't _____.
She _____.

3 Write a description of the princess. Model answer

- In *The angry princess*, the princess wears _____ a pink dress _____.
She doesn't wear _____ jeans _____.
She's got _____ pink _____ hair and blue _____ eyes _____.
She likes _____ adventures _____ and she doesn't like _____ cleaning _____.



Unit 7 Lesson 9 • 10

Review

Unit 7 Lesson 9

1 Do the crossword puzzle.

1. A small figure with a long staff (1).
 2. A person in a crown (2).
 3. A tall, thin figure (3).
 4. A long black cape (4).
 5. A person in a white dress (5).
 6. A golden crown (6).
 7. A small figure with a pointed hat (7).
 8. A fluffy object (8).
 9. CLUB (9).
 10. A person in a suit (10).
 11. BROOMSTICK (11).
 12. A small figure with a pointed hat (12).
 13. D (13).
 14. D (14).
 24. D (24).
 5. CROWN (5).
 6. CROWN (6).
 7. WIZARD (7).
 8. C (8).
 9. C (9).
 10. G (10).
 11. R (11).
 12. Y (12).
 13. P (13).
 14. A (14).
 24. A (24).
 15. I (15).
 16. N (16).
 17. C (17).
 18. E (18).
 19. S (19).
 20. A (20).
 21. N (21).
 22. T (22).
 23. H (23).
 24. D (24).

2 Complete the grammar boxes.

does doesn't wear wears

✓ The princess wears a gold dress.
 ✗ She doesn't wear boots.
 ? Does she wear a cape?

✓ The wizard wears a cape.
 ✗ He doesn't wear a gold dress.
 ? Does he wear a crown?

3 Do the fairy tale quiz.

Yes, he does. / No, he doesn't. Yes, she does. / No, she doesn't.

1 Does Snow White sleep for 100 years? No, she doesn't.
 2 Does Jack climb a giant beanstalk? Yes, he does.
 3 Does Sleeping Beauty kiss a frog? No, she doesn't.
 4 Does Snow White live with seven dwarves? Yes, she does.
 5 Does Jack fight a giant? Yes, he does.
 6 Does the witch in Snow White have a broomstick? No, she doesn't.

73

Review

Unit 7 Lesson 10

1 Find and write the mistakes in the pictures.

witch
wizard
princess
dwarf
giant
fairy

needs doesn't need

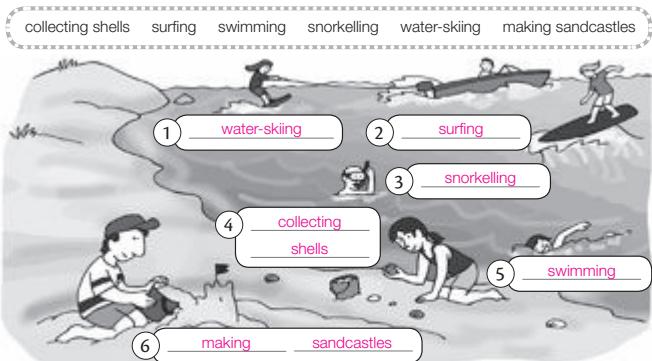
1 The witch needs a broomstick. She doesn't need a club.
 2 The wizard needs a wand. He doesn't need a crown.
 3 The princess needs a crown. She doesn't need a beard.
 4 The giant needs a club. He doesn't need a hat.
 5 The dwarf needs a hat. He doesn't need a wand.
 6 The fairy needs a wand. She doesn't need boots.

74

8 At the beach

Lesson 1

1 Label the beach activities.



2 Look at Activity 1. Then, complete and answer the questions. **Child's own answers**

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

- 1 Do you like water-skiing ? _____
- 2 Do you like surfing ? _____
- 3 Do you like snorkelling ? _____
- 4 Do you like collecting shells ? _____
- 5 Do you like swimming ? _____
- 6 Do you like making sandcastles ? _____

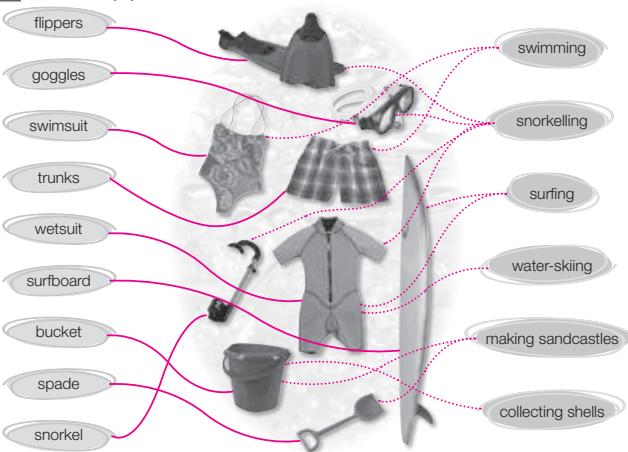
3 Complete the sentence. **Child's own answer**

My favourite beach activity is _____.

75

Unit 8 Lesson 2

1 Match the equipment and the activities.



2 Choose a beach activity. Then, draw and complete the sentences. **Child's own drawing and answer**



76

Unit 8 Lesson 3 • 4

Unit 8 Lesson 3

1 16 Listen and finish the picture. Child's own drawing

pebble shell rock pool crab
umbrella towel deck chair

2 Write the words in order. Then, answer the questions.

Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.

- on the beach? / there / any / pebbles / Are
Are there any pebbles on the beach? Yes, there are.
- snorkels / on the beach? / any / there / Are
Are there any snorkels on the beach? No, there aren't.
- crab / there / a / on the beach? / Is
Is there a crab on the beach? Yes, there is.
- on the beach? / a / there / surfboard / Is
Is there a surfboard on the beach? No, there isn't.
- any / Are / on the beach? / towels / there
Are there any towels on the beach? Yes, there are.
- bucket / on the beach? / there / Is / a
Is there a bucket on the beach? No, there isn't.

7

Transcript

16 Listen and finish the picture.

Narrator: In this picture of my favourite beach, there are two rock pools. There are some pebbles near the rock pools. There are some shells on the beach and there's a crab. There's an umbrella and a deck chair on the beach and there are three towels.

Unit 8 Lesson 4

1 Describe the beach pictures. Model answers



In picture 1, people are swimming, snorkelling and surfing. They aren't making sandcastles. On the beach, there's a surfboard. There are some wetsuits, goggles and some towels. There aren't any spades.

In picture 2, people are water-skiing, collecting shells, making sandcastles and reading. They aren't swimming. On the beach, there's an umbrella. There are some spades, buckets and some deck chairs. There aren't any surfboards.

2 Look at the pictures and complete the sentences. Then, colour the flags.

	1 <u>Don't</u> <u>swim</u> between the red and yellow flags.
	2 <u>Swim and snorkel</u> between the black and white flags.
	3 <u>Water-ski</u> between the orange flags.
	4 <u>Don't walk</u> your dog.
	5 <u>Surf</u> between the pink and black flags.

Unit 8 Lesson 5

1 Label the objects. Then, circle the items for a beach holiday.

goggles	swimsuit	book	gloves	boots
wetsuit	slippers	towel	scarf	snorkel

(1) swimsuit
(2) goggles
(3) slippers
(4) scarf
(5) gloves

(6) snorkel
(7) book
(8) towel
(9) boots
(10) wetsuit

2 Match the sentences with the pictures.

1

2

3

4

Is there room for my book?

You don't need a scarf!

Do I need a towel?

I can't close it!

79

Unit 8 Lesson 6

1 Complete the words. Then, use the key and match the words.

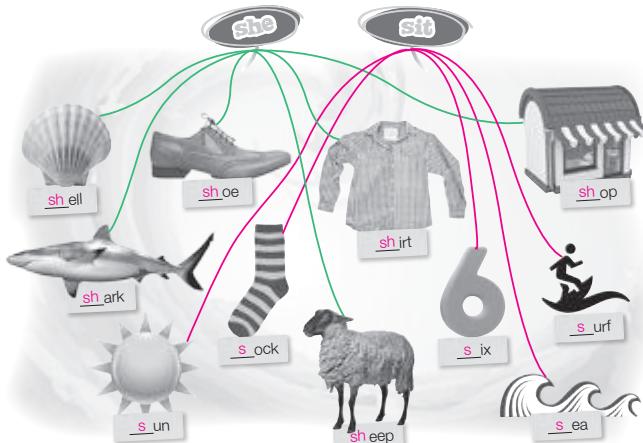
Key



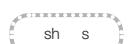
same sound as she



same sound as sit



2 17 Complete the tongue twister. Then, listen and check.



She sells sea shells
on the sea shore.



Transcript

17 Complete the tongue twister. Then, listen and check.

Narrator: She sells sea shells on the sea shore.

Unit 8 Lesson 7 • 8

Unit 8 Lesson 7

1 Sequence the sentences.

	The sharks move the shell to the hole. 6		The children talk to some crabs. 2
	The children go to the beach. 1		The children see a hole at the bottom of the sea. 4
	They find a giant shell. 5		The children go surfing on the dolphins. 8
	The shell is the same size as the hole. 7		The children ride the seahorses underwater. 3

2 Complete the story summary.

sea sharks rock pools bottom surfboards
surfing beach giant shell dry hole

Title: A sea adventure

Location: The children are at the beach.

Problem

At the beach, the rock pools are dry.

There is a hole at the bottom of the sea.

Solution

The children find a giant shell.

The sharks cover the hole with the shell.

At the end of the story...

The rock pools aren't dry.

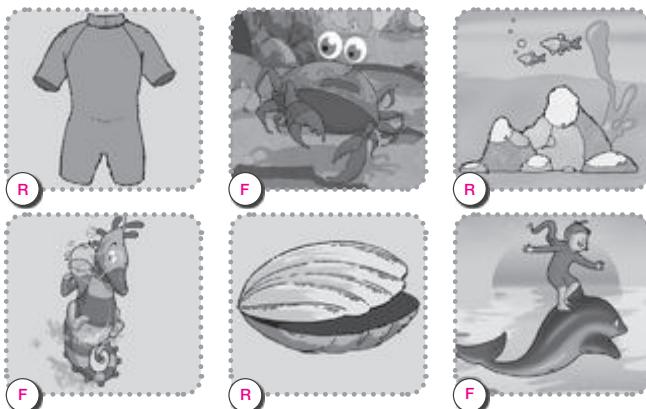
The children go surfing but they don't need surfboards.

81

Unit 8 Lesson 8

1 Classify the pictures.

Key
F = fantasy R = reality



2 Complete the sentences.



In real life ...

- 1 Sharks can't carry shells.
- 2 Children can't ride seahorses.
- 3 Sharks can swim underwater.
- 4 Crabs can't talk.
- 5 Children can't talk underwater.
- 6 Fish can't live inside shells.
- 7 Children can go surfing.
- 8 Children can't go surfing on sharks.

82

Unit 8 Lesson 9 • 10

Review

Unit 8 Lesson 9

1 Do the crossword puzzle.

2 Complete the signs. Then, write your beach rules. **Child's own answers**

Don't swim collect surf
make water-ski walk
pebbles shells dogs
sandcastles snorkle

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

83

Unit 8 Lesson 10

Review

- 1** Use the key and colour the fish. Then, complete the sentences.

Key

1 = red	2 = blue	3 = green	4 = orange
5 = purple	6 = pink	7 = yellow	8 = black



a some any is isn't are spots stripes aren't

- 1 There are some fish with blue and pink spots.
- 2 There is a fish with yellow and green stripes.
- 3 There isn't a fish with purple stripes.
- 4 There are some fish with orange and white stripes.
- 5 There are some fish with black and red stripes and green spots.
- 6 There aren't any fish with orange spots.
- 7 There aren't any fish with pink stripes.

Happy Halloween!

1 Work with your classmate. Find the children and complete the sentences.



cat
monster
fairy
ghost
spider
witch
wolf
pumpkin
lantern
bat

- 1 Leo is a lantern.
- 2 Theo is a cat.
- 3 Claire is a fairy.
- 4 Helen is a pumpkin.
- 5 Kelly is a witch.
- 6 Samuel is a wolf.
- 7 Adam is a ghost.
- 8 Fiona is a bat.
- 9 Steve is a spider.
- 10 James is a monster.

93

Festivals

Happy St Patrick's Day!

1 Read and write the words. Then, find the hidden word.

- 1 The fantasy characters have got pots full of
- 2 The holiday is on the ... of the month.
- 3 The celebration is for St
- 4 It is an ... celebration.
- 5 The traditional food is ... and vegetables.
- 6 The celebration is in the month of
- 7 The ... has got three leaves.
- 8 This is a very special day in
- 9 People play ... in the streets.
- 10 People wear ... clothes.

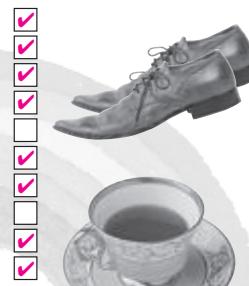
G	O	I	D						
S	E	V	E	N	T	E	N	T	H
P	A	T	H	I	C	K			
I	R	I	S	H					
M	E	A	T						
M	A	R	C	H					
S	H	A	M	R	O	C	K		
I	R	E	L	A	N	D			
M	U	S	I	C					
G	R	E	E	N					

The hidden word is leprechaun.

2 Read and tick (✓) the true sentences. Then, check with your teacher.

How much do you know about leprechauns?

- 1 They are very small.
- 2 They are all men.
- 3 They live for hundreds of years.
- 4 They live in forests.
- 5 They like tea.
- 6 They make shoes.
- 7 They are very naughty.
- 8 They have a gold coin for every year of their lives.
- 9 They hide their gold at the end of rainbows.
- 10 When you see a Leprechaun you have three wishes.



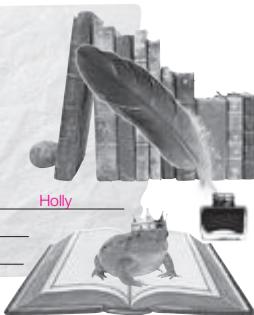
94

The end of year story quiz!

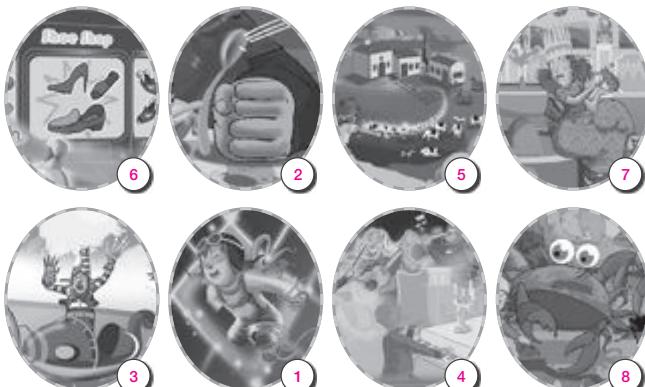
1 Answer the questions without checking back.

Which character ...

- 1 falls into the soup? Max
- 2 has a great idea for a shell? Lulu
- 3 has got a drum in the theatre? Claude
- 4 asks Hercules for a spade? Claude
- 5 gets stuck in the net? Holly
- 6 wears a purple hat with stars in one of the stories? Holly
- 7 finds a piece of a key inside a shoe? Claude
- 8 finds a good story for the princess? Claude



2 Look at the pictures and say what unit the story is from.



95

Story quiz

3 Sequence the stories and write.

My favourites!



Child's own answer

My favourite story is _____.
My second favourite is _____.
And my third favourite is _____!

4 Ask four classmates and colour the graph. Child's own answers

Key

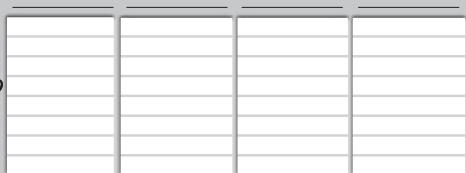
favourite = blue
second favourite = red
third favourite = green



Name your favourite, second favourite and third favourite story!

Classmates:

The magic window
The giant's kitchen
Jack Frost, the snow elf
The mystery of the theatre
The dirty stables
The Metro Challenge
The angry princess
A sea adventure



The all-time favourite story is _____!

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Wonder in its verb format is to feel curiosity and be excited by something new. The noun transmits something that causes such a feeling. The methodology behind the **Richmond Wonders series** lives up to this definition and will provide a pleasant learning experience for both the children and the teacher.

Each unit of work is a web of different **strands of learning objectives** leading off from a central focus. The unit web strands interleave and interleave again with the subsequent levels to create a solid language fabric.

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